

CCA-UPPER ELEMENTARY

RtI Model Handbook

2014-2015

Includes: RtI Procedures for math and reading, Entrance and Exit Criteria,

RUNNING RECORDS levels, Benchmarking and RtI 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 RtI Team and administration of CCA-Upper Elementary as the school’s RtI model unfolds in its development.

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**ELA RTI Model for CCA-Upper Elementary 2013-14**

*As the RtI 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.*

**2013-14 ELA RTI Model**

* Starting the 3rd week of school, CCA-Upper Elementary will have a push-in/pull-out model focusing on Tier 2 and Tier 3 students.
  + Students will be grouped using the Bottom 30% from BBA, Scantron/ Global Scholars, phonics screeners, running records, classroom assessments and teacher recommendation.
  + Phonics- students in 3rd and 4th grade who have a phonics screener below 7 will be given phonics 4 days a week/45 minutes per day in homogeneous groups.
  + LLI (Leveled Literacy Interventions) Blue- for students in need of comprehension from RR levels C-K. Students will be placed in this group if they are in 3rd grade and pass their phonics screener, or 4th and 5th graders.
  + LLI Red- for students reading at K-S who need comprehension and fluency practice.
  + AARI (Accelerated Adolescent Reading Initiative)- for students in any grade who need help with only comprehension. Any reading level can be applied.
  + Tier 3- Phonics intensive of 1-3 students per groups that are learning to sound out simple words. (Phonics level of 2 or 3 and running record of A-I)

**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.

* Previous year MEAP scores will be evaluated to target students in the “Bottom 30 Percent”
* Global Scholar will be utilized as a universal screener and will be completed within the first month of school.
* Houghton Mifflin Running Records will test all students within the first month of school.
* DIBELS will test all new students, returning struggling readers and students with documented deficits in their IEP’s from last year.
* Phonics Screeners (RLAC Phonics First) will test all 3rd graders, RtI 4th/5th graders from the previous school year within the first month of school.

**ESL Students-**

* The ESL students in need of additional instruction will be identified through the WIDA data, ELPA/Screener and/or the Houghton Mifflin Running Records as well as recommendation of the teacher.
* Students in Tier 3 are known as newcomers or BASIC on the WIDA will receive 1 hour daily of intervention in groups of 2-3. These students will receive additional time with our ELL Specialist 45 minutes per week. Progress will be monitored with Global Scholars ELA.
* Students will also be in phonics interventions and math interventions if time permits.

**Scantron Cut Points-Fall**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **At Risk** | **At Grade-Level** | **Above Grade Level** |
| **3rd** | <1883 | 1884-2379 | 2380 |
| **4th** | <2101 | 2102-2561 | 2562 |
| **5th** | <2271 | 2272-2704 | 2705 |

* If a student falls near or below the At Risk cut points, the RTI Staff, Classroom Teacher 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.

**Fall Benchmark (September)**

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

**3rd grade-**(Running Record level MN/ average GS 1884 or higher)

* + - KL 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.
    - 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 J will receive Tier 3 interventions on a pull out basis with the intensive phonics review.

**4th grade-**(Running Record Level QRS)

* + - MN/OP 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.
    - KL leveled students will receive Tier 2 interventions on a pull out basis with an Interventionist.
    - Any student scoring below level KL will receive Tier 3 interventions on a pull out basis with the Literacy teacher (AARI)

**5th grade-**(Running Record Level TUV)

* + - QRS 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 below QRS in 5th grade will receive Tier 2 interventions from an interventionist
    - Any student scoring lower than a MN will receive Tier 3 interventions from the Literacy teacher on a pull out basis, possible intensive phonics review

**Winter Benchmark (December or January)**

**Scantron**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **At Risk** | **At Grade Level** | **Above Grade Level** |
| **3rd** | <2000 | 2001-2458 | 2459 |
| **4th** | <2191 | 2192-2622 | 2623 |
| **5th** | <2344 | 2445-2753 | 2754 |

* If a student falls near or below the At Risk cut points, the RtI 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-**(Running Record Level MN)

* + - KL 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.
    - J leveled students will receive Tier 2 interventions from an Interventionist on a pull -out basis.
    - Any student scoring below a level J will receive Tier 3 interventions on a pull out basis with the Literacy teacher.

