



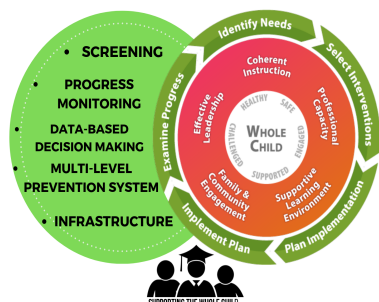
MTSS Implementation Manual

2020-2021
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2021-2022
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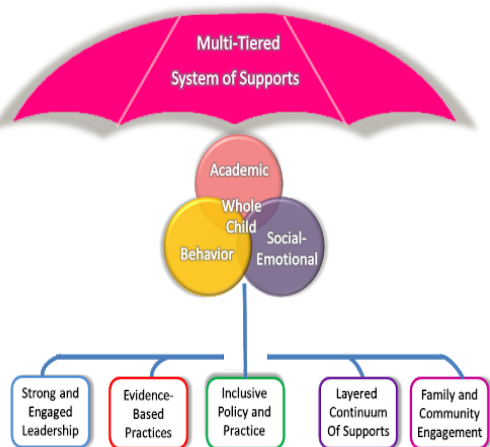
Southwest Georgia STEM Charter School uses a Multi-Tiered Systems of Support (MTSS) framework that recognizes the joint influence of academic, social, and behavioral needs on a child's overall educational performance.

Multi-Tiered System of Supports

A Multi-Tiered System of Supports (MTSS) is a prevention framework that provides support matched to the unique needs of students in order to maximize achievement and reduce behavior problems. The essential components of this whole-child approach include screening, progress monitoring, multi-level prevention, and data-based decision-making. When all the essential components are implemented as intended, results include sustained academic improvement, decreased inappropriate special education services, and reduced grade retention. Federal and state legislation (i.e., ESSA and HB740) emphasize the importance of providing tiered systems for support and the use of evidence-based interventions for all students to meet grade-level standards. MTSS is being implemented through Georgia's Tiered System of Supports for Students.

Key Terms

Framework – intended plan or model for articulating teaching/learning activities, assessment/tests, processes, and desired results that can maximize student achievement.



• **Multi-Tiered Prevention System** – a schoolwide framework with systems and resources designed to provide support matched to student need to maximize student achievement and reduce poor behavioral outcomes.

- **Student Support Team (SST)** – a multi-disciplinary team which utilizes a problem-solving process to investigate the educational needs of students who are experiencing academic and/or social/behavioral difficulties. SST, which is required in every Georgia public school, uses a data-driven process to plan individualized supports and interventions and to assess their own effectiveness.
- **Response to Intervention (RTI)** is a practice of academic and/or behavioral interventions designed to provide early, effective assistance to underperforming students. Research-based interventions are implemented and frequent progress monitoring is conducted to assess student

response and progress. The student's response is used as feedback to more accurately target interventions. When students do not make progress, increasingly more individualized interventions are introduced.

- **Data-Based Decision Making** – a process for setting/evaluating goals; the ongoing process of analyzing and evaluating student data to inform educational decisions.
- **At Risk**- students who have poor learning and/or behavioral outcomes. Also, students who are in jeopardy of being retained or students who may not be on track to graduate.
- **Acceleration** – interventions that are implemented to increase the speed at which students acquire skills.

Assessment – the collection of information about student performance in a specific area.

- **Benchmark** – measures that are used to determine student progress and to guide instruction. For example, measures may assess a specific skill such as number of correct words read per minute (reading fluency).
- **Screening** – conducted to identify students who may need additional instruction or help so that early intervention can occur. These are typically brief and usually administered with all students at a grade level (Universal Screening).
- **Progress Monitoring** – scientifically based practice that is used to assess students' academic and behavioral performance and evaluate the effectiveness of instruction. Progress monitoring is not the same as monitoring progress. Progress monitoring is used for students who have been verified as "at risk".

Best Practices – evidence-based teaching strategies that generate positive student response.

- **Evidence-Based Practices** – an educational practice or strategy that has factual evidence for results.
- **Differentiated Instruction** – recognizing and responding to students' varying interests, readiness levels, and learning needs.
- **Interventions** –instruction, supplemental to the general education curriculum, that is based on student need; and is made of evidence-based instructional strategies and techniques.
- **Evidence-Based Intervention** – an intervention for which data from scientific, rigorous research studies have demonstrated or validated the results.
- **Fidelity of Implementation** – the accurate and consistent delivery of instruction or assessment in the way it was designed or prescribed according to research findings and/or developers' specifications.

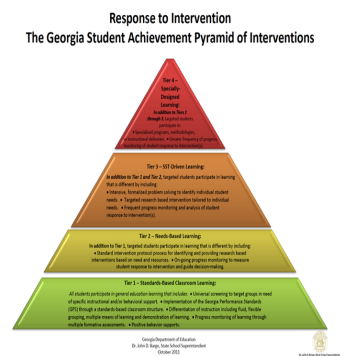
MTSS is aimed at addressing the needs of all learners — struggling through advanced — by providing a continuum of support and intervention. This school improvement initiative is designed to support better

educational outcomes — increasing graduation rates and ensuring that our students are college- and career-ready.

Main Elements of MTSS

<u>Screening</u>	<u>Interventions</u>	<u>Progress Monitoring</u>	<u>Data Based Decision Making</u>
<p>Purpose: identify students who are at risk of academic failure or behavior problems</p> <p>Focus: conducted for ALL students</p> <p>Tools: Involved brief assessments that are valid, reliable, and evidence based</p> <p>Timeframe: Administered 3 times a year- Fall, Winter, Spring</p> <p>Tells us:</p> <p>Is our core curriculum, Tier 1, working?</p> <p>Is instruction effective?</p> <p>Which students are in need of additional assessment and interventions?</p>	<p>Purpose: to improve educational outcomes for all students.</p> <p>Focus: provided to students that are identified as “at-risk” based on multiple screening measures</p> <p>Tools: use of scientifically research based interventions to address students’ needs.</p>	<p>Purpose: assesses effectiveness of interventions</p> <p>Focus: students identified “at-risk”</p> <p>Tools: involves brief assessments that are valid, reliable, and evidence based</p> <p>Timeframe: students are assessed at regular intervals i.e. weekly, bi-weekly, monthly</p> <p>Tells us:</p> <p>Are students meeting short term or long term goals?</p> <p>Are students progressing at an acceptable rate?</p> <p>Does the instruction or intervention need to be changed?</p>	<p>A student’s performance is assessed with the data obtained, and the interventions and decisions are made based on that data. Data analysis takes place at all levels of MTSS implementation. Established routines and procedures for making decisions.</p>

<https://drive.google.com/file/d/1Uc009oekTI5fz4MtxdGZKan3TxbxMygi/view>



Tier 1- all students participate in a standards-based classroom environment. Universal screening helps teachers identify students who will need more individualized assistance. Progress monitoring allows teachers to assess the effectiveness of instruction and to differentiate their assistance based on the instructional and/or behavioral needs of the students. Progress monitoring is conducted using formative assessment data, analysis of student work and behavioral data. When a variety of Tier 1 strategies are utilized and the student is not showing significant improvement, this should be the trigger that activates the school's MTSS plan to bring more focused attention and more intensive instructional assistance that comprises Tier 2.

