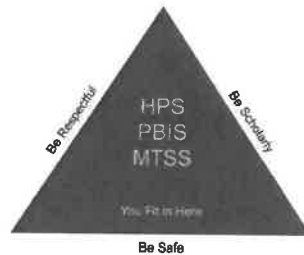


Hamtramck Public Schools
You Fit in Here



Multi-Tiered System of Support MTSS Process

****Be Respectful, Be Scholarly, Be Safe****

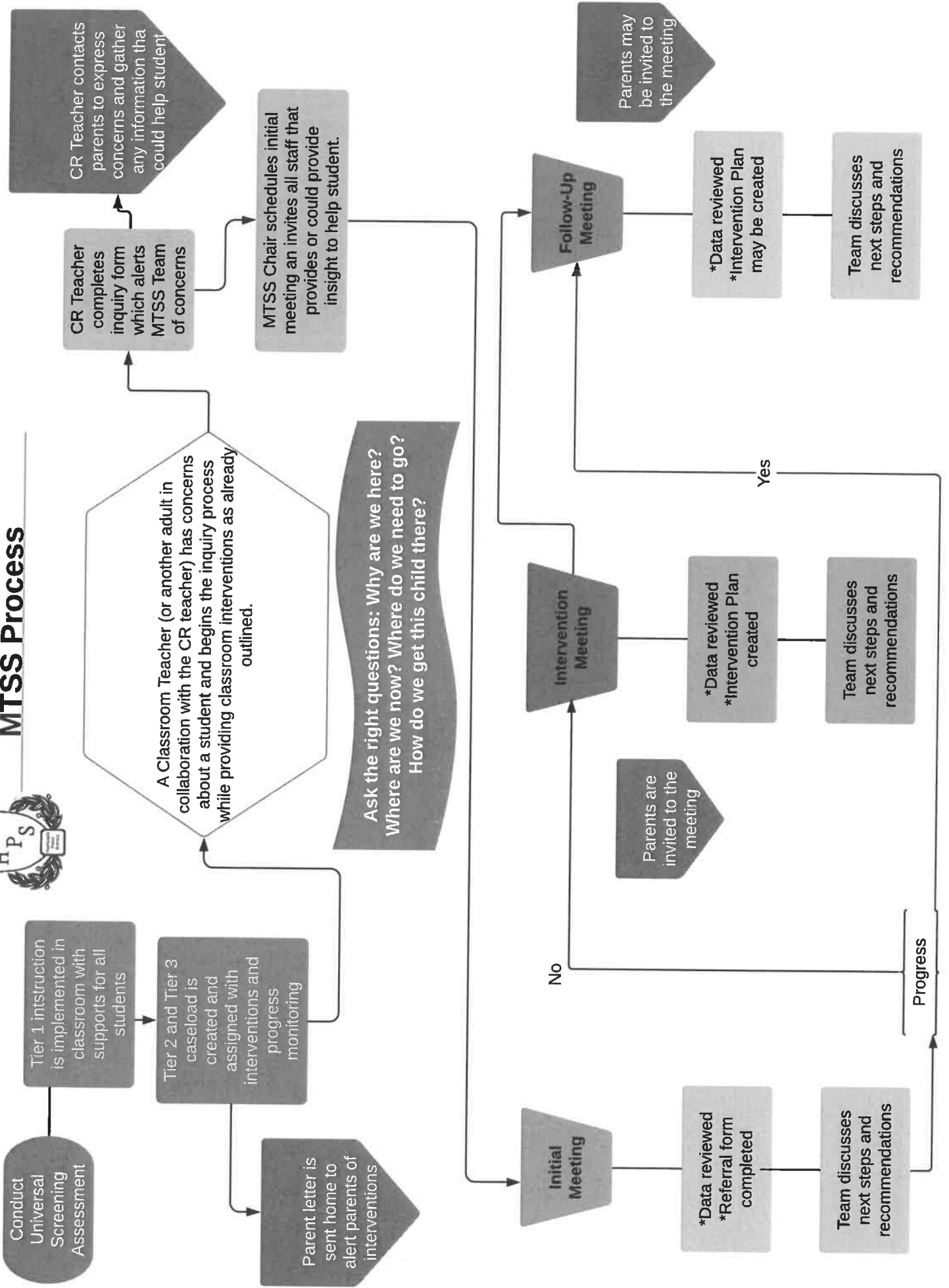


3201 Roosevelt Street
Hamtramck, MI 48212
(313) 872-9270 - Phone
(313) 872-8780 - Fax

[https://sites.google.com/hamtramckschools.org/hamtramckschools-mtss
/home](https://sites.google.com/hamtramckschools.org/hamtramckschools-mtss/home)



MTSS Process





MTSS Inquiry Process Step-By-Step

Universal Screening					
Team	Teacher	Administrator	Purpose	Documents	Timeframe
Teacher meets with MTSS Team and intervention Team to identify students needing support and create a plan for support					
				<u>Universal Screening for MTSS</u> <u>Tier 2 & 3 Intervention Record</u> <u>Send home parent letter - academic</u>	1 meeting a quarter
Step 1:					
Inquiry Meeting (Informal Meeting):					
Team	Teacher	Administrator	Purpose	Documents	Timeframe
Focus teacher on one intervention for each concern, explain progress monitoring	Notify team of concerns and contact parents <u>Fill out Inquiry Concern Form</u>	Notified of student	Informal meeting to discuss what are teachers concerns, what teacher is currently doing to support student, and what to progress monitor	Baseline Data Tier 1 Academic from Illuminate Behavior from MiStar <u>Intervention Tracking Logs</u> Progress Monitoring Reports Student's name should be added to spreadsheet tracking MTSS students	4-6 Weeks
Step 2:					
Initial Meeting (full team meeting without parent):					
Team	Teacher	Administrator	Purpose	Documents	Timeframe
Review all data sources and ask "right questions"	Bring Baseline Data Tier 1, Progress Monitoring Reports, Intervention Logs, CAG0, parent contact information	Sign copy of Progress Monitoring Report	Review data collected and determine if further interventions are needed. Use referral form to guide meeting questions.	<u>During meeting create folder for student documents in Google Drive, fill out MTSS checklist</u> <u>Referral Form</u>	4 weeks
Determine if student should continue in MTSS process or if current interventions are adequate			If student is not making progress, continue to step 3, otherwise no further meetings are needed.	Give teacher: red folder, new intervention logs (all teachers seeing student need intervention log) <u>Send home parent letter - behavior</u>	Parent will be invited to next meeting
Step 3:					
Intervention Meeting (meeting with parents to discuss next steps):					
Team	Teacher	Administrator	Purpose	Documents	Timeframe
Review all data sources and ask "right questions"	Bring PM Reports, intervention logs and any updated data	Sign copy of Progress Monitoring Report	Review data collected from PM logs (from all teachers providing support) and referral packet.	<u>Academic: During meeting fill out Student Intervention Plan (SIP), provide a copy to all in attendance and all teachers that will support student.</u>	4-8 weeks as determined by team
Create an intervention plan with the right supports.	**Support Teachers should be invited to share interventions/ data. If cannot attend, a copy of intervention logs should be at meeting	<u>Complete MTSS observation form for all teachers providing</u>	Discuss next steps: What interventions work, what doesn't work? What is best for this student based on data, teacher input, and parent input.	<u>Behavior: During meeting fill out Functional Behavior Assessment (FBA) and Positive Behavior Intervention & Support Plan (PBIS Plan). Provide a copy to all in attendance and all teachers involved in support plan.</u>	
Step 4:					
Follow-Up Meeting (meeting may or may not include parents to discuss next steps):					
Team	Teacher	Administrator	Purpose	Documents	Timeframe
Review all data sources and ask "right questions"	Bring PM logs and any updated data	Sign copy of PM log(s)	Review SIP, any new data, and PM logs.	During meeting create new SIP if needed	4-8 weeks as determined by team
Determine if student should be evaluated for special education or if current interventions are adequate	**Support Teachers should be invited to share interventions/ data. If cannot attend, a copy of intervention logs should be at meeting	Complete MTSS observation form for all teachers providing interventions (if not already completed)	Discuss next steps: What interventions work, what doesn't work? What is best for this student based on data, teacher input, and parent input.	<u>Adverse Impact on Performance</u>	
Asking the Right Questions:		*Repeat Step 4 as many times as needed to get a plan that works for the student or determine if special ed referral is appropriate		Additional Forms:	
-Why are we here?	-Where are we now?			<u>District Retention Policy</u>	
-Where do we need to go?	-How do we get this child there?				

MTSS Team

Purpose of MTSS Team:

- Coaching, consultation
 - Assessment of the instructional environment and treatment fidelity
 - Data review - evaluation of student response to intervention
 - Instructional problem-solving and program evaluation
 - Collaborate on the appropriate research-based interventions
-

Meeting Process:

- Determine note taker for meeting
 - Review documentation/conduct observation(s)/assessment(s) and review progress monitoring to decide whom to contact for assistance (e.g., nurse, counselor, reading specialist, interventionist)
 - Determine who will implement intervention and date to reconvene
 - Assessments and interventions may be delivered by gen ed and/or support staff
 - Meet bi-weekly to discuss case progression and 6-8 weeks with teachers
 - Not all roles will be present at all meetings
-

Roles

Administrator:

- Overall guidance for process at building level
- Make recommendations for next steps
- Evaluation of process for effectiveness including, but not limited to:
 - System, roles, teachers/interventionists, data, and interventions

Chair: As determined by building needs

- Schedule Meetings (parents, teachers other staff)
- Communicate with Building Administrator the needs of the team
- Facilitator of Meetings
- Instructional Coach for providing strategies
- Assessment of Instructional environment and fidelity check
- Assessment of Behavioral environment and fidelity check
- Assessment of Affective domain including attendance and medical factors
- Review documentation
- Maintaining a spreadsheet of data and case notes; housing files on each student's case

Classroom Teacher:

- Provide input on working with student
- Provide progress monitoring data
- Provide baseline data
- Review documentation
- Make initial parent contact

Parents:

- Provide input on child at home - academic history, behavior history, medical history, barriers to success....

