Elmore County Public Schools
Secondary Multi-Tiered Supports
Systems Manual High School

Ensuring Success

for ALL students

Elmore County Purpose Statement

Every Student Empowered   **Every Student Succeeds**

Mr. Richard Dennis, Superintendent
Dr. Jamey McGowin, Secondary Curriculum Director

Vision
The Multi-Tiered Support System's goal is to provide students and teachers with intervention strategies to increase student achievement.

Problem Solving Team Mission
The Multi-Tiered Support System's mission is to provide instructional support for all students in the general education classroom.

High School MTSS Manual

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The Core Principles of Multi-Tiered Support System's and the Characteristics of Tiered Instruction
(Taken from the Alabama Department of Education Response to Instruction Manual)

</div>

MTSS integrates core instruction, assessment, and intervention within a multi-tiered system to maximize student achievement and reduce behavior problems. Through implementation of MTSS, schools identify and monitor students at risk, use problem-solving and data-based decision making to provide research-based interventions and adjust the intensity of interventions based on the student's response. Response to Instruction done well at the classroom level will provide data from which educators can make instructional decisions for individuals and groups of students. Given high quality decisions, MTSS shows promise in supporting all students, especially those at risk of failing to achieve state performance standards.

The following identifies core principles of MTSS:

• Students receive high-quality, research-based instruction by qualified staff in their general education setting.
• Use of a multi-tiered model of service delivery facilitates differentiated instruction and early intervening services for struggling learners.
• Movement between tiers should be guided by a data-driven decision-making process.
• Universal screening and progress monitoring are the basis for instructional decisions.

Tier 1
Tier I instructional content is a research-based instructional practice based on the Alabama Course of Study for each specific content area and should include assessments of all students to identify the need for intervention and ongoing progress monitoring. Ongoing professional development should equip teachers with necessary tools to ensure that students receive quality instruction. Instruction should include modeling, multiple examples, corrective feedback, and multiple opportunities for student practice. **Tier I (or core) instruction is present at all three levels of the tiered model.**   Maximize instruction by offering each student more of the following: • Repeated opportunities for practice and review.   • Additional opportunities for correction and feedback.   • Increased time on task, engaged in instruction and practice.   • Drill repetition and/or practice review.
Curriculum and Instruction
Tier I instruction is designed for all students. This core instruction is delivered by the general education teacher and should meet the needs of at least 80 percent of the students. All students should receive high quality research-based instruction that is delivered with fidelity utilizing a curriculum that is viable, rigorous, and standards driven. Tier I instruction should also include universal supports that are available to all students in both academics and behavior. Teachers should routinely use a variety of supports as soon as a student begins to struggle in their classroom. Strategies should include flexible grouping, differentiated instruction, re-teaching, and multiple opportunities for practice. Teachers may also adjust their method of instruction and provide additional support and/or accommodations. Standards recovery is encouraged at Tier I.
Assessment
Assessment should include universal screenings and progress monitoring. Schools should have a process for reviewing all students' progress through central office level and building level universal screening tools. Benchmark assessments are administered to students in grades 9 - 12 to determine their level of mastery of grade level standards. Screening measures should provide an initial indication (baseline data) of which students are entering the school year at risk of academic difficulties because they lack the development of critical academic and/or behavioral skills as well as students who have exceeded benchmarks and need more challenging curricula. This baseline data is the best indicator of that student's level of performance at the beginning of progress monitoring. Information gathered from these screening tools will allow teachers to differentiate their instruction based on what students already know and can do. Once the baseline has been established schools should create benchmarks for progress monitoring and provide a structure for reviewing and discussing screening and progress monitoring data so that effective adjustments to instruction can be made.

Tier II

Tier II interventions are designed for students who are not adequately progressing in Tier I instruction. These interventions provide additional attention, focus, and support and usually take place in the general education classroom. Tier II interventions should begin as soon as possible after students have been identified through screening or benchmark assessments and should be monitored regularly. Materials and strategies should be specialized, research or evidence-based interventions that are based on the needs of the students needing the intervention and should be implemented with fidelity. Materials and strategies should also be aligned with Tier I instruction, and should include more opportunities for modeling, providing examples, corrective feedback, and student practice.

