



CCA-UPPER ELEMENTARY

MTSS Model Handbook

2021-2022

Includes: MTSS Procedures for math and reading, Entrance and Exit Criteria, DRA levels, Benchmarking (NWEA) and MTSS Model

The purpose of this handbook is to provide Teachers, Administration, and all Interventionist with a guideline for implementation as well as research based interventions to use within the classroom for Tier I students.

This book will be revised as determined by the MTSS Team and administration of CCA-Upper Elementary as the school's MTSS model unfolds in its development.

Cesar Chavez Academy Mission:

Cesar Chavez Academy will provide a safe atmosphere of academic excellence that promotes thinkers and problem solvers that work cooperatively and respectfully in an inclusive environment.

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ELA MTSS Model for CCA-Upper Elementary (Cesar Chavez Academy Intermediate) 2018-19

As the MTSS process is in the developing stages at CCA-Upper, this document should be used as a guideline to assist the staff and the team. Modifications and changes can and will be made to make this a working program for our building.

2017-18 ELA MTSS Model

- Starting the 1st-3rd week of school, CCA-Upper Elementary will be administering Dibels to students in all grade levels.
 - Students will be grouped based on previous year MTSS data and fall DIBELS Next benchmark scores.
- Starting the 4th week of school, CCA
 - Students will be grouped using NWEA, DRA, DIBELS, classroom assessments and teacher recommendation. Sight word lists assessments will be given to students in Tier 3 reading.
 - Dibels- students who score extremely low on their Dibels will be placed in Tier 3 and will receive intensive interventions (phonics, fluency, comprehension)
 - LLI (Leveled Literacy Interventions) Blue- for students in need of comprehension from RR levels C-K. Students will be placed in these groups according to their DRA level and Dibels scores.
 - LLI Red- for students reading at L-P according to their DRA scores, who need comprehension and fluency practice.

Beginning of School Year- Initial Screening

Testing

Our goal is to begin the school year with Spring data from the previous school year. A system of Google Docs will be used to track all data for students in one place.

- NWEA scores will be utilized as a universal screener and will be completed within the first month of school.
- Pearson DRA program will be used to test all students within the first month of school.
- DIBELS Next will be completed the first three weeks of school.

NWEA Percentiles

Grade	At Risk	At Grade-Level	Above Grade Level
3 rd	>30%	31%-60%	61%<
4 th	>30%	31%-60%	61%<
5 th	>30%	31%-60%	61%<

- If a student falls near or below the At Risk cut points, the MTSS Staff, Classroom Teacher will then assess the student with a DRA. The two scores will be evaluated and if deficits are noted the student will be placed in the appropriate Tier based on the Running Records cut points that follow.

Fall Benchmark (September)

- After a student has been assessed, the following steps will be taken:

3rd grade-(DRA level 30/ average NWEA *updated later or higher)

- 18-20 (J-K) level students as well as students reading at grade level will receive Tier 1 interventions within the classroom provided by the teacher with consultation from the MTSS team.
- 10-18 (F-J) leveled students will receive Tier 2 interventions from an Interventionist on a pull -out basis with phonics or LLI program.
- Any student scoring below a level 8 will receive Tier 3 (A-E) interventions on a pull out basis with the intensive phonics review.

4th grade-(DRA Level 40)

- 24 (M-P) and above level students as well as students reading at grade level will receive Tier 1 interventions within the classroom provided by the teacher with consultation from the MTSS team.
- 16-23 (H-L) level students will receive Tier 2 interventions on a pull out basis with an Interventionist.
- Any student scoring below level 14 (A-G)will receive Tier 3 interventions on a pull out basis.