SSW and/or Counselors:

- Observer
- Behavioral/Socio-Emotional Coach for providing strategies
- Review if outside services should be requested
- Assessment of Behavioral environment and fidelity check
- Review documentation
- Provide progress monitoring data as appropriate

RP:

- Observer
- Behavioral and/or Academic Coach for providing strategies
- Review documentation
- Provide progress monitoring data as appropriate

Reading and/or Math Interventionist/Specialist:

- Observer
- Provide input on working with student
- Academic Coach for providing strategies
- Review documentation
- Provide progress monitoring data as appropriate

EL Staff:

- Observer
- Provide input on working with student
- Academic Coach for providing EL strategies
- Review documentation
- Provide progress monitoring data as appropriate

Speech/Language Pathologist:

- Observer
- Expert for providing speech/language strategies
- Review documentation
- Provide progress monitoring data as appropriate

Special Education Teacher:

- Observer
- Academic Coach for providing strategies
- Review documentation

School Psychologist:

- Observer
- Review documentation
- Make recommendations about next steps

IMPORTANT

Please keep in mind that MTSS is a SCHOOL-WIDE INITIATIVE not a special education initiative.

- **While MTSS folders are being utilized, your student will not be overlooked.**
- **The purpose of MTSS is to work with the student throughout the time period of each tier to help make that student successful by giving them what they need when they need it.**
- **There are time periods at each step to monitor the progress and process. Time periods are a fluid part of the process. Students may need more time to acquire skills.**
- **If interventions are working, a student may stay at a certain tier longer to let the interventions work.**
- **If interventions are not working, the interventions may need to change before moving to the next step.**
- **There is no specific timeline or order.**

Classroom Teacher Roles and Responsibilities

Tier 1	4 to 1 Positive Ratio
	Opportunities to Respond (OTR)
	Active Supervision
	Build relationships with colleagues, students, and parents
	Document observations and evidence of student learning, behavior, and social/emotional needs
	Administer district and school assessments
	Review Universal Screening Data to identify student learning needs
	Implement the core instructional plan
	Utilize research, evidence-based instructional practices
	Participate in and apply professional development strategies
	Provide differentiated instruction
	Collaboratively develop flexible groupings of students for targeted instructional delivery
	Provide appropriate academic and behavioral supports
Maintain communication with parents on student progress	
Tier 2	Adhere to building procedures for Tier 2 processes
	Participate in Tier 2 problem solving meetings
	Document observations and evidence of student learning, behavior, and social/emotional needs
	Establish goals or learning objectives for the intervention
	Provide small group intervention during scheduled intervention periods
	Collaboratively develop flexible groupings of students for targeted instructional delivery
	Administer and record progress monitoring data
	Review progress monitoring data at regular intervals to revise interventions
	Track fidelity of intervention delivery
	Seek and utilize coaching supports
Maintain communication with parents on student progress and learning needs	
Tier 3	Participate in Tier 3 problem solving meetings
	Establish learning objectives for intervention
	Implement Tier 3 instruction/intervention
	Review progress monitoring data at regular intervals to revise interventions
	Track fidelity of intervention delivery
	Seek and utilize coaching supports
	Maintain communication with parents on student progress and learning needs
Complete district special education referral process (when necessary)	

*Adapted from Wayne RESA MTSS - "Classroom Quick Guide" pg 9



Parent Contact

Teachers should try to establish positive contact to build relationships with families before problems occur.

Use a parent contact log to keep track of all communications going home. A sample log can be found [here](#).

- Initial parent contact should be made by the teacher with concerns.
 - Parents will have questions and need to hear from the teacher with the information. When interpreters need to be used, the teacher should be present for the call.
- The Parent Information Letter should be sent to all students in Tier 2 or Tier 3 interventions based on Universal Screening. The Individualized Reading Intervention Plan can be used in place of this letter.
- The MTSS Chair should contact parents to invite them to meetings. If a parent cannot be reached by phone, other attempts must be made such as a letter home with the student or through the mail.
- Parent communication should be ongoing and solution oriented. Our goal is to get parents to support us in helping their child succeed. Always assume the parent is trying their best.

Process Organization

Hamtramck Public Schools
You Fit in Here



How To Use HPS District MTSS Team Google Drive

Click on **Current Year Folder** - This contains all the MTSS documents for your school.

There are 5 folders and 1 document:

- **Parent Contact Folder** - All parent communication can be found here. Documents may be used as needed in the process.
 - Parent Information Letter - This letter should be sent after the Universal Screening Process to Tier 2 & 3 students' families.
 - Parent Communication Log - To share with teachers who do not have a system of documenting when they contact parents.
 - Parent Interview - To be used when completing an FBA.
- **Student Tracking Spreadsheet** - Use this spreadsheet to keep track of all students in the MTSS Process as identified as needing extra support. Add names here as teachers submit names as described below.
- **Inquiry Folder** - When a teacher has any concern about a student, they fill out the form from the website to alert the team of concerns.
 - The MTSS Chair will receive an email and alert the appropriate staff for support.
 - MTSS Chair will print an **MTSS Checklist** and schedule an initial meeting for the student. (Email list of all scheduled meetings to Kathy Hyde)
 - MTSS Checklist should be kept in MTSS Team Folder
 - MTSS Chair will transfer name from **Inquiry Concern Spreadsheet** to Student Tracking Spreadsheet.
- **Initial Meeting Folder**
 - **MTSS Student Data Referral Form** - Use this form to gather all important information about the student and determine the next steps.
 - Open form.
 - Click the "eyeball" - a new window will open and this is where student information is entered.
 - MTSS Chair will print the completed form to add to physical red folder.
 - **Functional Behavior Assessment** - Use this form to determine gather information about behavior to make an intervention plan. Team should get parent consent to complete form and send a survey to get parent input.
 - Make a copy of the document
 - Rename the copy "(Student Name) FBA"
 - MTSS Chair will print the completed form to add to physical red folder.

- **Intervention Plan Folder**

- **MTSS Academic Intervention Plan Form** - Use this form to create a detailed intervention plan with intervention goals, strategies, and staff responsible for interventions.
 - Open form.
 - Click the “eyeball” - a new window will open and this is where student information is entered.
 - MTSS Chair will print the completed form to add to physical red folder.
- **Guidance to Determine Extent of Adverse Impact on Educational Performance Form** - Use this form to determine if there are any other impacts on student performance. This can be used as a guide to determine if student should be referred for special education evaluation.
 - Open form.
 - Click the “eyeball” - a new window will open and this is where student information is entered.
 - MTSS Chair will print the completed form to add to physical red folder.
- **PBIS Plan** - Use this form to create a detailed intervention plan with intervention goals, strategies, and staff responsible for interventions.
 - Make a copy of the document
 - Rename the copy “(Student Name) PBIS Plan”
 - MTSS Chair will print the completed form to add to physical red folder.

- **Student Folder** - MTSS Chair will create a new student folder for each student. All documents generated must be moved from the **Output Folders** (or from copies) to the individual folder for the student.

Universal Screening

Hamtramck Public Schools
You Fit in Here





Data Analysis - Universal Screening for MTSS

1. Team meets to review results of universal screening.
 - a. Print Academic Baseline Data report from Illuminate for each student.
 - b. Print Class Breakdown by RIT from NWEA Growth Reports.
2. Team analyzes data from screener as well as other data points including behavior, socio-emotional, attendance, health, speech/language concerns, and any other factors.
3. Team determines percentage of students below ___th (Tier 2) and ___th (Tier 3) percentiles.
4. Team adds names of Tier 2 and Tier 3 students to Universal Screening for MTSS Document.
5. Team determines interventions, who is responsible for providing interventions, progress monitoring measures, and who is responsible for progress monitoring using Tier 2 Intervention Plan Document and Tier 3 Intervention Plan Document.
6. Documents are used to update intervention plans for students in EasyCBM (K-8) or Illuminate MTSS/RTI Intervention Tracking Module (9-12).

Meeting Structure

- MTSS Team should meet with individual teachers or grade levels as appropriate for building.
- MTSS Team should include all staff servicing students: ie Title 1, ELL, Special Ed, Speech/Language, Social Workers, RP, Counselors....
- Meetings should be scheduled 4 times per year: in fall after NWEA, after 1st card marking, after winter NWEA and 2nd card marking, after 3rd card marking, and end of year.
 - Fall meeting - review any students from previous year, analyze data for current year
 - 1st card marking meeting - review students class work and progress monitoring according to the plan, exit students based on exit criteria
 - Winter/2nd card marking meeting - review students class work, progress monitoring, and new universal screening data, re-identify students needs
 - End of year - review students class work, progress monitoring, and data to make determinations for next school year, also review process to make changes for next year.
- At any point in the meeting process an inquiry investigation can be started for a student based on needing further support. This investigation will look at the individual child more closely and consider all factors.

