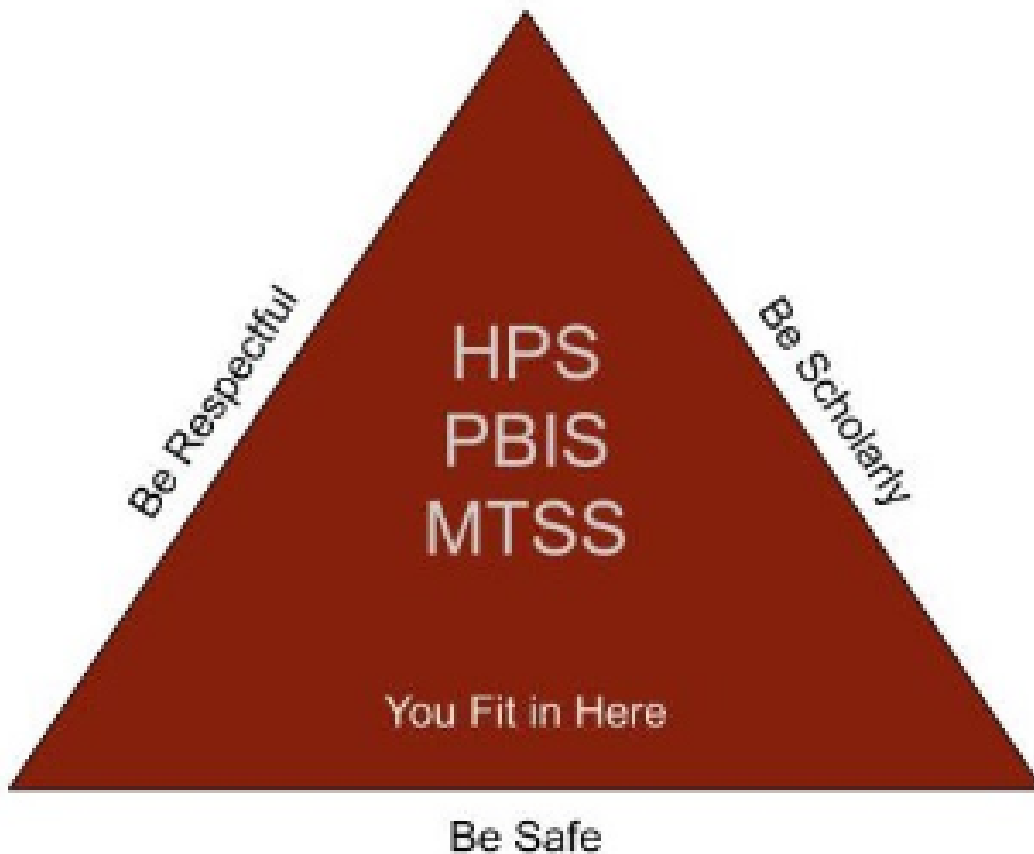


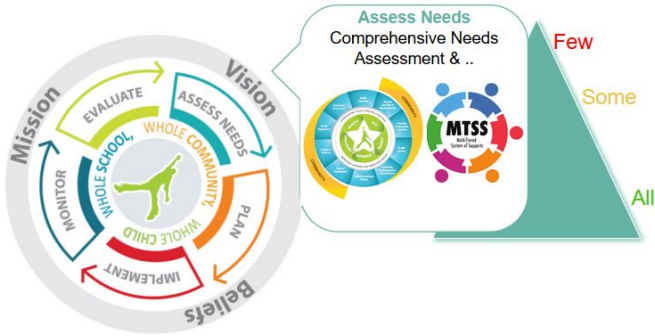


Multi-Tiered System of Support Handbook



Hamtramck Public Schools
3201 Roosevelt
Hamtramck, MI 48212
2022

Hamtramck Public Schools MTSS Framework



Hamtramck Public School's mission is to provide an effective, inclusive, and flexible learning experience for all students. We recognize the diverse learning styles our individual students bring to our district, and we have designed an educational ecosystem to meet our students where they are so that we may help them get to where they need to be. We believe that the "one size fits all" approach does not allow for the best

learning opportunities for our students. Hence, we utilize a Multi-Tiered System of Support (MTSS) to address the academic, behavioral, and social-emotional needs of all our students. Our MTSS model is structured to give all students the opportunity to make adequate gains using various supports. We use targeted small-group and individualized instruction in addition to the regular core subject instruction happening in the classroom. All students will be put into groups based on skill level in order to meet their reading/math needs. These groups are closely monitored and regrouped every 4-8 weeks based on students' progress and changing needs.

Essential Components of MTSS

Multi-Tiered Systems of Support work to grow students in both the Academic and Behavior realms. Both realms require universal screeners, scientific and research-based core instruction, multiple tiers of support and interventions that intensify with each level as needed, progress monitoring and student data collection, and the analysis and use of data to drive instruction.

Tier 1, the primary level of prevention, involves high quality core instruction. Tier 1 involves the classroom teacher using a variety of strategies to assist student learning on a day-to-day basis. The quality instruction in Hamtramck Public Schools is guided by Common Core State Standard (CCSS) aligned research based curriculums, programs, and best practices.

Tier 2 intervention involves using the universal screening results and classroom assessments to identify students in need of instructional interventions of moderate intensity. Tier 2 interventions can be provided by our classroom teachers, reading and math specialists and progress is monitored at regular intervals to ensure that students are making adequate progress toward grade-level goals. Many students will be successful with just this strategic help. If a child requires this intervention parents/guardians are notified.

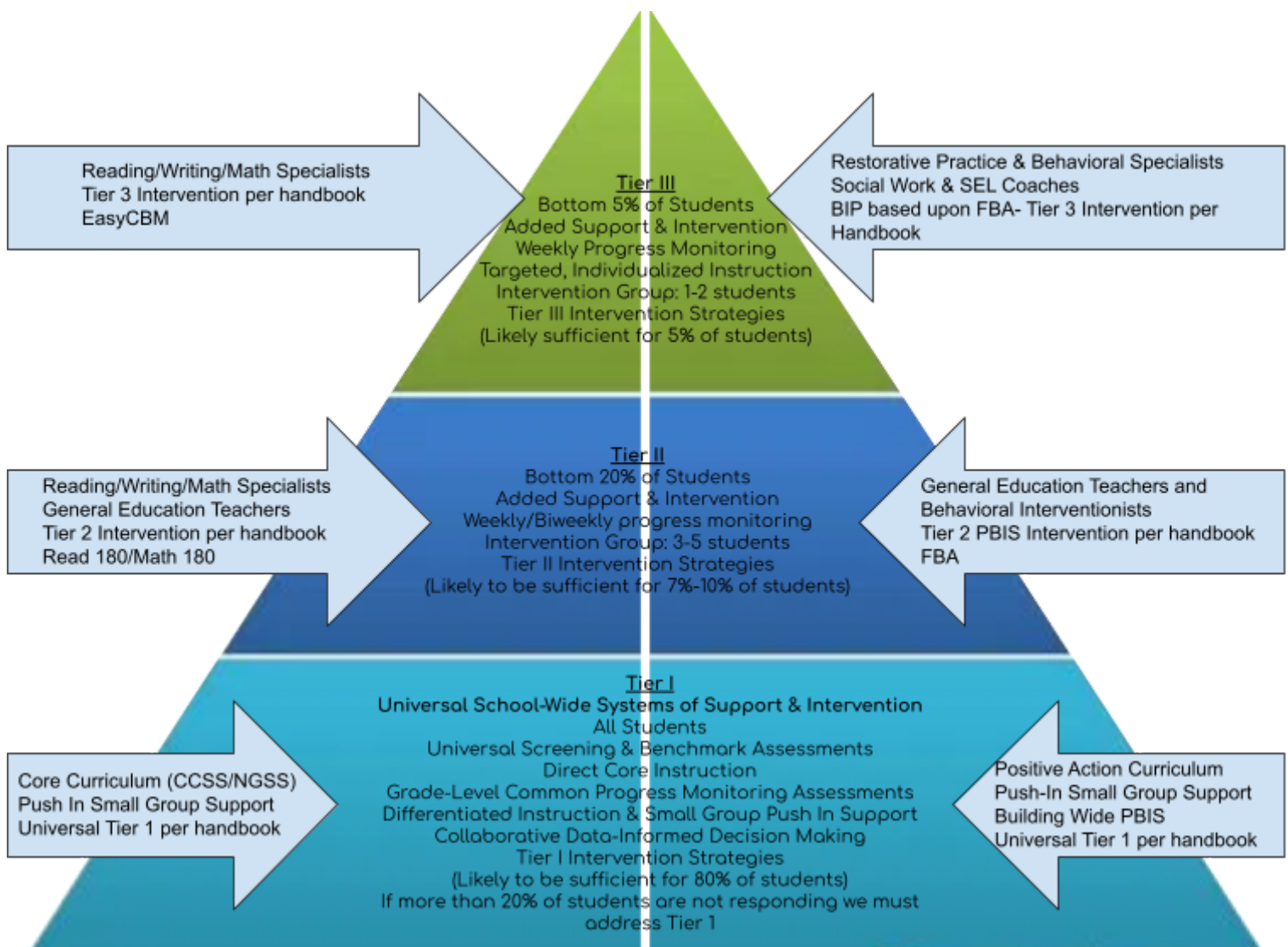
Tier 3 intervention involves more individualized, frequent, and intensive interventions for students to meet standards. Tier 3 interventions are provided by our specialists, Title teachers, and interventionists during Targeted or Individualized group time, but additional support may be added outside of that time as needed. Progress is monitored at regular intervals to ensure that students are making adequate progress toward grade-level goals. If a child requires this intervention parents/guardians are notified.

We use a collaborative approach for development, implementation, and monitoring of the intervention process. This gives us the most insight and expertise when developing intervention strategies to target student needs. Our continuous objective progress monitoring during the interventions allows us to monitor growth and adjust interventions as needed to ensure student success.

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MTSS Pyramid



5 Equity Questions When Looking at MTSS Data

1. Are there academic gaps between groups of students?
2. Which group of students are attending less than others?
3. Do you see any over-representation of any groups of students in our behavioral data?
4. Which groups of students are reporting few, if any, SEL strengths?
5. How are students and staff feeling and thinking about equity and inclusion in their school?

MTSS Flowchart

Teacher and Paraprofessional Support

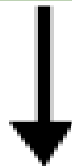
TIER I- Core Academics/Behavior/Attendance (100% of students)

- Problem Solving for All Students in Academics or Behavior.
- Review Achievement Data, Discipline Data by Teacher, Grade-Level Teams, & Instructional Team Support.