5th grade-(DRA Level 44-50)

- 40 and above leveled students as well as students reading at grade level will receive Tier 1 interventions within the classroom provided by the teacher with consultation from the MTSS team.
- Any student scoring below 40 in 5th grade will receive Tier 2 interventions from an interventionist
- Any student scoring lower than a 24 will receive Tier 3 interventions from the Literacy teacher on a pull out basis, possible intensive phonics review

Winter Benchmark (December or January)

NWEA

Grade	At Risk	At Grade Level	Above Grade Level
3 rd	>30%	31%-60%	61%<
4 th	>30%	31%-60%	61%<
5 th	>30%	31%-60%	61%<

- If a student falls near or below the At Risk cut points, the MTSS Staff will then assess the student with a Running Record. The two scores will be evaluated and if deficits are noted the student will be placed in the appropriate Tier based on the Running Records cut points that follow.
- After a student has been assessed, the following steps will be taken:

3rd grade-(DRA Level 30)

- 20 and above leveled students as well as students reading at grade level will receive Tier 1 interventions within the classroom provided by the teacher with consultation from the MTSS team.
- 19- 14 leveled students will receive Tier 2 interventions from an Interventionist on a pull -out basis.
- Any student scoring below a level 14 will receive Tier 3 interventions on a pull out basis with the Literacy teacher.

4th grade-(DRA Level 40)

- 30 and above level students as well as students reading at grade level will receive Tier 1 interventions within the classroom provided by the teacher with consultation from the RtI team.
- 29 -24 leveled students will receive Tier 2 interventions on a pull out basis with an Interventionist.
- Any student scoring below level 23 will receive Tier 3 interventions on a pull out basis with the Literacy teacher.

5th grade-(DRA Level 44-50)

- 40 leveled students as well as students reading at grade level will receive Tier 1 interventions within the classroom provided by the teacher with consultation from the RtI team.
- Any student scoring 39-24 in 5th grade will receive Tier 2 interventions from an Interventionist on a pull out basis

- Any student scoring lower than level 23 will receive Tier 3 interventions from the Literacy teacher on a pull out basis.

Spring Benchmark (May)

NWEA

Grade	At Risk	At Grade Level	Above Grade Level
3 rd	>30%	31%-60%	61%<
4 th	>30%	31%-60%	61%<
5 th	>30%	31%-60%	61%<

- If a student falls near or below the At Risk cut points, the RtI Staff will then assess the student with a DRA. The two scores will be evaluated and if deficits are noted the student will be placed in the appropriate Tier based on the DRA cut points that follow.
- After a student has been assessed, the following steps will be taken:
 - MTSS Team will review the information and make a decision with staff input (anecdotal information)

Tier 1 Procedures-

If there is a student in need of Tier 1 interventions beyond basic differentiated classroom instruction:

- Consult the Classroom Best Practices Checklist
- Begin monitoring his/her skills and deficits
- Progress monitor utilizing tools from RtI Matrix
- Document any interventions that have been utilized within the classroom and their effectiveness on the RtI Data & Intervention Document for the appropriate grade level.
- Seek out additional Tier 1 interventions by visiting:
 - <http://www.interventioncentral.org/index.php/academic-resources>
 - <http://www.fcr.org/>
 - <http://curriculumcrafter.org/>
 - http://www.rti4success.org/index.php?option=com_content&task=blogcategory&id=5&Itemid=58
 - Reading A-Z or RAZ Kids
 - NewsELA
 - Readworks
 - SIOP Model(Sheltered Instruction Observation Protocol)
 - Consult *Pre-referral Intervention Manual* in Special Ed office

- Consult the RtI team for ideas on interventions
- **After 4 weeks, submit RtI Data & Intervention Document into Google Drive!!!**

Tier 2 Procedures

- **A student will only be recommended for Tier 2 interventions if and only if there is classroom documentation that Tier 1 interventions utilized were unsuccessful. See appendix for Classroom Best Practices Checklist.**
- **Students in Tier 2 must still be monitored within the classroom and interventions must continue to be documented within the MTSS notes. Teachers are encouraged to utilize student portfolios to house copies of student work as well.**
- **NOTE: Prior to Tier 2 interventions beginning, the MTSS Team, School Administration, and the classroom Teacher will review the progress of all students within the classroom as 75% should be achieving at grade level. If this is not the case, alternative steps will be addressed.**
- Step 1-
 - The MTSS team will meet along with the classroom teacher to discuss and review the evidence documented within the RtI red folder.
 - Based upon the evidence presented, the team will make a recommendation to either:
 - utilize additional interventions in the classroom, or..
 - begin Tier 2 interventions with the Intervention Team in pull-outs
- Step 2
 - Progress monitoring will be completed in conjunction with the additional interventions being utilized.
 - Progress monitoring data will be collected and placed in the red MTSS folder.
 - **The student's performance in this level will be monitored for 8 weeks. Utilization of the RtI Data & Intervention Document must be used.**
- Step 3
 - At the end of **8** weeks the RtI team will review the student's RtI folder, documented interventions, student work, as well as progress monitoring tools and decide:
 - to implement additional Tier 2 interventions
 - to move student to Tier 1 if that student has responded well to Tier 2 interventions
 - make recommendation that student begin Tier 3 interventions as well as make parent contact with an option of a parent meeting

