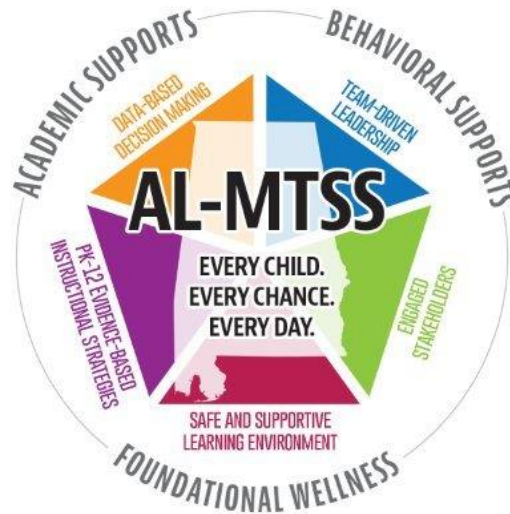# Elmore County Public Schools
Department of Middle School Education

Multi-Tiered Systems of Support Manual

Every Student Empowered, Every Student Succeeds!

Mr. Richard Dennis, Superintendent
Mrs. Ayena Jackson, Director of Middle School Education

Vision
The Problem Solving Team's goal is to provide students and teachers with intervention strategies to increase student achievement.

Mission
The Problem Solving Team's mission is to provide instructional support for all students in the general education classrooms.

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Middle School PST Chairpersons

Eclectic Middle School	Morgan Murphy Alexandria Sharpe
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Introduction

The Guidance Manual for Problem-Solving Teams provides guidance in the identification of student needs and the alignment of intervention and support through problem-solving teams (PST). The ALSDE believes all students require access to opportunities for high-quality Tier I instruction from highly qualified educators utilizing evidence-based, data-driven curriculum and strategies. Some students need additional support and remediation to master the standards and expectations presented by Tier I Instruction. The purpose of AL-MTSS is to assist in the alignment of all available supports to ensure every child receives every chance to thrive every day. AL-MTSS incorporates the Response to Instruction (RTI) and Positive Behavior Supports (PBS) models and is comprised of five essential elements: data-based decision making, team-driven leadership, safe and supportive learning environments, engaged stakeholders, and PK-12 evidence-based instructional strategies. A system of support, driven by the guidance of the grade level and/or content area professional learning communities (PLCs) begins with examination and improvement of Tier I instruction. During grade level or content area PLC meetings, members present formative, summative, and observational data to identify areas of additional instructional need and support to be delivered by Tier II intervention. It is then the goal of Tier III support to provide additional intensive and targeted remediation, in the rare instance that Tier I and Tier II strategies are unsuccessful. The problem-solving team (PST) is essential for ensuring all student needs identified by the PLC are served. The focus of the grade level or content area PLC is to improve educational outcomes at Tier I and Tier II, and the focus problem-solving team PLC is to identify Tier III support and ensure that support is delivered; however, the work should be collaborative and complimentary. The purpose of the PST is to address barriers to optimal learning and growth for students by identifying the problems that emerge as interferences to student success, then developing solutions for those interferences. Administrative leadership presence and guidance within the grade level/content area and PST PLCs are required for successful implementation.

The Guidance Manual for Problem-Solving Teams is organized using the components of the AL-MTSS Framework, enhanced by the RTI and PBS models as an interconnected system that fosters student success. Each section of the PST manual contains examples that can be found in the appendix. The digital version includes active hyperlinks allowing for ease of movement among sections and access to helpful outside resources. The print version provides a list of these resources with references. The forms required for documentation of PST are not a component of the guidance manual but can be found online in the ALSDE PST Dashboard.
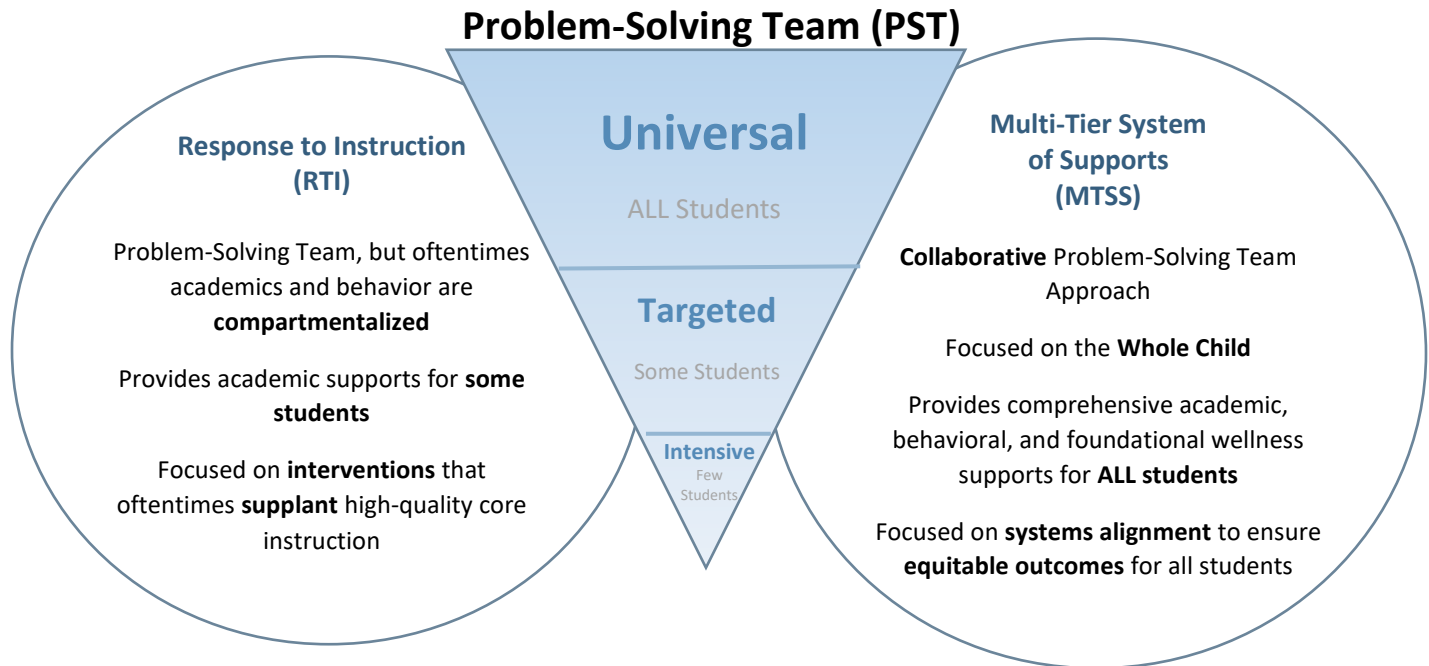
Overview and Description of AL-MTSS