Universal Screeners or Universal Screening Systems :

- Used to measure fundamental skills needed to access core.
- If core is less than 80% effective, measures need to be taken to improve core achievement, behavior, and attendance.
- Review Achievement Data, Attendance Data, Socio-Emotional Data, & Discipline Data by MTSS Team, School Continuous Improvement Team, Grade Level Teams, Departments.

Approximately 20% of students will not respond to changes in core and will need additional interventions.



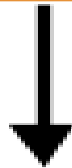
General Education Teachers/Academic & Behavioral Interventionists/Title Teachers

TIER II- Intervention (20% of the population)

- Problem Solving by a MTSS/RTI Team in response to classroom or common formative assessment data.

How is it documented?

- Through Teacher, Small Group, and Interventionist Logs, PLC minutes, & MTSS/RTI Meeting Minutes
- Tier II Documentation (Tier 2 Action Plan, meeting logs, running records, assessments, etc)



Student shows progress:

- Document the success
- Continue or modify the intervention, monitor, revisit.
- Stop the intervention

Student shows minimal progress:

- How is the child doing compared to others receiving the intervention?
- Increase the frequency and intensity of the intervention.
- Change or modify the intervention.
- Document the intervention decision outcome

Student shows no progress:

- Try a different research based intervention.
- Examine any additional data.
- How are the other students in the group responding?
- Bring to MTSS/RTI Team for Tier III



Academic & Behavioral Interventionists/Title Teachers

TIER III- (About 5% of Student Population) This is not a Special Education Referral.

- Problem Solving by the MTSS/RTI Team in response to classroom /common formative assessment data/Benchmark data/Screeners, PBIS data, Attendance data, Summative Assessment data, previous evaluation data

How is it documented?

- Through Teacher, Small Group, and Interventionist Logs, Title Teacher Logs, PLC minutes, & MTSS/RTI Meeting Minutes
- Tier III Documentation (Tier 3 Action Plan, meeting logs, running records, assessments, FBA/BIP, etc)

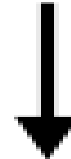


Student shows progress:

- Document the success
- Stop the intervention when there is data that support that skills are mastered or
- Continue the intervention, monitor, revisit.

Student does not show progress:

- Reconvene MTSS/RTI Team and collect additional data



- Medical Referral
- 504 Consideration
- Special Education Referral

MTSS RTI/PBIS Table

| | Setting | Person(s) Responsible | Students | Instruction | Assessment Data Collection | Timeline |
|------------------------------|--|--|--|--|---|--|
| Tier I Instruction | Regular Classroom | General education Teacher Grade level teams Collaborative Teams/PLCs | All students | Research based instruction Core classroom curriculum for all students Variety of grouping formats Differentiation | Ongoing classroom/ curriculum assessments (progress monitoring documentation) | Throughout the school year, small group teaching, individual instruction for at least 6 - 8 weeks |
| Tier II Intervention | Regular classroom and/or support service environment | General education teacher Potentially support from specialized personal | Students who did not respond to Tier I instruction and who are not making appropriate progress | Homogeneous small group (3- 5 students) Supplemental instruction Differentiation | Frequent progress monitoring (biweekly) Pre- and Post Assessments | Additional support (Recommended 15-30 additional minutes 2-3 times per week for up to 6-8 weeks) |
| Tier III Intervention | Regular classroom and/or support service environment | General education teacher Specialized teacher Support personnel | Students who did not respond to Tier I or Tier II and who are not making appropriate progress | Homogeneous small group (1- 3 students) Supplemental instruction Differentiation | Frequent progress monitoring (at least 4 times per month) Pre- and Post Assessments FBA/BIP | Additional support (Recommended 30 additional minutes 4-5 times per week for appropriate duration) |

MTSS Process

Step-by-Step MTSS Instructions

Step 1: Data Review & Watch List

- All students are screened using universal screeners identified as iREADY Reading, iREADY Math and diagnostic assessments identified as F&P, Wilson K-8 (Foundations, Just Words, & Wilson Reading) Read/Math 180 (grades 7-12), and Systems 44 (9-12).
- Review all student data from Universal Data Screener and diagnostic assessments.
- Create Watch List based on bottom 20% and “bubble” kids. Prioritize students based on level of need.
- Provide Tier I differentiated instruction to whole group 4-6 weeks with appropriate progress monitoring (small group logs, observation logs, behavior contracts, etc) of student academic and behavior progress.

Step 2: Tier II Teacher Referral

- When a student is NOT making adequate progress toward benchmark, even with effective differentiated Tier I instruction, additional review is expected. **If the majority of students are not making adequate progress a review of the Tier I instruction being offered is required.**
 1. Review student data – including historical data.
 2. Schedule parent/guardian conference: face-to-face preferred.
 3. Ask for parent/guardian input.
 4. Differentiate instruction (see [Tier 1 Instructional Strategies](#) pg. 19 for ideas) with documentation for a minimum of six to eight weeks, including appropriate progress monitoring.
 - a. Follow-up with parent/guardian, and review the student’s progress.
 - b. If the student is not making progress toward a benchmark, continue or modify the intervention and submit a [Tier 2 Referral Form](#) (pg. 35) to initiate a Tier 2 review and meeting. You MUST complete the [Tier 2 Referral Form](#) (pg. 35) BEFORE the meeting can occur. You should also bring any data that you have collected. THIS IS NOT A FOLDER OF MISCELLANEOUS STUDENT WORKBOOK PAGES. Example: If you are targeting vocabulary, you could provide the last five vocabulary grades (percent correct). You should also bring an example of how you are progress monitoring this skill.

From this point forward the teacher is supported and the intervention is monitored by the MTSS Team.

Step 3: MTSS Team Review and Create Tier II Intervention Plan

- MTSS Team will initiate a Tier 2 Review Meeting to see if the student qualifies for Tier 2 intervention. [MTSS Form](#) (pg. 22) is completed during this meeting by MTSS Team and Classroom Teacher.
- The parent must be invited to all MTSS meetings after the initial Tier 2 Review Meeting meeting.
- Review student data. Request additional diagnostic information if needed (observations, student sample work, assessment data, etc).
- If student qualifies for Tier 2 support, create a [Tier II Intervention Plan Form](#) (pg. 24) Schedule time to review student progress (6-8 weeks).
- Implement and [Progress Monitor to Document Efforts \(small group\)](#) (pg. 29) Tier II Plan.
- Meet to review data and determine student’s response to intervention. If student is not making progress toward benchmark, continue or modify the intervention and submit a [Tier 3 Referral Form](#) (pg. 38) to initiate a Tier 3 intervention. NOTE: The student may remain at Tier II indefinitely if the interventions are serving to close the student’s achievement gap.

Step 4: MTSS Team Review and Create Tier III Plan

- The parent must be invited to/informed of all MTSS meetings.
- Review student data. Request additional diagnostic information if needed (observations, student sample work, assessment data, etc).
- If student qualifies, Create a [Tier III Intervention Plan Form](#) (pg. 26) Schedule time to review student progress (6-8 weeks).
- Implement and [Progress Monitor and Document Efforts \(individual\)](#) (pg. 32) Tier III Plan.
- If necessary, recommend for Special Education or 504 Review.

Tier I Overview & Checklist

Prior to Requesting Tier II Meeting & Support

- ❑ Hold Parent/Teacher Conference and discuss student performance with parent and develop a plan to address area(s) of concern
- ❑ Provide any materials to parent for home intervention
- ❑ Provide evidence of progress monitoring from Tier 1 curriculum and ongoing assessments (evidence- running records, writing samples, unit tests etc.)

Decision Making by Teacher and Parent at Tier I

- ❑ If differentiation is successful, it is not necessary to proceed to Tier II
- ❑ Revise and/or continue differentiated instruction/intervention
- ❑ Request Tier II Support and Intervention Meeting

If Tier II Support & Intervention Meeting Requested, Teacher Must:

- ❑ [Complete Tier II Request Form](#)
- ❑ Attach all relevant documents to Tier II Request Form
- ❑ Continue differentiating instruction for the student
- ❑ [MTSS Form \(pg. 22\)](#)

Tier I (Universal) Support Components

Appropriate instruction

- Core Curriculum
 - Guaranteed & Viable Curriculum including the workshop model
 - Small groups
 - Thinking maps
 - Content and language objectives
 - SIOP/7 Steps
- School-wide Positive Behavior Intervention Support (PBIS)
- Differentiated/intervention instruction of academic content ([Tier 1 Instructional Strategies](#))
- Teaching expectations and rules in identified settings
- Effective classroom management practices

Monitoring

- Determines whether students are performing at age-appropriate levels
- Allows school personnel to intervene early in order to correct errors
- Reteach academic concepts and/or expected behavior

Feedback and encouragement

- Frequent positive feedback on academic and behavior performance
- Reinforcement for appropriate performance

Tier II Overview & Checklist

- ❑ Review [Tier II Request Form](#) and all documentation
- ❑ Look at effectiveness of Tier I instruction (80/20)
- ❑ Document meeting on student's Tier II Request Form
- ❑ Determine if additional data is needed and plan for obtaining this data.
- ❑ Follow-up with parents if not present at the meeting. NOTE: Parents must be invited to all MTSS/RTI meetings after the initial meeting. If they do not attend, a follow-up 2 way call is expected.
- ❑ [Implement Tier II intervention plan](#) for at least 6-8-weeks.
- ❑ [Progress monitor](#) 1-2/month and document on the district monitoring form
- ❑ Review effectiveness of Tier II Intervention Plan- for follow-up meetings
- ❑ Complete Classroom Observations prior to meeting
- ❑ Intervention plan successful: Discontinue Tier II Plan or write new Tier II plan, if needed.
- ❑ Intervention plan unsuccessful: Revise and/or continue Tier II Plan or increase Intervention to Tier III.
- ❑ If Intervention is increased to Tier III:
 - ❑ Chart/graph data with trend line
 - ❑ Academic - Assure that individualized diagnostics have been administered properly according to grade level and that the intervention is planned based on the diagnostic data.

DO NOT PROCEED TO TIER III WITHOUT THE ABOVE!