Tier II intervention can take place inside or outside of the general education classroom. Remember, Tier II intervention is not a place. It is a service that is provided to students needing additional support in the core instruction.

Curriculum and Instruction

Tier II intervention is explicit, systematic, and aligned with Tier I instruction. Instructional interventions are differentiated, scaffolded, and targeted based on the needs of individual students as determined by assessment data. Tier II instruction for enrichment should contain sufficient depth, breadth, and complexity to increase individual student skills and concept formation. Standards recovery is encouraged at Tier II.

Teacher can maximize instruction by offering each student more of the following:

• Opportunities for practice and review.

• Opportunities for correction and feedback.

• Time on task, engaged in instruction and practice.

• Drill repetition and/or practice review.

• Opportunities for completing tasks in smaller steps.

Tier II instruction has a two-fold purpose:

• To remediate skill or concept deficits of students who are not making adequate academic gains or
  have mild or moderate difficulties in the area of social competence.

• To enrich and enhance the education of students who have demonstrated proficiency in the
  benchmarks of the standards for a given discipline.

Assessment

Assessments should be more focused, diagnostic in nature, and should be based on specific skill needs. Results should lead directly to intervention services. Once an intervention is in place, the response to the intervention should be monitored regularly (i.e., bi-weekly or weekly). When selecting assessments at the Tier II level, the focus should be on identifying the specific skills that need work and how to best meet specific academic or behavioral needs. Discussion of student progress in Tier II should take place formally in team meetings as well as informally between the general education teacher and interventionist or specialized teacher.

Tier III

Tier III interventions are designed for students who are not responding to Tier I or II instruction and interventions. These interventions should be provided by a specialized teacher who is highly skilled in the area of weakness. Materials and strategies should be specialized research or evidence-based interventions based on the needs of the students who will receive the intervention. Instruction should include more opportunities for modeling, providing multiple examples and a wider range of examples, corrective feedback, etc.

Tier III interventions should be provided by a specialized teacher/counselor or special education teacher who is highly skilled in the particular area of weakness. Tier III interventions usually take place outside the general education classroom (could be before or after school).

Key features:

• Usually involve interventions that are individually tailored to meet the student's learning needs.

• Often reserved for more persistent and atypical problems that might not be resolved by standard
  interventions.

• Requires analysis of the environmental/instructional conditions and skill deficits.

Grouping:

Grouping practices involve placing students in groups of two to three according to the skill deficit or one-on-one if needs are severe. Grouping should be flexible, based on student needs.

Intensity of instruction is increased by increasing the amount of time provided to the student per day and decreasing the group size.

Curriculum and Instruction

Tier III interventions are intended for students with significant deficits or underachievement and require the most intensive services available. A decision to move a student to Tier III interventions is determined by a problem-solving team after several documented individualized interventions in Tier II have resulted in limited progress (i.e., achievement gap between student's progress and expected benchmark remains significant). The interventions in Tier III are skill specific and should be delivered by someone highly skilled in that area. The interventions should increase in intensity and require smaller groupings for instruction. The specific nature of the intervention is based on progress monitoring data and/or diagnostic assessment information. These interventions are more likely to occur outside the general education classroom and will require curriculum strategies that focus on accelerating learning.

Assessment

The frequency of assessment should increase in Tier III. There is an extreme sense of urgency; therefore, the response to the intervention should be monitored more frequently. Diagnostic assessments should be given to provide a comprehensive look at the student's strengths and areas of need. Assessments should provide specific information on how to meet the student's instructional needs. Communicating and interpreting progress monitoring data occurs most easily through graphing student progress. The graph serves as a convenient performance record that can be easily understood by teachers, Decisions regarding Tier III intervention services are determined by a problem-solving team and should be based on diagnostic assessments and progress monitoring. Plans should be made by the team to review student progress on a regular basis in order to make timely instructional decisions. When teams are discussing prescriptive interventions at Tier III, they should consider a reasonable target for the student within a specified period of time to implement the intense services. If the student is successful with the intervention and demonstrates sufficient progress the team may consider whether the student is able to move to Tier I or Tier II. If the student does not make sufficient progress in Tier III, the team may consider several options, including referring the student for a special education evaluation. It is imperative that proof is available to confirm that the interventions were implemented with fidelity.