Overview of the Tiers

Tier 1

Tier 1 refers to the Core Universal Instruction and Supports.

These are the core academic and behavior instruction with supports designed and differentiated for all students in all settings. Approximately 80 percent of students in Tier 1 are typically expected to meet learning targets.

Tier 1 instruction is the key component of the MTSS framework. All students receive high quality evidence-based instruction in the core program. Generally, academic and behavior instruction and supports are designed and differentiated for all students. Tier 1 instruction incorporates the core academic curriculum that is aligned with state standards. The intent of the core program is the delivery of a high-quality instruction to all students with the expectation of meeting grade-level standards and preparedness for the future.

Tier 2

Tier 2 refers to Targeted Supplemental Interventions and Supports.

These are more focused, targeted instruction/intervention and supplemental supports in addition to and aligned with the core academic and behavior curriculum and instruction. Approximately 10-15 percent of students typically need targeted supplemental interventions and supports while continuing to be instructed in the core program.

Tier 2 consists of the academic and behavioral instruction/intervention that are provided to students who show a need for help in addition to the instruction/intervention they receive at Tier 1. Tier 2 instruction/intervention is designed to meet the needs of students who are at some risk for academic failure, but who are still above levels considered to indicate a high risk for failure. The needs of these students are identified through the assessment process, and instructional programs are delivered through smaller groups and are administered with a focus on meeting the specific needs of the students.

Tier 3

Tier 3 refers to the Intensive Individualized Interventions and Supports.

Tier 3 contains more focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction are provided to students with greatest need for personalized attention. This tier also provides an opportunity to conduct more diagnostic study of the student's needs to plan for more comprehensive programming and intervention. A small percentage of students, in the range of 1-5 percent, would need the intensive individualized interventions and supports of Tier 3.

Tier 3 refers to the academic and behavioral instruction/interventions that are provided to students who show a need for intensive and individualized help that is provided in addition to Tier 1 and Tier 2. Tier 3 instruction/intervention consists of students who are considered to be at high risk for failure and, if not responsive, are considered to be candidates for identification as having special education needs. It is also viewed as a tier that includes students who are not identified as being in need of special education, but whose needs are at the intensive level. The groups of students at Tier 3 are of much smaller sizes than Tier 2 with some models including one-to-one instruction.

Using Academic Data to Support the Process

Types	Description	Examples	Usage
Formal Assessment	Often high stakes and used for accountability purposes	M-STEP and WIDA	District and school level to make curriculum and funding decisions
Universal Screener Interim Benchmark	Given 3 times a year for screening students whose achievement is significantly below district and nationwide norms	NWEA	Screening for appropriate tiered intervention, targeted interventions, track student progress over years
Diagnostic	Occur before instruction to gather prior knowledge and plan instruction	DRA2 and AVMR assessment	Find opportunities for targeted interventions of missing skills
Formative Assessment	Assessments that are part of the instructional practice to help teachers plan before instruction and modify instruction	MAISA checklists, running records, math task work samples, exit tickets	Check student knowledge of specific content/subject to guide reteach and small group opportunities
Summative Assessment	Given periodically to gauge student learning of a particular subject/topic	chapter and/or unit tests, projects and/or presentations	Check student knowledge to provide grades
Progress Monitoring	Collecting repeated measures of performance to estimate rates of improvement, identify students who are not making progress, and determine the individualized instruction needed	EasyCBM, DRA2 Progress Monitoring	Track student progress with use of specific interventions, given weekly, bi-weekly, or monthly as determined by the need of the student

Parent Information Letter
(Delete for school letterhead to appear)

Date: _____

Dear Parents/Guardians of _____,

Our school has an intervention process called Multi-Tiered Systems of Support (MTSS) to help our students develop and increase their skills as learners. This process involves the classroom teacher, school social workers, teacher interventionists, and other student support services.

Here at (school), we test our students three times a year in the area of reading fluency, comprehension, and math. We also address behavior and social needs related to learning. Based upon this recent testing, it has been determined that your child needs extra assistance. Please see the attached sheet for NWEA scores.

Hamtramck Public Schools want each student to reach his or her highest level of success, but this can only be accomplished through a partnership between the school, parents, and students. Please read the following expectations that will benefit your child:

PARENT/GUARDIAN I will do my personal best to:

- Supervise the completion of my child's homework
- Attend at least one parent/teacher conference for each child
- Read with and practice math skills with my child daily
- Ensure that my child maintains regular and punctual attendance
- Provide a safe and healthy home environment for my child and see that he/she gets enough sleep

STUDENT - I will do my personal best to:

- Attend school daily and be on time
- Return my homework completed and on time
- Follow school and classroom rules

TEACHER - I will do my personal best to:

- Provide a safe and caring environment in which your child can learn
- Take into account individual strengths in students
- Keep you informed of your student's progress on a regular basis
- Teach all levels of ability
- Assign necessary work/homework for mastery skills
- Help your child learn and follow school and classroom rules

A member of our intervention team has begun to work with your student in a small group setting. If you have any questions, please feel free to contact me by email or phone and I will be in contact about your child's progress.

Sincerely,

(Teacher)

Tier 2 Screening and Intervention Record



School _____

Intervention Group _____

Teacher _____

Student First Name	Student Last Name	Universal Screening Score	Other Data		

Tier 2: Goal for Next Term	
Target Defined	Standard or Skill

Tier 2: Strategies for Implementation This Term		
Target Defined	Standard or Skill	Strategy or Intervention

Logistics for Implementation of Strategy Selected				
Strategy	Timeline/Schedule	Person Responsible	Materials/Resources	Evidence or Data

Progress Monitoring Plan			
Assessment	Person Responsible	Frequency	Other Notes

Other Notes about Interventions

*Adapted from Wayne RESA - "Quick Guide for Multi-Tiered System of Supports: Working with Data"

Tier 3 Screening and Intervention Record



School _____

Intervention Group _____

Teacher _____

Student First Name	Student Last Name	Universal Screening Score	Other Data		

Tier 3: Goal for Next Term	
Target Defined	Standard or Skill

Tier 3: Strategies for Implementation This Term		
Target Defined	Standard or Skill	Strategy or Intervention

Logistics for Implementation of Strategy Selected				
Strategy	Timeline/Schedule	Person Responsible	Materials/Resources	Evidence or Data

Progress Monitoring Plan			
Assessment	Person Responsible	Frequency	Other Notes

Other Notes about Interventions

*Adapted from Wayne RESA - "Quick Guide for Multi-Tiered System of Supports: Working with Data"



HPS District NWEA Grade Level Norms

Grade	Reading											
	Begin-Year				Mid-Year				End-Year			
	Below	Approaching	At	Above	Below	Approaching	At	Above	Below	Approaching	At	Above
K	118	127	132	141	126	138	151	164	135	145	158	171
1	135	148	161	174	141	155	171	185	148	163	178	193
2	148	159	164	175	156	169	184	199	160	174	189	204
3	161	172	177	188	158	173	181	196	168	183	198	214
4	168	182	200	214	171	186	201	219	175	190	205	221
5	176	191	206	221	180	195	210	225	177	192	207	227
6	179	196	209	226	182	197	212	229	187	201	216	231
7	186	199	216	229	188	202	217	232	188	203	218	233
8	187	201	219	233	193	204	219	234	192	204	220	236
9	188	204	220	236	204	209	221	237	192	206	220	236
10	191	208	225	237	209	221	226	238	192	206	222	238
11	191	208	225	240	214	223	231	240	197	215	233	240

Grade	Math											
	Begin-Year				Mid-Year				End-Year			
	Below	Approaching	At	Above	Below	Approaching	At	Above	Below	Approaching	At	Above
K	113	125	128	140	123	137	151	166	134	145	159	173
1	135	149	162	175	147	160	173	187	155	167	181	195
2	157	164	170	183	163	173	186	199	167	178	192	206
3	166	177	190	203	170	183	196	211	176	189	203	217
4	175	188	202	216	179	193	207	223	186	199	214	229
5	185	196	211	226	188	202	217	232	188	204	220	237
6	186	202	218	234	189	205	221	238	195	208	225	242
7	192	205	226	239	195	209	226	243	196	211	229	247
8	194	208	230	244	197	211	229	247	200	212	231	250
9	197	210	230	248	196	213	232	251	197	213	233	253
10	199	212	239	250	201	212	232	252	200	211	232	253
11	213	223	243	253	209	214	234	254	210	214	235	256