Tier II Components

Academic Interventions

- Research-based interventions matched to student's targeted deficit area(s)
- [Small groups that meet for 15-30 minutes, 2-to-3 times a week](#)
- Documented attendance and progress monitoring data

Behavioral Interventions

- Appropriate Tier II interventions for behavior determined by MTSS/RTI team
- [Behavioral interventions](#) include, but are not limited to the following:
 1. Mentor-based system (Check-In/Check-Out)
 2. Social skills training
 3. Home school note system
 4. Self-monitoring system
 5. Academic interventions

Academic and Behavioral Interventions

- Student progress is documented and monitored throughout the course of the intervention
- Progress reviewed regularly by the MTSS/RTI team
- Interventions monitored for integrity and fidelity
- Intervention adjusted based on student's response to intervention
- [Adjustments in interventions reviewed within 4-6 weeks](#)
- Interventions and start dates documented on the Intervention Log &/or in EduClimber
- MTSS/RTI team identifies students to be referred for Tier III intervention based on results of the academic and/or behavioral data

Tier III Overview & Checklist

- ❑ Maintain documentation on student's MTSS/RTI form
- ❑ Complete an additional observations
- ❑ Assure [MTSS/RTI Tier 3 Student Referral Form](#) and [Progress monitoring forms](#) are up to date
- ❑ Parents are invited to all Tier III MTSS/RTI meetings.
- ❑ [Write Tier III Intervention Plan](#)
 - ❑ Behavior: BIP created based upon conducted FBA
- ❑ **Implement Tier III intervention plan for at least 30 school days.**
- ❑ Graph data
- ❑ Analyze effectiveness of Tier III Intervention Plan.
- ❑ Intervention plan successful; Return student to Tier II or discontinue
- ❑ Not enough data gathered; Continue Tier III Intervention Plan
- ❑ Student making progress, but level of intervention is unsustainable in the general education classroom without support – consider special education referral testing

Things to Consider Prior to special education referral:

- Does the progress monitoring data align with the targeted area of need?
- Were the interventions implemented with fidelity? Were the parameters of the research-based program followed? Were all of the components used? Were the interventions in place for the required amount of time?
- Is there evidence that the intervention was modified based on progress monitoring data to assure the best implementation of the intervention?
- Does the graphical information clearly show the expected achievement, the achievement of the other students in the class, the achievement of other students participating in the same intervention (if applicable) and the targeted student's achievement?

Tier III Components

Academic Components

- Research-based interventions are matched to student's targeted skill deficit area(s)
- **Intervention groups of 1-3 students, conducted for 30- 40 mins, four to five times a week**
- Attendance and progress monitoring data is documented on the interventionist/teachers records
- Student performance charted **weekly** by staff providing interventions
- Progress reviewed regularly by MTSS/RTI team.
- Interventions and start dates documented on MTSS/RTI Student Referral Form
- School-based MTSS/RTI team determines if student needs:
 1. Continued Tier III interventions
 2. Discontinue Tier III interventions and return to Tier II and differentiated instruction.
 3. Referral for possible special education evaluation

Tier III: Behavioral Components

- School-based MTSS/RTI team must document student moving into Tier III on the existing MTSS/RTI plan
- Request for assistance made to identified social worker
- Functional Behavior Assessment conducted *** Consent must be obtained before an FBA is completed**
- Behavior Intervention Plan developed based on results of the Functional Behavior Assessment

Initial Meeting Agenda

| Time | Task |
|--------------|---|
| 1 minute | Introductions as necessary. Facilitator reviews the agenda. |
| 2 minutes | Inventory, Student Strengths and Talents <ul style="list-style-type: none"> ● Team discusses the student's strengths and positive qualities. ● Team identifies rewards or incentives that help motivate the student. |
| 3-5 minutes | Assess Concerns <ul style="list-style-type: none"> ● Why is this student being brought to MTSS/RTI? ● Does data indicate that the student is performing more poorly than at least 80% of the class? ● Chair, Facilitator, or Teacher summarizes referral concerns ● Team Members share any additional concerns ● Team members review relevant background information (Student Progress Profile, MTSS/RTI Student Referral Form) |
| 3-5 minutes | Review Baseline and Intervention Data: <ul style="list-style-type: none"> ● Teacher summarizes interventions implemented prior to MTSS/RTI meeting and discusses parent contacts ● Teacher reviews student response to Tier 1 instruction and any baseline data collected <p>Team discusses:</p> <ul style="list-style-type: none"> ● What appears to be the root cause of the student's problems? ● What, if any, additional data is needed to make this determination? |
| 5 minutes | Set Academic and/or Behavioral short term objectives: <ul style="list-style-type: none"> ● Team selects and defines the top 1-2 concerns ● Team sets an ambitious but realistic, observable, and measurable short term objective(s) that is attainable in 6-8 weeks |
| 5-10 minutes | Design an Intervention Plan: <ul style="list-style-type: none"> ● Team develops at least one intervention to address the concern(s) ● Team selects at least one method or tool to monitor student progress for each intervention ● Recorder documents the plan, including series of specific teacher-friendly intervention steps, when and where it will be implemented, materials required, measures to monitor student progress, how frequently progress data will be collected, and person(s) responsible for intervention and progress monitoring |
| 2 minutes | Review Intervention Plan: <ul style="list-style-type: none"> ● Facilitator elicits any final concerns; assures that teacher understands plan and who to go to for help ● Chairperson schedules follow-up meeting and reminds teacher to follow up with parent |

Follow Up Meeting Agenda

| Time | Task |
|--------------|--|
| 1 minute | Introductions as necessary. Facilitator reviews the agenda. |
| 3 minutes | Review Initial Concerns: <ul style="list-style-type: none"> ● Recorder briefly reviews initial MTSS/RTI meeting documentation ● Facilitator elicits any updated background information since the initial meeting occurred |
| 5-10 minutes | Debrief on Implementation of Intervention Plan: <ul style="list-style-type: none"> ● Teacher and Team Members discuss implementation issues and progress monitoring data. ● Team members ask any questions necessary to clarify information |
| 5 minutes | Evaluate Plan Effectiveness: <ul style="list-style-type: none"> ● Team members evaluate academic and/or behavioral progress by comparing progress monitoring data collected to the goals set in the initial MTSS/RTI meeting ● Team members determine if student progress indicates the potential to close the learning and/or behavioral gap by the end of the school year ● Does it appear that the root cause has been identified and is being appropriately addressed? |
| 5-10 minutes | Decide on Next Steps: <ul style="list-style-type: none"> ● Team members make decision for continuation, modification, or intensification based on student's progress ● Determine if additional screening, materials, and/or support is necessary and plan accordingly ● Follow-up meeting scheduled based on decision made |
| 2 minutes | Review Decision: <ul style="list-style-type: none"> ● Assure understanding of decision and next steps ● Remind teacher to follow up with parent if parent is not present |

MTSS Team: Members and Responsibilities

Classroom Teacher

- Completes the MTSS/RTI form
- Documents parent contact and input
- Follows up with parent after the MTSS/RTI meeting if parent is not present
- Progress Monitoring

Administrator

- Provides adequate meeting space and time for meeting
- Secures resources for intervention
- Assures fidelity of intervention implementation through classroom observations
- Facilitates implementation of the MTSS/RTI process in the building

Parent(s)/Guardian(s)

- Provides relevant home/community information
- Provides relevant medical/social information
- Collaborates with school personnel in implementation and development of interventions.

Social Worker

- Takes a leadership role in the development of FBA and BIP.
- Provides consultation, particularly on behavioral interventions in all tiers.
- May provide some resources or help teacher organize behavior data collection
- May provide training on intervention implementation or behavior data collection techniques

Special Education Resource Teacher/Bilingual Resource Teacher/Instructional Coaches

- Consult on academic assessments and reports to MTSS/RTI Team
- Provides intervention information and support to the teacher.
- May assist with some intervention implementation
- Available for consultation on interventions
- May provide some resources or help teacher organize data collection
- May provide training on intervention implementation or data collection techniques

School Psychologist (when applicable to tiered consideration)

- Contributes expertise in evaluation of outcomes, data collection, and data analysis.
- Identifies strategies, materials, and resources for interventions
- Provides guidance in decision-making regarding assessment issues
- May assist with collecting student level data and information as requested by the MTSS/RTI Team.
- Graphs data provided by the teacher
- May provide some resources or help teacher organize data collection
- May provide training on intervention implementation or data collection techniques

MTSS Team: Roles and Duties

The following are suggested roles to assure smooth implementation of the MTSS/RTI process. They may overlap or vary depending on the organization of the team.

MTSS/RTI Chairperson

- Non-rotating role
- Coordinates completion of required MTSS/RTI documentation, providing support to referring teacher when necessary
- Assures teacher has copy of sample agenda prior to meeting
- Maintains calendar and notifies members of dates and times as necessary
- Coordinates completion of referral paperwork, referral is necessary

Facilitator

- Establishes and maintains a supportive atmosphere
- Keeps the meeting goal oriented by following agenda
- Pays special attention to group problem solving process issues
- Attempts to elicit appropriate level of agreement during the process
- Points members back to available resources in the meeting
- Works to assure understanding of issues

Recorder

- Keeps an accurate and concise record of MTSS/RTI meeting using the appropriate forms
- Asks for clarification about key information
- Assures that all relevant information is obtained and recorded
- Assures that the classroom teacher has a copy of the required interventions and progress monitoring requirements

Time Keeper

- Monitors how far a team has progressed
- Prompts the team to remain focused on the issue at hand
- Helps the team come to closure when time is running out

Intervention Point Person

- The teacher must know to whom questions should be directed in case of difficulty with the implementation of the intervention(s) and progress monitoring.
- Prioritizes the students which teachers refer, and requests MTSS/RTI meeting to be scheduled by the chairperson.

Strategies vs Accommodations vs Modification Chart

| | Strategies (Teacher Technique) | Differentiation (additional or extended instruction based on classroom learning targets) | Accommodations (Environmental) | Interventions (Specific Instruction of basic skill deficit) | Modifications (Changes in curricular expectations) |
|----------------------|--|---|--|--|--|
| What They Are | <p>They are techniques or approaches that are used to deliver educational material or to manage classroom or individuals.</p> <p>The standard or expectation DOES NOT CHANGE.</p> | <p>Differentiation of instruction is the process of teaching via different avenues to meet the needs of students.</p> <p>Students learn the same material through different means & methods.</p> <p>PART OF UNIVERSAL INSTRUCTION.</p> <p>The standard or expectation DOES NOT CHANGE.</p> | <p>Changes in the environment that assists a student in meeting a standard or expectation.</p> <p>They allow students fair/equal access to education.</p> <p>The standard or expectation DOES NOT CHANGE.</p> | <p>A specific strategy implemented and monitored to increase or decrease a targeted area of concern.</p> <p>An intervention Provides additional instruction matched to the student's specific needs.</p> <p>Interventions are implemented for an extended period of time.</p> <p>The standard or expectation DOES NOT CHANGE.</p> | <p>Changes in the curricular or behavioral expectations that are appropriate for a particular student's needs or abilities.</p> <p>They allow individual students the opportunity to be successful by changing the expectations for them.</p> <p>The standard or expectation DOES CHANGE.</p> |
| What They Are NOT | <p>They are not interventions aimed at increasing academic achievement in isolation.</p> | <p>They are not a cookie-cutter model of instruction or considered whole group instruction.</p> <p>They are not Individual learning plans for each student.</p> | <p>They do not teach new skills.</p> <p>They do not modify the curriculum.</p> | <p>They are not a quick fix but take time to administer.</p> <p>They are not a reteaching of a lesson from class.</p> | <p>Work that is modified does not provide the same end product.</p> |
| Example | <p>Writing spelling words in shaving cream.</p> <p>Giving small segments of a larger reading piece by piece until the reading is completed.</p> | <p>Breaking a reading up into different sections.</p> <p>Extended time on Assignments.</p> <p>Simplification of directions.</p> | <p>Taking of test in a separate room.</p> <p>Preferential seating.</p> | <p>Additional phonics or fluency instruction.</p> <p>Teaching of a new strategy for learning multiplication facts.</p> | <p>Modifications of work or expectations.</p> <p>Reduction of classwork.</p> <p>Tests are written at lower level of understanding.</p> |
| Driven By | <p>Best practices and student needs.</p> | <p>Individual student needs at the universal level of instruction.</p> | <p>Could be driven by classroom need, 504 plan, or IEP.</p> | <p>Focus on the need of the individual student.</p> | <p>IEP</p> |