High School MTSS Procedures

<table>
<tr><td colspan="3" style="background:red"></td></tr>
<tr><td colspan="3">Tier I: (Classroom Teacher and Grade Level MTSS)
The teacher will provide ALL students with research-based core instruction in whole and small group settings, using Best Practice methods, aligned with CCRS Standards. For struggling students, the MTSS process should begin within the first 3 weeks. (See PBS Manual for behavior intervention strategies).</td></tr>
<tr><td colspan="3">The Teacher should:</td></tr>
<tr><td>Actions</td><td>Timeframe</td><td>Required Forms</td></tr>
<tr><td>Identify and monitor struggling students and begin gathering/maintaining evidence of academic strugglers.</td><td rowspan="5">Within first 3 weeks and ongoing throughout the 9 weeks</td><td rowspan="5">MARS Form A
MTSS Plan Form B</td></tr>
<tr><td>Contact parent/guardian with concerns about student. This can be done by letter, email, or phone call.</td></tr>
<tr><td>Complete Monitoring At-Risk Students (MARS) form and MTSS Plan.</td></tr>
<tr><td>Attend Grade Level Team meetings and discuss students on MARS form monthly.</td></tr>
<tr><td>Provide MTSS with evidence and comprehensive progress report for each student referred.</td></tr>
<tr><td colspan="3">The Grade Level MTSS should:</td></tr>
<tr><td>Actions</td><td>Timeframe</td><td>Required Forms</td></tr>
<tr><td>Discuss MARS form submitted by teachers.</td><td rowspan="5">Every three weeks</td><td rowspan="5">MARS Form A
MTSS Plan Form B</td></tr>
<tr><td>Determine major struggling factor (behavior, attendance, academic level) and document on MARS form.</td></tr>
<tr><td>Categorize students by area of weakness and submit names to appropriate follow-up teams:
o Behavior issues to PBS team
o Attendance issues to designated attendance team
o Academic issues to MTSS team</td></tr>
<tr><td>If the student does not demonstrate success by performing at a mastery level of 65% or higher on classroom assessments and quarterly averages, go to Tier 2.</td></tr>
<tr><td>Each school is responsible for determining the best organizational method for their MTSS subgroups.</td></tr>
<tr><td colspan="3" style="background:red"></td></tr>
<tr><td colspan="3">Tier II: School Wide-Problem Solving Team (MTSS)
The teacher and the GLT have identified struggling students and completed FORM A.</td></tr>
<tr><td colspan="3">The teacher should:</td></tr>
<tr><td>Actions</td><td>Timeframe</td><td>Required Forms</td></tr>
<tr><td>Continue providing differentiated instruction for MTSS students for at least 3 weeks. (small group, peer tutoring, individual assistance, etc.)</td><td rowspan="3">Every three weeks</td><td rowspan="3">MARS Form A
MTSS Plan Form B</td></tr>
<tr><td>Implement and document at least one intervention strategy suggested by MTSS using the MARS form and the MTSS Plan Form.</td></tr>
<tr><td>Progress Monitor (PM) students using Global Scholar, formative assessments, etc.</td></tr>
</table>

Actions	Timeframe	Required Forms
Continue to communicate with parents, and document using the MARS form and MTSS Plan.		
If the student is successful, continue with Tier II.		

The School-Wide MTSS should:		
Actions	**Timeframe**	**Required Forms**
Review evidence folder as provided by classroom teacher and meet with referring classroom teachers.	Every three weeks	MARS (Form A) MTSS Plan (Form B)
Collaborate with Grade Level Team, MTSS and/or other stakeholders (student, parent, etc.) for additional intervention strategies to help the student.		
Suggest intervention strategies to be implemented and share with classroom teachers. (examples provided on FORM C)		**Optional Forms**
Maintain an evidence folder/binder (current grades, attendance, graded work, progress monitoring assessments, and all Tier I and Tier II documentation.		Form C
If the student is successful, continue with Grade Level MTSS. If the student does not show progress, move to Tier 3.		