AL-MTSS is a comprehensive framework comprised of a collection of evidence-based strategies designed to meet the individual needs and strengths of the whole child. AL-MTSS, aligned to the Alabama Achieves Strategic Plan, purposefully interconnects the academic, behavioral, physical, mental health and wellness, and other foundational needs to address all components of students' lives which contribute to their performance in school. AL-MTSS uses a proactive, team-driven approach that engages all stakeholders to ensure equitable access to opportunities that will improve outcomes for every Alabama child.

The purpose of AL-MTSS is to implement and sustain a continuum of evidence-based practices, instruction, supports, and intervention aligned with the individualized needs of students while eliminating barriers to help all students find success in academic and nonacademic settings. The AL-MTSS Framework provides schools and districts with efficient means to analyze data and organize resources. Formative and summative data is utilized and analyzed throughout the framework to ensure equitable and personalized supports that assist all students along their educational journey.

AL-MTSS is based on a growth mindset and utilizes a proactive approach to ensure all learners experience quality education designed to expand their potential. Therefore, it is not just a framework for addressing remedial needs but also for extending the strengths of gifted and talented learners.

AL-MTSS is not a replacement for RTI but has a much broader scope and forward-looking focus in providing proactive supports within the tiered model. AL-MTSS strives to target the system of supports at all levels in addressing the physical and mental health, life skills, behavioral, and academic needs of all students; it also works to improve school culture, educator professional development, and family and community engagement. This approach is a cooperative effort among all stakeholder groups.

Key Differences Between Alabama Response to Instruction (RTI) and Alabama Multi-Tier System of Supports (AL-MTSS)

Problem-Solving Team (PST)

Response to Instruction (RTI)

Problem-Solving Team, but oftentimes academics and behavior are **compartmentalized**

Provides academic supports for **some students**

Focused on **interventions** that oftentimes **supplant** high-quality core instruction

Universal

ALL Students

Targeted

Some Students

Intensive

Few Students

Multi-Tier System of Supports (MTSS)

Collaborative Problem-Solving Team Approach

Focused on the **Whole Child**

Provides comprehensive academic, behavioral, and foundational wellness supports for **ALL students**

Focused on **systems alignment** to ensure **equitable outcomes** for all students

Successful implementation of the AL-MTSS framework strengthened by the support of PST and PBS requires:

- A collective responsibility of educators, families, and community for ensuring growth and success for all learners.
- A proactive approach to ensure every learner experiences a quality education designed to expand a learner's potential.
- A systemic approach to improving instruction and support at all levels.
- An alignment with the school district's continuous and ongoing improvement efforts.

AL-MTSS is a method of organization which ensures optimal educational outcomes for students PK-12. It aligns the entire system of supports, encompasses Response to Instruction (RTI) and Positive Behavior Supports (PBS), and ensures effective team-based problem solving that is data-informed and evidence-based. In Alabama, districts and schools will utilize the cohesive framework, AL-MTSS, to align current resources and initiatives to meet the academic, behavioral, and foundational wellness needs of ALL students, including individuals exhibiting characteristics or dyslexia, individuals involved in the juvenile justice system, and special populations as defined by ESSA:

- Individuals with disabilities (IDEA);
- Individuals from economically disadvantaged families, including low-income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Migrant workers;
- Out-of-workforce individuals;

- English Learners (EL);
- Homeless individuals;
- Youth who are in, or have aged out of, the foster care system; and
- Youth with parents on active duty in the armed forces.

Tiered Continuum of Supports

All students must have equitable access to a tiered continuum of supports, regardless of their achievement level. Effective instruction and meaningful interactions, such as positive student-teacher relationships, are key elements across all tiers. A layered continuum of supports ensures that all students receive equitable access to foundational wellness, behavioral, and academic supports. These supports must be culturally and linguistically responsive, developmentally appropriate, and matched to individual student needs. Each layer of support increases in intensity from universal (ALL students) to targeted (SOME students) to the most intensive supports (FEW students).

This systematic, tiered model approach supports all learners through the selection of evidence-based instructional practices and interventions in response to both academic and behavioral needs based on universal screening methods for early identification. The system includes on-going progress monitoring of the effectiveness of instruction to ensure that all Alabama students graduate from high school ready for college or a career.

The purpose of a tiered system of support is to provide a framework for an adaptive, responsive continuum of integrated supports at varied levels of intensity. Supports are designed to address a student's academic, physical, social, behavioral, and essential life skills needs by mitigating barriers to learning and development both in and outside the classroom setting.