Define Areas of Concerns

| Identify the Problem | | | |
|---------------------------|--|--|---|
| Health | <input type="checkbox"/> Vision | <input type="checkbox"/> Hearing | <input type="checkbox"/> Other (specify) |
| Reading | <input type="checkbox"/> Alphabetic Principle <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Fluency <input type="checkbox"/> Sight Word Vocabulary | <input type="checkbox"/> Strategy Usage <input type="checkbox"/> Accuracy <input type="checkbox"/> Vocabulary | <input type="checkbox"/> Comprehension <input type="checkbox"/> Literal <input type="checkbox"/> Inferential <input type="checkbox"/> Other |
| Mathematics | <input type="checkbox"/> Number Sense <input type="checkbox"/> 1:1 Correspondence <input type="checkbox"/> Number Identification <input type="checkbox"/> Counting from ____ <input type="checkbox"/> Order <input type="checkbox"/> Basic Facts & Computation | <input type="checkbox"/> Addition <input type="checkbox"/> Subtraction <input type="checkbox"/> Multiplication <input type="checkbox"/> Division <input type="checkbox"/> Algebra <input type="checkbox"/> Geometry <input type="checkbox"/> Fractions | <input type="checkbox"/> Decimals <input type="checkbox"/> Estimation <input type="checkbox"/> Money <input type="checkbox"/> Measurement <input type="checkbox"/> Time <input type="checkbox"/> Word Problems <input type="checkbox"/> Other |
| Written Expression | <input type="checkbox"/> Spelling <input type="checkbox"/> Punctuation <input type="checkbox"/> Sentence Construction <input type="checkbox"/> Paragraph Formation <input type="checkbox"/> Written Product Length | <input type="checkbox"/> Legibility (Handwriting) <input type="checkbox"/> Spacing <input type="checkbox"/> Capitalization <input type="checkbox"/> Written Content <input type="checkbox"/> Other | |
| Work Completion | <input type="checkbox"/> Writing Down Assignments <input type="checkbox"/> Initiating/Completing Classwork | <input type="checkbox"/> Taking Correct Materials Home <input type="checkbox"/> Doing Assignment at Home | |
| Communication | <input type="checkbox"/> Articulation <input type="checkbox"/> Fluency <input type="checkbox"/> Language Comprehension <input type="checkbox"/> Social Language (Pragmatics) | <input type="checkbox"/> Verbal Expression <input type="checkbox"/> Limited English Proficiency <input type="checkbox"/> Voice <input type="checkbox"/> Other | |
| Motor Skills | <input type="checkbox"/> Fine Motor <input type="checkbox"/> Gross Motor | <input type="checkbox"/> Visual Motor Coordination <input type="checkbox"/> Other | |
| Behavioral | <input type="checkbox"/> Passively off-task (short attention Span) <input type="checkbox"/> Impulsive acting out <input type="checkbox"/> Excessive activity level <input type="checkbox"/> Withdrawn Behavior <input type="checkbox"/> Poor Peer Relationships <input type="checkbox"/> Poor Adult Relationships <input type="checkbox"/> Making Noises <input type="checkbox"/> Calling Out <input type="checkbox"/> Talking with Peers <input type="checkbox"/> Disrespectful behavior <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Lying <input type="checkbox"/> Out of Seat <input type="checkbox"/> Noncompliance with Requests <input type="checkbox"/> Crying | <input type="checkbox"/> Poor Personal Hygiene <input type="checkbox"/> Playing with objects During Instruction <input type="checkbox"/> Teasing Peers <input type="checkbox"/> Physical Aggression Toward Adults <input type="checkbox"/> Physical Aggression Toward Peers <input type="checkbox"/> Stealing <input type="checkbox"/> Poor Work Independence <input type="checkbox"/> Poor Work Completion <input type="checkbox"/> Destruction of Property <input type="checkbox"/> Constant complaining <input type="checkbox"/> Excessive Questions During Class <input type="checkbox"/> Arguing | <input type="checkbox"/> Temper Tantrums <input type="checkbox"/> Hiding in Classroom <input type="checkbox"/> Running Away from Adults <input type="checkbox"/> Negative Self-Statements <input type="checkbox"/> Careless Work Completion <input type="checkbox"/> Invading Others' Physical Space <input type="checkbox"/> Threatening Others <input type="checkbox"/> Work Avoidance <input type="checkbox"/> Organization <input type="checkbox"/> Work Refusal |
| Related Areas | <input type="checkbox"/> Self-Help Skills <input type="checkbox"/> Test-Taking Skills <input type="checkbox"/> Independent Work Skills | <input type="checkbox"/> Study Skills <input type="checkbox"/> Organizational Skills <input type="checkbox"/> Other | |

Developing an Intervention

What is an intervention? An intervention is a specific academic/behavioral strategy that differs from activities occurring in the student's classroom. It is designed to provide an at-risk student with the necessary skills and academic/behavioral supports to allow him/her to achieve grade-level expectations.

An intervention is not:

- Simply completing a form – an intervention is what you do with the child;
- An assessment, such as a Functional Behavior Assessment, a classroom observation, or a psycho-educational evaluation
- A change of seating or preferential seating
- A person – a person delivers an intervention, but simply putting a person's name as the intervention is not acceptable
- Small group or any other instruction, including going over the same material again, if the instruction is not specific to the student's identified problem and does not include frequent and ongoing progress monitoring that measures the impact of the instruction on the student's learning.
- Progress monitoring without targeted intervention (i.e. Parental contact, Homework, or peer buddies)
- Retention
- In or out of school suspension

Teacher Problem Solving:

- When the teacher or parent/guardian recognizes a student problem or need, problem solving steps are initiated.
- Review the student's cumulative record and all other available data (DRA2, Jan Richardson, running records, iReady, etc.)
- Define the problem in behavioral/observable/measurable terms.
- Identify the student's strengths and areas of need.
- These are recorded on MTSS/RTI Student Referral Form.
- Begin collecting frequent progress monitoring data aligned to the problem definition to determine whether or not the student is responding to the curriculum and/or behavioral expectation of the classroom (5 data points for a baseline).
- Identify the replacement behavior(s)/academic skill(s) needed.
- Monitor data and schedule follow-up with parent/guardian.
- The teacher must not attempt to determine special education identification (SLD, etc.) at this time.
- Communication with the parent must be documented on the MTSS/RTI Student Referral Form in the Parent Concerns section.
- A parent should not be told, "I think your child has dyslexia or a learning disability". If the data confirms that the student is still performing below curricular expectations and that his/her rate of progress is not sufficiently closing the gap, request an MTSS/RTI Meeting.
- Interventions targeted to the identified behavior/skill gap(s) are implemented with fidelity and progress monitoring and documentation continues to occur until the teacher presents information to the MTSS/RTI and during the MTSS/RTI process.