Instructional Level Expectations for Reading

Grade Level	Beginning of Year (Aug-Sept)	1 st Interval of Year (Nov-Dec)	2 nd Interval of Year (Feb-Mar)	End of Year (May- June)
Grade K		C+ DRA 3-4 B DRA 2 A DRA 1	D+ DRA 6 C DRA 3-4 B DRA 2	E+ DRA 8 D DRA 6 C DRA 3-4 Below C or DRA 3-4
Grade 1	E+ DRA 8 D/E DRA 6-8 C DRA 3-4 Below a C or DRA 3-4	G+ DRA 12 F DRA 10 E DRA 8 Below a E or DRA 8	I+ DRA 16 H DRA 14 G DRA 12 Below G or DRA 12	K+ DRA 20 J DRA 18 I DRA 16 Below I or DRA 16
Grade 2	K+ or DRA 20 J/K or DRA 18/20 I or DRA 16 Below I or DRA 16	L+ or DRA 24 K or DRA 20 J or DRA 18 Below J or DRA 18	M+ or DRA 28 L or DRA 24 K or DRA 20 Below K or DRA 20	N+ or DRA 30 M or DRA 28 L or DRA 24 Below L or DRA 24
Grade 3	N+ or DRA 30 M/N or DRA 28/30 L or DRA 24 Below L or DRA 24	O+ or DRA 34 N or DRA 30 M or DRA 28 Below M or DRA 28	P+ or DRA 38 O or DRA 34 N or DRA 30 Below N or DRA 30	Q+ or DRA 40 P or DRA 38 O or DRA 34 Below O or DRA 34
Grade 4	Q+ or DRA 40 P/Q or DRA 40/38 O or DRA 34 Below O or DRA 34	Q+ or DRA 40 P or DRA 38 O or DRA 34 Below O or DRA 34	Q-T or DRA 40-50 P or DRA 38 Below P or DRA 38	T+ or DRA 50 Q-T or DRA 40 P or DRA 38 Below P or DRA 38
Grade 5	T+ or DRA 50 S/T or DRA 40-50 Q/R or DRA 40 Below Q or DRA 40	T+ or DRA 50 S/T or DRA 40-50 Q/R or DRA 40 Below Q or DRA 40	T-X DRA 50-60 S or DRA 40 R or DRA 40 Below R or DRA 40	X+ or DRA 60 T-X or DRA 50-60 Q-T or DRA 40 Below Q or DRA 40

Key

Exceeds Expectations

Meets Expectations

Approaching
Expectations (Tier 2)

Below Expectations
(Tier 3)

This updated chart came from the Fountas and Pinnell Benchmark Assessment System (published 3-2013) and correlates with the Leveled Literacy Program and has been correlated further to the DRA assessment system.

These are the expectations that are meant to coincide with the new Common Core Standards.

Academic Baseline Data for Tier I - HPS K-8

Student Name: ██████████

Birthdate: 04-22-2012

Grade: 1

Language: Bengali, Bangla

Country Enter Date: 05-02-2014

District Enter Date: 08-22-2017

Student Performance

Receive Special Education: F

WIDA - Composite																				
2013-2014			2014-2015			2015-2016			2016-2017			2017-2108			2018-2019			2019-2020		
												1.8								
DRA																				
Kindergarten			First			Second			Third			Fourth			Fifth			Sixth		
W	S		F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
3	4		3	4																
NWEA - Reading																				
2013-2014			2014-2015			2015-2016			2016-2017			2017-2108			2018-2019			2019-2020		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
												137	140	156	154	157				
NWEA - Language																				
2013-2014			2014-2015			2015-2016			2016-2017			2017-2108			2018-2019			2019-2020		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
M-Step - Reading																				
			2014-2015			2015-2016			2016-2017			2017-2108			2018-2019			2019-2020		
M-Step - Math																				
			2014-2015			2015-2016			2016-2017			2017-2108			2018-2019			2019-2020		
NWEA - Math																				
2013-2014			2014-2015			2015-2016			2016-2017			2017-2108			2018-2019			2019-2020		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
												134	144	167	151	161				

Academic Baseline Data for Tier I - HPS High School

Student Name: ██████████

Birthdate: 02-21-2003

Grade: 10

Language: Arabic

Country Enter Date:

District Enter Date: 09-02-2008

Student Performance

Receive Special Education: F

WIDA - Composite																				
2013-2014			2014-2015			2015-2016			2016-2017			2017-2108			2018-2019			2019-2020		
4.7			4.8			4.9			3.9			4.5								
PSAT/SAT																				
DRA		2014-2015			2015-2016			2016-2017			2017-2018			2018-2019			2019-2020			
Sixth											720									
NWEA - Reading																				
2013-2014			2014-2015			2015-2016			2016-2017			2017-2108			2018-2019			2019-2020		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
		206	198	204	213	212	208	219	221	218	211	219	217	232	229	225	223			
NWEA - Language																				
2013-2014			2014-2015			2015-2016			2016-2017			2017-2108			2018-2019			2019-2020		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
		203	203		212										218					
M-Step - Reading																				
2013-2014			2014-2015			2015-2016			2016-2017			2017-2108			2018-2019			2019-2020		
			1599			1691			1792											
M-Step - Math																				
2013-2014			2014-2015			2015-2016			2016-2017			2017-2108			2018-2019			2019-2020		
			1562			1675			1763											
NWEA - Math																				
2013-2014			2014-2015			2015-2016			2016-2017			2017-2108			2018-2019			2019-2020		
F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
		186	196	203	202	209	200	210	215	221	202	209	210	220	208					

Progress Monitoring

Hamtramck Public Schools
You Fit in Here





Progress Monitoring and Intervention Tracking

1. Team decides on interventions and who will provide these interventions.
2. Team determines which progress monitors to use:
 - a. From EasyCBM for reading and math. Team decides who will set up these progress monitors and how often. Student will be able to take the progress monitors from any computer, with any teacher after they are set up.
 - b. CI/CO, Weekly Scatterplot, or other behavior log for behavior concerns.
3. Each person who is providing interventions will keep track of their interventions on an Intervention Documentation Worksheet. All interventions can be tracked here.
4. When team meets to discuss student in the future:
 - a. All intervention tracking sheets should be present.
 - b. One team member will print progress monitoring report from EasyCBM. This should be the person setting up the progress monitors for the student.

Intervention Documentation Worksheet

- For students in Tier 2, a group sheet can be completed.
 - When completing as a group, only one intervention type can be tracked
 - Group tracking will be done weekly - 1 sheet per group, per week
- For students in Tier 3, a group sheet can be completed, if student is not going through the Inquiry Investigation.
 - When completing as a group, only one intervention type can be tracked
 - Group tracking will be done weekly - 1 sheet per group, per week
- For students going through Inquiry Investigation, a separate sheet for each student must be completed.
 - Each intervention goal must be tracked on a separate sheet.
 - Sheet can be used for multiple weeks.


Intervention Documentation Worksheet for Individual Student

Student Name _____

Teacher _____

Intervention Goal _____

Progress Monitoring Tool _____

Week	Date	Monday		Tuesday		Wednesday		Thursday		Friday		Total # of Minutes	Notes
		P	T	F	P	T	F	P	T	F	P		
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
Legend													
		P = Program/Strategy				T = Time (# of minutes)				F = Focus			
		Program		Behavior Focus		Reading Focus		Math Focus					
		(Create your own key. For example, J = Jan Richardson) = _____ = _____ = _____		AS = Attention Seeking TA = Task Avoidance		L = Language PA = Phonemic Awareness Ph = Phonics FI = Fluency V = Vocabulary C = Comprehension		DP = Data & Probability G = Geometry M = Measurement PR = Patterns/relationships O = Operations N = Number Sense A = Algebra DS = Data & Statistics					

*Adapted from Florida RTI - Intervention Documentation Worksheet



Weekly Scatterplot

WEEK OF:

YEAR:

DATE:					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30					
8:30-8:45					
8:45-9:00					
9:00-9:15					
9:15-9:30					
9:30-9:45					
9:45-10:00					
10:00-10:15					
10:15-10:30					
10:30-10:45					
10:45-11:00					
11:00-11:15					
11:15-11:30					
11:30-11:45					
11:45-12:00					
12:00-12:15					
12:15-12:30					
12:30-12:45					
12:45-1:00					
1:00-1:15					
1:15-1:30					
1:30-1:45					
1:45-2:00					
2:00-2:15					
2:15-2:30					
2:30-2:45					
2:45-3:00					
3:00-3:15					
3:15-3:30					
Totals					
Student Name:	TARGET BEHAVIORS:		INTERVENTIONS:		
	1		A.		
	2		B.		
	3		C.		

*Adapted from Wayne RESA - Positive Behavior Intervention and Supports - Tier 3

Interventions and Resources

Hamtramck Public Schools
You Fit in Here





Interventions

Interventions listed here are to be used as a guide. There are many types of interventions available. The team must decide what interventions are appropriate for each student based on student need.