No students should be labeled by intervention tiers. For example, a student is not a "Tier II student" but a student requiring Tier II support in a specific skill/content area(s). In addition, it is important to remember when a student receives interventions in Tier II, they should not replace Tier I supports. These supports build upon one another. Moreover, students can move fluidly through Tier I, II, and III supports as needed. Consider:

- If data suggests that students are not meeting the standards when receiving Tier I instruction, what additional support(s) may they need?
- If students significantly exceed the standards when receiving Tier I instruction, what Tier II supports may be necessary to optimize, challenge, and promote growth?
- Students may need Tier II support in one area (e.g., math standards) but may only need Tier I support in another area (e.g., relationship-building).

All students must have access to supports when they need them. In addition, obtaining services at one point does not mean that students will always need that level of support. The AL-MTSS process is not always linear because it is centered around solving problems. When data suggests that students require intensive supports for remediation or enrichment, they will move throughout the tiers based on that need. Movement among the three tiers is fluid and is not determined or defined by specific designations, such as diagnosed disabilities. Instead, movement is supported by data from universal screeners, diagnostic assessments, progress monitoring, and how a student responds to one level of intervention.

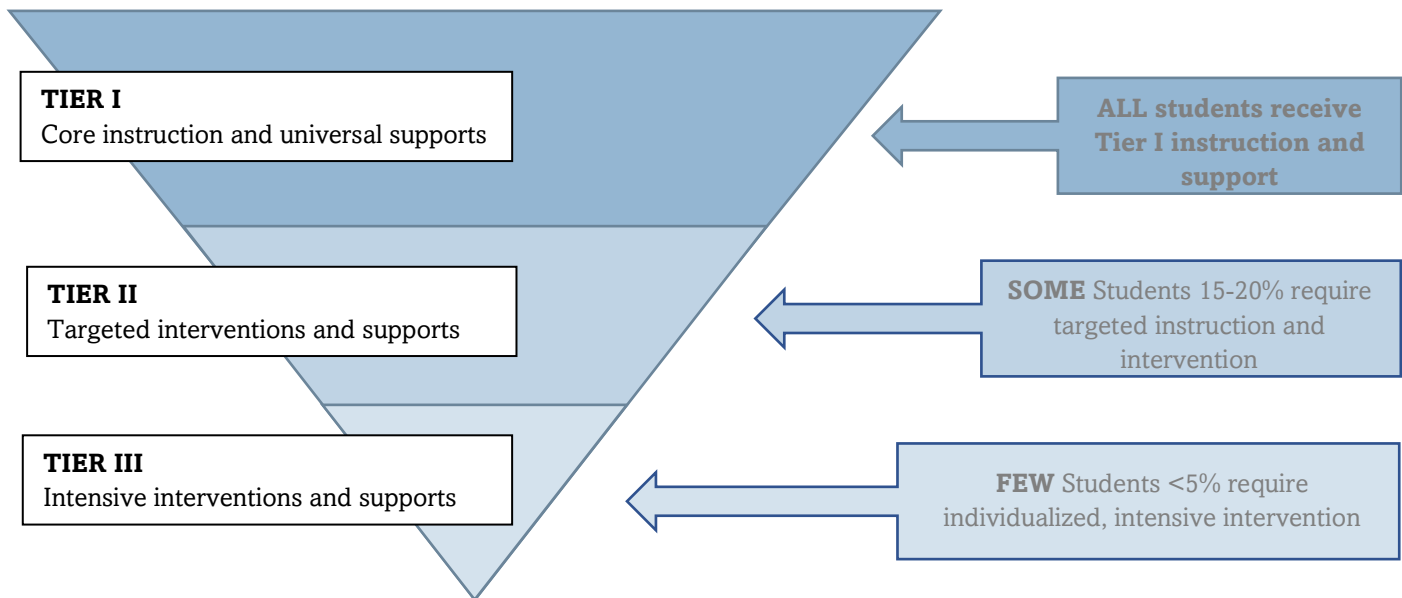### Tier I Supports: Core Instruction and Universal Support

Tier I is the core instruction and universal support for all students and consists of high-quality, standards-based instruction in the classroom setting by highly qualified personnel using evidence-based curricula and instructional strategies differentiated to meet every student's needs. Data from screening and progress monitoring are used to differentiate instruction within Tier I, which occurs in whole group, small group, and individual settings. Tier I must be considered the key component in successful tiered instruction.

Tier II Supports: Targeted Support and **Intervention**

Tier II is targeted support and intervention that consists of supplemental academic and behavioral supports provided in addition to the high-quality core instruction students receive with their peers. These supports are provided in small groups and include additional opportunities to practice necessary skills for core instruction or strategies for enrichment. Tier II support provides opportunities for frequent progress monitoring so that interventions may be adjusted based on student need.

Tier III Supports: Intensive Support and Intervention

Tier III is the most intensive level of support and consists of targeted, explicit instruction and intervention specifically designed to meet the individual academic and behavioral needs of students. Results of universal screeners or observation of consistent deficiencies in prerequisite foundational skills indicate the potential need for Tier III intervention, and progress monitoring should continue so that adjustments can be made for interventions. Tier III supports, and interventions must not supplant core instruction and universal supports; students must continue to receive high-quality, core instruction with their peers. Tier III is not synonymous with special education, but consists of explicit, focused interventions that occur individually or in very small groups.