Tier 3 Procedures

- **A student can be recommended for Tier 3 interventions if and only if there is classroom documentation that Tier 2 interventions utilized were unsuccessful.**

- **It is imperative that RtI red folders have been documented with all interventions, the frequency of intervention, along with progress monitoring results.**
- Step 1
 - MTSS team, including classroom teacher, will meet to discuss student.
 - Review of MTSS folder and student work is imperative at this point.
 - RtI team will review and discuss all interventions utilized, attendance records, progress reports, report cards, assessment data, and progress monitoring data.
 - Team may recommend additional interventions and monitoring not to exceed an additional **8 weeks**.
- Step 2
 - If MTSS team feels that all interventions implemented have not been successful, the team will notify Special Ed team/School Psychologist and will discuss scheduling a REED (Review of Existing Evaluation Data) meeting with parent in attendance.
- Step 3
 - After REED meeting has been held and parent has been notified, Special Ed team/School Psychologist will determine if proceeding to testing is necessary.
 - After testing, School Psychologist will call meeting with parent, special education teacher, classroom teacher, and interventionist involved in student's program.
 - At this point, School Psychologist will recommend special education services or report that the student does not qualify.
 - If student does not qualify, he/she will remain in Tier 3 and alternate interventions will be sought out.
 - If student does qualify, needs of the student will be met with services from special education teachers or Literacy teacher.

*Please keep in mind that RtI is a **school-wide** initiative not a special education initiative. While the RtI folders are being utilized, your student will not be overlooked. The purpose of RtI is to work with the student throughout the 8 week time period of each tier to help make that student successful.*

DRA levels

3rd Grade 30-38

4th Grade 38-49

5th Grade 44-5

DIBELS Next

Math MTSS Model for CCA Upper Elementary 2018-19

The Math MTSS mod

2018-19 Math MTSS Model

- CCA-Upper Elementary has adopted a tiered, pull-out model focusing on math standards and missing skills.
 - Starting in September used previous year NWEA data and recommendations from 2nd grade teachers for 3rd grade. We also looked at students who were in interventions and gave them a spot in September.
 - Starting in October, we met as a team and used teacher recommendation, NWEA, and MobyMax data to determine which students would be eligible for math interventions.

- o Students are grouped by class and or ability level.
- o 4 math interventionists work with students during math intervention time so students are not pulled from tier 1 instruction.

Referral Guidelines

NWEA and grade level assessment will be used for benchmarking. The guidelines below have been provided by NWEA and these cut points will be utilized for all identification of students in RTI/MTSS.

Students that fall in the “at risk” category will be referred for RTI. The math interventionist will work with the teacher of the students in that category and together they will determine who will be placed into Tier 2.

Once a student makes progress and meets their goals for the missing content standards, the student will be moved back into Tier 1.

Fall - Spring

Grade	At Risk	At Grade Level	Above Grade Level
3 rd	>30%	31%-60%	61%<
4 th	>30%	31%-60%	61%<
5 th	>30%	31%-60%	61%<

Exit Criteria:

Mobymax score at grade level. NWEA score of 31st percentile or higher. Teacher and interventionist agreement with exiting.

CCA-Upper Elementary Classroom Best Practices Checklist (Core Academic/Behavior Tier 1 Interventions)

Check if used	Activity/Intervention	Start Date	End Date	Effectiveness
	Whisper Phones			