Additional Resources

- **PRE-REFERRAL INTERVENTION MANUAL**
Fourth Edition
(PRIM-4)
by Stephen B. McCarney, Ed.D. &
Kathy Cummins Wunderlich, M.Ed.
edited by Samm N. House
© 2014
- **BEHAVIOR INTERVENTION MANUAL**
Goals, Objectives, and Intervention Strategies
(BIM)
Edited by Samm N. House
© 2002

Additional Internet Resources

- **Academic**
 - <https://www.interventioncentral.org/response-to-intervention>
 - <http://fcr.org/resources/>
 - <http://www.readingrockets.org/helping>
- **Behavioral**
 - <https://www.pbis.org/school/tier1supports>
 - <https://www.interventioncentral.org/behavioral-intervention-modification>
- **Attendance**
 - <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>
- **Social-Emotional**
 - <https://www.understood.org/en>
- **EL Considerations**
 - <https://rti4success.org/sites/default/files/0728%20RTI%20ELL%20Summary%20d4.pdf>

Tier 1 Classroom Interventions and Best Practices

Academic Interventions	Behavior Interventions	Attendance Interventions
Small group reading instruction at ability level	Email/phone conference with parents	Attendance lesson (e.g. responsibility)
Small group reading instruction at ability level	Lunch bunch club	Social stories
Preferential seating	Restorative Practice circles	Taking daily attendance
Directions given in short, clear steps	Social stories	Friendly attendance competition
Directions repeated frequently	Check In Check Out (CICO)	Contact parent
Verbal/non-verbal prompts, cues	Preferential seating	Assign attendance buddies
Directions repeated by student	Take a break	Caring, supportive classroom community
Pair up with another student for assistance	Ignore the behavior/avoid a power struggle	Private conversation with student about attendance
Allow ample response time	Model appropriate voice tone	
Frequent review	Structured routines	Health Concerns
Visual aids	Opportunities to Respond (OTR)	Awareness of health issues
Use of manipulatives	Greeting each student by name, each day	Parent education (e.g. How Sick is Too Sick)
Assignments and/or tests read aloud	Active supervision	Hearing/vision screenings
Oral assessments	Use nonverbal cues	Contact parent
Modified/shortened assignments	Reteach PBIS expectations and rules	
Daily/weekly behavior plan	Talk one on one with student - hallway, off to the side, calm	
Greeting each student by name, each day	Affective statements and questions	
	PBIS plan	
	4 to 1 ratio	

Tier 2 Classroom Interventions and Best Practices

Academic Interventions		Behavior Interventions
Extra time to complete task	Handing worksheets out one at a time	Check In Check Out (CICO)
Provide study skills training	Visual aids	Active supervision
Teaching through multi-sensory modes	Frequent, immediate positive feedback	Targeted Instruction in Behavior Expectations/ Social Schools
Provide reassurance and encouragement	Reduce workload as needed	School Mentors
Utilize mnemonic cues	Circulate among students and observe and question	Take a break
Write instructions on board as well as say them out loud	Provide varied texts or supplemental material	Home-School Plan
Multiple and flexible groupings	Divide instruction into shortened segments	Social stories
Break assignments into smaller chunks	Use graphic organizers to focus attention	Visual Schedules
Practice opportunities in multiple modalities	Opportunities to Respond (OTR)	Use nonverbal cues and signs
Provide master set of notes	Review and practice previously taught material frequently	Sensory Tools
Use of logical instructional sequence	Activate prior knowledge	Review Expectations from the matrix
Use illustrations, diagrams, and demonstrations	Make use of color in instruction	Behavior Contract
Alternate between passive and active instruction activities	Use Think-Pair-Share	Restorative Practices
Allow student to type assignments	Use technology	

Tier 3 Classroom Interventions and Best Practices

Academic Interventions	Behavior Interventions	Attendance Interventions
Identify individualized intensive instruction based on student's specific needs	Use functional behavioral assessment to plan an individualized intervention	Review attendance daily
Implement a specific plan for a student 15-30 minutes, 3-5 days a week in addition to Tier 1 and Tier 2 intervention requirements (1-3 students)	Implement a PBIS Plan specific to the student's needs in addition to Tier 1 and Tier 2 intervention requirements	When student misses school, follow up for reason and for turning in assignments
Progress monitor the student's academic progress daily	Use individual pre-corrections	Ensure and continue positive contact with parent
Ensure at least 8-12 OTRs	Provide more intensive guided practice	Refer student and parent to appropriate service agencies
Ensure that individual students are at least 80% successful on new material and 90% successful in review material	More intensive practice of core and remediation content	Work with family to avoid any legal consequences
More strategically structured remediation intervention programs - Individual-level needs	Considerably more time spent on reviewing concepts and allowing practice	Determine if court has additional services and support
Use individual pre-correction More intensive practice of core and remediation content Considerably more time spent on reviewing concepts and allowing practice	Intensive review of PBIS Matrix and Expectations	
Provide direction error correction procedures ("That word is _____. What word?")		
Provide more intensive guided practice		

Differentiated Reading Strategies

Letter Naming	Letter Sound	Phonological Awareness	Phonics
Match lowercase letters	Practice matching letters to their corresponding sound	Practice recognizing words that rhyme	Practice matching letters to their sounds
Match uppercase letters	Play Memory Game to match letter to sound	Identify/match rhyming pictures	Group words by common spelling patterns
Match uppercase to lowercase letters	Sort pictures by their initial phoneme	Create silly sentences with alliteration	Use plastic letters to make words by changing beginning letters
Find letters in text	Practice matching final phonemes to their corresponding letter	Use counters or magnets to sound out words (e.g. Elkonin boxes)	Sort words by initial or ending consonant sounds
Play Memory Game with letter cards	Practice sorting pictures by final phoneme	Practice clapping syllables	Highlight word parts, suffixes, or prefixes
Practice sorting letters	Match medial phoneme to corresponding letter	Use word families (e.g. -at, -in) to form rimes	Teach syllable patterns, students divide words into syllables
Practice ordering letters		Play games to identify words that have the same beginning, middle, and ending sounds	Form words without medial vowel sound (e.g. p_t). Students supply missing letter to form different words.

Differentiated Reading Strategies

Fluency	Vocabulary	Reading Comprehension
Guided oral reading at student's independent reading level	Post and interact with high frequency words on a word wall	Access prior knowledge by discussing book/passage before reading
Silent reading at student's independent reading level	Collect high frequency words in a personal vocabulary journal	Match sentence and picture cards
Have student follow along with book on tape	Use of graphic organizers	Use timelines to recall events in story
Use of tracker (e.g. index card) to keep place while reading	Create a vocabulary semantic web or map	Compare characters using Venn diagrams
Choral reading - teacher sets the pace and models aspects of reading fluency	Match vocabulary words with their meanings	Use advance, semantic, and graphic organizers
Use flashcards to practice sight words and/or commonly misread words	Sort words into groups using the same root or base	Retell stories using puppets or actors
Repeated reading passages at student's instructional level	Develop academic vocabulary dictionary for use in the classroom	Break long passages into shorter reading segments and have students recall information from each segment
	Use analogies	

Differentiated Math Strategies

Math Computation	Math Problem Solving
Separate basic addition and subtraction facts into "sets." Require the student to memorize each set in succession.	Teach student clues to look for in word problems that indicate mathematical operations
Choose a peer to drill the student each day on math facts (e.g. flash cards)	Have the student verbally analyze the steps that are required to solve word problems
Have student complete math facts worksheet and use a calculator to check and correct answers	Have student write a number sentence after reading a math word problem
Use manipulatives to represent quantities in math problems	Have student highlight key words that represent mathematical processes (e.g. sum, difference, etc.)
Develop math reference sheet for the student to keep at his/her desk (e.g. steps used in doing addition, subtraction, multiplication, division problems)	Use tables or graphic organizers to set up information from word problems
Provide student with a number line on his/her desk to use as a reference. Teach student how to make open ended number line.	Have student solve word problems by manipulating objects or drawing pictures
Require student to go through math assignments and highlight or otherwise mark operation of each problem	Allow student to use calculator when solving math problems

Differentiated Writing Strategies

Written Expression
Provide student a model of correctly written material
Allow student to perform a "practice page" before turning in the actual assignment
Assign the student shorter tasks while increasing the quality of expectations
Provide exercises for making sentences out of non-sentence groups of words
Give the student a group of unrelated words (e.g. author, read, love, etc.) and have him/her make up a paragraph including all the words
Provide the student with 5 or 6 sentences out of sequence. Have student cut them out and paste in proper order
Use graphic organizers to help student organize writing activities

PBIS Classroom Management Checklist

Teach and Review Positive Behavior Expectations

- Brief lessons on positive behavior expectations are taught at least weekly
- Students are actively involved in lessons
- Students have opportunities to practice behavior expectations
- Precorrections/reminders of expectations are given throughout the day

Teach and Review Classroom Procedures and Cues

- Procedures for transitions are taught
- Rules associated with locations and materials are taught
- Physical environment is arranged to prevent congestion, minimize distractions, allow easy traffic flow
- All class attention-getting signal is used effectively

Active Supervision

- Unpredictable movement around the environment
- Scanning for problems or early warning signs of trouble
- Frequent positive contacts are given
- Individuals and groups are acknowledged for following the rules
- Behavior is corrected calmly and firmly

Informal and Formal Systems of Positive Reinforcement

- 4 to 1 ratio of positives to corrections is used generally
- 4 to 1 ratio is used with Tier 2 and 3 students individually
- Classroom and/or school-wide reward system is implemented daily

High Rates of Opportunities to Respond

- Whole group oral responses/choral responding is used
- Whole group written responses are used
- Whole group action responses are used
- Small group and partner responses are used
- Small groups share responses with the whole group

Continuum of consequences enforced consistently and fairly

- Redirection to expected behaviors is used
- Corrective feedback is used to address problem behavior ("Try it the right way.")
- Corrections are done in private, if possible
- Minor non-disruptive behavior is ignored
- Increased assistance is provided to students as needed
- Students have been taught a simple problem solving strategy for conflicts
- Classroom consequence system is implemented with effectiveness

PLC GROUP:

Wayne RESA 2016



School Attendance Intervention Quick Guide



How important is it for students to be in school?

Students cannot perform well academically when they are frequently absent. An individual student's low attendance is a symptom of disengagement and academic difficulties. When many students have low attendance in classes, such behavior undermines the capacity of all students and teachers to pursue high quality education. Every student absence jeopardizes the ability of students to succeed at school and schools to achieve their mission. School attendance is a constant concern in schools. Average daily attendance rates are a common determiner of school funding, so schools funded on the basis of average daily attendance have less resources to do the job. Students who are not at school cannot receive instruction. Academic achievement scores are correlated with school attendance. Excessive school absence is a precursor to school dropout (<http://www.dodea.edu/attendance/upload/school-attendance-research.pdf>).