TIER I
Core instruction and universal supports

ALL students receive Tier I instruction and support

TIER II
Targeted interventions and supports

SOME Students 15-20% require targeted instruction and intervention

TIER III
Intensive interventions and supports

**FEW** Students <5% require individualized, intensive intervention

Essential Elements of AL-MTSS

The essential elements of AL-MTSS become the drivers of successful problem-solving implementation because they guide education organizations at all levels in ensuring the academic achievement and success of every child, every chance, every day.

- *Team-Driven Leadership*
  When leadership responsibilities are shared, school decision making becomes more collaborative, comprehensive, and self-reflective because more people are committed to every child's success. This practice fosters personal investment and creates a shared responsibility for the performance and results of a school.

- *Data-Based Decision Making*
  An ongoing process of gathering and analyzing different types and multiple sources of data is utilized to make decisions needed toward improving the outcomes for all students.

- *Safe and Supportive Learning Environment*
  Every student needs and deserves a safe, supportive, and healthy learning environment in which they feel respected and free from physical harm, intimidation, harassment, and bullying. These environments eliminate barriers to teaching and learning.

- *PK-12 Evidence-Based Instructional Strategies*
  Educators must understand the gap between current practices and prioritized outcomes, work to identify the practices that show a positive impact on student outcome goals, match resources to student need, and then measure formatively and summatively for success.

- *Engaged Stakeholders*
  Engaged stakeholders actively work to improve educational excellence and equity, particularly regarding the most vulnerable students and families.

Team-Driven Leadership
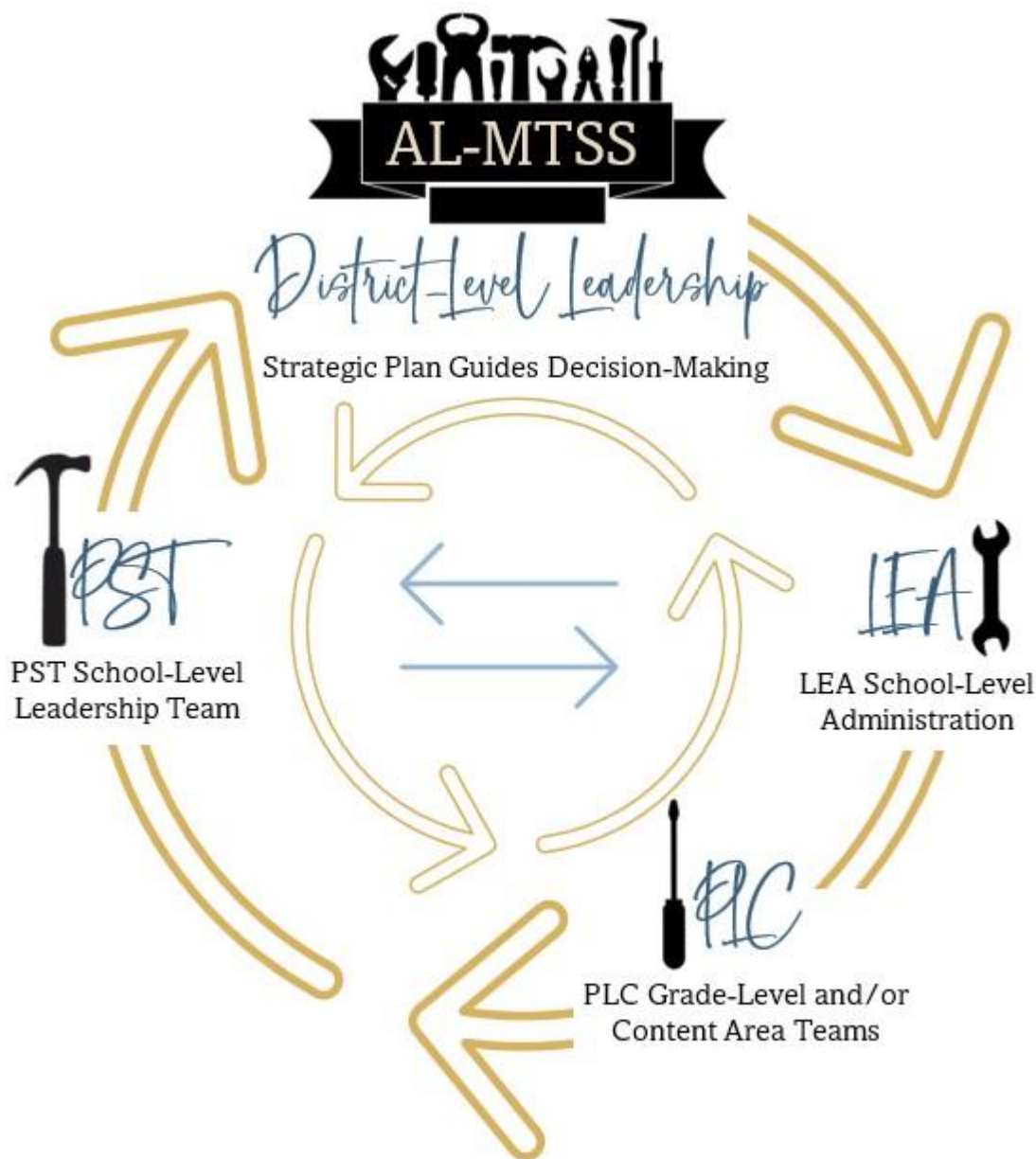
Effective leadership is essential for impacting student success. Within AL-MTSS, shared leadership allows for distribution of responsibilities and promotes shared decision-making among a diverse group of individuals with a common vision and common purpose to achieve desired outcomes. For successful implementation of AL-MTSS it is critical to establish leadership teams at:

- District level
- School level
- Grade-level and/or Content area PLC
- PST PLC

The function of these teams is to ensure effective implementation throughout districts, schools, classrooms, Tend communities through a data-based problem-solving and decision-making process. Leadership teams should hold regularly scheduled meetings to engage in on-going study and analysis of data in order to

improve instruction, intervention, and assessment. Other key leadership team responsibilities include, but are not limited to the following:

- Making data-informed decisions
- Engaging all stakeholders in the problem-solving process
- Creating an engaging and safe learning environment
- Improving outcomes through collaboration and communication
- Allocating and distributing available resources
- Coordinating and providing professional development
- Supporting fidelity and sustainability

As the instructional leader, the building administrator has the responsibility to establish, oversee, and participate in all aspects of team-driven leadership within the school.