**4th grade-**(Running Record Level QRS)

* + - OP 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.
    - MN leveled students will receive Tier 2 interventions on a pull out basis with an Interventionist.
    - Any student scoring below level KL will receive Tier 3 interventions on a pull out basis with the Literacy teacher.

**5th grade-**(Running Record Level TUV)

* + - QRS 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 OP in 5th grade will receive Tier 2 interventions from an Interventionist on a pull out basis
    - Any student scoring lower than level OP will receive Tier 3 interventions from the Literacy teacher on a pull out basis.

**Spring Benchmark (May)**

**Scantron**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **At Risk** | **At Grade Level** | **Above Grade Level** |
| **3rd** | <2062 | 2063-2511 | 2512 |
| **4th** | <2240 | 2241-2664 | 2665 |
| **5th** | <2385 | 2386-2788 | 2789 |

* 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:

**3rd grade-**(Running Record Level MN)

* + - KL 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.
    - J leveled students will receive Tier 2 interventions from an Interventionist on a pull -out basis.
    - Any student scoring below a level J will receive Tier 3 interventions on a pull out basis with the Literacy teacher.

**4th grade-**(Running Record Level QRS)

* + - OP 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.
    - MN leveled students will receive Tier 2 interventions on a pull out basis with an Interventionist.
    - Any student scoring below level KL will receive Tier 3 interventions on a pull out basis with the Literacy teacher.

**5th grade-**(Running Record Level TUV)

* + - QRS 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 OP in 5th grade will receive Tier 2 interventions from an Interventionist on a pull out basis
    - Any student scoring lower than level OP will receive Tier 3 interventions from the Literacy teacher on a pull out basis.

**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.fcrr.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
    - 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 RtI red folder. Teachers are encouraged to utilize student portfolios to house copies of student work as well.**
* **NOTE: Prior to Tier 2 interventions beginning, the RtI 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 RtI 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 push-ins/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 RtI 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
  + RtI team, including classroom teacher, will meet to discuss student.
    - Review of RtI 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 RtI 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.*

**RUNNING RECORDS levels**

3rd Grade Early MN Late OP

4th Grade QRS

5th Grade TUV

\*\*See Houghton Mifflin Leveled Reading Passages Assessment Kit pages 12-13 for Benchmark expectations per grade level\*\*

**PHONICS SCREENER**

There are seven (7) tasks that students have to pass on the Phonics Screener. Students that passed 1-4 tasks are tier 3 and 5-7 are tier 1 and 2.

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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RtI Team Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **CCA-Upper Elementary RtI 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  Extended Time  Repeated Instructions  Outlines/Study Guides  Word Processing  Visual Aids  More “Think Time” |
| Phonics | Reading A to Z – phonics assessment  RLAC-Phonics First Screeners | Consonants  Short Vowels  Long Vowels  R Controlled  Blends  Digraphs  Diphthongs  Infected 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 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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  Solo 6 | 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)  Office Discipline Referrals (ODRs) | Complete Assign.  On Task Behavior  Organization  Attention Span  Aggressiveness  Non-compliance  Disruptive  Disrespect  Bullying  Responsibility for  Own Actions  Emotional Intelligence | Behavior Contract  Reward System  Teach Conflict Resolution  Study Buddy  Study Carrel  Proximity to Teacher  Provide Work Breaks  Duplicate Materials for Home  Parent/School Contract  Timer  Planner  Character Counts!  (Second Step)  Curriculum  CICO | Check-In, Check-Out  Individual Social Work Services  Social Skills Group  Behavior Contract  Behavior Intervention Plan (BIP) | Daily Classroom Behavior Data  BIP Data CICOData  Behavior Logs  Behavior Contract Data  SWIS | Adjusted Assignments  Testing Accommodations  Peer Support  Extra Time  Repeated Instructions  Study Guides/Outlines  Visual Aids  Limited Visual Stimuli  More “Think Time”  Break time  Privacy folder  Bumpy seats  Stress ball |

**RtI 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 PBS 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.

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.



PBS/RtI 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**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Math RtI Model for CCA Upper Elementary 2013-2014**

The Math RtI model 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.

