MTSS Implementation Manual

2022 - 2023
Leslie Presley
MTSS Coordinator

Manual Revisions

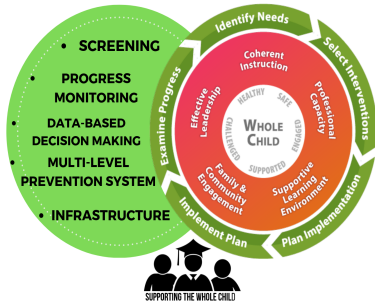Leslie Presley…………………………………………………………..8/3/2021

Leslie Presley…………………………………………………………..9/3/2022

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Southwest Georgia STEM Charter (SGSC) 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.
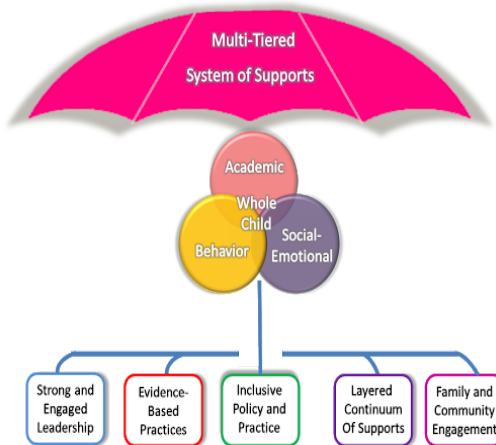
Key Terms

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>
Purpose: identify students who are at risk of academic failure or behavior problems **Focus**: conducted for ALL students **Tools**: Involved brief assessments that are valid, reliable, and evidence based **Timeframe:** Administered 3 times a year- Fall, Winter, Spring **Tells us:** Is our core curriculum, Tier 1, working? Is instruction effective? Which students are in need of additional assessment and interventions?	**Purpose**: to improve educational outcomes for all students. **Focus**: provided to students that are identified as "at-risk" based on multiple screening measures **Tools**: use of scientifically research based interventions to address students' needs.	**Purpose**: assesses effectiveness of interventions **Focus:** students identified "at-risk" **Tools:** involves brief assessments that are valid, reliable, and evidence based **Timeframe:** students are assessed at regular intervals i.e. weekly, bi-weekly, monthly **Tells us:** Are students meeting short term or long term goals? Are students progressing at an acceptable rate? Does the instruction or intervention need to be changed?	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.

Response to Intervention
The Georgia Student Achievement Pyramid of Interventions

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: MAP Reading, MAP Math, MAP Science

1st: MAP Reading, MAP Math, Map Science

2nd: MAP Reading, MAP Math, MAP Science

3rd-5th: MAP Reading, MAP Math, Progress Learning for Social Studies (5th

         Grade only)

6th-11th: MAP for ELA, MAP for Math, Progress Learning for Science (6th grade through 11th grade).

Tier 2: If a student is **not** progressing, as indicated by at least 3 pre-referral interventions and data, and is at risk according to assessments and/or discipline referrals, 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 submit the Google Tier 2 Referral Form. He/she will have a conversation with the MTSS Coordinator regarding the referral. The general education teacher will schedule a meeting with the appropriate team members 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 this letter is signed, the general education teacher will submit the letter to the MTSS Coordinator, to perform the hearing/vision screening.

Forms to Complete for Tier 2 Placement

1. **Screening Permission/Tier 2 Notification Letter (General Education Teacher)**
2. **Tier 2 Meeting minutes (MTSS Coordinator)**
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: GLOSS &/or IKAN (Georgia Numeracy Project), Running Records (Leveled Literacy Intervention) &/or other informal assessments focusing on suspected deficit area.

Once the needs have been established, research-based interventions will be implemented by the teacher during small groups or WIN (what I need). 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 the MTSS Google Classroom

Additional Programs to Assess and Intervene for Tier 2: MAP reading, MAP math, Progress Learning.

If progress monitoring data indicates that there are 4 points below the trend line, the teacher must let the MTSS Coordinator know. All information, such as data, charts, and examples of student work, will be kept in a folder in the general education classroom after the 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 the parent(s) and MTSS Coordinator 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 data, then the Tier 3 Referral Google Form must be completed and submitted to the MTSS Coordinator.

↓

<u>Forms to Complete for Tier 3 Placement</u>

1. **Tier 3 Google Referral Form (Teacher)/Parent Notification Letter (MTSS Coordinator)**
2. **MTSS Process Initial Referral Form (General Education Teacher)**
3. **Parent Notification Letter for MTSS Tier 3 Referral & Student Background Information (MTSS Coordinator)**

4. **Tier 3 Meeting Notes (MTSS Coordinator)**

5. **Analyzed Work Sample (General Education Teacher)**

6. **Communication Checklist (If applicable, General Education Teacher)**

7. **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. 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 (2-4 students), 3 times a week, 15-30 minutes over a 6 week period.