Tier I Instructional Strategies

| | | |
|-------------------------------------|--|--|
| Environment & Scheduling | <ul style="list-style-type: none"> <input type="checkbox"/> Provide clear work area <input type="checkbox"/> Quieter work space <input type="checkbox"/> Remove distracting materials <input type="checkbox"/> Provide written or visual schedule <input type="checkbox"/> Multi-sensory presentation of information <input type="checkbox"/> Post assignments/homework <input type="checkbox"/> Get class/student attention prior to speaking <input type="checkbox"/> Slow down speech rate | <ul style="list-style-type: none"> <input type="checkbox"/> Make clear transitions during class activities <input type="checkbox"/> Minimize or structure transitions <input type="checkbox"/> Provide motor breaks <input type="checkbox"/> Use labels and visual representations <input type="checkbox"/> Use angled working surface (use of binder) <input type="checkbox"/> Provide time to cool off at desk or other location |
| Instructional Strategies | <ul style="list-style-type: none"> <input type="checkbox"/> Anchor new concepts <input type="checkbox"/> Use think-alouds <input type="checkbox"/> Cue/Prompt <input type="checkbox"/> Extra practice / extra time <input type="checkbox"/> Use shorter independent work periods <input type="checkbox"/> Highlight/underline <input type="checkbox"/> Use graph paper/lined paper <input type="checkbox"/> Personalize examples <input type="checkbox"/> Pre-teach/re-teach content and vocabulary <input type="checkbox"/> Use flexible groupings <input type="checkbox"/> Provide review / lesson closure <input type="checkbox"/> Use manipulatives and models <input type="checkbox"/> Use memory strategies <input type="checkbox"/> Practice with computer supported instruction <input type="checkbox"/> Restate information/directions | <ul style="list-style-type: none"> <input type="checkbox"/> Teach note-taking/test-taking strategies <input type="checkbox"/> Provide notes/outlines to student <input type="checkbox"/> Purposefully group students <input type="checkbox"/> Provide concrete examples <input type="checkbox"/> Use graphic/visual organizers <input type="checkbox"/> Color code <input type="checkbox"/> Chunk information <input type="checkbox"/> Compact curriculum <input type="checkbox"/> Analyze task <input type="checkbox"/> Provide multisensory reading instruction <input type="checkbox"/> Use tracking strategies for reading (ruler/finger/window) <input type="checkbox"/> Provide templates for written work <input type="checkbox"/> Use word retrieval prompts / word banks |
| Tests/Quizzes/ Assessments | <ul style="list-style-type: none"> <input type="checkbox"/> Give prior notice of test <input type="checkbox"/> Preview/Review test procedures <input type="checkbox"/> Rephrase test questions/directions <input type="checkbox"/> Provide test study guides <input type="checkbox"/> Allow open book/notebook test <input type="checkbox"/> Provide alternative tests <input type="checkbox"/> Complete test sections at various times | <ul style="list-style-type: none"> <input type="checkbox"/> Complete part of test in writing and part orally <input type="checkbox"/> Simplify test vocabulary <input type="checkbox"/> Reduce multiple choice distractors <input type="checkbox"/> Provide word bank <input type="checkbox"/> Spatially cued format <input type="checkbox"/> Highlight important words and concepts |
| Assignments | <ul style="list-style-type: none"> <input type="checkbox"/> Shorten tasks <input type="checkbox"/> Provide assignment choices <input type="checkbox"/> Hands-on-learning activities <input type="checkbox"/> Do critical parts of assignment in school <input type="checkbox"/> Prioritize task activities <input type="checkbox"/> Use combination oral/written assignments <input type="checkbox"/> Give additional practice <input type="checkbox"/> Provide word bank / personal dictionaries | <ul style="list-style-type: none"> <input type="checkbox"/> Have student paraphrase instructions or concepts <input type="checkbox"/> Use rubrics <input type="checkbox"/> Break long-term projects into smaller components <input type="checkbox"/> Provide alternative materials <input type="checkbox"/> Teach prioritization skills |
| Organization | <ul style="list-style-type: none"> <input type="checkbox"/> Use assignment book/pad <input type="checkbox"/> Provide extra space for work <input type="checkbox"/> Use binder/organization system <input type="checkbox"/> Use folders to hold work <input type="checkbox"/> Keep extra materials (pencils, etc.) in class | <ul style="list-style-type: none"> <input type="checkbox"/> Post assignments <input type="checkbox"/> Post schedule and routines <input type="checkbox"/> List sequential steps <input type="checkbox"/> Conduct binder/locker/cubby clean out |
| Behavioral Supports | <ul style="list-style-type: none"> <input type="checkbox"/> Use team building activities <input type="checkbox"/> Allow breaks between tasks <input type="checkbox"/> Use expected behavior <input type="checkbox"/> Provide de-escalation strategies <input type="checkbox"/> Post class rules/expectations <input type="checkbox"/> Use of anxiety/stress reducer <input type="checkbox"/> Model desired behavior <input type="checkbox"/> Provide role play activities <input type="checkbox"/> Use nonverbal signals <input type="checkbox"/> Use structured warning system <input type="checkbox"/> Provide verbal reminder <input type="checkbox"/> Use planned ignoring <input type="checkbox"/> Use verbal praise/private praise <input type="checkbox"/> Provide positive social reinforcement | <ul style="list-style-type: none"> <input type="checkbox"/> Use uncluttered assignment format <input type="checkbox"/> Use contingency plan (e.g. Class marble jar) <input type="checkbox"/> Use privileges or responsibilities <input type="checkbox"/> Use corrective feedback <input type="checkbox"/> Use peer supports/mentoring <input type="checkbox"/> Use student self-monitoring <input type="checkbox"/> Include in lunch/social skill group <input type="checkbox"/> Provide social skills games <input type="checkbox"/> Ask parent/guardian to sign homework/planner <input type="checkbox"/> Refer to support staff <input type="checkbox"/> Develop a Functional Behavior Assessment (FUBA) and implement a Behavior Intervention Plan (BIP) |
| Grading | <ul style="list-style-type: none"> <input type="checkbox"/> Grade improvement (retakes) <input type="checkbox"/> No handwriting penalty | <ul style="list-style-type: none"> <input type="checkbox"/> Use technology options <input type="checkbox"/> Pass/fail option |

Setting Short Term Goals and Objectives

To set a goal for student academic performance, four elements are needed:

1. Student baseline academic performance. Prior to starting the intervention, the teacher calculates baseline performance by assessing the target student several times with the academic measure that will be used to measure that student's progress once the intervention begins.
2. Estimate of 'typical' peer performance. The teacher has a reliable estimate of expected or typical peer performance on the academic measure that will be used to measure the target student's progress.
3. Estimate of expected weekly progress. The teacher selects a rate of weekly academic progress that the target student is expected to attain if the intervention is successful.
4. Number of weeks for the intervention trial. The teacher decides on how many weeks the RTI intervention will last, as the cumulative, final academic deadline.

Examples of Tier II and Tier III Goals

| Description of Measure | Suggested Intervention Goals |
|--|---|
| Oral Reading Fluency | Increase __ Correct Read Words Per Minute to __ |
| Math Computation: Specify Computation Problem Type(s) | Increase __ Correct Digits Per 2 Minutes to __ |
| Writing: Total Words | Increase __ Total Words in 3 Minutes to __ |
| Writing: Correctly Spelled Words | Increase __ Words Spelled Correctly in 3 Minutes to __ |
| Writing: Correct Writing Sequences | Increase __ Correct Writing Sequences in 3 Minutes to __ |
| Initial Sound Fluency (ISF) | Increase ISFs Correctly Per Minute to __ Increase ISFs from ____ to ____ Word Analysis Task 11 in four minutes. |
| Letter Naming Fluency (LNF) | Increase LNFs Correctly Per Minute to __ |
| Oral Reading Fluency (ORF): Specify Reading/Monitoring Level | Increase Words Correctly Per Minute to __ |
| Description of Measure | Suggested Behavior Goals |
| Amount of Work Completed | Increase the Average Percentage of Work Completed to __% |
| Accuracy of Work Completed | Increase the Average Percentage of Work Done Correctly to __% |
| Quality of Work Completed | Increase the Average Grade in [Subject Area] to __ Increase Teacher Ratings on a [Subject Area] Rubric to __ |

MTSS Team Printable Forms

Multi-Tiered Systems of Support (MTSS) Form

* To be completed by MTSS Team and Classroom teacher during initial review for qualification of Tier 2 meeting.

| | | | |
|--|--------------|--------------------------|------|
| Student Name | Student ID # | Grade | Date |
| Parent/Guardian Contact Information | | Retention Yes No | DOB |
| Name: | | _____ | |
| Phone Number: | | Grade Level | |
| Email: | | K 1 2 3 4 5 6 7 8 | |
| | | 9 10 11 12 | |
| Supplemental Services: Yes No | | Attendance Current Year | |
| Circle or List services: ESL SPEECH SOCIAL WORK | | # of days absent: _____ | |
| Teacher Area(s) Of Concern: | | | |
| | | | |
| Parents/Guardians Area(s) of Concern: | | | |
| | | | |
| Date of Vision Test: within normal limits __yes __no | | | |
| Date of Hearing Test: within normal limits __yes __no | | | |

| Data (please supply copies of pertinent assessment) | | |
|---|------------------|--------------|
| Strength/s | Evidence by Data | Observations |
| | | |
| | | |
| | | |
| | | |
| Area/s of need | Evidence by Data | Observations |
| | | |
| | | |
| | | |
| | | |

| RATE THE FOLLOWING CHARACTERISTICS: 1 = NEVER 2 = SOMETIMES 3 = OFTEN | | | | | |
|--|--|---------------|---|----------------------------------|--|
| Classroom Interactions with Teacher | | Work Behavior | | Classroom Interaction with Peers | |
| | Demands teacher attention | | Difficulty following directions in sequence | | Interacts with peers |
| | Appears inattentive, easily distracted | | Performs inconsistently from day to day | | Disturbs others |
| | Excessive concern with achievement | | Working one or more grade levels below | | Leads/joins in inappropriate behavior |
| | Participates in class discussion/activities | | Difficulty completing assignments | | Appears withdrawn |
| | Responds appropriately to praise/correction | | Unprepared for class | | Aggressive and/or Destructive behavior |
| | Impulsive—talks out--- difficulty waiting turn | | Difficulty in whole group | | Picks on others |
| | Misinterprets verbal questions and directions | | Difficulty in small group | | Is picked on by others |
| | Makes inappropriate responses | | Difficulty working independently | | Low frustration tolerance |
| | Refuses to follow direction | | Appears to try hard | | Poor judgment in interpersonal relations |
| | | | | | Need for behavior plan |

LIST CLASSROOM INSTRUCTIONAL STRATEGIES ATTEMPTED

OBSERVATION AND COMMENTS
 Have all requirements been met to initiate Tier 2 support: Yes No
 If answered NO, list missing requirements

Tier II Intervention Plan Form

TIER II Interventions are IN ADDITION to Tier I instruction.

| | | |
|--|---------------|-----------------|
| Student Name: | Teacher Name: | Beginning Date: |
| Baseline Performance: Student will Short-term Objective/s: | | |

| What Tier II interventions are planned to teach/remediate this skill? | What resources will be used to assist with the intervention? | Details in setting of the intervention? (Place, time , frequency) | How will you measure the student's progress toward the goal? |
|---|--|---|--|
| | | | |

Tier I instruction must be continued as the intensity of intervention is increased to Tier II. If the teacher has questions or experiences difficulty with the administering of the intervention or progress monitoring, s/he should contact _____ for assistance. Date progress toward goal will be reviewed by the RTI team on _____.

| |
|-------------|
| Review Date |
|-------------|

MTSS Team Members:

Signature: _____ Role: _____

Signature: _____ Role: _____

Signature: _____ Role: _____

Signature: _____ Role: _____

Sample Tier II Intervention Plan Form

TIER II Interventions are IN ADDITION to Tier I instruction.

| | | |
|--|---------------------------|---------------------------|
| Student Name: Harry Potter Jr. | Teacher Name: Ms. Awesome | Beginning Date: 3/17/2020 |
| Baseline Performance: Sight Word Fluency is 12/20, Word Reading Fluency is @ 20th %ile (32 words per minute), DRA2 level F. Student will increase 2nd grade Word Reading Fluency at 50th %ile (60 words per minute). Short-term Objective/s: Student will increase the rate of word reading fluency with 8 words per minute biweekly. | | |

| What Tier II interventions are planned to teach/remediate this skill? | What resources will be used to assist with the intervention? | Details in the setting of the intervention? (Place, time , frequency) | How will you measure the student's progress toward the goal? |
|---|--|--|--|
| <ul style="list-style-type: none"> Incremental rehearsal with sight words Fluency Building work (word recognition, flash cards of words & phases) | <ul style="list-style-type: none"> Teacher RTI support | <ul style="list-style-type: none"> Daily Class & small group 1 to 2 times a week | <ul style="list-style-type: none"> Biweekly Sight Word Running records |

Tier I instruction must be continued as the intensity of intervention is increased to Tier II. If the teacher has questions or experiences difficulty with the administering of the intervention or progress monitoring, s/he should contact **Ms. Awesome** for assistance. Date progress toward goal will be reviewed by the RTI team on 5/12/2020.

| |
|--|
| Review Data/Date Reviewed: <input checked="" type="checkbox"/> 3/17/20 Data: Sight Words: 12/20 Reading Fluency: 32 words per minute <input checked="" type="checkbox"/> 3/29/20 Data: Sight Words: 15/20 Reading Fluency: 34 words per minute <input checked="" type="checkbox"/> 4/12/20 Data: Sight Words: 17/20 Reading Fluency: 37 words per minute <input type="checkbox"/> 4/26/20 Data: |
|--|