	Phonemic Awareness/stretching out sounds			
	Books on Tape or CD			
	Buddy Reading			
	Raz-Kids time			
	Star Reader/AR			
	Starfall time			
	Pre-read/re-read			
	Poetry or chants			
	Reader's Theater			
	Pre-teach vocab prior to reading			
	Highlighting important words in a passage			
	Use of anticipation guide			
	Sticky notes for questioning/ vocabulary/ predicting			
	Read assignment to student			
	Reading response journal			
	Graphic organizers			
	Venn Diagram			
	KWL Charts			
	Guided Reading			
	Use EZ reader			
	Adjust reading level to assignment			
	Flashcards-alphabet/sight word/ word family...etc.			
	Move desk/seat			
	Break assignments into smaller parts			
	Rotate around classroom as teaching			
	Repeat directions			
	Have student restate directions			
	Peer academic buddy			
	Daily assignment sheet			
	Tutoring			
	Use timer for time allocation			
	Partition or study coral			
	Behavior management plan			
	Use kinesthetic activities to build fine motor skills			
	Use writing journal & check journal			
	Computer use for writing assignments			
	Use of hi-write paper			
	Skip counting			
	Use of number charts			
	Use of number line			
	Use of manipulatives			
	Use of clocks			

	Reading problems aloud			
	Use of addition/subtraction/multiplication flashcards			
	Underlining key words for story problems			
	Documented home/school communication			
	ixl Math			
	Use of Math word wall			
	Math Vocabulary word sorts			
	Study Island			
	Glory Schools			

Teacher signature: _____ Date: _____

Rtl Team Signature: _____ Date: _____

**CCA-Upper Elementary Rtl Matrix
2012-2013**

Component	Data Used	Targeted Area/Skill	Strategies/Materials	Programs/Interventions	Progress Monitoring Instrument	Accommodations / Modifications
Phonemic Awareness	RLAC-Phonics First Screeners Reading A to Z – phonological awareness assessment	Rhyme Blending Segmentation Syllabication	Picture Sorts Syllable Sorts Syllable Counting Rhyme Recognition Sound Matching Oral Blending Oral Segmenting Nursery Rhymes Starfall Center Activities Games	Reading A to Z Phonics First Starfall Raz-Kids	Phonics Screeners Reading A to Z – phonological awareness assessment	Testing Accommodations (read aloud, shortened, highlighting key words, etc) Peer Support
Phonics	Reading A to Z – phonics assessment RLAC-Phonics First Screeners	Consonants Short Vowels Long Vowels R Controlled Blends Digraphs Diphthongs Inflected Endings Affixes Syllables	Word Sorts Letter Tiles Stretch and Say Word Families/Chains Phoneme/Grapheme Match Phonics Readers Reading A to Z Starfall Elkonin Boxes Decodable Readers Center Activities Games Touchphonics	Study Island Reading A to Z Basal readers Starfall Raz Kids	Reading A to Z – phonics assessment	Extended Time Repeated Instructions Outlines/Study Guides Word Processing Visual Aids More “Think Time”

Component	Data Used	Targeted Area/Skill	Strategies/Materials	Programs/Interventions	Progress Monitoring Instrument	Accommodations/Modifications
Fluency	DIBELS – Oral Reading Fluency HM Reading A to Z – fluency assessment passages Reading A to Z – running records Read Naturally Raz Kids Star Reader/AR	Automaticity Expression Sight Vocabulary	Sight Word Flashcards Repeated Readings Echo Reading Choral Reading Alternate/Partner Reading Audio Taping Charting Progress Reader’s Theater Leveled Readers Reading A – Z Predictable Text Dolch Word Lists Guided Reading Whisper Phones	Houghton Mifflin Classroom Reading Raz Kids Reading A to Z Scholastic News Star Reader/AR	DIBELS – Oral Reading Fluency RR Star Reader/AR quizzes Reading A to Z – fluency assessment passages Reading A to Z – running records Read Naturally	Testing Accommodations Peer Support Extended Time Repeated Instructions Outlines/Study Guides Word Processing Visual Aids More “Think Time”
Comprehension	MEAP RR Reading A to Z – comprehension quick check Raz Kids Read Naturally Scholastic News Making Meaning	Sequence Main Idea Supporting Detail Compare-Contrast Cause-Effect Theme/ Moral Character Traits Plot Inferencing Retelling Questioning Visualizing Inferencing Making connections	Cloze Activities Word Maps Graphic Organizers Think-Pair-Share Literature Journals/Logs Literary Circles/Book Clubs KWL Think-Alouds Questioning Activities (QAR) Respond to Text Activities Summary Activities Story/Book Walks Role-Playing Supply Background Literary Devices Story Charts Reading A-Z Leveled Readers Theme Paperbacks Guided Reading Comprehension Quickies Comprehension Games Whisper Phones	Study Island Houghton Mifflin Classroom Reading Making Meaning Reading A to Z Read Naturally	RR Reading A to Z – comprehension quick check Raz Kids Classroom assessments	