Vision and hearing screenings will be conducted by school personnel when students are moved to Tier III.

Tier III: School Wide-Problem Solving Team (MTSS)
Intensive, one-on-one, sustained, regularly scheduled intervention.

After 3 weeks have passed, the teacher will do the following:

Actions	**Timeframe**	**Required Forms**
Focus on at least one research-based intervention strategy and implement the strategy with fidelity.	3 week cycles	MARS Form A MTSS Plan Form B
Document student progress (Performance Series Reports, Edgenuity Reports, Progress Reports, IXL, etc,)		
Provide prescriptive interventions by the best means available based on the resources within your school.		
Utilize intervention resources such as: ● Standards Recovery-E2020 ● 1-on-1 Tutoring ● Intervention/Remediation Courses ● Performance Series ● IXL		
Continue to document communication with parents using the MARS form and MTSS Plan.		

THE MTSS SHOULD:

Actions	**Timeframe**	**Required Forms**
Continue to monitor student progress	3 week cycles	MARS Form A MTSS Plan Form B
Re-examine data		

Refer student for testing for special education services if the interventions are not successful. MTSS interventions MUST run concurrently with Special Education Evaluations until eligibility is determined.

Appendix A: MTSS/MTSS Forms

I. Mars Form A

II. MTSS Plan Form B

III. Intervention Strategies Form C

IV. Parent Letter Form D - V & H

V. Vision Screening Form

VI. Hearing Screening Form

VII. MTSS Transition to Special Education Referral

VIII. MTSS Folder/Binder Checklist

Monitoring At-Risk Students Form with SMART Goals   **Form A**
SMART (Specific, Measurable, Attainable, Realistic, & Timely) Goals

Teacher:									
Period	**Date**	**Student Name**	**Grade**	**Course**	**Reason for Failure**	**SMART Goal**	**Strategies Used**	**Parent Contact**	**Attendance**
1st	9/16/18	Ima Sample	8	Algebra I	Incomplete assignments	Ima will successfully complete 85% of her assignments with 70% mastery for the next 3 weeks.	Small group instruction; personal goal setting	Called father – 9/18/18	3 unexcused absences

High School

MTSS DOCUMENTATION FORM

PART I: To be completed by Classroom Teacher for referral to Grade Level MTSS.

Student _____ **Date** _____ **Grade** _____

Date of Birth _____ **Gender:** ☐ **Male** ☐ **Female**

Ethnicity: _____ **Teacher** _____ **Course Name**

Current Grade Average _____ **Documentation of parental contact made** (date and method):

PART II: To be completed by Grade Level MTSS upon referral.

Other Assessment Data: (Pre-ACT, ACT, benchmark tests):

_____

Parent Contact (date and outcome)**:**_____

_____

TIER 2

Problem Solving Team (MTSS)	
Examine data and evidence to determine next steps. Monitor Student progress. Tier 2 instruction is explicit, systematic, differentiated ADDITIONAL small group instruction by the classroom teacher or other personnel that can take place inside/outside the classroom. Duration: 3 week cycle after student is referred.	
Beginning Date	
Specific area(s) of difficulty	
Different Strategies	
Outcome	
Teacher Signature	
Ending Date	
Problem Solving Team (MTSS)	
Examine data and evidence to determine next steps. Monitor Student progress. Tier 2 instruction is explicit, systematic, differentiated ADDITIONAL small group instruction by the classroom teacher or other personnel that can take place inside/outside the classroom. Duration: 3 week cycle after student is referred.	
Beginning Date	
Specific area(s) of difficulty	
Different Strategies	
Outcome	
Teacher Signature	
Ending Date	

Parent Contact Date and outcome:_____

_____

Problem Solving Team (MTSS)	
Re-examine data to determine next steps. Monitor student progress. Duration: 3 week cycle after MTSS collaboration meeting	
Beginning Date	
Different strategies suggested by MTSS and used by teacher in small group setting	
Outcome, including documentation	
Teacher Signature	
Ending Date	
Beginning Date	
Different strategies suggested by MTSS and used by teacher in small group setting	
Outcome, including documentation	
Teacher Signature	
Ending Date	