What is chronic absenteeism?

Chronic absenteeism is defined as missing 10% or more of the school year or roughly 20 days per school year. This is critical because the evidence indicates that it is the number of days a student misses that matters, not why they miss them (http://new.every1graduates.org/wpcontent/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf).

The strategies listed below can support schools with reducing chronic absenteeism:

- Recognize good and improved student attendance
- Engage students and parents
- Monitor attendance data and practice
- Provide personalized early outreach
- Develop systemic responses to barriers

Why don't students attend school?

Before deciding which strategies to use to increase attendance it can be beneficial to look at the reasons why students don't attend school, and equally as important, why they do stay in school. There are well-established risk factors associated with dropping out and skipping school—family background and relationships, past school performance, personal characteristics, and school or neighborhood characteristics (Corville-Smith, Ryan, Adams, & Dalicandro, 1998; Gleason & Dynarski, 2002).

Corville-Smith et al. (1998) found six variables that were statistically significant predictors for distinguishing absentee high school students from regularly attending students. It's important to note that the variables listed below can also apply to elementary and middle-school aged students.

1. Students' school perceptions:

Absentees are less likely to perceive school favorably

2. Perception of parental discipline:

Absentees perceive discipline as lax or inconsistent

3. Parents' control:

Absentees believe parents are attempting to exert more control over them

4. Students' academic self-concept:

Absentees feel inferior academically

5. Perceived family conflict:

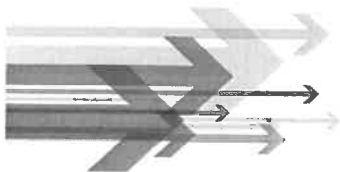
Absentees experience family conflict

6. Social competence in class:

Absentees are less likely to feel socially competent in class

How can schools increase their overall student attendance rate?

Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance (<https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp>). Given the correlation between school attendance and academic success, it is vital that schools develop a comprehensive system of student and learning supports to address barriers to learning and re-engage disconnected students. Such a system includes a communication protocol, as well as a range of classroom and school-wide supports (e.g., PBIS) designed to re-engage students who have become actively disengaged from schooling.



How can schools monitor attendance data?

The best way to identify students with poor attendance is to calculate the data that schools are already collecting. The average daily attendance (ADA) numbers can provide some direction about identifying students and focusing resources. Generally, schools with ADA rates higher than 97 percent have little trouble with chronic absence, while those with rates below 93 percent almost always have too many students missing too many days (<http://www.attendanceworks.org/what-works/use-attendance-data-to-inform-practice/>). To help promote a systemic approach to improving attendance data analysis and monitoring, each school may want to consider having a team in place that meets regularly to review the school's attendance data and coordinate efforts to reduce chronic absence. Schools will need to determine whether this should be a team devoted exclusively to attendance or an existing team that has attendance added to its broader functions and responsibilities.

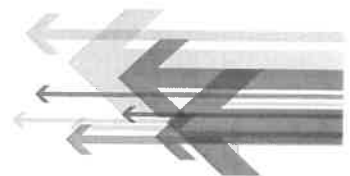
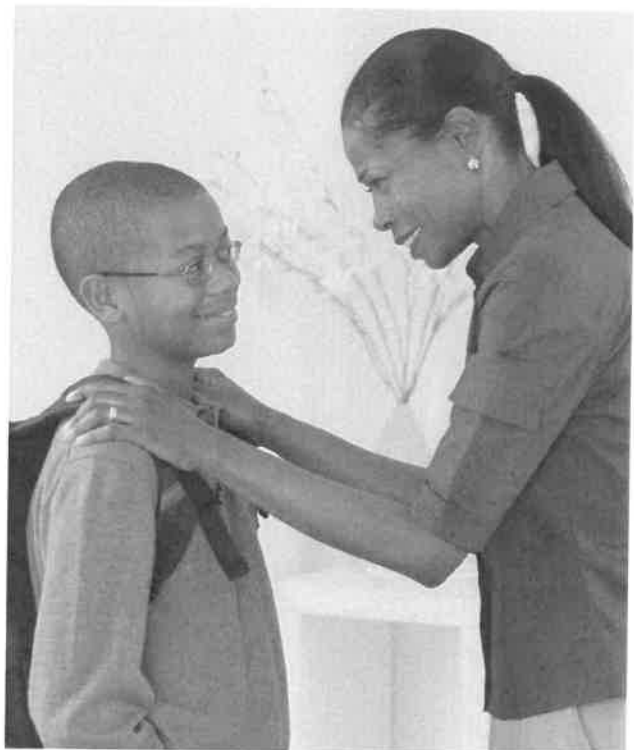
What factors should you consider when evaluating your school's attendance?

For younger children the family structure may have a significant impact on a child's attendance. Many parents may not be aware that attendance in Pre-K and Kindergarten matters. Similarly, young children's attendance is often affected by what happens to parents. Multiple family risk factors also increase chronic absence.

With regard to older children, attendance is more heavily influenced by the child, although family still matters. Older youth may miss school due to family responsibilities (e.g. caring for siblings or ill parent, holding a job). Mental health, teen pregnancy, chronic conditions, and dental disease are top health concerns that affect attendance. Safety issues (in-school and community) and behavior issues also play even greater role in student absenteeism. Older students may become discouraged as they fall behind in credits and graduation feels increasingly unattainable. Direct and meaningful engagement of youth in the classroom and activities on campus are essential to reducing chronic absenteeism among older children.

How should schools partner with families and the community to support regular attendance among students?

- Partner with community agencies to help families carry out their responsibility to get children to school.
- Make attendance a priority, set targets and monitor progress overtime
- Engage parents and students in identifying and addressing school, family, and community issues that contribute to chronic absence
- Clearly communicate expectations for attendance to students and families
- Begin early, ideally in Pre-K
- Combine targeted interventions with universal strategies that nurture an engaged learning environment, build a culture of attendance and ensure physical health and safety at school
- Offer positive supports before punitive action



School Attendance Resources

- <http://www.attendanceworks.org/tools/assessments/>
- <http://educationnorthwest.org/sites/default/files/increasing-student-attendance.pdf>
- <https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp>
- <http://www.dodea.edu/attendance/upload/school-attendance-research.pdf>
- <http://www.schoolhealthcenters.org/wp-content/uploads/2012/03/In-Class-Ready-to-Learn-Why-and-How-to-Improve-Student-Attendance.pdf>



Wayne RESA

33500 Van Born Road • Wayne, MI 48184-2497
734.334.1300 • 734.334.1620 FAX • www.resa.net

Board of Education

James S. Beri • Kenneth E. Berlinn • Mary E. Blackmon
Lynda S. Jackson • James Petrie

Randy A. Liepa, Ph.D., Superintendent

Inquiry

Hamtramck Public Schools
You Fit in Here





Inquiry

- A teacher working with a child can fill out an [inquiry form](#) to document their concerns about a student.
- The form can be filled out for any concern a teacher has.
- The form can be filled out at any time during the year.
- Once the form is filled out, the MTSS Team will be notified and contact the teacher based on the concerns.
- An initial meeting will be scheduled for the team to meet and discuss the concerns.

Types of Data to Submit for MTSS Inquiry Investigation:



Student Name: _____

Teacher: _____

Date: _____

****Important - This is not an all inclusive list of data or interventions that can be done, but a menu of possible data and interventions. Please bring ALL data and interventions, including interventions that worked and did not and proof of why.**

Academic	Behavioral	Health
<p><i>*Minimum 3 pieces</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> M-STEP scores <input type="checkbox"/> NWEA data (required) <input type="checkbox"/> Grades on report card <input type="checkbox"/> Classroom observations <input type="checkbox"/> Student interviews <input type="checkbox"/> DRA2 Assessment and/or MLPP <input type="checkbox"/> WIDA/WAPT <p><i>*Minimum 4-6 weeks of data & outcomes</i></p> <p>Any classroom assignments (dated):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing samples (esp for speech) <input type="checkbox"/> Spelling tests/WTW (esp for speech) <input type="checkbox"/> Math problems <input type="checkbox"/> Running records/DRA2 PM <input type="checkbox"/> Weekly reading assignment(s)/MAISA <p>Speech and Language Concerns:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participation in class discussion <input type="checkbox"/> Oral presentation <p><i>*Minimum 4-6 weeks with dates & outcomes</i></p> <p>Interventions that have been tried:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Changed seat <input type="checkbox"/> Paired with buddy <input type="checkbox"/> Provided additional time <input type="checkbox"/> Communicated with parents (required) <input type="checkbox"/> Worked with student before/after school on concepts <input type="checkbox"/> Shortened assignment <input type="checkbox"/> Provided extra notes or notes in advance <input type="checkbox"/> Other (please list) 	<p><i>*Minimum 3 pieces</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Observations <input type="checkbox"/> Behavior Logs <input type="checkbox"/> Think Sheets <input type="checkbox"/> Parent contact logs <input type="checkbox"/> Discipline record <input type="checkbox"/> Student behavior chart <p><i>*Minimum 4-6 weeks with dates & outcomes</i></p> <p>Interventions that have been tried:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Changed seat <input type="checkbox"/> Took time to listen to student <input type="checkbox"/> Provided a student mentor <input type="checkbox"/> Implemented a student behavior chart/ <input type="checkbox"/> Check In Check Out (CICO) <input type="checkbox"/> Provided positive reinforcements <input type="checkbox"/> Invited parent to attend class <input type="checkbox"/> Buddy Room <input type="checkbox"/> Parent Conference <input type="checkbox"/> Behavior plan tailored to the student <input type="checkbox"/> Other (please list) 	<p><i>*attention, hearing, vision concerns...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Any documents providing information on health concerns <input type="checkbox"/> Observations <input type="checkbox"/> Parent contact logs about specific issue(s) <input type="checkbox"/> Referrals to office for illness <input type="checkbox"/> Attendance record (if health issue causes attendance concerns) <input type="checkbox"/> Other (please list)
<p>Other Notes:</p> 		

MTSS Checklist



Student: _____

Teacher: _____

Date

Inquiry Submission This is after Universal Screening Meeting. Teacher will have all data and progress monitoring to support concern.