Component	Data Used	Targeted Area/Skill	Strategies/Materials	Programs/Interventions	Progress Monitoring Instrument	Accommodations/Modifications
Vocabulary	Scantron Vocabulary A to Z Study Island Read Naturally RR	Sight Words Dolch Lists New and Prerequisite Vocabulary in content areas	Word Maps Student Created Dictionary Cloze Activities Word Sorts Working With Words Activities Idioms/Metaphors/Similes Vocabulary Flash Cards Picture/Word Matching Word Wall Activities Leveled Readers Reading A –Z/Vocabulary A toZ Informational Texts Synonym/Antonym/homograph playing cards	Study Island Houghton Mifflin Classroom Reading Vocabulary A to Z Making Meaning	RR Scantron Study Island Vocabulary A to Z assessments	Adjusted Assignments (Modification per IEP) Testing Accommodations Peer Support Extended Time Repeated Instructions Outlines/Study Guides Word Processing Visual Aids More “Think Time”
Writing	Writing Probes MEAP Write Steps	Ideas Organization Word Choice Voice Sentence Fluency Conventions	Story Starter/Springboard Story Frames (bme) Graphic Organizers Brainstorming Activities Outlines/Note Taking Sequence Charts Word Banks Literary Device Word Sorts Peer Editing Teacher Conferencing Signal Words Arrange Sentences for Topic Topic Lists Journals Group/Partner Writing Dictionary & Thesaurus Proofreading Checklist Study Island Solo 6 LEA's (Language Experience Approach)	Write Steps DEW	Writing Probes Write Steps	Adjusted Assignments (Modification per IEP) Testing Accommodations Peer Support Extended Time Repeated Instructions Outlines/Study Guides Word Processing Visual Aids More “Think Time”
Component	Data Used	Targeted Area/Skill	Strategies/Materials	Programs/Interventions	Progress Monitoring Instruments	Accommodations/Modifications
Behavior	Daily Classroom Card Flip Data (google docs)	Complete Assign. On Task Behavior Organization	Behavior Contract Reward System Teach Conflict Resolution Study Buddy Study Carrel Proximity to Teacher	Check-In, Check-Out Individual Social Work Services Social Skills Group Behavior Contract	Daily Classroom Behavior Data BIP Data CICOData	Adjusted Assignments Testing Accommodations Peer Support Extra Time Repeated Instructions Study Guides/Outlines

	Office Discipline Referrals (ODRs)	Attention Span Aggressiveness Non-compliance Disruptive Disrespect Bullying Responsibility for Own Actions Emotional Intelligence	Provide Work Breaks Duplicate Materials for Home Parent/School Contract Timer Planner Character Counts! (Second Step) Curriculum CICO	Behavior Intervention Plan (BIP)	Behavior Logs Behavior Contract Data SWIS	Visual Aids Limited Visual Stimuli More "Think Time" Break time Privacy folder Bumpy seats Stress ball
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MTSS Behavior Procedures

In order to refer a student for Social Work services the following must be completed:

1. An **individual** tracking form for card flips utilizing the school-wide PBS system must be completed and included to be referred for behavior. This data must be entered into Google Docs.
2. The CCA-Upper Elementary PBIS Best Practice Checklist (behavior section) needs to be completed and included in the RtI folder.
3. Any anecdotal notes regarding the concern or behavior must be included in the folder.
4. Any communication to parent regarding the concern or behavior must also be included.
5. Students who receive a recommendation from their teacher (with numbers 1-4 completed) and have 3 oranges or more in one month, or more than one red in one month will be referred for our CICO program.
6. Students with more than two office referrals are required to meet with school administrators and their parents. Teacher will begin an ABC log with the student. Teacher will assist in teaching corrective behaviors in the classroom.
7. Students with two or more office referrals and a parent meeting will be required to have a HOME/BEHAVIOR PLAN (HBP) and BIP for school personnel to follow.
8. [PBIS for Remote Learning](#)

All of this must be completed to receive services such as Behavior Intervention Plans (Tier 3) or Check-In Check-out systems (Tier 2).