Tier 2 is characterized by the addition of more concentrated small-group or individual interventions that target specific needs and essential skills. All Tier 2 Interventions must be research proven and aligned to the needs of the student and resources of the school. Interventions may involve an increase in intensity, frequency, and duration of the strategies utilized in Tier 1, or they may be entirely different based on information shared among staff members. Implementation of individualized Tier 2 interventions, as indicated in the written plan, is vital in order to see a change in student performance. Progress monitoring becomes more frequent and is required to determine the effectiveness of those interventions. If the interventions are implemented as planned, and the progress monitoring data reveals minimal to no change in student performance, the MTSS Committee will recommend moving to Tier 3.

Tier 3 - The MTSS committee reviews Tier 2 intervention(s) and progress monitoring data to determine the need for a change in the intervention type and/or frequency at which the student receives the intervention(s). If changes in intervention type(s) and/or frequency indicate inadequate progress, the MTSS committee will recommend appropriate post-SST options.

This framework:

- improves response times and helps educators rapidly respond to student needs, and
- aligns teams, helping to streamline information and resources necessary to improve student learning.

Essential Components to Improve Outcomes for Students

- ALL students are screened to identify those who may be at risk for poor academic or behavioral outcomes.
- Instruction and intervention is delivered utilizing evidence-based Best Practices and instructional fidelity is high.
- Progress monitoring provides information that allows teachers to better target student needs and appropriately match instruction, resources, and supports.
- Teams are focused on prevention to make data-based decisions that ensure all students are continuing to improve.
- Educators and families must work together to prevent poor outcomes for all students and ensure students have the tools to be successful.
- Everyone is involved in the process (parents, teachers, administrators, community members etc.).

Parents play a critical role in supporting what their children are learning in school. Research shows that the more parents are involved in student learning, the higher the student achievement. As with all aspects of education, parents play a major role in the MTSS process. Strong parent communication and active engagement in all steps of the process and in all decisions regarding adjustments to your student's curriculum and needs will accelerate your child's success.

Parents Can:

- Frequently communicate with your child's teacher(s).
- Attend school functions such as parent-teacher conferences.
- Monitor and assist with your child's homework assignments.
- Find out what skills and knowledge your child is expected to learn.
- Attend team meetings. Remember the importance of your voice in your child's education.
- Ask school team members the following questions:
 - What are the targeted supports that my child's school is using if he/she is struggling in the classroom?
 - How will I be informed of the progress my child is making?
 - What happens if my child is not making progress?
- Practice and reinforce any strategies or educational plans at home

At Southwest Georgia STEM Charter School

- We assess students for the purpose of identifying who needs additional support.
- We want to prevent failure by catching potential challenges early.
- Teachers implement interventions for specific skills and do frequent checks on the student's progress.
- We work collaboratively to maximize student achievement and appropriate behavior.

MTSS Procedures at Southwest Georgia STEM Charter School

Tier 1: Instructional Support for all students focusing on mastery of the Georgia Standards of Excellence Curriculum (GSE). Instructional support includes the implementation of differentiated instructional strategies and research-based practices. Student progress will be monitored using formative assessment data, analysis of student work and behavioral data. Students who fall below established criteria will be considered for Tier 2.

ALL students will have the following Universal Screeners administered 3 times a year:

Kindergarten: GKIDS, STAR Early Literacy, RAPID Reading,

1st: STAR Reading, STAR Math, RAPID Reading,

2nd: STAR Reading, STAR Math, RAPID Reading,

3rd-5th: STAR Reading, STAR Math

6th-10th: STAR Reading, STAR Math, USA Test Prep

Tier 2: If a student is **not** progressing and is at risk according to assessments, discipline referrals or other criteria, then that student will move to Tier 2. The following procedures will be followed in the event that the student(s) is/are not making adequate progress:

1. The general education teacher will call a meeting with the parent(s) and all school personnel that are involved with this student to discuss differentiated instructional strategies implemented and student performance.
2. The general education teacher will have the Screening Permission/Tier 2 Notification Letter signed by the parent prior to this meeting.
3. After moving the student to Tier 2, the general education teacher will notify the school nurse, special education director or appropriate personnel to perform the hearing/vision screening if there is not one on file that is less than 1 year old.



Forms to Complete for Tier 2 Placement

- 1. Screening Permission/Tier 2 Notification Letter (General Education Teacher)**
- 2. Tier 2 Meeting minutes (General Education Teacher)**
- 3. MTSS Tier 2 Implementation Plan (MTSS Coordinator/General Education Teacher)**
- 4. Placement for Tier 2 Form (MTSS Coordinator/Teacher)**

Once a student is placed into Tier 2, there may be more **in depth assessments completed to pinpoint what skill(s) the student is missing.**

Assessments: RAPID Assessment, GA Numeracy Project, Freckle Reading, Freckle Math, USA Test Prep, Dibels, Eureka Math

Once the needs have been established, research-based interventions will be implemented by the teacher to either individual students or small groups. There must be at least 2 different interventions for the identified area of weakness. Each intervention **MUST** be implemented for at least 3-4 weeks over a 6-8 week period.

Intervention Implementation: small group, 2 times a week, 10-20 minutes

Progress monitoring: once every other week using the Tier 2 Intervention Documentation located in an easily accessible yellow folder

Additional Programs to Assess and Intervene for Tier 2: STAR, Lexia, Freckle Reading, Freckle Math, USA Test Prep, Eureka Math, RAPID Reading, Dibels

If the 2nd or 3rd data point indicates no progress, the second intervention must be implemented at this time. All information, such as data, charts, and examples of student work, will be kept in a yellow folder provided by the MTSS Coordinator at the scheduled Tier 2 meeting. The **MTSS Coordinator** will be actively monitoring the MTSS Implementation Plan conducted by the general education teacher. The **general education teacher** will communicate with parent(s) regarding student performance/progress. If a student is not progressing after 6 weeks of Tier 2 interventions, and is still at risk according to assessment, discipline referrals, and/or other criteria, then the Tier 3 Referral Google Form must be completed and submitted to the MTSS Coordinator.



Forms to Complete for Tier 3 Placement

1. **Tier 3 Referral/ Parent Notification Letter (MTSS Coordinator)**
2. **MTSS Process Tier 3 Referral Form (MTSS Coordinator)**
3. **Tier 3 Meeting Agenda & Meeting Notes (MTSS Coordinator)**
4. **Analyzed Work Sample (General Education Teacher)**
5. **Communication Checklist (If applicable, General Education Teacher)**
6. **T3 Intervention Plan & Documentation (General Education Teacher & MTSS Coordinator)**

Tier 3: After a Tier 3 meeting is scheduled by the MTSS Coordinator, the MTSS Committee will meet to participate in a problem solving process to guide the design of individualized interventions that best fit the student. Tier 3 is the most intense interventions that are provided by EIP, reading and math support teachers, etc. During Tier 3 meetings, the team will analyze work samples, all previous interventions, progress monitoring data, assessments, discipline referrals, analyzed work samples, and/or other criteria to determine which research-based interventions to implement. **There must be 1 intervention for the identifiable area of weakness. This intervention is implemented over a 6 week period, but if the student is not making progress by week 3-4, the intervention must change to a new one that addresses that area of weakness.** In Tier 3, the intervention **cannot** be computer based.

Intervention Implementation: Individual or small group (2-3 students), 3 times a week, 15-30 minutes over a 6-8 week period.