Step 3 – Problem Solving Team (MTSS)	
Continue to examine data to determine next steps. Monitor student progress. **Student will be placed in a Tier 3 Intervention Program.**	
Date	
Teacher Signature	
Administrator Signature	

Tier 3

Step 4 – Problem Solving Team (MTSS)	
Examine data to determine next steps. Monitor student progress every 4 weeks. **Tier 3 Intervention program is a systematic, sustained, intensive, regularly scheduled scientific-based one-on-one instruction in addition to the regular classroom.**	
Beginning Date	
Strategies/programs used	
Outcome	
Teacher Signature	
Administrator Signature	
Ending Date	

Parent Contact Date and outcome: _____

_____

* Most Current Assessment Data:

Reading Score:_____

Math Score: _____

Date Administered: _____ _____

Other Assessment Data: _____

SUGGESTED LEARNING INTERVENTION STRATEGIES AND RESOURCES

Teach Fix-Up Strategies	Advance Organizers	After Learning Strategies – See** in Resource Section
Make A Connection Between Text, Life, Or World	Expository Advance Organizers	Graphic Organizers
Make A Prediction	Narrative Advance Organizers	Quadrant Cards
Stop And Think About What You Read	Skimming	Exit Cards
Ask Yourself A Question And Try To Answer It	Graphic Advance Organizers	Graffiti
Reflect In Writing On What You Have Read	**Before Learning Strategies- See ** in Resource Section**	Facts In Five
Visualize	Semantic Map	Gist
Retell What You Have Read	Corners	Save The Last Word For Me
Reread	Frame Of Reference	Discussion Web
Notice Patterns In Text Structure	ABC Brainstorm	Paired Summarizing
Adjust Reading Rate: Speed Up Or Slow Down	Five Word Prediction	Journal Responses
Reinforcing Effort	Snowball Fight	One-Pager
Teaching About Effort	Table Talk	1-3-6
Keeping Track Of Effort And Achievement	Pre-Reading Plan	Vocabulary Bingo
Providing Recognition	Word Splash	Frayer Model For Vocabulary
Personalizing Recognition	Quick Write	Create Character Map
Pause, Prompt And Praise	Vocabulary Knowledge Rating	Summarizing
Concrete Symbols Of Recognition	Anticipation Guide	
Homework (Must Be Monitored)	K-W-L Chart	**Fluency**
Establish And Communicate Homework Policy	Graphic Organizers	Focused Practice
Clearly Articulate Purpose And Outcome	Jigsaw	Fractured Fairy Tales
Teacher should Provide Students with Feedback	Study Guides	Choral Reading
Practice	Think Aloud Or Modeling	Reading Buddies
Charting Accuracy And Speed	Reciprocal Teaching	Repeated Readings Of A Single Text
Focus On Specific Elements Of A Complex Skill/Process	**During Learning Strategies – See ** in Resource Section**	Echo Reading
Increase Conceptual Understanding Of Skill/Process	Chunking The Text	Model and Practice Expression, Phrasing, Chunking And Speed
Physical Models	Read, Write, Talk	**Vocabulary**
Mental Pictures	Margin Notes	Living/Active Word Wall
Drawing Pictures And Pictographs	Marking/Coding The Text	Word Family Charts
Engage In Kinesthetic Activity	Key Words	Word Banks For Writing
Cooperative Learning	Hotrod	Draw A Word
Use Variety Of Criteria For Grouping Students	Jot Chart	Illustrate Vocabulary
Informal, Formal And Base Groups	Insert	Content Vocabulary Definition Chart
Managing Group Size	Mega Listeners	Cloze Passage
	Think-Pair-Share Or Think-Pair-Square	List-Group-Label
Setting Objectives	Magnet Summary	Context Clues
Specific But Flexible Goals	Turn And Talk	Highlight New Words
Contracts	Say Something	Word Webs
Feedback	Read Around The Text	**Comprehension**
Criterion-Referenced Feedback	3-2-1	Make Predictions
Feedback For Specific Types Of Knowledge And Skill	Text Highlighting	Activate Prior Knowledge
Student-Led Feedback	Partner Reading	Somebody Wanted-But So
Cues And Questions	Double Entry Diaries (What The Text Says And What I Think)	It Says, I Say
Questions That Elicit Inferences	T-Chart	Blooms Taxonomy Questioning
Higher Order Thinking Questioning	Readers' Theater	Note Taking (Teacher Prepared, Format, Combination)

Resources: _____
Classroom Instruction That Works (Marzano, Pickering & Pollock) Literacy Stratgies for Grades 4-12 (Tankersley) *Learning Intervention Manual (House) Hawthorne Ed. Ser.