MTSS Team Members:

Signature: _____ Role: _____

Signature: _____ Role: _____

Signature: _____ Role: _____

Signature: _____ Role: _____

Tier III Intervention Plan Form

TIER III Interventions must occur daily for a minimum of 10-20 minutes beyond Tier I and Tier II instruction. Tier II interventions should be continued.

| | | |
|-------------------------|---------------|-----------------|
| Student Name: | Teacher Name: | Beginning Date: |
| Baseline Performance: | | |
| Student will | | |
| Short-term Objective/s: | | |

| What Tier III interventions are planned to teach/remediate this skill? | What resources will be used to assist with the intervention? | Details in the setting of the intervention? (Place, time , frequency) | How will you measure the student's progress toward the goal? |
|--|--|---|--|
| | | | |

Tier II instruction must be continued as the intensity of intervention is increased to Tier III. If the teacher has questions or experiences difficulty with the administering of the intervention or progress monitoring, s/he should contact _____ for assistance. Date progress toward goal will be reviewed by the RTI team on _____

Review Data

MTSS Team Members:

Signature: _____ Role: _____

Signature: _____ Role: _____

Signature: _____ Role: _____

Signature: _____ Role: _____

Sample Tier III Intervention Plan Form

TIER III Interventions must occur daily for a minimum of 10-20 minutes beyond Tier I and Tier II instruction. Tier II interventions should be continued.

| | | |
|--|---------------------------|---------------------------|
| Student Name: Harry Potter Jr. | Teacher Name: Ms. Awesome | Beginning Date: 1/17/2020 |
| <p>Baseline Performance: Sight Word Fluency is 12/20, Word Reading Fluency is @ 20th %ile (32 words per minute), DRA2 level F.</p> <p>Student will increase 2nd grade Word Reading Fluency at 50th %ile (60 words per minute).</p> <p>Short-term Objective/s: Student will increase the rate of word reading fluency with 8 words per minute biweekly.</p> | | |

| What Tier III interventions are planned to teach/remediate this skill? | What resources will be used to assist with the intervention? | Details in the setting of the intervention? (Place, time, frequency) | How will you measure the student's progress toward the goal? |
|--|---|---|--|
| <ul style="list-style-type: none"> • Incremental rehearsal with sight words • Fluency Building work (word recognition, flash cards of words & phases) • Reading A-Z.com | <ul style="list-style-type: none"> • Reading Specialist • Reading A-Z.com Fluency Support | <ul style="list-style-type: none"> • Daily one-on-one instruction • 10-20 minutes per day | <ul style="list-style-type: none"> • Biweekly Sight Word Assessment (DRA2) • Running records |

Tier II instruction must be continued as the intensity of intervention is increased to Tier III. If the teacher has questions or experiences difficulty with the administering of the intervention or progress monitoring, s/he should contact **Ms. Awesome** for assistance. Date progress toward goal will be reviewed by the RTI team on **3/12/20**.

| |
|--|
| <p>Review Data/Date Reviewed:</p> <ul style="list-style-type: none"> ✓ 1/17/20 Data: Sight Words: 12/20 Reading Fluency: 32 words per minute ✓ 1/29/20 Data: Sight Words: 15/20 Reading Fluency: 34 words per minute ✓ 2/12/20 Data: Sight Words: 17/20 Reading Fluency: 37 words per minute ☐ 2/26/20 Data: Sight Words: 19/20 Reading Fluency: 45 words per minute |
|--|

MTSS Team Members:

Signature: _____ Role: _____

Signature: _____ Role: _____

Signature: _____ Role: _____

Signature: _____ Role: _____

Progress Monitoring Sheet and Documentation of Efforts (Small Group)

| | | | |
|--|-----------------|-------------------------------------|------------------------|
| Student Name/s: | Teacher: | Grade: | Date: |
| Goal: | | | |
| Intervention Description: | | | |
| Progress Monitoring Tool: | | Teacher(s) Conducting Intervention: | |
| Tier Check: <input type="checkbox"/> Tier II <input type="checkbox"/> Tier III | Frequency: • | Group Size: • | Observed By/Date: • |

Specify the time in minutes (for each day of the week) you spent implementing the intervention for the student. Note: It is not necessary to have the minutes under every single day of the week. For instance, if you implement this intervention three days a week, you may only have time under those three days.

| Week Of | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|--------|---------|-----------|----------|--------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

If the student is absent, note it in the specified time.

| Progress Monitoring Data Point(s) | Progress Monitoring Data Point(s) | Progress Monitoring Data Point(s) | Progress Monitoring Data Point(s) | Progress Monitoring Data Point(s) | Progress Monitoring Data Point(s) |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Date: | Date: | Date: | Date: | Date: | Date: |
| | | | | | |

Sample Progress Monitoring and Documentation of Efforts Sheet (Small Group)

| | | | |
|--|--|---|---|
| Student Name/s: Harry Potter, Garfield Cat, Snoopy Dog, & Bugs Bunny. | Teacher: Ms. Awesome | Grade: 2nd | Date: 4/21/2020 |
| RTI Goal: Reading Accuracy: Student will improve reading skills by improving reading accuracy from 90% to 97% on a DRA2 Level D. | | | |
| Intervention Description: Guided reading in small group with focus on accuracy strategies such as chunking and blending sounds. | | | |
| Progress Monitoring Tool: Running Record | | Teacher(s) Conducting Intervention: Classroom Teacher | |
| Tier Check: <input checked="" type="checkbox"/> Tier II <input type="checkbox"/> Tier III | Frequency: <ul style="list-style-type: none"> • 25-30 min per week (minimum) | Group Size: <ul style="list-style-type: none"> • 4 Students | Observed By/Date: <ul style="list-style-type: none"> • Resource Teacher 4/21/2020 |

Specify the time in minutes (for each day of the week) you spent implementing the intervention for the student. Note: It is not necessary to have the minutes under every single day of the week. For instance, if you implement this intervention three days a week, you may only have time under those three days.

| Week Of | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|--|--|--|--|--------|
| 4/28/20-5/3/20 | 15 min Text: The Big Race Skills: oi chunk, go back and reread | 20 minutes Fluency CBM Text: The Big Race Skill: oi chunk | 30 min Fluency CBM Text: The Big Race Skill: oi chunk | | |
| 5/6/20-5/10/20 | 30 min Text: In the Forest Skill: Decoding unknown words | 15 min Text: In the Forest Skill: Decoding unknown words | | 30 min Text: In the Forest Skill: Decoding unknown words | |
| 5/13/20-5/17/20 | 30 min Text: Into the Blue Skills: Chunking | | 30 min Text: Into the Blue Skills: Chunking | 30 min Text: Into the Blue Skills: Chunking | |
| 5/20/20-5/24/20 | 30 min Text: Into the Blue Skills: Chunking and blending sounds Sight Words: the, there | 20 minutes Text: Into the Blue Skills: Chunking and blending sounds Sight Words: the, there | | 30 min Text: Into the Blue Skills: Chunking and blending sounds Sight Words: the, there | |
| 5/27/20-5/30/20 | 30 min Text: Into the Blue Skills: Chunking and blending sounds Sight Words: the, there | 20 minutes Text: Into the Blue Skills: Chunking and blending sounds Sight Words: the, there | | 30 min Text: Into the Blue Skills: Chunking and blending sounds Sight Words: the, there | |
| | Absent: Garfield Cat | Absent: Bugs Bunny | | | |

If the student is absent, note it in the specified time.

| Progress Monitoring Data Point(s) | Progress Monitoring Data Point(s) | Progress Monitoring Data Point(s) | Progress Monitoring Data Point(s) | Progress Monitoring Data Point(s) | Progress Monitoring Data Point(s) |
|--|--|--|-----------------------------------|-----------------------------------|-----------------------------------|
| Date: 5/1 | Date: 5/16 | Date: 5/22 | Date: | Date: | Date: |
| BB: RR Lvl 20 92% GC: RR Lvl 20 90% SD: RR Lvl 20 92% HP: RR Lvl 19 96% | BB: RR Lvl 20 94% GC: RR Lvl 20 92% SD: RR Lvl 20 95% HP: RR Lvl 20 90% | BB: RR Lvl 20 96% GC: RR Lvl 20 94% SD: RR Lvl 20 96% HP: RR Lvl 20 92% | | | |

Progress Monitoring and Documentation of Efforts Sheet (Individual)

| | | | | | | | | | | | |
|---------------|------|---|---|------------------|----|-----------------------------|-------------------|----------|---------|--|--|
| Student Name: | | | | Interventionist: | | | | Date: | | | |
| Focus Area/s: | | | | | | Progress Monitoring Tool/s: | | | | | |
| Goal/s: | | | | | | | | | | | |
| | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data | | |
| Week 1 | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data | | |
| Week 2 | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data | | |
| Week 3 | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data | | |
| Week 4 | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data | | |
| Week 5 | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data | | |
| Week 6 | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

Progress Monitoring and Documentation of Efforts Documentation

| | | | | | | | | | |
|---------------|------|---|------------------|---|-----------------------------|---|-------------------|----------|---------|
| Student Name: | | | Interventionist: | | | | Date: | | |
| Focus Area/s: | | | | | Progress Monitoring Tool/s: | | | | |
| Goal/s: | | | | | | | | | |
| Week 7 | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| Week 8 | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| Week 9 | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| Week 10 | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| Week 11 | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| Week 12 | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