May be used in addition to Google Docs data.

MTSS Student Tracking Form
To be included with a student's RtI Folder for Behavior



Month: _____

Student:

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					

Please indicate above, the color the student was on at the end of the school day with O=Orange or an R=Red. Use the codes below to indicate the reason for the student's card flip. For example: if a student is on red for disrespect towards the teacher; the box would look like this: R, 1. If the student is on yellow for lying it would look like this: Y, 5

Reasons for Card Flip:

Disrespect/Defiance/Insubordination = 1

Fighting or Physical Aggression = 2

Talking during Instruction/Disruption = 3

Inappropriate Language = 4

Lying or Cheating = 5

Lack of Motivation= 6

Bullying or Harassment =7

Wandering/Out of Seat/ Unfocused = 8

Stealing and Vandalism/Destroying/Inappropriate Use of Property= 9

Comments or Concerns:

CCA-Upper Elementary PBS Best Practices Checklist

Check if used	Activity/Intervention	Start Date	End Date	Effectiveness
	Use of Card Flip System WITH corrective feedback			
	Office Discipline Referral (ODR) to behavioral interventionist			
	Display of Classroom Rules			
	Daily Schedule is posted			
	Classroom rules are posted			
	Seated near teacher/ point of instruction			
	Private Conference with Student			
	PBS expectations are taught and retaught throughout year			
	Daily verbal reminders of expectations			
	Transition procedures are taught and modeled			
	All class attention getting signal is used (clap sequence, lights)			
	Frequent positive praise (4-1 or higher)			
	Individuals and groups are praised for following rules			
	Corrections are done in private, if and when possible			
	Planned ignoring of minor non-disruptive behavior			
	Increased assistance to student as needed			
	Whole group oral responses/ choral responding is used			
	Small group and partner responses are used			
	Individual Behavior chart			

Teacher signature: _____ Date: _____

RtI Team Signature: _____ Date: _____



MTSS Student Data Referral Form

Student: _____

Grade: _____

Date of Birth: _____ Gender: _____

Race/Ethnicity: _____ ELL : _____

Name of Referring Teacher: _____ Signature: _____

Name of Parent/Guardian: _____ Phone: _____

Parent/Guardian contact prior to referral: _____ Phone call _____ Note home _____ Conference

Date of contact (s): _____

Step 2: Assessing Concerns

_____ Behavior _____ Academic _____ Social Work _____ ELL _____ SPL

Only comment on the area of concern.

List and describe area (s) of concern with academic progress:

List and describe area (s) of concern with behavior:

List and describe area(s) of concern with emotional/social development: _____

List and describe area(s) of concern with speech/language development: _____

List and describe area(s) of concern with learning English as a second language: _____

Step 3: Student Strengths and Weaknesses

- List the strengths/weaknesses that have been observed in the classroom: _____

- The student's preferred learning style is:

_____ Visual _____ Auditory _____ Tactile/Kinesthetic

Step 4: Background Information

Attendance

Please attach attendance form from Power Schools.

Has the student ever been retained? _____ Yes _____ No (if yes specify grade levels): _____

Has the student ever been suspended for disciplinary reasons during the current school year?

_____ Yes _____ No (if yes, explain):

Medical Concerns

Are there medical concerns? _____ Yes _____ No (if yes, please list):

How does medical condition affect classroom performance and student learning? _____

Step 5: Assessment information

Assessment information/results: Attach work samples/copies of recent assessments for your area(s) of concern.

MStp Reading: _____ Writing: _____ Math: _____

DRA Benchmark Levels (if applicable): Fall _____ Winter _____ Spring _____

NWEA Information: Please attach copy of NWEA Report

WIDA Level: _____ Dolch Word List: _____

Writing Benchmarks: Fall _____ Winter _____ Spring _____

Math Benchmarks: Fall _____ Winter _____ Spring _____

For all grade levels: Please attach a copy of current report card or progress report.