Intervention Strategies Guide
(Lujan) Small Purple Flip Book

Comprehension Tool Kit

 I Read It, But I Don't Get It
(Trovani)

Literacy Strategies
MTSS Warm-up/Racing Sheets

Master Instructional Strategies
(Lujan) Large Red Flip Book

Strategies That Work
(Harvey and Goudvis)

Notes: This list is not all inclusive and some strategies are not applicable to all grade levels. Many other strategies may be utilized. Most strategies are designed for all content areas. Before, During, and After strategies are interchangeable. *Hundreds of strategies can be found in this book.*

Parent Letter-Vision/Hearing

Date:

Dear Parent/Guardian,

The Elmore County Public Schools believe in providing the highest quality of education for every student. To meet this goal, we are adopting a three-tiered approach to instruction. This process, known nationally as Response to Intervention (MTSS) gained attention when federal law established these practices as an approach to identify and provide early intervention to struggling students.

As part of the MTSS model, students will be provided additional assistance to ensure that they meet grade level expectations. In the classroom, teachers will incorporate a variety of instructional strategies within their grade-level curriculum to address student needs. Students will be monitored, and those not progressing will be provided additional support.

We are committed to helping all students succeed. Therefore, we ask for your support in implementing this approach to meet the academic and/or behavioral needs of your child_____.
Contact will be made periodically to ensure you are aware of your child's progress.

We look forward to working with your child and are pleased to be able to provide this additional help. As always, do not hesitate to contact your child's teacher or administrator if you have questions or concerns.

Please sign and return this letter and all progress reports to your child's teacher.

Intervention(s) provided   Math_____Reading_____Behavior_____

☐ I give permission to my child's school to administer a hearing/vision screening by signing below.

`

_____   _____
Administrator Signature   Date

_____   _____
Teacher Signature   Date

_____   _____
Parent Signature   Date

Sign and Return to Your Child's Homeroom Teacher

Vision Screening Form

Student's Name: _____ **School Year:** _____

School: _____ **Grade:** _____

Initial Examiner: _____ **Date:** _____

Key: P=Pass F=Fail

Screening Date:	FAR	NEAR	Recheck Date:	FAR	NEAR
Both Eyes			Both Eyes		
Right Eye			Right Eye		
Left Eye			Left Eye		

Examiner: _____ **Examiner:** _____
Instrument Used: _____ **Instrument Used:** _____

Remarks:
____**Within Normal Limits**
____**Needs Recheck**
____**Needs Referral**

Resolution of Problem: _____
_____
_____

If the child cannot be conditioned to traditional vision screening, a functional vision screener may be used.   **Date:** _____   ____**Pass**____**Fail**   **Examiner:** _____

Hearing Screening Form

Student's Name:	School Year:
School:	Grade:
Initial Examiner:	Date:

HEARING CRITERIA: Puretone Audiometry-Tympanometry. A student fails the screening test if he/she does not respond to any one tone (frequency) at 20 db hearing level in either ear.

Key: P=Pass F=Fail

Screening Date:					Recheck Date:				
EAR	HL	Frequency HZ			EAR	HL	Frequency HZ		
		1000	2000	4000			1000	2000	4000
RE	20				RE	20			
LE	20				LE	20			

Examiner:_____ Examiner:_____
Instrument Used:_____ Instrument Used:_____

Remarks:
____Within Normal Limits
____ Needs Recheck
____Needs Rereferral

Resolution of Problem:_____
_____
_____

If the child cannot be conditioned to pure-tone audiometry, an auditory response screener may be used.

Date: _____

____Pass____Fail

Examiner: _____

Student Name _____ Teacher _____ Grade _____

*For behavioral evaluation, attach behavioral documentation.