Leadership Teams within the AL-MTSS Framework

When leadership responsibilities are shared, the result is a more collaborative, comprehensive, and self-reflective decision-making process because more people are committed to Every Child. Every Chance. Every Day. Decisions regarding instruction and intervention should be made by a diverse group of educators who share a common goal. This practice fosters personal investment and creates a shared responsibility for the performance and results of a school.

AL-MTSS focuses on highly effective teams and shared leadership on multiple levels. At the district level, district leadership:

- Provides guidance and support to building leadership regarding the AL-MTSS framework and ensures processes are aligned to the district mission and vision among all schools in the district.
- Meets quarterly to review district-wide and school-wide data in all areas of AL-MTSS to determine how best to support schools.

At the school level, an instructional leader:

- Creates an environment of shared leadership that promotes shared decision-making.
- Ensures school-wide expectations, routines, and procedures are aligned to the AL-MTSS framework and the district mission and vision.
- Establishes a yearly calendar with structures in place to allow for needed Grade Level/Content Area and PST PLC meetings and creates a schedule that allows appropriate individuals to attend.
- Participates in monthly data analysis that evaluates programs and creates action plans for the school.
- Oversees and attends Grade Level/Content Area and PST PLCs as listed in the following chart:

PLC Duties within the AL-MTSS Framework	
PLC	**Primary Function related to PST**
Grade Level/ Content Area PLC	- Applies the expectations, routines and procedures for AL-MTSS framework established by the school leadership team within grade level/content area PLC. - Meets monthly: - Every other week to focus on Tier I instruction that meets the needs of all students - Every other week to focus on Tier II instructional supports that target the needs of students who are not successful with Tier I instruction (analyze data, identify students, target need, monitor progress, evaluate and adjust as needed) - These are embedded, regular PLC meetings that should already be in place and not additional meetings. Schedule considerations may be needed to ensure there is a structure in place for Tier I and Tier II discussions.
PST PLC	- Applies the expectations, routines, and procedures for AL-MTSS framework established by the school leadership team within PST PLC - Meets monthly with a focus on Tier III instructional supports (target specific students whose needs were not met using Tier II instructional support provided by Grade Level/Content Area PLC)

PLC Members

Team membership can change based on the needs of the school, grade level, or individual students and can include the following roles:

Grade Level/Content Area PLC (Led by Instructional Leader)	PST PLC (Led by Instructional Leader)
Administrator Grade-level/Core content specific teachers Elective teacher(s) Support staff	Administrator School Counselor Teachers (General & Special Education)? Intervention staff Parent Student
Additional team members may include those who provide other related services such as: Gifted Teacher, Physical/Occupational/Speech/ Dyslexia Therapist, Mental Health Professional, District Office Personnel, Social Worker, Behavior Specialist, English Learner Coordinator/Teacher, School Nurse, and representatives from Child Nutrition Program, Transportation, and community outreach members.	

PST Roles & Responsibilities within the **AL-MTSS Framework**

For all teams to function effectively, it is important to assign individuals roles and responsibilities for each meeting. Based on the team dynamic and function, roles may change every meeting or be assigned indefinitely to each specific person. Administrators and classroom teachers are the primary participants in the grade level/content area PLC meetings; however, additional team members listed below may also provide valuable input to the meetings. The suggested roles and responsibilities of members for problem-solving supports within the AL-MTSS framework are listed below:

AL-MTSS Roles and Responsibilities

Administrator

Lead PST PLC meetings for school-based AL-MTSS guidance and implementation

Facilitate Grade-level/Content PLC meetings to lead discussions regarding curriculum, instruction and problem solving

Secure professional development opportunities to build capacity with staff regarding the fundamentals of AL-MTSS.

Oversee the integrity of AL-MTSS within the school

Ensure the framework is in place for all tiers of instruction

Lead in establishing the school's plan to administer universal and targeted screening

Ensure all paperwork and information adheres to federal and state guidelines

Identify PST members and their roles and responsibilities

Title I Teacher/Interventionist/Classroom Teacher(s)/Instructional Coaches/ELL/SLP

Attend AL-MTSS PST PLC meetings as well as Grade level/Content PLC when needed

Participate in the problem-solving process regarding assessment and instruction for core and risk systems.