**2013-2014 Math RtI Model**

* CCA-Upper Elementary has adopted a modified (3-5) push-in and standard pull-out model focusing on math standards.
  + Tier 1 interventions will take place during the scheduled class Math time.
  + Pull-outs will be considered a Tier 2 intervention; Tier 3 may be implemented on a need only basis.
  + Tier 2 interventions will be approximately 30 minutes and will meet daily.
  + Tier 2 interventions will be focused on teaching regular classroom content at a slower pace with small group and one-on-one assistance. Basic skills will also be addressed, tests can be modified and manipulatives may be used.
  + Math benchmarks will be given three times per year via Global Scholars:
    - September
    - January
    - May
  + Classroom assessments will be tracked through Google Docs and Power school.

**Referral Guidelines**

Global Scholar and grade level assessment will be used for benchmarking. The guidelines below have been provided by Global Scholar and these cut points will be utilized for all identification of students in RtI.

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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **At Risk** | **At Grade Level** | **Above Grade Level** |
| **3rd** | <2011 | 2012-2226 | 2227 |
| **4th** | <2234 | 2135-2363 | 2364 |
| **5th** | <2230 | 2231-2469 | 2470 |

**Winter**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **At Risk** | **At Grade Level** | **Above Grade Level** |
| **3rd** | <2064 | 2067-2285 | 2286 |
| **4th** | <2175 | 2176-2408 | 2409 |
| **5th** | <2264 | 2265-2506 | 2507 |

**Spring**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **At Risk** | **At Grade Level** | **Above Grade Level** |
| **3rd** | <2112 | 2113-2338 | 2339 |
| **4th** | <2213 | 2214-2450 | 2451 |
| **5th** | <2295 | 2296-2541 | 2542 |



RtI Student Data Referral Form

Step 1- Student Information

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.**

**Meap: Reading: \_\_\_\_\_\_\_ Writing: \_\_\_\_\_\_\_\_ Math: \_\_\_\_\_\_\_\_**

**Houghton Mifflin RR Benchmark Levels (if applicable)** : Fall\_\_\_\_\_ Winter\_\_\_\_\_\_ Spring \_\_\_\_\_\_

**Scantron Information: Please attach copy of Scantron Report**

**Star Reader Level**: \_\_\_\_\_\_\_\_\_\_\_\_ **Dolch Word List**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Writing Benchmarks:**  Fall\_\_\_\_\_ Winter \_\_\_\_\_\_\_\_Spring\_\_\_\_\_\_\_\_

**Math Benchmarks**: Fall \_\_\_\_\_\_\_\_\_\_\_ Winter \_\_\_\_\_\_\_\_\_\_\_ Spring \_\_\_\_\_\_\_\_\_\_\_\_

**3rd-5th Grades**: **Please attach copy of Scantron Performance**

**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 |  |

**RtI Student Referral Procedures**

RtI is a systematic, data driven process. School personnel collect student performance data throughout the year by administering assessments such as Benchmarking, Curriculum Crafter/class assessments, MEAP and Scantron. 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:
   1. 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.**

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

1. Assessing Concerns:
   1. Check off the concern you have with the student you are recommending to RtI.
   2. List and describe section **should only be completed for the area of concern.**
2. Student Strengths and Weaknesses
   1. Please list any known strengths and weaknesses along with learning style
3. Background information
   1. **Attendance: please print attendance from Power Teacher**
   2. If student has been retained, please indicate
   3. If there are known suspensions, please indicate
   4. If there are known medical concerns, please indicate
4. Assessment Data
   1. 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
   2. If there is not electronic information available for this student, please write as much data in the appropriate areas.
5. Outside Classroom Intervention
   1. Please indicate to the best of your ability, who the student is seeing outside of the classroom for assistance.
   2. 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**

## RTI Student Intervention Plan

Check one: Initial Meeting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Follow-up Meeting\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**State Concern**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Fidelity of Instruction/Intervention**

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**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.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Describe the intervention and any resources necessary for its implementation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Begin Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Person responsible \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Frequency \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ per \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Begin Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Person responsible \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Frequency \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ per \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Begin Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Person responsible \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Frequency \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ per \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**RtI Team Members Present**

**Name**  **Title**

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Next Meeting Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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RtI Coordinator Date