Progress monitoring: Once every week using the Tier 3 Intervention Documentation located in an easily accessible blue folder. Conducted by EIP, reading and math support teachers, counselor and/or MTSS Coordinator as deemed appropriate. All information, such as data, charts, and examples of student work, will be kept in a blue folder provided by the MTSS Coordinator at the beginning of the Tier 3 process. The **MTSS Coordinator** will be monitoring the Implementation Plan to ensure that interventions are being implemented with fidelity. If a student is not progressing after 6 weeks of interventions, and is still at risk according to assessment, discipline referrals, and/or other criteria, then the referral packet will be submitted to the appropriate department within 5 days of the committee decision to refer.

Programs Used To Assess & Intervene for Tier 3:

STAR, Lexia, Freckle Reading, Freckle Math, USA Test Prep, Eureka Math, RAPID Reading, Dibels

2021-2022 BENCHMARK ASSESSMENT SCHEDULE**Beginning of the Year Benchmark Schedule**

August 23, 2021: STAR Reading Assessment

August 24, 2021: STAR Math Assessment

August 25, 2021: USATestPrep Social Studies Assessment

August 26, 2021: USATestPrep Science Assessment

August 27, 2021: MAKE UP Testing

Middle of the Year Benchmark Schedule

November 15, 2021: STAR Reading Assessment

November 16, 2021: STAR Math Assessment

November 17, 2021: USATestPrep Social Studies Assessment

November 18, 2021: USATestPrep Science Assessment

November 19, 2021: MAKE UP Testing

End of the Year Benchmark Schedule

March 21, 2022: STAR Reading Assessment

March 22, 2022: STAR Math Assessment

March 23, 2022: USATestPrep Social Studies Assessment

March 24, 2022: USATestPrep Science Assessment

March 25, 2022: MAKE UP Testing

Southwest Georgia STEM Charter School

185 Pecan Street | P.O. Box 300
 Shellman, Georgia 39886
 Phone: 229-345-3033

Ginger Almon, School Leader

Placement for Tier 2

Date: _____

Student Name: _____

Grade Level: _____

Referring Teacher Name: _____

Reason(s) for Tier 2 Referral:

- ☐ The student has received 3 or more discipline referrals. Total number of discipline referrals this school year: _____
- ☐ The student was retained the previous school year.
- ☐ Student was placed into Tier 2 last year/ Transferred to school with current placement as Tier 2
- ☐ 3rd - 8th Grade: Georgia Milestones: _____ Reading _____ Math (beginning and developing learners)
- ☐ Kindergarten - 3rd Grade: DIBELS Score: _____ Area(s) of weakness: phonemic awareness, phonics, fluency, vocabulary, comprehension -circle the areas of weakness.
- ☐ Kindergarten: STAR Early Literacy Score: _____
- ☐ Kindergarten: STAR Early Numeracy Score: _____
- ☐ 1st Grade - 9th Grade: STAR Reading Grade Equivalency: _____ (at least one grade level below)
- ☐ 1st Grade - 9th Grade: STAR Math Grade Equivalency: _____ (at least one grade level below)
- ☐ Grades: Reading _____ Math _____ (60% or below)
- ☐ USA Test Prep: Reading Benchmark _____ Math Benchmark _____ (50% or below)
- ☐ Other Measure(s): _____

General Education Teacher Signature

MTSS Coordinator Signature

Southwest Georgia STEM Charter School

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 Shellman, Georgia 39886
 Phone: 229-345-3033

Ginger Almon, School Leader

Parent Notification Letter For Multi-Tiered System of Supports (MTSS)– Tier 2 Referral

Date: _____

Dear Parent of _____,

As part of continuous efforts to improve student achievement, all Southwest Georgia STEM Charter School students are consistently assessed and monitored to measure their progress in the curriculum over time. Regular education interventions (extra support) will be provided as needed to all students who are not meeting expected levels of achievement in reading, math, behavior, and speech. This system of providing intervention based on individual student needs is called Response to Intervention (RTI).

Your child has been referred to receive Tier 2 interventions based on the following area(s) of concern:

☐ Reading ☐ Math ☐ Behavior ☐ Speech

A meeting with your child's teacher has been scheduled for _____. Through data analysis and knowledge of research-based intervention, we hope to develop a successful RTI Implementation Plan to help your child have a productive school year. Parental input is considered very important and your attendance is appreciated and invited.

In preparation for the scheduled meeting, I am asking for permission, as part of the RTI process, to conduct a hearing/vision screening to ensure that these factors are not interfering with your child's learning and/or behavior.

We appreciate your support of our efforts. If you have any questions, please contact me at **229-679-5555**.

Sincerely,

Student Name: _____

____ Yes, I agree for the hearing/vision screenings to be conducted.

____ No, I do not agree for the hearing/vision screenings to be conducted

____ Yes, I will attend the meeting. contact me with the results.

____ No, I cannot attend the meeting. Please

Parent/Guardian Signature

Date

Southwest Georgia STEM Charter School

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 Shellman, Georgia 39886
 Phone: 229-345-3033

Ginger Almon, School Leader

Tier 2 Meeting Agenda

Introductions – All introduce themselves, their role and/or relationship with the student and state at least one strength of the student. Parents need to hear good things about their child before problems are discussed. This sets a positive tone for the meeting.

____ Purpose of the Meeting Discussed

____ Describe academic/behavior problem

____ Present Baseline Data for each area

____ Discuss the appropriate academic/behavior grade level expectation

____ Discuss any other factors contributing to difficulties (home, social). Seek parent input .

____ Develop Strategies

____ Identify reasonable short-term goal to reach identified standard

____ Review Research Based Interventions available

____ Select Intervention-related to identified areas of concern as well as specific student need.

____ Determine schedule of intervention

____ Determine who will be responsible for conducting the intervention

____ Determine the assessment used to progress monitor

____ Schedule a Follow Up meeting Date and Time

____ All team members sign meeting notes

____ Dismiss

Ginger Almon, School Leader

Student's Name:_____ **Date:** _____

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

Meeting Notes:

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____ Problem resolved, exit to Tier 1.

___Progress made but problem not resolved: ___Remain Tier 2 ___Move to Tier 3

 All members in Agreement

Other (Specify) _____

Southwest Georgia STEM Charter School

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Shellman, Georgia 39886
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Ginger Almon, School Leader

MTSS Tier 2 Implementation Plan

Date: _____ **Student Name:** _____

Grade Level: _____ **Referring Teacher Name:** _____

Research-Based Intervention(s): _____

Description of Research-Based Intervention(s): _____

Frequency of Research-Based Intervention(s) (Include who is responsible for implementing and tracking, days of the week and times each day): _____

Progress Monitoring Tool(s): _____

*Interventions must be implemented with **Fidelity**. Fidelity refers to the provision or delivery of instruction in the manner in which it was designed or prescribed. Other related terms to fidelity are intervention integrity or treatment integrity which often refers to the same principle.*

Teacher Signature

MTSS Coordinator Signature

Tier 2 Reading Intervention Documentation

_____ will participate in _____
 (student name) (intervention)

in a group with _____ other students. The intervention will take place for _____ minutes,
 _____ times per week. The intervention will target the area of _____.

_____.

phonics fluency comprehension other

Data Collection

Assessment Used: _____

Scores

Baseline **T** Date: _____ Date: _____ Date: _____ Date: _____ Date: _____ Date: _____ Date: _____ Date: _____

Conclusion

Considering the data collected, this intervention provides adequate support for student to move toward a benchmark at a reasonable rate of speed?