MTSS Transition to Special Education Referral

Date:

Area of Concern for Testing (circle all that apply):   Reading   Math   Behavior*

Comments and/or Referral Justification:

- See MTSS Plan for justification
- Parent was contacted by _____ concerning MTSS recommendation to refer for evaluation for special education (date) _____
- Parent has requested special education referral *(MTSS must run concurrently)*

Documentation for the Special Education Referral Process

Hearing Screening: Passed _____ Failed _____   Date: _____
Vision Screening   _____ Passed _____ Failed _____   Date: _____

_____   Attendance   _____ SMART GOALS Form A
_____   MTSS Student Intervention Plan Form B   _____ Standardized Assessment Results (If Applicable)
_____   Copy of Formative Assessments   _____ Most recent report card
_____   Two or three graded work and test samples with indicated level of assistance: *Independent, Moderate, One on One.*

Has the student repeated a grade: _____   Which one? _____

Circle any concerns in the following areas:

Attendance   Attention   Language   Behavior*   Articulation

Medical – provide documentation: _____
                    Medication: _____
Additional applicable information from other teachers:
                    Teacher: _____
        Intervention Teacher: _____
Student Services Facilitator: _____
Date MTSS folder provided to SSF:

MTSS Folder/Binder Checklist

Student Name_____   Grade _____

_____ MARS Form (Form A)

_____ Tier I Teacher Plan

_____ Tier II Grade Level Plan

_____ Tier II School-Wide MTSS Plan

_____ Current Grades (progress report/report card)

_____ Work Samples

_____ Formative Assessments

_____ Standardized Test Scores

_____ PBS Documentation (if applicable)

_____ Other

Appendix B: Dyslexia Forms

I. Dyslexia Screening Guidelines

II. Parent Letter Dyslexia

III. Dyslexia Screening Request Form

IV. Dyslexia Screening and Needs Assessment
    Profile

Dyslexia is defined as a learning challenge that is neurological in origin and characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.

1. Every student within Elmore County K-4 schools will be given the STAR Early Literacy or STAR Reading Universal Screener. *(NOTE: Kindergarten students will not be considered for additional dyslexia screening until mid-year of Kindergarten.)*

2. Every student entering Elmore County in grades 5-8 will be given the STAR Reading Universal Screener.

3. Teachers will review their Summary Report/Screener Reports to identify students whose performance was at or below the 10 percentile.

4. After identifying these students, the teacher or other designated person within the school will administer a separate dyslexia screener tool. This tool will allow personnel to see if student(s) might benefit from multi- sensory interventions. IT IS IN NO WAY A DIAGNOSIS OF DYSLEXIA.

5. Students entering Elmore County in grades 9-12 that demonstrate dyslexic tendencies by a teacher or other designated person within the school will be administered a separate dyslexia screener tool. This tool will allow personnel to see if student(s) might benefit from multi-sensory interventions. IT IS IN NO WAY A DIAGNOSIS OF DYSLEXIA.

6. If students' screeners show dyslexia tendencies, then the student will be started in MTSS and multi-sensory interventions will be used. Normal MTSS guidelines will be followed.

Dyslexia-Specific Screener Tools

Lexercise Online Assessment – Z Screener (FREE)

- http://www.lexercise.com/tests/dyslexia-test
- Criterion-referenced with benchmark expectations

Diagnostic Spelling Test – Spell to Read and Write (free download)

- www.bhibooks.net/f/Spelling_Diagnostic_Test_1.pdf
- Criterion-referenced

ReadWorks http://www.readworks.org/

- Provides research-based, leveled non-fiction and literary passages directly to educators.
- Uses lexiles to determine reading levels

Dyslexia Challenges to Look for in Specific Grades

Grades 5-8	Grades 9-12
● Weak decoding skills; slowness in figuring out multisyllabic words.	● Poor spelling.
● Poor sight word vocabulary.	● Poor written composition.
● Difficulty in learning spelling strategies such as root words, affixes, spelling patterns. · Poor oral reading; lack of fluency.	● Avoidance of reading or writing assignments.
● Difficulty with word problems in math.	● Incorrect reading of information.
● Problems recalling facts.	● Trouble with summarizing.
● Good oral self-expression, but not in writing.	● Poor memory skills.
	● Slow work speed.
	● Problems with organizing work and managing assignments.
	● Difficulty with performing in classes that have reading and writing demands.
	● Difficulty in learning a foreign language.