Initial Meeting

Interventions reviewed,
discuss next step

referral packet completed
new interventions discussed,
teacher PM new interventions
4 weeks

Notes:

Who to invite to next meeting: Parents,

Intervention Meeting

Interventions reviewed,
discuss next step

student not making progress
create intervention plan
student making progress
continue interventions

Notes:

Who to invite to next meeting:

Follow-Up Meeting

Interventions reviewed,
discuss next step

student not making progress
discuss next steps
student making progress
continue interventions

Notes:

Who to invite to next meeting:

Follow-Up Meeting 2

Interventions reviewed,
discuss next step

student not making progress
discuss next steps
student making progress
continue interventions

Notes:

05/16/2019



Inquiry Concern MTSS

Student Name: Super Student

Student ID: 700000000

Teacher Name: Fantastic

Parent Contact

Was parent contact made to express concern?: Yes

Type of parent contact (check all that apply):

In person, Email, Phone, Dojo

Date of most recent contact: 05/16/2019

Outcome of parent contact: Parents are supportive and concerned that Super is falling behind.

Concerns

Concerns:

- Reading Yes
- Math Yes
- Speech/Language No
- Behavior No
- Social/Emotional No
- Attendance No

Brief explanation of concern: Student is not making adequate progress in reading and math according to progress monitoring tool (etc)

Check all interventions currently in place:

Yes Reading Intervention

Yes Math Intervention

No Social Work

No ELL

No Mentor and/or Restorative Practices

No Speech/Language

No Special Education

No Behavior Contract

No Attendance Contract

Explanation of interventions tried in the classroom: Guided reading, graphic organizers, highlighting text, manipulatives, peer assistance, 1:1 with teacher (etc)



Teacher Observations

For each area rate the student in comparison to classmates using a scale from 0 to 5.
0-NA 1-In lowest 10% 2-Below Average 3-Average 4-Above Average 5-In highest 10%

Communication

- 0 Articulation - may omit, substitute, or distort certain speech sounds.
- 0 Language - may have inadequate acquisition, comprehension, or expression of language in one or more of the following areas: language content, structure, or usage. Appears to function below his/her age level.
- 0 Voice - may be hoarse, breathy, nasal. May talk too loudly or too softly.
- 0 Fluency - may stutter, repeat words, hesitate, or prolong words.

Participation

- 3 Attends school regularly
- 4 Arrives on time for class
- 2 Completes assignments
- 2 Concentrates and able to attend
- 3 Participates in class
- 1 Functions independently
- 2 Follows directions

Social

- 3 Age-appropriate self-help skills
- 3 Displays feelings appropriate to situations
- 3 Sensitive to social culture
- 3 Relates well to adults
- 3 Relates well to peers

Related Concerns

- 0 Abnormal behavior for age or school setting
- 0 Inappropriate peer contacts
- 3 Personal hygiene
- 3 Dress appropriate for climate
- 0 Substance abuse

Speech/Language Concerns

1. Teacher indicates a concern in speech/language on inquiry form.
2. MTSS chair sends inquiry form to Speech/Language Pathologist (SLP).
3. SLP will send teacher an input/referral form.
 - a. This form is to provide information needed to proceed with proper next step.
 - b. Next step does not mean immediate testing.
4. Teacher will fill out input/referral form, email back to SLP, and cc MTSS Chair.
5. SLP will follow up with teacher and possibly do an observation of student. Then give next step recommendations through email and cc MTSS Chair.
6. Next step recommendations can include areas for the teacher to work with student. Progress monitoring/intervention tracking logs should be completed to identify if interventions are working.
7. Speech Pathologist will be invited to all meetings for student and if cannot attend meeting will be sent outcomes of meeting.

Behavior, Social-Emotional Concerns

1. Teacher indicates a concern in behavior and/or social-emotional on inquiry form.
2. MTSS chair sends inquiry form to Social Worker (SSW), Restorative Practices (RP), and/or Counselor (depending on building structure and supports).
3. This staff member will contact the referring teacher to determine next step.
4. SSW/RP/Counselor will follow up with teacher through email and cc MTSS Chair on next steps.
5. All correspondence about student will be cc'd to MTSS Chair to add to digital folder.
6. SSW/RP/Counselor will be invited to all meetings for student and if he/she cannot attend meeting, he/she will be sent outcomes of meeting.

Initial Meeting

Hamtramck Public Schools
You Fit in Here





Initial Meeting

An initial meeting will be scheduled by the MTSS Chair once they are alerted through the Inquiry Form Response.

- Chair will contact and invite all members of the team that can provide information and/or supports.
- The MTSS Referral Form and/or FBA will be filled out during the meeting to guide the gathering of information and determine the next steps.

Test Student
05/16/2019



MTSS Student Data Referral Form

Student Name: Test Student
Age: 11
School: Dickinson West

Birth date: 05/01/2008
Grade: Fifth
Teacher: Practice

Parent(s): Nice People
Phone: 313-333-3333
Address: 333 Street
Best way to contact parent(s): phone
Outcome of parent contact: Parents are concerned

Reason for Referral

State Concern: Student is not making progress in reading and math. Student is trying, but often struggles to understand classroom concepts.

Check all reasons that apply for referral:

Reading Comprehension, Reading Fluency, Vocabulary, Math Calculation, Math Problem Solving, Written Expression

Attendance Data

Current Days Present	Current Days Absent	Current Days Tardy
135	15	1
Previous Days Present	Previous Days Absent	Previous Days Tardy
155	15	10

Retention Data

Has the student ever been retained? No

Grade(s) Retained:



Behavior Data

Number of discipline referrals	Total number of suspensions
0	0
Out-of-school suspensions	In-School suspensions
0	0

Does this student exhibit a previous history of discipline problems? No
If yes, explain - attach additional sheet if needed:

Medical Information

Date of Last Vision Exam	Date of Last Hearing Exam
05/16/2019	05/16/2019
Results of Vision Exam	Results of Hearing Exam
Passed	Passed

Medication

Student is currently taking medication for:

Name of Medication:

Dosage and Frequency:

Name of Medication:

Dosage and Frequency:

Is the medicine administered consistently?

Prescribing Dr./Agency:

Student has the following chronic illness(es)/allergies/seizures/etc...:

The following restrictions are noted:

Test Student
05/16/2019



Limited English Proficiency

Is there another language other than English spoken by the student? No
Is there another language other than English spoken in the student's home? No
What language?
Have English Language Learner services been provided? No
Length of time in US? since birth
Is interpreter needed for parent/student? No

Progress Monitoring and Academic Data

Benchmark Data (check all data submitted):

DRA, NWEA, M-Step

Grades Printed Checklist: Current grades, Previous report cards

Is progress monitoring available for reading? Yes

Is progress monitoring available for math? Yes

Is progress monitoring available for behavior? No

Is any other progress monitoring available? No

What are the results of progress monitoring? Student ROI is lower than target for both math and reading.

Please add any other information that you feel is important about this student:

Student is trying his best and beginning to have behavior issues, because he is falling farther behind academically.

Meeting Attendance

Classroom Teacher: Practice Person

Intervention Teacher: Someone Great

Intervention Teacher: Another Excellent

Social Worker: Strong Listener

Restorative Practices:

MTSS Team Member:

Special Education Teacher:

SLP:

Administration:

Parent:

Parent:



Next Steps

Check Yes or No for each area

Contact parents for more information	Yes
Academic Intervention Plan	Yes
Functional Behavior Assessment and PBIS Behavior Plan	No
Special Education Evaluation	No
Attendance Contract	No
Speech Pathologist Referral	
Social Work	
Referral for outside services	No
Vision concerns	No
Hearing concerns	No

For each area that needs follow up, please list who will follow up and any details needed about follow up: Create AIP for reading and math

Functional Behavioral Assessment Consent Form

Dear Parent/ Guardian,

A Functional Behavior Assessment (FBA) is the process of:

- ✓ Identifying behavior(s) that interfere with learning
- ✓ Identifying environmental factors which impact behavior(s) that interfere with learning
- ✓ Determining the cause/function of the behavior(s) that interfere with learning
- ✓ Developing a hypothesis of the function of the behavior(s) that are interfering with learning

The purpose of the FBA is to gather relevant data to plan for and determine the needs regarding a possible Behavior Intervention Plan, which must be developed any time a student exhibits behaviors that interfere with learning (his or her own learning or the learning of others).

In addition, a Functional Behavior Assessment is also specifically required when the IEP team determines that a student's conduct is a manifestation of the student's disability. At such time, the IEP team must conduct a Functional Behavior Assessment (provided the district had not conducted such assessment prior to the conduct at issue) and implement a Behavioral Intervention Plan for the child.