- ☐ yes, the intervention will be continued
☐ no, another intervention will be tried
☐ no, the level of support will be increased

Tier 2 Writing Intervention Documentation

_____ will participate in _____
 (student name) (intervention)

in a group with _____ other students. The intervention will take place for _____ minutes,
 _____ times per week. The intervention will target the area of _____.

_____.

phonics fluency grammar other

Data Collection

Assessment Used: _____

Scores

Baseline **T** Date: _____ Date: _____ Date: _____ Date: _____ Date: _____ Date: _____ Date: _____ Date: _____

Conclusion

Considering the data collected, this intervention provides adequate support for student to move toward a benchmark at a reasonable rate of speed?

- ☐ yes, the intervention will be continued
☐ no, another intervention will be tried
☐ no, the level of support will be increased

Tier 2 Math Intervention Documentation

_____ will participate in _____
 (student name) (intervention)

in a group with _____ other students. The intervention will take place for _____ minutes,
 _____ times per week. The intervention will target the area of _____.

counting computation application problem solving other

Data Collection

Assessment Used: _____

Scores

Baseline **T** Date: _____ Date: _____ Date: _____ Date: _____ Date: _____ Date: _____ Date: _____ Date: _____

Conclusion

Considering the data collected, this intervention provides adequate support for student to move toward a benchmark at a reasonable rate of speed?

- ☐ yes, the intervention will be continued
☐ no, another intervention will be tried
☐ no, the level of support will be increased

Tier 2 Behavior Intervention Documentation

_____ will participate in _____
 (student name) (intervention)

in a group with _____ other students. The intervention will take place for _____ minutes,
 _____ times per week. The intervention will target the area of _____.

social skills task completion following directions/rules other

Data Collection

Assessment Used: _____

Scores

Baseline **T** Date: _____ Date: _____ Date: _____ Date: _____ Date: _____ Date: _____ Date: _____ Date: _____

Conclusion

Considering the data collected, this intervention provides adequate support for student to move toward a benchmark at a reasonable rate of speed?

- ☐ yes, the intervention will be continued
☐ no, another intervention will be tried
☐ no, the level of support will be increased

Southwest Georgia STEM Charter School

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Ginger Almon, School Leader

Placement for Tier 3

Date: _____

Student Name: _____

Grade Level: _____

Referring Teacher Name: _____

Reason(s) for Tier 3 Referral:

- ☐ Tier 2 research-based interventions were not successful (documented in yellow folder)
- ☐ Student has received 3 or more discipline referrals. Total number of discipline referrals this school year: _____
- ☐ Student was retained the previous school year.
- ☐ Student was placed into Tier 3 last year/ Transferred to school with current placement as Tier 3
- ☐ 3rd - 8th Grade: Georgia Milestones: _____ Reading _____ Math (beginning and developing learners)
- ☐ Kindergarten - 3rd Grade: DIBELS Score: _____ Area(s) of weakness: phonemic awareness, phonics, fluency, vocabulary, comprehension -circle the areas of weakness.
- ☐ Kindergarten: STAR Early Literacy Score: _____
- ☐ Kindergarten: STAR Early Numeracy Score: _____
- ☐ 1st Grade - 9th Grade: STAR Reading Grade Equivalency: _____ (at least one grade level below)
- ☐ 1st Grade - 9th Grade: STAR Math Grade Equivalency: _____ (at least one grade level below)
- ☐ Grades: Reading _____ Math _____ (60% or below)
- ☐ USA Test Prep: Reading Benchmark _____ Math Benchmark _____ (50% or below)
- ☐ Other Measure(s): _____

Teacher Signature

MTSS Coordinator Signature

Parent/Guardian Signature

Southwest Georgia STEM Charter School

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 Phone: 229-345-3033

Ginger Almon, School Leader

Multi-Tiered System of Supports (MTSS) Process Initial Referral Form

Date: _____

Student: _____ Birth Date: _____

Homeroom Teacher: _____ Current Grade: _____

Has the student been retained? Yes ☐ No ☐ If so, what grade(s): _____

Does the student have a medical diagnosis? Yes ☐ No ☐ If so, what? _____

Is the student taking medication? Yes ☐ No ☐ If so, what? _____

Does the student wear glasses? _____ Does the student wear hearing aids? _____

Is the student: excessively tardy? Yes ☐ No ☐ excessively absent? Yes ☐ No ☐

Does the student receive: EIP ☐ Speech/Language ☐ OT ☐ PT ☐ Other _____
 Gifted ☐ Previous Special Education services ☐

****Please attach copy of last of report card****

If applicable, please include most recent three years' data of the following:

GKIDS: Baseline _____ End of the year: _____ ☐ If checked, see student level reports attached

Georgia Milestones (if applicable):

Grade/Year: _____ Rdg/ELA _____ Math _____ Science _____ Soc. Stud. _____

Grade/Year: _____ Rdg/ELA _____ Math _____ Science _____ Soc. Stud. _____

Grade/Year: _____ Rdg /ELA _____ Math _____ Science _____ Soc. Stud. _____

READING DATA

DIBELS: (composite) Fall _____ Winter _____ Spring _____

STAR Reading: Fall _____ Winter _____ Spring _____

Other measures: _____

MATH DATA

Benchmarks: 1. ____/____ 2. ____/____ 3. ____/____ 4. ____/____

Other measures: _____

OTHER DATA

Science Data: Benchmarks: 1. ____/____ 2. ____/____ 3. ____/____ 4. ____/____

Social Studies Data: Benchmarks: 1. ____/____ 2. ____/____ 3. ____/____ 4. ____/____

Please check any that apply:

Behavioral Characteristics

☐tense ☐anxious ☐courteous ☐impulsive ☐moody ☐hostile

☐responsible ☐cheerful ☐dependent ☐withdrawn ☐easily upset ☐eager for praise/please

Relations with Others

☐ outgoing; good-natured ☐ communicates ☐ assumes leadership roles easily ☐ patient

☐ has few friends ☐ seeks attention ☐ enjoys group activities ☐ tactful

☐ reacts positively to praise ☐ jealous ☐ physically aggressive ☐ plays alone

☐ independent ☐ high degree of conformity to peer group expectations

☐ refuses to follow leadership of others

Attention

☐ listens carefully ☐ waits for complete instructions before beginning task

☐ inattentive to most instructions ☐ begins to work impulsively w/o listening to instruction

☐ seems to understand most instructions

Parents were notified of concerns on _____ by _____,
and method of contact (check): ☐ phone ☐ letter ☐ in person ☐ Other _____

(Please attach appropriate documentation).