Information provided in this document was taken from the Alabama Dyslexia Resource Guide published by the State of Alabama, version September 1, 2015. Additional resources, interventions, screeners, etc. can be found in this publication.

Parent Letter-Dyslexia

Date:

Dear Parent/Guardian,

The Elmore County Public Schools believe in providing the highest quality of education for every student. To meet this goal, we are adopting a three-tiered approach to instruction. This process, known nationally as Response to Intervention (MTSS) gained attention when federal law established these practices as an approach to identify and provide early intervention to struggling students.

As part of the MTSS model, students will be provided additional assistance to ensure that they meet grade level expectations. In the classroom, teachers will incorporate a variety of instructional strategies within their grade-level curriculum to address student needs. Students will be monitored, and those not progressing will be provided additional support.

We are committed to helping all students succeed. Therefore, we ask for your support in implementing this approach to meet the academic and/or behavior needs of your child_____.
Contact will be made periodically to ensure you are aware of your child's progress.

We look forward to working with your child and are pleased to be able to provide this additional help. As always, do not hesitate to contact your child's teacher or administrator if you have questions or concerns.

Please sign and return this letter and all progress reports to your child's teacher.

Intervention(s) provided   Math_____Reading_____Behavior_____

☐ I give permission to my child's school to administer a dyslexia screening by signing below.

_____
Administrator Signature   Date

_____
Teacher Signature   Date

_____
Parent Signature   Date

Sign and Return to Your Child's Homeroom Teacher

DYSLEXIA SCREENING REQUEST FORM

STEP I: To be completed by Classroom Teacher for referral to MTSS team.
Referring Teacher_____   **Referral Date**_____
Student_____**Date of Birth** _____
Grade_____
School_____
Reasons for Referral: _____
Participants in Team Meeting_____
Date of Meeting with MTSS Chair_____
Date of Initial Parent Meeting/Parent Contact_____

Required Signatures:

Referring Teacher	
Homeroom Teacher	
MTSS Chair	
School Administrator	
District MTSS Chair	
Student	
Parent	
MTSS Member	
MTSS Member	
MTSS Member	
MTSS Member	
MTSS Member	
MTSS Member	
MTSS Member	
Other:	

Meeting Notes:

_____
_____
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DYSLEXIA SCREENING AND NEEDS ASSESSMENT PROFILE FORM
GRADES 9-12

STEP II: To be completed by MTSS.

Referring Teacher_____   **Referral Date**_____

Student_____   **Date of Birth**_____**Grade**_____

School_____   **Date Screening**_____

Participants in Team Meeting_____

Date of Meeting with MTSS Chair_____

Date of Initial Parent Meeting/Parent Contact_____

Tool	Skill Assessed	High Risk (SS Below 80 or Percentile < 10 or >1 grade level below or Intensive)	Moderate Risk (SS 80-89 or Percentile 11-24 or <1 grade level below or Strategic)	Low Risk (SS >90 or Percentile >25 or On grade level or Benchmark)
Lexercise	Phonemic Decoding			
	Sight Words			
Diagnostic Spelling Test-Spell to Read and Write	Written Spelling			
Grade Level Reading Passage-Readworks Passage	Reading			

Evidence Based Dyslexia Specific Plan: If the student's scores are in or below the moderate risk or Frustration Reading Level column (gray boxes above) for three of the four screening indicators, the student should be referred to the MTSS for determination of needed intervention services including dyslexia specific intervention, accommodations, and assistive technology as appropriate

Evidence-Based Dyslexia-Specific Intervention:

	Name of Intervention	Level	Schedule	Group Size
Dyslexia-Specific Intervention Plan Person Responsible: _____				

Accommodations:	Assistive Technology	Dyslexia-Specific Classroom Strategies
(Name/describe app, extension, or software needed)		
Text to Speech		
Speech to Text		