Assist with the plan to administer universal and targeted screening as needed

Deliver and monitor well defined core academic and behavior instruction

Provide and monitor well defined interventions to students indicating academic or behavior risk

Communicate with teachers, school psychologist/psychometrist, parents etc. about student progress

Help in completing Special Education paperwork and attend meetings as needed

Provide support regarding instructional decisions, monitoring progress, data analysis, and problem-solving practices at teacher team as well as AL-MTSS PST PLC meetings

Contribute suggestions for individual student problem solving

AL-MTSS PST PLC Coordinator

Appointed by the administrator to coordinate AL-MTSS PST PLC and individual problem-solving team efforts within the school

Creating an agenda and schedule for each meeting with guidance from the administrator

Execute the plan to administer universal and targeted screening

Contribute suggestions for individual student problem solving

Maintain all paperwork: up-to-date, well-organized, available for personnel

School Psychologist/Psychometrist

Provide support regarding instructional decisions, monitoring progress, data analysis, and problem-solving practices at AL-MTSS PST PLC and Grade level/Content PLC meetings

Conduct classroom observations when necessary

Help teams analyze student and group data

Advise teams in setting individual goals (academic and behavioral) for students as needed

Analyze progress monitoring data for students receiving individual problem-solving

Lead AL-MTSS PST PLC through the functional behavior assessment process when students show the need for intensive behavior support as needed

Consult with interventionists regarding appropriate interventions

Serve as a member of the IEP team during referrals to assist in summarizing and analyzing the data collected during the AL-MTSS process

Ensure that state guidelines are followed for the AL-MTSS process

Contribute suggestions for individual student problem solving

School Counselor

Attend AL-MTSS PST PLC meetings as well as Grade level/Content PLC meetings when needed

Assist with completing observations of students

Conduct interviews of students, teachers, parents, etc. as needed

Assist with designing and implementing behavior plans

Contribute suggestions for individual student problem solving

Supporting Roles within PST Meetings	**Meeting Facilitator**
	Facilitate and focus meetings
	Maintain a collaborative atmosphere
	Resolve conflicts
	Recorder
	Complete implementation plan
	Remind team about the implementation plan components
	Record meeting minutes
	Timekeeper
	Monitor meeting time and agenda
	Remind team of time limits

Data-Based Decision Making

Data-based problem-solving and decision-making are critical components of AL-MTSS as they drive instruction and intervention. District and school staff should collaborate to create an integrated data collection system consisting of academic and behavioral data such as results of state assessments, universal screeners, diagnostic assessments, progress monitoring, formative and summative assessments, attendance, office discipline referrals, and observations provided by school personnel as well as parents/guardians. Data should be collected and analyzed on ALL students, of all subgroups, throughout the year.

Five Purposes of AL-MTSS Assessment

Diagnostic
Determine specific area(s) of misunderstanding or weakness.

Universal Screeners
Inform overall strength of core instruction; identify individual students' skill deficits.

Progress Monitoring
Monitor student growth progress toward a learning goal(s).

Standardized Assessments
Determine if grade-level outcomes meet the standard proficiency and growth.

Classroom Formative/Summative
Determine effectiveness in specific areas of core instruction.

Four-Step Problem-Solving Process

The following four-step problem-solving process allows teams to determine appropriate interventions within a three-tiered instructional model to provide for the academic and behavioral needs of all students. Each step of the process is necessary for ensuring that students are prescribed the right interventions at the right time, allowing for increased student outcomes.

Step 1- Define the Problem or Goal

Ask, "What specifically do we want the student(s) to know and be able to do?" In the area of academics, what we expect students to know and do is driven by the *Alabama Courses of Study*, which guide instruction at each grade and relevant content area. In the area of behavior what we expect students to know and do is guided by district and school-wide policies and procedures, age-appropriate student engagement behaviors, and the pro-social behaviors that support a positive school climate.

Step 2- Analyze the Problem

The analysis phase, often referred to as problem analysis, gap analysis, or root cause analysis, is essential. Effective analysis provides the foundation for the rest of the data-based decision-making process. The goal of this analysis is to answer the questions:

- Why is the gap occurring?
- Why is the student not achieving the desired academic or behavioral outcomes?
- What are the possible barriers to the student doing and/or knowing what is expected? During this analysis, the team uses data to generate hypotheses, or possible root causes, that are grounded in evidence. Data is used to either confirm or disprove the hypotheses.

Step 3- Develop, Implement, and Communicate the Plan

Once the problem/deficit area is confirmed, the team selects the intervention that is best matched to the student's needs. During this step of the process, the team develops a plan to enable the individual student to reach the goal. Details are essential as the team must outline the specifics of the plan. Strategies and instruction included in the plan should be clearly stated (what, who, when, where, how long). The selected interventions must be evidence-based and carried out with integrity.

Once the plan has been implemented, data collection (progress monitoring at agreed upon interval) and fidelity checks begin. Progress monitoring data should directly reflect the target deficit area. Clear communication should occur to all stakeholders, including parents, at all stages of the plan.

Step 4- Evaluate the Plan

How has the student responded to our plan? The data-based decision-making process requires the team to use data gathered from progress monitoring and other sources, as described above, to evaluate the effectiveness of the plan. Changes to the plan may occur as student outcomes are continually monitored. As in Step 3, clear communication should occur to all stakeholders, including parents, at all stages of the plan.
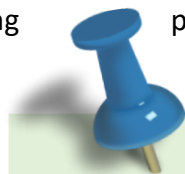
A Good Plan:

Explicitly states what will be taught (the focus of core instruction or student-specific intervention)

Focuses on measurable objectives

Defines specifically who is responsible for each action and identifies a timeline

Describes a procedure for measuring and monitoring the effects of the intervention; identifies a baseline and a target goal

Describes a plan for monitoring and ensuring fidelity

Identifies resources available for implementation including key personnel

Is communicated to all stakeholders

The calendar below provides a month-by-month list, although not exhaustive, of activities that should occur when considering AL-MTSS and PST. The calendar is cyclical in nature and planning for the subsequent school year should begin no later than April of each year, but in some cases, especially in the secondary setting, planning for the subsequent year often begins as early as January.