Additional Comments:(if handwriting this form please check here and use the back):

Student Data Form Completed by: _____ Date: _____

Date rec'd by MTSS Coordinator: _____ Action taken: _____

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Ginger Almon, School Leader

Communication Skills – Teacher Tool

Name of Student:	ID#	Date of Birth:	Age:	Date Completed:
School:	Teacher:	Grade:	ESOL: Yes/No	Primary Language:

Please indicate if skills appear to be adequate/inadequate for age:

Oral Expression

Adequate*

Inadequate (Provide example below)

Can be understood when speaking
 Makes sense in conversation
 Uses age-appropriate vocabulary
 Grammar and sentence structure are as mature as peers
 Speaks in complete sentences most of the time
 Relates events in proper sequence
 Verbally interacts with peers in social situations
 Responses to questions are appropriate
 Shows no difficulty remembering words while speaking
 Describes and provides information orally

Listening Comprehension

Attends to language based activities
 Follows oral directions
 Understands what is said
 Remembers spoken information
 Discriminates between words and sounds that are similar
 Usually does not need repetition to understand
 Is able to tune out noise distractions

Articulation/Voice/Fluency of Speech

Speech is easily understood
 Speech sound production is similar to that of peers
 Speech sound errors do not affect reading and spelling
 Speaks fluently without excessive repetition or pause
 Speaks at appropriate rate
 Voice quality/pitch appropriate for age and sex
 Speaking volume is appropriate

***Describe and provide examples for items checked as inadequate: (Use back if more space is required.)**

How do areas noted as inadequate affect the student in the classroom?

Ginger Almon, School Leader

Parent Notification Letter For Multi-Tiered System of Supports (MTSS) – Tier 3 Referral

Dear Parent of _____,

Your child has been referred to receive Tier 3 interventions based on the following area(s) of concern:

☐ Reading ☐ Math ☐ Behavior ☐ Speech

In preparation for the scheduled meeting, I am asking for you to complete the attached Student Background Information form so we will have as much information about your child as possible when developing his/her MTSS Implementation Plan.

Sincerely,

Leslie Presley

MTSS Coordinator

Student Name: _____

____ Yes, I will attend the meeting. ____ No, I will not be able to attend the meeting.
Please contact me with the results.

Parent/Guardian Signature

Date

Southwest Georgia STEM Charter School

185 Pecan Street | P.O. Box 300
 Shellman, Georgia 39886
 Phone: 229-345-3033

Ginger Almon, School Leader

Student Background Information

Student's Name: _____ Birth-date: _____

Mother's Name: _____ Father's Name: _____

Student Lives with: ☐ Both Parents ☐ Mother ☐ Father ☐ Other _____

Developmental History

Birth: Full term ☐ Premature ☐ Post-due date _____ Birth Weight _____

Were there any problems during pregnancy, at delivery, or after delivery? _____

Were developmental milestones met within average ranges (i.e. first words, sitting and pulling up, walking, toileting skills, etc.)? _____

List student's major injuries, illnesses, operations, or disorders/syndromes: _____

Is your child taking medication? No ☐ Yes ☐ (indicate names and doses) _____

Are there any physical or medical conditions present? _____

Did your child attend pre-school or daycare? ☐ No ☐ Yes (Include Name) _____

How did your child react when he/she started school? _____

Current Concerns

What are your main concerns with your child's functioning in school? _____

Does your child display average ability to play, work, follow directions, or communicate with others?
 Yes ☐ No ☐ (if not, please explain) _____

Have there been changes in his/her levels of success, effort, or ability? No ☐ Yes ☐ (if so, explain)

How does your child respond to correction and discipline at home? _____

How does your child get along with his/her siblings? _____

Does your child get along with other children in the neighborhood? Yes ☐ No ☐

How much time is generally spent each night completing homework? _____

List some of your child's strengths and weaknesses:

Strengths: _____

Weaknesses: _____

Has your child received any services outside of the school system (i.e. private psychologist, individual/family counseling, evaluation, social worker, etc.) No ☐ Yes ☐ (if so, which services and approximate date)

Behavioral Characteristics in the Home Setting (check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> easily discouraged | <input type="checkbox"/> is self-confident |
| <input type="checkbox"/> has extreme or unusual fears | <input type="checkbox"/> has short attention span |
| <input type="checkbox"/> does not sleep well | <input type="checkbox"/> has sudden mood changes |
| <input type="checkbox"/> is overly dependent for age | <input type="checkbox"/> walks in sleep |
| <input type="checkbox"/> complains that others don't like him/her | <input type="checkbox"/> is generally happy |
| <input type="checkbox"/> is considerate of others | <input type="checkbox"/> sucks thumb/fingers |
| <input type="checkbox"/> has tantrums | <input type="checkbox"/> does not eat well |
| <input type="checkbox"/> is abusive toward others | <input type="checkbox"/> disobedient |
| <input type="checkbox"/> is overactive | <input type="checkbox"/> daydreams a lot |
| <input type="checkbox"/> controls temper | <input type="checkbox"/> stays to him/herself |
| <input type="checkbox"/> destructive | <input type="checkbox"/> abusive to animals |
| <input type="checkbox"/> wets bed | <input type="checkbox"/> holds grudges |
| <input type="checkbox"/> often sad | <input type="checkbox"/> unmotivated |

Information provided by: _____ Relationship: _____

Signature: _____ Date: _____

Analyzed Work Samples

Must be for the area(s) the student has demonstrated as a weakness. Only problematic areas require work samples and observation. If the teacher indicates problems in 3 areas, there should be work samples from 3 areas.

Incomplete student work/papers are not valid samples of what the student has difficult doing. In order to assess a student's ability, you must see his/her responses and analyze their work. Incomplete pages document that the students has difficulty with work habits but not necessarily that the student has difficulty finding the main idea, subtracting numbers, writing a paragraph or identifying words, etc...

The number of analyzed work samples is determined by the general education teacher. Quality is preferred over quantity.

Teacher written commentary explaining the following: date of assignment, instructions for completing the assignment, length of time, if extra time was provided, independent/group activity, and any other helpful information.

How does this student's work compare to an average student? Considering, the time it takes to complete, amount of support needed, any modifications made, and overall quality of work. Comparative work samples should only have the identified student's name; all other names should be marked out.

Complete the content specific Work Sample Analysis Form and attach work samples

Basic Reading Skills
Work Sample Analysis

Name: _____ Date: _____

This Work Sample is _____ Pre-Intervention _____ Post-Intervention

Directions: Choose a work sample(s) that best represents the area of concern and demonstrates the deficits in the area. Please attach the work sample(s). You must complete this form for each sample included.

Objective of Lesson:

Grade Level of Assignment: _____ Below Grade Level _____ Grade Level

Instruction: _____ Individual _____ Small Group _____ Whole Group

Task Presentation: _____ Visual _____ Auditory _____ Tactile

Response Expected: _____ Oral _____ Written Other: _____

Is the student lacking prerequisite skills?

_____ No _____ Yes, specify: _____

Is there a pattern in the errors made?

_____ No _____ Yes, specify: _____

Are there factors which hinder progress?

_____ No _____ Yes, specify: _____

Check those that apply to this specific work sample(s).

- ____ Does not know all the letters of the alphabet
- ____ Does not accurately recognize letters and letter order (reverses and/or transposes letters)
- ____ Has difficulty with sound-symbol relationships
- ____ Does not discriminate between similar letters and words when reading
- ____ Cannot accurately sound out unfamiliar words; does not smoothly blend sounds when attacking new words.