Sample Progress Monitoring and Documentation of Efforts Sheet (Individual)

| | | | | | | | | | | | |
|-------------------------------|----------|---|---|--|----|---|--|---|---------|--|--|
| Student Name: Harry Potter | | | | Interventionist: Ms. Awesome/Classroom Teacher | | | | Date: 9/29/2020 | | | |
| Focus Area/s: Reading Fluency | | | | | | Progress Monitoring Tool/s: DRA2 and CBM Oral Reading Fluency | | | | | |
| Goal/s: | | | | | | | | | | | |
| | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data | | |
| Week 1 | 9/29/20 | x | | | | | Collect baseline data using DRA2 and Oral Reading Fluency CBM probes (EasyCBM.com) | Harry is reading approximately 26 words correct per minute (wcpm) on average with 96% accuracy. 25th percentile when compared to ORF norms. | 26 wcpm | | |
| | 9/30/20 | | x | | | | | | | | |
| | 10/2/20 | | | | | x | | | | | |
| | | | | | | | | | | | |
| | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data | | |
| Week 2 | 10/6/20 | x | | | | | Implement Repeated Reading Intervention 15 min (2-3x/week) | Harry is reading 28 wcpm after 1 week of intervention 96% accuracy. Working on learning different reading strategies (go back and reread). | 28 wcpm | | |
| | 10/8/20 | | | x | | | | | | | |
| | 10/10/20 | | | | | x | | | | | |
| | | | | | | | | | | | |
| | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data | | |
| Week 3 | 10/13/20 | x | | | | | Continue implementing Repeated Reading Intervention (15mins per session) | Harry is reading 33 wcpm after 2 weeks of intervention 97% accuracy. | 33 wcpm | | |
| | 10/15/20 | | | x | | | | | | | |
| | 10/17/20 | | | | | x | | | | | |
| | | | | | | | | | | | |
| | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data | | |
| Week 4 | 10/20/20 | x | | | | | Continue implementing Repeated Reading Intervention (15mins per session) | Harry is reading 35 wcpm after 3 weeks of intervention 97% accuracy. | 35 wcpm | | |
| | 10/22/20 | | | x | | | | | | | |
| | 10/24/20 | | | | | x | | | | | |
| | | | | | | | | | | | |
| | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data | | |
| Week 5 | 10/27/20 | x | | | | | Continue implementing Repeated Reading Intervention (15mins per session) | Harry is reading 39 wcpm after 4 weeks of intervention 96% accuracy. | 40 wcpm | | |
| | 10/29/20 | | | x | | | | | | | |
| | 10/31/20 | | | | | x | | | | | |
| | | | | | | | | | | | |
| | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data | | |
| Week 6 | 11/3/20 | x | | | | | Continue implementing Repeated Reading Intervention (15mins per session) | Harry is reading 45 wcpm after 5 weeks of intervention 96% accuracy. | 45 wcpm | | |
| | 11/5/20 | | | x | | | | | | | |
| | 11/7/20 | | | | | x | | | | | |
| | | | | | | | | | | | |

Sample Progress Monitoring and Documentation of Efforts Documentation

| | | | | | | | | | | | |
|-------------------------------|----------|---|---|--|----|--|--|--|---------|--|--|
| Student Name: Harry Potter | | | | Interventionist: Ms. Awesome/Classroom Teacher | | | | Date: 9/29/2020 | | | |
| Focus Area/s: Reading Fluency | | | | | | Progress Monitoring Tool/s: DRA2 and Easy CBM Oral Reading Fluency | | | | | |
| Goal/s: | | | | | | | | | | | |
| | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data | | |
| Week 7 | 11/10/20 | x | | | | | Continue implementing Repeated Reading Intervention | Harry is reading 50 wcpm after 6 weeks of intervention 97% accuracy. | 50 wcpm | | |
| | 11/12/20 | | x | | | | | | | | |
| | 11/14/20 | | | | | x | | | | | |
| | | | | | | | | | | | |
| | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data | | |
| Week 8 | 11/17/20 | x | | | | | Continue implementing Repeated Reading Intervention | Harry is reading 55 wcpm after 7 weeks of intervention 97% accuracy. | 55 wcpm | | |
| | 11/19/20 | | | x | | | | | | | |
| | 11/21/20 | | | | | x | | | | | |
| | | | | | | | | | | | |
| | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data | | |
| Week 9 | 11/24/20 | x | | | | | Continue implementing Repeated Reading Intervention (15mins per session) | Harry is reading 58 wcpm after 8 weeks of intervention. Applies several reading strategies. | 58 wcpm | | |
| | 11/25/20 | | x | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data | | |
| Week 10 | 12/1/20 | x | | | | | Continue implementing Repeated Reading Intervention (15mins per session) | Harry is reading 63 wcpm after 9 weeks of intervention. Improving quickly. | 63 wcpm | | |
| | 12/3/20 | | | x | | | | | | | |
| | 12/5/20 | | | | | x | | | | | |
| | | | | | | | | | | | |
| | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data | | |
| Week 11 | 12/8/20 | x | | | | | Continue implementing Repeated Reading Intervention (15mins per session) | Harry is reading 68 wcpm after 10 weeks of intervention. Student is more confident in reading. | 68 wcpm | | |
| | 12/10/20 | | | x | | | | | | | |
| | 12/12/20 | | | | | x | | | | | |
| | | | | | | | | | | | |
| | Date | M | T | W | Th | F | Skills/Activities | Comments | PM Data | | |
| Week 12 | 12/15/20 | x | | | | | Continue implementing Repeated Reading Intervention (15mins per session) | Harry is reading 72 wcpm after 11 weeks of intervention. Harry has reached benchmark expectations! | 72 wcpm | | |
| | 12/17/20 | | | x | | | | | | | |
| | 12/19/20 | | | | | x | | | | | |
| | | | | | | | | | | | |

MTSS Printable Referral Forms

Tier II Referral Form

Use this form for any continuing academic and behavior concerns, **AFTER** you have completed Tier 1 behavior and academic tracking forms and interventions.

Student Name: _____ Request Submitted By: _____

Date: _____ Homeroom Teacher: _____ Grade: _____

REASON FOR REQUEST: (check all that apply)

- ACADEMIC:** ____ reading ____ mathematics ____ excessive absences ____ other: _____
(attach academic tracking documents)

 - BEHAVIOR:** ____ poor self-control ____ anger/aggression ____ low motivation ____ social skills
(attach behavior tracking documents)

 - ATTENDANCE:** ____ days absent
(attach attendance tracking documents)
- ELL SERVICES:** ____ Yes ____ No
(check one)

UNIVERSAL SCREENING DATA

| <u>FALL</u> | <u>WINTER</u> | <u>SPRING</u> |
|---|---|---|
| <input type="checkbox"/> F&P Level _____ <input type="checkbox"/> Writing On-Demand: _____ <input type="checkbox"/> iREADY Reading: _____ <input type="checkbox"/> iREADY Math: _____ <input type="checkbox"/> WIDA Score: _____ <input type="checkbox"/> Wilson K-8 Foundations, Just Words, Wilson Reading, Read/Math 180, Sys 44: _____ _____ _____ | <input type="checkbox"/> F&P Level _____ <input type="checkbox"/> Writing On-Demand: _____ <input type="checkbox"/> iREADY Reading: _____ <input type="checkbox"/> iREADY Math: _____ <input type="checkbox"/> WIDA Score: _____ <input type="checkbox"/> Wilson K-8 Foundations, Just Words, Wilson Reading, Read/Math 180, Sys 44: _____ _____ _____ | <input type="checkbox"/> F&P Level _____ <input type="checkbox"/> Writing On-Demand: _____ <input type="checkbox"/> iREADY Reading: _____ <input type="checkbox"/> iREADY Math: _____ <input type="checkbox"/> WIDA Score: _____ <input type="checkbox"/> Wilson K-8 Foundations, Just Words, Wilson Reading, Read/Math 180, Sys 44: _____ _____ _____ |

1. Check all concerns that seem to be affecting students' progress:

| | |
|---|---|
| <input type="checkbox"/> Tardy/Absence | <input type="checkbox"/> Inappropriate language |
| <input type="checkbox"/> Lack of attention/off task | <input type="checkbox"/> Theft |
| <input type="checkbox"/> Refusal to work | <input type="checkbox"/> Disruptive |
| <input type="checkbox"/> Incomplete/missing assignments | <input type="checkbox"/> Fighting/Aggression |
| <input type="checkbox"/> Under achievement in studies | <input type="checkbox"/> Unresponsive |
| <input type="checkbox"/> Disinterest in topics | <input type="checkbox"/> Vandalism |
| <input type="checkbox"/> Financial issues | <input type="checkbox"/> Insubordination |
| <input type="checkbox"/> Time management | <input type="checkbox"/> Self-Injury |
| <input type="checkbox"/> Bullying | <input type="checkbox"/> Other: _____ |

2. What is the primary area of concern? _____

3. Hypothesis: Possible factors affecting student progress. Check all that apply.

| | |
|--|--|
| <input type="checkbox"/> Peers | <input type="checkbox"/> Curriculum (too hard/too easy) |
| <input type="checkbox"/> Home factors | <input type="checkbox"/> Instructional Match (too fast/too slow) |
| <input type="checkbox"/> Classroom environment | <input type="checkbox"/> Emotional/Physical Disability |
| <input type="checkbox"/> Teacher variables | <input type="checkbox"/> Student characteristics |
| <input type="checkbox"/> New to this school | <input type="checkbox"/> Learning Delay/Disability |

4. Parent Contact (attach evidence of parent contact or parent contact form pg. 40)

5. Please check ALL interventions tried with student (must have tried for a minimum of 2 weeks).

| | | |
|--|--|--|
| <input type="checkbox"/> Academic helper <input type="checkbox"/> Ask for help from Principals <input type="checkbox"/> Assess learning after each lesson <input type="checkbox"/> Behavior chart/log <input type="checkbox"/> Breaks, walking, time out of room <input type="checkbox"/> Call on student often <input type="checkbox"/> Cha-Ching deposits for a positive relationship <input type="checkbox"/> Changed seating (isolation, carrel) <input type="checkbox"/> Clarified expectations repeatedly <input type="checkbox"/> Check In Check Out <input type="checkbox"/> Communication folder <input type="checkbox"/> Cool down, de-escalation strategies <input type="checkbox"/> Differentiated instruction <input type="checkbox"/> Document behavior infractions/referrals <input type="checkbox"/> Eye contact <input type="checkbox"/> Guided Notes/Highlighting <input type="checkbox"/> "I" Messages, not "you" messages <input type="checkbox"/> Incentives & Rewards | <input type="checkbox"/> Individual oral agreement <input type="checkbox"/> Individual written agreement <input type="checkbox"/> Leadership/Helper Opportunities <input type="checkbox"/> Modified Assignments/Assessments <input type="checkbox"/> Movement in room while teaching <input type="checkbox"/> Non-Verbal Cues with the student <input type="checkbox"/> Objectives clearly stated and written <input type="checkbox"/> Offer choices, "you may __ or __" <input type="checkbox"/> Pair with a buddy/stronger student <input type="checkbox"/> Parent call (positive/negative) <input type="checkbox"/> Praise/feedback <input type="checkbox"/> Provide opportunities for success <input type="checkbox"/> Proximity to student <input type="checkbox"/> Random generator sticks <input type="checkbox"/> Refrain from arguments/power struggles | <input type="checkbox"/> Remind student privately <input type="checkbox"/> Role model responsible behavior <input type="checkbox"/> Stress relief (clay, ball, fidget, pencil) <input type="checkbox"/> Teach using auditory-discussions, groups, oral <input type="checkbox"/> Teach using flexible groups <input type="checkbox"/> Teach using kinesthetic, hands-on, movement <input type="checkbox"/> Teach using mnemonics, songs, stories, rhymes <input type="checkbox"/> Teach using visuals, pictures, note-taking <input type="checkbox"/> Transitional activities to maintain control <input type="checkbox"/> Triggers identified for behavior <input type="checkbox"/> Tutoring provided by teacher/teacher aide <input type="checkbox"/> Vary response techniques (choral, thumbs up, graphic organizer, etc) <input type="checkbox"/> Write/Say clear instructions <input type="checkbox"/> Other: _____ |
|--|--|--|

6. Please attach:

- student information sheet
- behavior/academic tracking forms
- intervention logs
- samples of work
- modification examples
- class work
- assessments
- parent contact logs
- documentation of Tier 1 interventions, and/or any
- other relevant documentation

Signature: _____

Important Notes:

The teacher and the parent will be notified about the interventions that are put in place for this student. **The team will review progress approximately every 4-6 weeks and notify parents about progress and continuing interventions.** A file folder for each student in the Tier 2 and Tier 3 programs is kept in the student file and contains the referrals, intervention plan, and intervention schedule. These are available for staff access as well.