Month-by-Month Guide to Successful PST through the AL-MTSS Framework

August	**FOR PREVIOUS YEAR PST STUDENTS ONLY:** ❑ Initial PST meeting to review any additional data on students who entered the year on Tier II or Tier III ❑ Administer BOY benchmark (universal screener) to collect baseline student data ❑ Begin MTSS Documentation Form & RTI/Interventions Accommodations Checklist and continue use throughout the process
September	**FOR NEWLY IDENTIFIED GRADE-LEVEL PST STUDENTS:** ❑ Initial PST meeting to review any additional data on students who entered the year on Tier II or Tier III ❑ Administer BOY benchmark (universal screener) to collect baseline student data ❑ Begin MTSS Documentation Form & RTI/Interventions Accommodations Checklist and continue use throughout the process ❑ Send parent letter home (for newly identified students only)
October	**FOR ALL PST STUDENTS:** ❑ Review student data from first 9 weeks or early term grades to make decisions about the success of current interventions (academic, discipline, behavior, attendance) ❑ Students who have not made sufficient progress may be moved to the next tier if deemed necessary ❑ Students who are making progress will continue current interventions ❑ Communicate student's progress toward goals to parents/guardians

November	**FOR ALL PST STUDENTS:** ❑ Review student data to make decisions about the success of current interventions (academic, discipline, behavior, attendance) ❑ Students who have not made sufficient progress may be moved to the next tier if deemed necessary ❑ Students who are making progress will continue current interventions ❑ Communicate student's progress toward goals to parents/guardians
December	❑ No meeting ❑ Continue grade level interventions and supports ❑ Begin MOY screeners
January	❑ Grade-Level and Schoolwide PST meetings resume ❑ Review mid-year benchmark data ❑ Progress monitoring and update MTSS Documentation Form ❑ Review report card grades, comments, parent communication/concerns; include specialists as necessary to track individual student progress towards goals- possible retention notices sent home ❑ Consider the effectiveness of current interventions given most recent data

February	❑ Review student data to make decisions about the success of current interventions (academic, discipline, behavior, attendance) ❑ Students who have not made sufficient progress may be moved to the next tier if deemed necessary ❑ Students who are making progress will continue current interventions ❑ Review report card grades, comments, parent communication/concerns; include specialists as necessary to track individual student progress towards goals- possible retention notices sent home ❑ Communicate student's progress toward goals to parents/guardians
March	❑ Review student data to make decisions about the success of current interventions (academic, discipline, behavior, attendance) ❑ Students who have not made sufficient progress may be moved to the next tier if deemed necessary ❑ Students who are making progress will continue current interventions ❑ Communicate student's progress toward goals to parents/guardians
April	❑ Review student data to make decisions about the success of current interventions (academic, discipline, behavior, attendance) ❑ Students who have not made sufficient progress may be moved to the next tier if deemed necessary ❑ Students who are making progress will continue current interventions Communicate student's progress toward goals to parents/guardians
May	❑ Complete EOY benchmark ❑ Finalize MTSS Documentation for the year

Dear Parent/Guardian,

All students in Alabama schools are provided with standards-based, research-validated core academic instruction accompanied by classroom behavioral supports. A tiered system of academic and/or behavioral assistance or intervention is provided based upon identified student needs. Interventions typically include specialized, research-based teaching strategies provided within the classroom or in small-group settings. As required by the Alabama Department of Education, a multi-tiered system of support team consisting of teachers, administrators, and other support personnel reviews student data regarding need for assistance; recommends the type of assistance to be provided; reviews data reflecting progress being made by students; and informs parents of this progress and of any recommendations regarding needed changes in interventions.

Elmore County Schools uses STAR360 and/or IXL and curriculum-based measures to check student performance in reading and math so we can provide help to students as needed. Based on the first assessment, we have decided that your child would benefit from assistance or intervention. We will be providing this assistance daily and will be checking your child's progress monthly. We will be sharing this information with you by sending you a mid-grading period progress report.

As a school staff, we look forward to working with your child and are pleased to be able to provide this additional help. If you have any questions, please feel free to contact your child's classroom teacher.

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

Intervention(s) provided: Math_____ Reading_____ Behavior _____

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

_____   _____
Administrator's Signature   **Date**

_____   _____
Teacher's Signature   **Date**

_____   _____
Parent's Signature   **Date**
(Sign and Return to Your Child's Homeroom Teacher)

PROGRESS REPORT

Date: _____

Dear_____,

We are providing_____with extra assistance daily by using intervention strategies which target:

_____reading comprehension skills

_____word-level reading skills

_____math computation skills

_____math reasoning and problem-solving skills

_____behavior skills

_____attendance

_____other _____

We measure the progress being made monthly. Based on our progress measurements, we believe that, at this time, your child is:

_____making good progress and we plan to discontinue the intervention at this time.

_____making good progress and we plan to continue the intervention at this time.

_____making some progress and we plan to continue the intervention at this time.

_____making limited progress and we plan to consider changes in the intervention we are providing.

_____making insufficient progress and we are changing the intervention in an effort to assist your child achieve academic success.

As a school staff, we are pleased to have this opportunity to provide your child with this needed help. If you have any questions, please feel free to contact your child's classroom teacher.

Thank you!