- ☐ Fails to demonstrate word attack skills (e.g., phonics, context clues, picture clues, etc.)
- ☐ Omits, adds, substitutes, or reverses letters, words, or sounds when reading.
- ☐ Has not mastered sight words
- ☐ Fails to recognize words on grade level
- ☐ Does not read independently
- ☐ Does not accurately read new words in context after they have been introduced by the teacher
- ☐ Difficulty with phonic skills when reading (i.e., fails to sound out words correctly or blend sounds into words)
- ☐ Can read words correctly in one context but not in another
- ☐ Cannot read fluently; overly relies on pointing with a finger, holding the book close, etc.
- ☐ Has not mastered reading silently without inappropriate sub-vocalizing
- ☐ Does not read orally and silently at about the same rate as peers
- ☐ Does not read and scan fluently; has excessive omissions, substitutions, loses his/her place
- ☐ Has not mastered frequently used, irregular words (especially th- and wh- words)

Reading Comprehension
Work Sample Analysis

Name: _____ Date: _____

This Work Sample is _____ Pre-Intervention _____ Post-Intervention

Directions: Choose a work sample(s) that best represents the area of concern and demonstrates the deficits in the area. Please attach the work sample(s). You must complete this form for each sample included.

Objective of Lesson:

Grade Level of Assignment: ____ Below Grade Level ____ Grade Level

Instruction: ____ Individual ____ Small Group ____ Whole Group

Task Presentation: ____ Visual ____ Auditory ____ Tactile

Response Expected: ____ Oral ____ Written ____ Other: _____

Is the student lacking prerequisite skills?

____ No ____ Yes, specify: _____

Is there a pattern in the errors made?

____ No ____ Yes, specify: _____

Are there factors which hinder progress?

____ No ____ Yes, specify: _____

Check those that apply to this specific work sample(s).

____ Does not self-correct.

____ Misuses such that meaning is distorted

____ Does not observe punctuation when reading

____ Loses place when reading (i.e., leaves out words, lines, or sentences when reading)

____ Fails to finish assignments because of reading difficulties (i.e., reads too slowly to finish on time)

____ Does not follow written instruction as well as peers

____ Fails to comprehend the meaning of words in the reading vocabulary

- ___ Understands what is read to him/her, but not what he/she reads silently
- ___ Does not recall facts after reading orally
- ___ Does not accurately comprehend statements w/ conditional words only, never, always, either or, etc.
- ___ Fails to correctly answer comprehension questions from reading activities
- ___ Cannot find a main idea statement accurately
- ___ Cannot infer meaning beyond the text.
- ___ Does not correctly use textural elements such as headings, subheadings, introductions, summaries, graphic presentations, indexes, etc.

Mathematics Calculation
Work Sample Analysis

Name: _____ Date: _____

This Work Sample is _____ Pre-Intervention _____ Post-Intervention

Directions: Choose a work sample(s) that best represents the area of concern and demonstrates the deficits in the area. Please attach the work sample(s). You must complete this form for each sample included.

Objective of Lesson:

Grade Level of Assignment: _____ Below Grade Level _____ Grade Level

Instruction: _____ Individual _____ Small Group _____ Whole Group

Task Presentation: _____ Visual _____ Auditory _____ Tactile

Response Expected: _____ Oral _____ Written _____ Other: _____

Is the student lacking prerequisite skills?

_____ No _____ Yes, specify: _____

Is there a pattern in the errors made?

_____ No _____ Yes, specify: _____

Are there factors which hinder progress?

_____ No _____ Yes, specify: _____

Check those that apply to this specific work sample(s).

_____ Has not mastered the elements of numerals (i.e., rote counting, recognizing and/or writing numbers in order)

_____ Does not comprehend place value

_____ Has not mastered basic mathematical facts for grade level

_____ Does not remember math facts

_____ Does not work math problems as quickly as classmates

- ___ Confuses operational signs when working math problems
- ___ Fails to change from one math operation to another
- ___ Works math problems left to right instead of right to left
- ___ No use of columns when working problems (e.g., puts numbers in wrong columns, adds across columns, etc.)
- ___ Fails to follow necessary steps in math problems (e.g., does steps in the wrong order, omits a step, etc.)
- ___ Cannot correctly complete operations that require multiple steps (e.g., long division or subtraction with regrouping)
- ___ Cannot estimate and evaluate an answer that is approximately correct
- ___ Fails to correctly solve math problems requiring addition
- ___ Fails to correctly solve math problems requiring subtraction
- ___ Fails to correctly solve math problems requiring regrouping
- ___ Fails to correctly solve math problems requiring multiplication
- ___ Fails to correctly solve math problems requiring division
- ___ Fails to correctly solve math problems involving fractions or decimals

Mathematical Reasoning Work Sample Analysis

Name: _____ Date: _____

This Work Sample is _____ Pre-Intervention _____ Post-Intervention

Directions: Choose a work sample(s) that best represents the area of concern and demonstrates the deficits in the area. Please attach the work sample(s). You must complete this form for each sample included.

Objective of Lesson:

Grade Level of Assignment: ____ Below Grade Level ____ Grade Level ____ Above Grade Level

Instruction: ____ Individual ____ Small Group ____ Whole Group

Task Presentation: ____ Visual ____ Auditory ____ Tactile

Response Expected: ____ Oral ____ Written ____ Other: _____

Is the student lacking prerequisite skills?

____ No ____ Yes, specify: _____

Is there a pattern in the errors made?

____ No ____ Yes, specify: _____

Are there factors which hinder progress?

____ No ____ Yes, specify: _____

Check those that apply to this specific work sample(s).

____ Cannot recognize and comprehend key words that identify the operation used in a word problem

____ Cannot identify the numerical elements to be used in solving a word problem

____ Cannot express the equivalent parts of fractions, percentages, and decimals

____ Cannot solve life-related problems involving time, money, and measurement

____ Cannot accurately estimate response to everyday problems in time, money, and measurement

____ Cannot state the function and use of measurement terms to solve problems

- ___ Cannot solve basic problems involving geometry
- ___ Has difficulty solving math word problems
- ___ Does not understand abstract math concepts without concrete examples (i.e., must have manipulatives in order to work math problems)
- ___ Falls to correctly solve problems involving money
- ___ Fails to correctly solve problems using measurement Does not understand the concept of time

Listening Comprehension Work Sample Analysis

Name: _____ Date: _____

This Work Sample is _____ Pre-Intervention _____ Post-Intervention

Directions: Choose a work sample(s) that best represents the area of concern and demonstrates the deficits in the area. Please attach the work sample(s). You must complete this form for each sample included.

Objective of Lesson:

Grade Level of Assignment: ____ Below Grade Level ____ Grade Level ____ Above Grade Level

Instruction: ____ Individual ____ Small Group ____ Whole Group

Task Presentation: ____ Visual ____ Auditory ____ Tactile

Response Expected: ____ Oral ____ Written ____ Other: _____

Is the student lacking prerequisite skills?

____ No ____ Yes, specify: _____

Is there a pattern in the errors made?

____ No ____ Yes, specify: _____

Are there factors, which hinder progress?

____ No ____ Yes, specify: _____

Check only the descriptors that apply to this specific work sample(s) attached.