Tier III Referral Form

Use this form for any continuing academic and behavior concerns, AFTER you have completed Tier 2 academic & behavior tracking forms and interventions.

| | | |
|---|---|---------------------|
| Student Name: | Teacher Name: | Date: |
| <p style="text-align: center;"><u>Student Status</u></p> <p>F&P Level: _____</p> <p>iREADY Reading: _____</p> <p>iREADY Math: _____</p> <p>WIDA Score: _____</p> <p>Wilson K-8 Foundations, Just Words, Wilson Reading, Read/Math 180, Sys 44 : _____</p> | <p style="text-align: center;"><u>Grade-Level Expectations</u></p> <p>F&P Level: _____</p> <p>iREADY Reading: _____</p> <p>iREADY Math: _____</p> <p>WIDA Score: _____</p> <p>Wilson K-8 Foundations, Just Words, Wilson Reading, Read/Math 180, Sys 44 : _____</p> | <p>Notes/Other:</p> |

Tier 2 Support & Documentation: (attach all intervention logs and documentation)

| <u>Tier II Intervention Goal</u> | <u>Tier II Interventions Implemented</u> |
|----------------------------------|--|
| | Resources used: |
| | Intervention Detail: |
| | Measured Data Points: |

Check all concerns that seem to be affecting students' progress:

| | |
|---|--|
| <input type="checkbox"/> Tardy/Absence <input type="checkbox"/> Lack of attention/off task <input type="checkbox"/> Refusal to work <input type="checkbox"/> Incomplete/missing assignments <input type="checkbox"/> Under achievement in studies <input type="checkbox"/> Disinterest in topics <input type="checkbox"/> Financial issues <input type="checkbox"/> Time management <input type="checkbox"/> Bullying | <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Theft <input type="checkbox"/> Disruptive <input type="checkbox"/> Fighting/Aggression <input type="checkbox"/> Unresponsive <input type="checkbox"/> Vandalism <input type="checkbox"/> Insubordination <input type="checkbox"/> Self-Injury <input type="checkbox"/> Other: _____ |
|---|--|

What action would you like to recommend to the team? _____

Please attach student information sheet, behavior/academic tracking forms, intervention logs, samples of work, modification examples, class work, assessments, parent contact logs, documentation of Tier 1 interventions, and/or any other relevant documentation.

Signature: _____

Important Notes:

The teacher and the parent will be notified about the interventions that are put in place for this student. The team will review progress approximately every 4 weeks and notify parents about progress and continuing interventions. A file folder for each student in the Tier 2 and Tier 3 programs is kept with the MTSS team and contains the referrals, intervention plan, and intervention schedule. These are available for staff access as well.

Parent Contact Form *Please note if interpreter is needed

| | | | | |
|---|------------------------------------|--|---|---------------------------------------|
| Student Name: _____ Teacher: _____ Grade: _____ | | | | |
| Parent Contact On: _____ | <input type="checkbox"/> Phone | <input type="checkbox"/> Note/Email | <input type="checkbox"/> Meeting | <input type="checkbox"/> Other: _____ |
| Contact Regarding: | <input type="checkbox"/> Academic | <input type="checkbox"/> Behavior | <input type="checkbox"/> Attendance | <input type="checkbox"/> Other: _____ |
| Result of Contact: | <input type="checkbox"/> No Change | <input type="checkbox"/> Temporary Improvement | <input type="checkbox"/> Problem Solved | <input type="checkbox"/> Other: _____ |
| Parent Contact On: _____ | <input type="checkbox"/> Phone | <input type="checkbox"/> Note/Email | <input type="checkbox"/> Meeting | <input type="checkbox"/> Other: _____ |
| Contact Regarding: | <input type="checkbox"/> Academic | <input type="checkbox"/> Behavior | <input type="checkbox"/> Attendance | <input type="checkbox"/> Other: _____ |
| Result of Contact: | <input type="checkbox"/> No Change | <input type="checkbox"/> Temporary Improvement | <input type="checkbox"/> Problem Solved | <input type="checkbox"/> Other: _____ |
| Parent Contact On: _____ | <input type="checkbox"/> Phone | <input type="checkbox"/> Note/Email | <input type="checkbox"/> Meeting | <input type="checkbox"/> Other: _____ |
| Contact Regarding: | <input type="checkbox"/> Academic | <input type="checkbox"/> Behavior | <input type="checkbox"/> Attendance | <input type="checkbox"/> Other: _____ |
| Result of Contact: | <input type="checkbox"/> No Change | <input type="checkbox"/> Temporary Improvement | <input type="checkbox"/> Problem Solved | <input type="checkbox"/> Other: _____ |
| Parent Contact On: _____ | <input type="checkbox"/> Phone | <input type="checkbox"/> Note/Email | <input type="checkbox"/> Meeting | <input type="checkbox"/> Other: _____ |
| Contact Regarding: | <input type="checkbox"/> Academic | <input type="checkbox"/> Behavior | <input type="checkbox"/> Attendance | <input type="checkbox"/> Other: _____ |
| Result of Contact: | <input type="checkbox"/> No Change | <input type="checkbox"/> Temporary Improvement | <input type="checkbox"/> Problem Solved | <input type="checkbox"/> Other: _____ |
| Parent Contact On: _____ | <input type="checkbox"/> Phone | <input type="checkbox"/> Note/Email | <input type="checkbox"/> Meeting | <input type="checkbox"/> Other: _____ |
| Contact Regarding: | <input type="checkbox"/> Academic | <input type="checkbox"/> Behavior | <input type="checkbox"/> Attendance | <input type="checkbox"/> Other: _____ |
| Result of Contact: | <input type="checkbox"/> No Change | <input type="checkbox"/> Temporary Improvement | <input type="checkbox"/> Problem Solved | <input type="checkbox"/> Other: _____ |
| Parent Contact On: _____ | <input type="checkbox"/> Phone | <input type="checkbox"/> Note/Email | <input type="checkbox"/> Meeting | <input type="checkbox"/> Other: _____ |
| Contact Regarding: | <input type="checkbox"/> Academic | <input type="checkbox"/> Behavior | <input type="checkbox"/> Attendance | <input type="checkbox"/> Other: _____ |
| Result of Contact: | <input type="checkbox"/> No Change | <input type="checkbox"/> Temporary Improvement | <input type="checkbox"/> Problem Solved | <input type="checkbox"/> Other: _____ |
| Parent Contact On: _____ | <input type="checkbox"/> Phone | <input type="checkbox"/> Note/Email | <input type="checkbox"/> Meeting | <input type="checkbox"/> Other: _____ |
| Contact Regarding: | <input type="checkbox"/> Academic | <input type="checkbox"/> Behavior | <input type="checkbox"/> Attendance | <input type="checkbox"/> Other: _____ |
| Result of Contact: | <input type="checkbox"/> No Change | <input type="checkbox"/> Temporary Improvement | <input type="checkbox"/> Problem Solved | <input type="checkbox"/> Other: _____ |

MTSS Glossary

Behavior Intervention Plan (BIP): A behavior intervention plan is based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes the student and parent as appropriate. The plan includes positive behavior supports (PBS), identified skills for school success, and specific strategies for behavioral instruction.

Data Point: A score on a progress monitoring assessment. Multiple data (a minimum of four) points are needed to determine whether or not a student is responding positively to an intervention.

Data-Driven Decision Making: The process of planning for student success (both academic and behavioral) through the use of ongoing progress monitoring and analysis of data.

Discrepancy Statement: A clear and measurable statement of student performance as compared to same-age peer performance. Behavior example: When observed in circle time, Billy is on-task 30% of the time compared to classmates who are on-task 88% of the time. Academic example: Susan, a third grader, is reading 65 correct words per minute (cwpm). Her peers are currently reading 95 correct works per minute (cwpm).

Duration: How long a behavior or an intervention occurs. Used in the context of examining and observing three important factors: Frequency, Intensity, and Duration. For the purposes of documenting response to intervention, duration refers to the length (number of minutes) of a session multiplied by the number of sessions per school year. "Sufficient duration" is dependent on the program or strategy being used, the age of the student, and the type and severity of the problem. Many research-based programs provide guidelines or recommendations for duration.

Fidelity: Fidelity refers to the accuracy, and attentiveness with which an intended research design for instruction and/or intervention is implemented. This means that the intervention is implemented as the research base indicates. To support standardization, the person providing the intervention must generally follow a prescribed protocol in order to ensure a program or strategy's fidelity.

Frequency: How often a behavior or an intervention occurs.

Functional Behavior Assessment (FBA): This assessment is the process of determining the cause (or "function") of behavior before developing a Behavior Intervention Plan. The intervention/BIP is based on the hypothesized cause (function) of behavior. The FBA is administered in Tier II by the assigned person at the school when behavior is being examined.

Intensity: The adjustment of duration, length, and teacher-to-student ratio for a child's academic or behavioral needs.

Intervention: The systematic and explicit instruction provided to accelerated growth in a targeted area of identified need. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.

Multi-Tiered System of Support (MTSS): Is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students.

Problem-Solving Process: Steps a collaborative team, which includes general and special educators, and at times parents, completes to evaluate student data and to plan and monitor prescribed interventions.

Research-based Instruction/Intervention/Practice: An evidence-based instructional practice or intervention found to be effective to address a particular learning or behavioral need. When appropriately used, children can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice.

Response to Intervention (RTI): This is also known as School-Wide Reading Program (SWRM) which refers to the academic support and intervention system in the Multi Tiered System of Support.

Specific or Measurable Outcome: The statement describing the single, specific, desired result of an intervention. To be measurable, the outcome MUST be expressed in observable and quantifiable terms. Example: John will demonstrate mastery of grade-level basic math calculation skills as evidenced by a score of 85% or better on the end of unit test on numerical operations.