Progress monitoring: Once every week using the Tier 3 Intervention Documentation located in the MTSS Google Classroom. It is the General Education Teacher's responsibility to make sure that the student is receiving the interventions that the committee has deemed appropriate. All information, such as data, charts, and examples of student work, will be kept in the MTSS Coordinator's office 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 Special Education department within 5 days of the committee decision to refer. **Programs Used To Assess & Intervene for Tier 3:** MAP, Progress Learning, Lexia, IXL Diagnostic

2022-2023 BENCHMARK ASSESSMENT SCHEDULE

Beginning of the Year Benchmark Schedule

August 22, 2022: MAP Reading Assessment

August 23, 2022: MAP Math Assessment

August 24, 2022: MAP Science Assessment

August 25, 2022: MAKE UP MAP Testing

August 29, 2022: Progress Learning - Social Studies (5th - 11th Only)

August 30, 2022: Progress Learning - Science (6th - 11th Only)

Middle of the Year Benchmark Schedule

December 8, 2022: Progress Learning - Social Studies (5th - 11th Only)

December 9, 2022: Progress Learning - Science (6th - 11th Only)

December 12, 2022: MAP Reading Assessment

December 13, 2022: MAP Math Assessment

December 14, 2022: MAP Science Assessment

December 15, 2022: MAKE UP MAP Testing

End of the Year Benchmark Schedule

April 17, 2023: MAP Reading Assessment

April 18, 2023: MAP Math Assessment

April 19, 2023: MAP Science Assessment

April 20, 2023: MAKE UP MAP Testing

April 21, 2022: Progress Learning - Social Studies (5th - 11th Only)

April 24, 2023: Progress Learning - Science (6th - 11th Only)

Southwest Georgia STEM Charter School

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

_____

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

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Phone: 229-345-3033

_____

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,

Leslie Presley
_____

Student Name: _____

_____ Yes, I agree for the hearing/vision   _____No, I do not agree for the hearing/vision
          screenings to be conducted.   screenings to be conducted

_____ Yes, I will attend the meeting.   _____ No, I cannot attend the meeting. Please
          contact me with the results.

_____   _____

Parent/Guardian Signature   Date

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Phone: 229-345-3033
_____
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

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MTSS Meeting Minutes

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

Members Present (Signature required)

1._____ 4._____

2._____ 5._____

3._____ 6._____

Recommendations have been ___Successful __Unsuccessful __1st Meeting

Meeting Notes:

_____
_____
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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)** _____

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_____

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 ⊤   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 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   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   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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_____

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

_____
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

MAP RIT: Fall _____   Winter _____   Spring _____
MAP Percentile: Fall ____Winter_____   Spring____

Other measures: _____

MATH DATA

MAP RIT/Percentile: 1._____/____   2._____/____   3. _____/____   4. _____/_____

Other measures: _____

OTHER DATA

Science Data: MAP RIT/Percentile: 1._____/____ 2._____/____ 3. _____/____

Other measures: _____

Social Studies Data: Progress Learning: 1._____/____ 2._____/____ 3. _____/____

Other measures: _____

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: _____

Southwest Georgia STEM Charter School

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_____

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?
_____
_____

Southwest Georgia STEM Charter School

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

_____

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

Date: _____

Dear Parent of _____,

As you recall, your child has been receiving Tier 2 interventions (extra support) in the classrooms based on their needs. Though research-based interventions have been implemented, there has not been adequate growth to meet the expected levels of achievement.

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

A Student Support Team (SST) meeting consisting of parents, teachers, administrators, and others 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 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.

We appreciate your support of our efforts. If you have any questions, please contact me at **229-345-3033 or lpresley@sowegastemcharter.org**

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

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Shellman, Georgia 39886   Ginger Almon, School Leader
Phone: 229-345-3033

_____

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):

☐ easily discouraged
☐ has extreme or unusual fears
☐ does not sleep well
☐ is overly dependent for age
☐ complains that others don't like him/her
☐ is considerate of others
☐ has tantrums
☐ is abusive toward others
☐ is overactive
☐ controls temper
☐ destructive
☐ wets bed
☐ often sad

☐ is self-confident
☐ has short attention span
☐ has sudden mood changes
☐ walks in sleep
☐ is generally happy
☐ sucks thumb/fingers
☐ does not eat well
☐ disobedient
☐ daydreams a lot
☐ stays to him/herself
☐ abusive to animals
☐ holds grudges
☐ 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)

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

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

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_____

Tier 3 Meeting Agenda

<u>Introductions</u> – 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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_____

_____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:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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: _____

<u>Goal:</u>   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   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

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Shellman, Georgia 39886   Ginger Almon, School Leader
Phone: 229-345-3033

_____

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 _____

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Shellman, Georgia 39886   Ginger Almon, School Leader
Phone: 229-345-3033

_____

To the Parent(s) /Guardian(s) of: _____

The Georgia Department of Education has developed a problem solving approach, called the Pyramid of Interventions, to work with any child who has difficulty in the academic/behavioral setting. The pyramid is divided into three tiers. Tier 1 includes 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 intense interventions. Your child has been receiving academic and/or behavioral and/or speech/language interventions.

This letter is to inform you that your child has made progress and has exited Tier 2. He/she was placed back into Tier 1 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 2 and has been placed back into Tier 1 of the *Pyramid of Interventions*

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

Strategy	Intervention	Accommodation	Modification
What? 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)	**What?** 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.	**What?** 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.	**What?** 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
Examples Cooperative learning groups • Identifying Similarities and Differences • Advanced Organizers • Extra practice	**Examples** Check-in / Check Out Program • Repeated Reading • Wilson Reading Program • Mystery Motivator - Targeted instruction based on progress monitoring,	**Examples** 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	**Examples** 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.
As a part of: Good classroom instruction – best practices	**As a part of:** MTSS Plans Behavior Intervention Plans	**As a part of:** MTSS Plans IEP Classroom Accommodations Section • 504 Accommodation Plan	**As a part of:** IEP – used if student is on an alternate curriculum