____ Requires eye contact in order to listen successfully

____ Attends more successfully when close to source of sound

____ Has difficulty attending to peers/adults when they are talking

____ Unable to follow appropriate verbal directions (requiring a single response)

____ Does not hear all of what is said (e.g., misses word endings, misses key words such as "do not," etc.)

____ Fails to direct attention or fails to maintain attention to important sounds in the immediate environment

- ___ Unsuccessful in activities requiring listening (e.g., games, following oral directions, etc.)
- ___ Needs oral questions and directions frequently repeated (e.g., student says, "I don't understand," needs constant reminders, etc.)
- ___ Has trouble detecting humor or sarcasm in the verbal expression of others
- ___ Cannot identify age appropriate vocabulary through picture cues
- ___ Has difficulty differentiating speech sounds heard (e.g., cannot tell the difference between /ch/ and /sh/ sounds, similar vowel sounds, similar consonant sounds, rhyming words etc.)
- ___ Demonstrates poor comprehension of sentences when presented with picture stimuli
- ___ Unable to sequence pictures to demonstrate an understanding of orally presented material
- ___ Unable to respond appropriately to wh- questions following oral presentation of a story
- ___ Unable to verbally paraphrase sentences or stories presented orally

Written Expression
Work Sample Analysis

Name: _____ Date: _____

This Work Sample is _____Pre-Intervention _____Post-Intervention

Directions: Choose a work sample(s) that best represents the area of concern and demonstrates the deficits in the area. Please attach the work sample(s). You must complete this form for each sample included.

Objective of Lesson:

Grade Level of Assignment: _____Below Grade Level _____Grade Level

Instruction: _____Individual _____Small Group _____Whole Group

Task Presentation: _____Visual _____Auditory _____Tactile

Response Expected: _____Oral _____Written _____Other: _____

Is the student lacking prerequisite skills?

____No ____Yes, specify: _____

Is there a pattern in the errors made?

____No ____Yes, specify: _____

Are there factors, which hinder progress?

____No ____Yes, specify: _____

Check only the descriptors that apply to this specific work sample(s) attached.

- ____Demonstrates poor motor coordination and motor fluency
- ____Reverses letters and numbers when writing
- ____Fails to form letters correctly when printing or writing
- ____Uses inappropriate letter size when writing
- ____Uses inappropriate spacing between words or sentences when writing
- ____Fails to write within a given space (e.g., writes off of the page, does not write on a line, etc.)
- ____Is unable to copy letters, words, sentences, and numbers from a model at close distance (e.g., cannot copy from a textbook)

- ___ Fails to use spelling rules (e.g., “i” before “e” except after “c” rules for changing words to plural form, etc.)
- ___ Has difficulty with phonetic approaches to spelling
- ___ Has difficulty spelling words that do not follow the spelling rules
- ___ Does not use word-endings correctly when spelling or omits them (e.g., -ed, -ing, -ly, etc.)
- ___ Spells words correctly in one context, but not in another (e.g., can spell the word on a quiz but not in a sentence, cannot spell the word from dictation but can spell it correctly in sentence, etc.)
- ___ Requires continued drill and practice in order to learn spelling words
- ___ Unable to generate ideas orally
- ___ Does not compose complete sentences or express complete thoughts when writing
- ___ Omits, adds, or substitutes words when writing
- ___ Fails to correctly organize writing activities (e.g., cannot sequence events, cannot develop a paragraph, uses incorrect word order, etc.)
- ___ Cannot write a single sentence from a sentence starter
- ___ Cannot write a single sentence from a visual stimulus
- ___ Cannot write a single sentence from a word
- ___ Cannot write a single sentence from a topic
- ___ Cannot write a paragraph from a visual stimulus
- ___ Cannot write a paragraph following a verbal rehearsal of content with the teacher
- ___ Cannot write a paragraph from a topic sentence
- ___ Cannot write a paragraph from a topic
- ___ Does not use descriptive words (adjectives, adverbs) in writing
- ___ Fails to use capitalization correctly in writing
- ___ Fails to use punctuation correctly in writing
- ___ Demonstrates poor sentence structure in writing
- ___ Does not use appropriate subject-verb agreement in writing
- ___ Fails to use verb tenses correctly in writing

Oral Expression Work Sample Analysis

Name: _____ Date: _____

This Work Sample is _____Pre-Intervention _____Post-Intervention

Directions: Choose a work sample(s) that best represents the area of concern and demonstrates the deficits in the area. Please attach observation notes.

Objective of Lesson:

Grade Level of Assignment: _____Below Grade Level _____Grade Level

Instruction: _____Individual _____Small Group _____Whole Group

Task Presentation: _____Visual _____Auditory _____Tactile

Response Expected: _____Oral _____Written _____Other: _____

Is the student lacking prerequisite skills?

____No ____Yes, specify: _____

Is there a pattern in the errors made?

____No ____Yes, specify: _____

Are there factors, which hinder progress?

____No ____Yes, specify: _____

Check only the descriptors that apply, with an example.

- ____Demonstrates a limited speaking vocabulary
- ____Has poor age-appropriate vocabulary development
- ____Does not respond in complete sentences (example?)
- ____Unable to carry on conversation with peers and adults
- ____Unable to communicate ideas adequately with verbal statements (is dependent on gestures)
- ____Does not formulate sentences or stories related to stimuli
- ____Unable to relate experiences or stories in sequential order when visual stimuli or word cues are provided
- ____Cannot provide verbal labels for common objects in school or home environment
- ____Has difficulty with word retrieval (has difficulty "finding" words to describe intent)

Adapted from McCartney, S. & Wendling, A. (1987), Learning disability intervention manual. Columbia, MO: Hawthorne Educational Services

Southwest Georgia STEM Charter School

185 Pecan Street | P.O. Box 300
 Shellman, Georgia 39886
 Phone: 229-679-5555 / 229-345-3033

Ginger Almon, School Leader

Tier 3 Meeting Agenda

Introductions – All introduce themselves, their role and/or relationship with the student and state at least one strength of the student. Parents need to hear good things about their child before problems are discussed. This sets a positive tone for the meeting.

____ Introductions

____ Purpose of the Meeting Discussed

____ Review academic/behavior problem

____ Present Tier 2 interventions & progress monitoring

____ Discuss any other factors contributing to difficulties (home, social). Seek parent input .

 Use Background Data form for information

____ Develop Strategies

____ Identify reasonable short-term goal to reach identified standard

____ Review Research Based Interventions available

____ Select Intervention-related to identified areas of concern from and specific student need.

____ Determine schedule of intervention

____ Determine who will be responsible for conducting the intervention

____ Determine the assessment used to progress monitor

____ Schedule a Follow Up meeting Date and Time

____ All team members sign meeting notes

____ Dismiss

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Ginger Almon, School Leader

Tier 2 Meeting # _____

Tier 3 Meeting # _____

Student's Name:_____ Date:_____

Members Present (Signature required)

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Recommendations have been ____Successful ____Unsuccessful ____1st Meeting

Meeting Notes:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Meeting Decision:

____ Problem resolved, exit to Tier 1.

____Progress made but problem not resolved: ____Remain Tier 2 ____Move to Tier 3

____All members in Agreement

____ Other (Specify) _____

Tier 3 Intervention Plan & Documentation

Student: _____ Concern: _____

Goal: Increase to _____ OR Decrease to _____

1. Intervention: _____

2. By Whom: _____

3. # of Sessions/Times Implemented: _____

4. Individual or Small Group (Size): _____

5. Location: _____

6. Length of Session: _____

Data Collection

Assessment Used: _____

Scores

Baseline

T

Date: ____ Date: ____ Date: ____ Date: ____ Date: ____ Date: ____ Date: ____ Date: ____

Intervention Status

__ Problem Resolved- back to T2

__ Problem not resolved, progress is being made- Continue Interventions

__ Problem not resolved- change intervention

__ Adequate progress not made- refer to Administrator for review

Southwest Georgia STEM Charter School

185 Pecan Street | P.O. Box 300
Shellman, Georgia 39886
Phone: 229-345-3033

Ginger Almon, School Leader

To the Parent(s)/Guardians of: _____

The Georgia Department of Education has developed a problem solving approach, called Multi-Tiered System of Supports (MTSS), to help any student who has difficulty in the academic/behavioral setting. Tier 1 involves all students in the general education classroom. Tier 2 students receive interventions in one or more of the following areas: academic, speech/language or behavioral. Tier 3 students receive more intensive interventions. Your child has been receiving academic/behavioral/speech/language interventions.