Outside classroom intervention(s) in place for student

Intervention	Times per week
Spec Ed:	
Phonics:	
Interventionists:	
ESL:	
Speech & Language	
Social Work Services	

MTSS Student Referral Procedures

MTSS is a systematic, data driven process. School personnel collect student performance data throughout the year by administering assessments such as Benchmarking, Naiku/class assessments, MStep and NWEA. This data assists the team in making informed decisions about instruction for all students in the general education curriculum (Veldhuis, 2010, p. 53)

There are many steps in the referral process. They are outlined below to assist in the referral process.

Step 1: Highlight student in Google Docs in RED to review with RtI team

Step 2: Complete the paper with the following information:

1. Student Information:

- a. Student name, date of birth, parent information

Please write student's name on the form, the other information may be obtained from Power Teacher. Please print and include the form.

- b. Parent contact information- please **attach a copy of Parent Contact** sheet if you have spoken to parent with regard to concern.

2. Assessing Concerns:

- a. Check off the concern you have with the student you are recommending to RtI.

b. List and describe section should only be completed for the area of concern.

3. Student Strengths and Weaknesses

- a. Please list any known strengths and weaknesses along with learning style

4. Background information
 - a. **Attendance: please print attendance from Power Teacher**
 - b. If student has been retained, please indicate
 - c. If there are known suspensions, please indicate
 - d. If there are known medical concerns, please indicate
5. Assessment Data
 - a. Please feel free to print any and all information from Scantron, Raz-Kids, Power Teacher, or Study Island with regards to student's assessment. ****All unit assessments must be updated in Google DOCS and show a no-growth/ low-growth pattern
 - b. If there is not electronic information available for this student, please write as much data in the appropriate areas.
6. Outside Classroom Intervention
 - a. Please indicate to the best of your ability, who the student is seeing outside of the classroom for assistance.
 - b. Include data/information from interventionists/support staff to show progress.

Step 3: Best Practices Checklists

1. Please complete the Classroom Best Practices checklist and/or the PBS Best Practices checklist so the team is aware of the interventions already in place in the classroom

Step 4: PBS/RtI Tracking Form

1. Please complete with regards to card flips for the student is he/she is being referred for behavior.
2. Please include your Google docs report indicating number of card flips and the reason (s) for the card flip(s).

Step 5: Other

1. Feel free to include anecdotal notes and work samples

Step 6: Deadlines for consideration

1. TEACHERS:
2. All TEACHERS will need to enter their most recent math exams into Google Docs BEFORE their RtI on Friday or Thursday. Please be sure that you have your most recent exam scores entered prior to RtI.
3. Assessments need to be given every two-three weeks.

Cesar Chavez Academy-Upper Elementary School

MTSS Student Intervention Plan

Check one: Initial Meeting _____ Follow-up Meeting _____

Student _____ Grade _____ Date _____

Teacher _____

State Concern: _____

Fidelity of Instruction/Intervention

Tier 1 Is school attendance a concern? _____ yes, _____ no. If yes, describe action steps _____

Tier II or Tier III (If initial plan, please attach Best Practices Checklist for Tier I strategies)

Was the intervention plan implemented with fidelity? _____ yes _____ no
If no, please explain _____

Evaluate Behavioral Progress

List the most recent data collected. Include frequency and time of day that behaviors occur.

After reviewing the results, what action does the team feel is appropriate?

- 1. Initiate the intervention(s) _____ Tier I _____ Tier II _____ Tier III
- 2. Continue the intervention(s) _____ Tier I _____ Tier II _____ Tier III
- 3. Modify the interventions(s) _____ Tier I _____ Tier II _____ Tier III
- 4. Discontinue the intervention (s) and return to _____
- 5. Initiate special education evaluation _____
- 6. Other _____

Goal Statement (Goals must be measurable)

By the end of _____ weeks, _____ will be able to segment 3-4 phoneme words.

By the end of _____ weeks, _____ will be able to blend CVC sounds into words.

By the end of _____ weeks, _____ will be able to read at the rate of _____ words per minute.

By the end of _____ weeks, _____ will be able to _____

Describe the intervention and any resources necessary for its implementation _____

Begin Date _____ Person responsible _____

Frequency _____ per _____

Begin Date _____ Person responsible _____

Frequency _____ per _____

Begin Date _____ Person responsible _____

Frequency _____ per _____

MTSS Team Members Present

Name

Title

Name	Title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Next Meeting Date: _____

MTSS Coordinator

Date