As a way to best serve your child, _____, we would like to conduct a Functional Behavior Assessment (FBA).

A FBA may include, but not limited to, these indirect and direct methods:

Indirect

Review of student cumulative records- health, medical, and educational.

Direct

Structured interview with school personnel and/or student.

Observations and data collection regarding student behavior.

We greatly appreciate your involvement in this plan during each step in the process. If you have any questions regarding this process please call _____ at _____.

Please sign below to indicate whether or not you give consent for a Functional behavioral Assessment (FBA).

I give consent for a Functional Behavioral Assessment to be completed in regards to my child, _____ . I further understand that my consent is voluntary and can be revoked at any time.

not give consent for a Functional Behavior Assessment to be completed in regards to my child, _____

Parent/ Guardian Signature

Date

Intervention Meeting

Hamtramck Public Schools
You Fit in Here





Intervention Meeting

An intervention meeting will be scheduled by the MTSS Chair if determined needed after the initial meeting.

- Chair will contact and invite all members of the team that can provide information and/or supports.
- Chair will contact parents to invite them to the meeting.
- Team will choose appropriate documents to create a comprehensive intervention plan as needed by the student.
 - MTSS Academic Student Intervention Plan
 - Positive Behavior Intervention Support Plan
 - Guidance to Determine Extent of Adverse Impact on Educational Performance Form
 - Attendance Contract

Functional Behavior Assessment

Student: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Sources of Data: *(place an "x" next to appropriate response(s))*

Record Review Scatterplot ABC logs Other: [Click here to enter text.](#)

Interview information reported by: *(place an "x" next to appropriate response(s))*

Teacher Parent Student Other: [Click here to enter text.](#)

Completed by: [Click here to enter text.](#)

DESCRIBE PROBLEM BEHAVIOR(S)

Describe in specific and observable terms. Prioritize 2-3, if more than one.
What does the behavior look/sound like? Does it begin at a low intensity and escalate? Describe.

[Click here to enter text.](#)

Estimated frequency:

[Click here to enter text.](#)

TRIGGERS/ANTECEDENT

What typically occurs before or during behavior? Specific demands or situations?

[Click here to enter text.](#)

Where is the behavior most likely to occur? What locations?

[Click here to enter text.](#)

With whom? When?

[Click here to enter text.](#)

Setting Events? Home difficulties, peer influence, etc.?

[Click here to enter text.](#)

Describe any related medical, health, or medication issues.

[Click here to enter text.](#)

CONSEQUENCE(S)

What typically actually happens immediately after problem behavior? Think about the last couple times it happened.

Click here to enter text.

What does the student obtain? Attention? Something else?

Click here to enter text.

What does the student avoid? Demands? Negative interactions?

Click here to enter text.

CURRENT PLAN/STRATEGIES

Describe the current plan or strategies being used.

Click here to enter text.

Describe parent/home involvement regarding the student's school behavior.

Click here to enter text.

STUDENT INPUT

Has the student expressed concerns/difficulties that may relate to the problem behavior?

Click here to enter text.

OTHER

Student's strengths:

Click here to enter text.

Possible Motivators/Reinforcers:

Click here to enter text.

Possible Replacement Behavior(s):

Click here to enter text.

Summary/Hypothesis Statement



05/14/2019

MTSS Student Academic Intervention Plan

Student Name: Super Kid

Grade: 5th

Teacher: Amazing

State Concern: Super is 2 years below grade level and not making enough progress academically in reading or math based on progress monitoring and current interventions.

Academic Goals

Goal 1

By the end of 4 weeks student will be able to increase proficiency to 75% on 3rd grade vocab test in EasyCBM.

Describe the intervention and any resources necessary for its implementation.

Mazano's 6-step vocab instruction -

https://www.swsc.org/cms/lib/MN01000693/Centricity/Domain/91/Marzano_6_Step_Vocabulary.pdf

Begin Date: 05/15/2019

Interventionist: Detail

Frequency (per week): 3-4 days

Goal 2

By the end of 4 weeks student will be able to increase proficiency level to 75% on 3rd grade number and operations on EasyCBM.

Describe the intervention and any resources necessary for its implementation.

teaching multiplication facts intervention -

<http://www.gosbr.net/math/Multiplication%20Fluency%20and%20Accuracy.pdf>

Begin Date: 05/15/2019

Interventionist: Concerned

Frequency (per week): 3-4 days

Goal 3

By the end of student will be able to .

Describe the intervention and any resources necessary for its implementation.

Begin Date:

Interventionist:

Frequency (per week):

Other input:

Target date for next meeting: 06/12/2019

Positive Behavior Intervention & Support Plan

Student: Click here to enter text.

Date: Click here to enter text.

Parents: Click here to enter text.

School: Click here to enter text.

Support Staff: Click here to enter text.

Teacher(s): Click here to enter text.

Description of problem behavior(S)

Click here to enter text.

Summary of functional behavior assessment/hypothesis statement

Click here to enter text.

Intervention plan (Describe objectives, procedures, and data to be collected.)

Prevention Techniques

Click here to enter text.

Teaching Replacement Behaviors

Click here to enter text.

Positive Reinforcement

Click here to enter text.

Planned Consequences

Click here to enter text.

Home Interventions

Click here to enter text.

Schedule for PBIS Plan Review

Click here to enter text.

Guidance to Determine Extent of Adverse Impact on Educational Performance

Student Name: Test Student
Teacher: Practice

School: Dickinson West
Grade: Fifth

Achievement Factors

Curriculum Based Measure (EasyCBM), progress monitoring related to area of weakness	Moderate - Academic performance below range of peers
State Assessment	Mild - Greater than or equal to 13th - 24th percentile
Norm-Referenced - NWEA	Moderate - 6th - 12th percentile

Academic Performance

Report Card Grades as related to area(s) of weakness	Moderate - Passing some classes but one or more E, "Needs Improvement", or "Not Meeting Expectations"
---	---

Limited English Proficiency

How long has student been in the country?	Four to six years
How long has student received EL services?	Four to six years

Behavioral Factors

Does the student exhibit behavior(s) or emotional difficulties that interfere with learning?	1
---	---

Behavior - If 1 or 2, please explain: Student has outbursts, off task, defiant

Environmental/Cultural/Economic Factors

Are you aware of any environmental factors that may be impacting the student's ability to learn?	3
---	---

Environmental - If 1 or 2, please explain:

Motivational Factors

Does the student want to succeed in school?	3
Does the student seek assistance from teachers, peers, or others?	3
Does the parent report efforts at home to complete homework or other assignments?	3
Is the student making an effort to learn?	3
Does the student show a level of engagement during the day?	3

Situational Trauma

Has the student experienced recent trauma? (i.e. - parent divorce, death, illness of a family member, being displaced, homelessness, etc.)

none

Are there other situations that could create emotional upsets?

none

Has there been a significant change in the student's classroom performance within a short period of time (6-12 months)?

No

Attendance

Days absent per school year - current year	10-19 days
Days absent per school year - previous year	20-28 days

Medical

Visual Impairment - does the student have a history of significant visual problems?	No
Hearing Impairment - does the student have a history of significant hearing problems?	Yes

Does the student have any known medical issues that interfere with learning? Please explain.

none

Current Interventions

Does the student currently have a 504 Plan? No

Does the student have a current behavior plan (PBIS plan) or Functional Behavior Assessment (FBA)? Yes

Is PBIS Plan being implemented with fidelity? Yes

PBIS Plan - If no, please explain:

Does the student have a current academic intervention plan? Yes

Is academic intervention plan being implemented with fidelity? No

Academic Intervention Plan - If no, please explain: student's behavior interferes with academic interventions

Does the student have any other documented interventions being provided? No

Is this documented intervention plan being implemented with fidelity?

Other Documented Intervention Plan - If no, please explain:

HPS ATTENDANCE SUCCESS PLAN



- I have been present ___ days.
- I have been absent ___ days.
- I have been late/tardy ___ days.
- My goal is to improve my attendance. I will ensure that I miss no more than ___ days for the rest of the year. (9 or few absences = satisfactory attendance for the entire year)

Name: _____ Date: _____

I will make attending school every day a priority.

STRATEGIES TO MEET MY ATTENDANCE GOALS (IDENTIFY AT LEAST THREE)

- I will keep track of my attendance and absences.
- I will set my alarm clock for ____ a.m.
- I will attend school every day unless I am truly sick with a temperature of 100 degrees or more.
- I will find a relative, friend, or neighbor who can take me to school if I miss my bus.
- If I am absent, I will contact my teachers (or have my parents contact my teachers) to find out what I missed.
- I will set up medical and dental appointments for weekdays after school. If I must make a medical appointment during the day I will try to attend school the majority of the day.
- When I am struggling with a challenge that is keeping me from school I will confide in an adult at school and seek help.
- Other strategy:

We will meet to review progress toward these goals every two weeks.

Student Signature: _____ Date: _____

Staff Signature: _____ Date: _____

Parent Signature: _____ Date: _____



2019-2020 HPS ABSENCE TRACKING CALENDAR

September 2019						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June 2020						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

CHRONIC ABSENCE =18 Absences (10% of school year)	My child was present _____ days. My child was absent _____ days.
Warning Signs = 10 to 17 absences	My goal is to improve my child's attendance.
Satisfactory Attendance = 9 or fewer absences	I will ensure my child misses no more than _____ days for the rest of the year.