This letter is to inform you that your child has made progress and has exited Tier 3. He/she was placed back into Tier 2 on _____ for _____.
(Date) (Skill Area)

If you have any questions, please call your child's teacher at _____.
(Phone Number)

Intervention Provider's Name _____ Date _____

Please sign and return as soon as possible.

I have been notified that my child has exited Tier 3 and has returned to Tier 2.

Child's Name _____ Date _____

Parent's Signature _____

Universal Best Practice Strategies Tier 1 Emphasis on major points, Opportunity to respond orally, Provide students with review outlines, Teach students to recognize signal words (sum, difference, a key feature, above all), Use visual aids and cues, Provide auditory aids, Provide an opportunity for students to verbalize steps, Provide adequate wait time, Allow paired working arrangements, Establish relevancy and a purpose for learning by relating to previous experience, Provide concrete experiences, Immediate feedback, Positive reinforcement of behavior, Check on progress often, especially during the first few minutes of the task, Provide written backup for oral directions, Have student repeat directions, Provide examples, Highlight, underline, number, Pre-teach vocabulary, Write schedules, timelines and calendars, Give rules for class discussions, Teach memory skills, Provide structure by defining the roles within the group, the tasks to be performed, Provide positive reinforcement often, Provide experiences for a frame of reference, Use brainstorming, role playing, simulation, Cues for task completion, Allow breaks, Provide repetition of key concepts

Visual Learner Best Practices

Visual learners need to see, watch, and observe. Their eyes are the keys to learning.

Color coding, Visual patterns of words, Graphics, pictures, and written key words to support auditory information, Gestures and cues to support auditory information, Charts, Webs, Outlines, Story maps, Diagrams, Flashcards, Maps, Modeling, Sequencing information, Teach the student visualize acronyms, Encourage the student to keep an assignment log

Auditory Learner Best Practices

Auditory learners benefit from hearing information.

Verbal instruction, Subvocalize while reading, Lecture, Discussion, Brainstorming, Oral reports, Creative dramatics, Phonics, Poetry, Self-talk, Verbalize the steps needed, Audio, Listening centers, Partner activities, Oral activities prior to independent work, Sub-vocalization while reading to self, Teach the student to talk through task, Provide auditory and rhyming cues, Use mnemonic devices for retention of skills, Use oral tasks occasionally and require oral responses

Kinesthetic Learner Best Practices

These learners learn by doing, touching, and direct involvement.

Hands-on activities, Project, Manipulatives, Performance/acting out experiences, Crafts, Drawing, Construction, Computers, Tap/clap syllables, Number lines, Touch the student while talking, Let student run errands, pass out papers, When possible, allow student to move around the room as part of the learning experience, Have student chart own progress, Keep the work period short and gradually lengthen

Tier 2 Intervention Strategies Best Practices

Special projects in lieu of assignments, Provide students with review outlines, Teach students to recognize signal words (sum, difference, a key feature, above all), Shorten verbal instruction, Refer to visual aides, Provide auditory aides, Provide an opportunity for student to verbalize steps, Provide adequate wait time, Simplify vocabulary, Allow peer tutoring/paired working arrangements, Allow oral exams, open book exams, open note exams, exams of reduced length, Preteach content (school or home), Establish relevancy and a purpose for learning by relating to previous experience, Provide concrete experience, Immediate feedback, Provide positive reinforcement often, Check on progress often especially during the first few minutes of the task, Peer tutor, Provide a checklist for each step of the task, Have student repeat directions, Look directly at student, Use fewer words, Provide examples, Highlight, underline, number, Pre-teach vocabulary, Use larger print, Write schedules, timelines, calendars, Provide checklists, Provide closure along the way (chunking), Provide make-up time, Provide prompts/cues, Have students make notes to self, Teach memory skills, Provide structure by defining the roles within the group, the tasks to be performed, Provide positive reinforcement often, Have student close eyes and visualize information, Give explanations in small, distinct steps, Assign responsibility or position of leadership, Provide variety of work within assignment, Reduce number of new ideas, Provide experiences for a frame of reference, Use formats low on writing (multiple choice, etc.), Use graph paper, Use brainstorming, role playing, simulation, Have student dictate work to someone else, Have student prepare only notes or outline, Preferential seating/ personal work space, Study carrel, Headphones to eliminate noise, Visual cues, Cues for task completion, Teacher proximity, Allow student to subvocalize while reading, Touch the student, Extend time requirements, Assign tasks in workable chunks/ tailor assignments, Allow break, Allow movement, Visual timer, Provide repetition of key concepts, Lower readability/difficulty level, Large Print, More White Space, Highlighted texts and materials, Audio, Manipulatives, Change the format, Look at the visual design, Provide visual clues

Strategy vs Intervention vs Accommodation vs Modification

<u>Strategy</u>	<u>Intervention</u>	<u>Accommodation</u>	<u>Modification</u>
<u>What?</u> A loosely defined collective term that is often used interchangeably with the word “intervention”; however strategies are generally considered effective instructional and behavioral practices rather than a set of prescribed instructional procedures, systematically implemented. (GaDOE RTI Manual)	<u>What?</u> Targeted instruction that is based on student needs. Interventions supplement the general education curriculum. Interventions are a systematic compilation of well researched or evidence based specific instructional strategies and techniques. (GaDOE RTI Manual) Strategies can become interventions if it includes step-by-step descriptions so it can be implemented consistently and replicated by others.	<u>What?</u> A change made to the teaching or testing procedures in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills. (Stetson and Associates training) Accommodations are designed to provide equity, not advantage. Accommodations level the playing field.	<u>What?</u> A change in WHAT the student is expected to learn and/or demonstrate. While a student may be working on modified course content, the subject area remains the same as the rest of the class. (Stetson and Associates training) Alterations that change, lower, or reduce learning expectations. (GaDOE RTI Manual) Since the curriculum is changed, modifications are usually only available to students on the GAA
<u>Examples</u> Cooperative learning groups • Identifying Similarities and Differences • Advanced Organizers • Extra practice	<u>Examples</u> Check-in / Check Out Program • Repeated Reading • Wilson Reading Program • Mystery Motivator - Targeted instruction based on progress monitoring,	<u>Examples</u> Seat near the teacher • Use of a word bank for test • Small group testing • Extended time for assignments and/or tests • Allow to write answers in the test book • Provide with an extra set of textbooks at home	<u>Examples</u> Grade level peers are expected to learn multiplication and division while the student with a disability is only expected to learn to count to 100.
<u>As a part of:</u> Good classroom instruction – best practices	<u>As a part of:</u> MTSS Plans Behavior Intervention Plans	<u>As a part of:</u> MTSS Plans IEP Classroom Accommodations Section • 504 Accommodation Plan	<u>As a part of:</u> IEP – used if student is on an alternate curriculum