Interventions/Accommodations Checklist

Student: _____   **Teacher(s):** _____

Presentation of Material
____ Chunk assignments into shorter tasks
____ Reduce number of concepts presented at one time
____ Provide individual/small-group conferences to check for understanding
____ Allow student to report information through dictation and/or comp. app.
____ Highlight important concepts in text
____ Present information through variety of methods (repetition, varied explanations, multiple examples, modeling, etc.)
____ Provide frequent reminders of assignment due dates
____ Assign tasks at appropriate reading level
____ Orally administer tests

Time Demands
____ Increase time for completing tests/assignments
____ Reduce the amount of items on test/assignments (not content)
____ Prioritize assignments or steps to completing an assignment
____ Allow short work periods with breaks
____ Set time limits for task completion

Attention
____ Reinforce positive behavior and correct answers with immediate feedback/praise/personal comments
____ Seat in close proximity to teacher
____ Frequently check for task progress/completion
____ Establish routines/provide advance warning of transitions
____ Use physical proximity to redirect focus

Assisting the Reluctant Starter
____ Use cooperative learning strategies
____ Assign a peer helper to check for understanding of directions and important information
____ Assign a peer tutor to record material dictated by student

Dealing with Inappropriate Behavior
____ Avoid the use of confrontational techniques; speak privately with him or her
____ Provide student with alternatives
____ Designate a "cooling off" location within the classroom or with another predetermined teacher/employee
____ Assign activities that allow movement
____ Use praise generously
____ Avoid power struggles
____ Ignore attention-getting behavior for a short reasonable amount of time
____ Communicate frequently with parents (document contacts)
____ Monitor levels of tolerance; be mindful of signs of frustration
____ Establish behavioral contract

Reading/Dyslexic Tendencies
____ Review/provide academic vocabulary and info. (Quizlet, copies of notes, etc.)
____ No reading aloud
____ Allow breaks between long passages
____ Comprehension checks
____ Allow extra time
____ Provide audio with individual/ class reading (Learning Ally, Speechify, Bookshare, Reading Pen, Text-to-Speech apps, etc.)
____ Utilize Dyslexic Font or Comic Sans Font
____ Assign a partner to explain classroom tasks and share notes
____ Use large-print text for Worksheets
____ Simplify directions with key words for most important ideas
____ Provide colored strips or

____ Bookmarks to follow along when reading
____ Repeat directions; check for understanding
____ Use consistent daily routines
____ Use small-group teaching
____ Provide notes/organizers to fill in during lesson
____ Extra time for reading if audio is not available
____ No deductions for handwriting/spelling
____ Retest missed true/false items orally
____ Provide multiple response options: oral, large written spaces, circling, etc.
____ Provide sentence starters
____ Allow variety of modes for displaying learning: oral reports, video presentations, posters, various digital media, etc.

Other:
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MTSS Documentation Form

Student Name:	Teacher(s):
Date of Birth:	Grade:

Section I. Student Information

Initial date that you conferenced with the student's parent(s). Ex. phone call or conference	Date:
Has the student ever been retained in a previous grade?	YES ☐ Grade: NO ☐
MTSS documentation from other grades or other school?	YES ☐ School: NO ☐
Which language is indicated on the Home Language Survey?	English ☐ Spanish ☐ Other ☐:

Student is receiving intervention based on… (Check all that apply)	Grades: Reading: ☐ Math: ☐ Below 40th percentile STAR Reading: ☐ Below 40th percentile STAR Math: ☐	Attendance: ☐ Behavior: ☐ Speech: ☐

Initial date you collaborated with Grade Level MTSS?   (Refer to Interventions/Accommodations)

Section II. Vision & Hearing Screening

Hearing and Vision Screening: Date Given: _____   Documentation Attached ☐

Hearing: Passed ☐   Failed ☐   Vision: Passed ☐   Failed ☐

Documentation of Progress Monitoring Forms (Detailed Progress Reports)

Document	Date Documentation Sent Home	Check if Returned
MTSS Parent Notification Letter, Meeting 1 (Mid-Quarter)		
MTSS Progress Report, Meeting 2 (Report Cards)		
MTSS Progress Report, Meeting 3 (Mid-Quarter)		
MTSS Progress Report, Meeting 4 (Report Cards)		
MTSS Progress Report, Meeting 5 (Mid-Quarter)		
MTSS Progress Report, Meeting 6 (Report Cards)		
MTSS Progress Report, Meeting 7 (Mid-Quarter)		
MTSS Progress Report, Meeting 8 (Report Cards)		
MTSS Progress Report, Meeting 9 (Mid-Quarter)		
MTSS Progress Report, Meeting 10 (Report Cards)		

Meeting 1	Date: August

Initial meeting: Student will begin the school year in......

Monitor / Tier 1	Provide Tier 2	Continue Tier 2	Provide Tier 3	Continue Tier 3	MTSS has identified a need for SPED referral ☐
Reading ☐	Reading ☐	Reading ☐	Reading ☐	Reading ☐	
Math ☐	Math ☐	Math ☐	Math ☐	Math ☐	
Behavior ☐	Behavior ☐	Behavior ☐	Behavior ☐	Behavior ☐	

Meeting 2	Date: September

Reading Average:
    YTD Average:
 ☐ insufficient progress
 ☐ limited progress
 ☐ good progress
Goal: Increase by _____ points.
	Math Average:
	    YTD Average:
	 ☐ insufficient progress
	 ☐ limited progress
	 ☐ good progress
	Goal: Increase by _____ points.

Attendance: Absences: Tardies:	Comments:

Monitor / Tier 1	Provide Tier 2	Continue Tier 2	Provide Tier 3	Continue Tier 3	MTSS has identified a need for SPED referral ☐
Reading ☐	Reading ☐	Reading ☐	Reading ☐	Reading ☐	
Math ☐	Math ☐	Math ☐	Math ☐	Math ☐	
Behavior ☐	Behavior ☐	Behavior ☐	Behavior ☐	Behavior ☐	

Meeting 3	Date: October

Reading Average:
    YTD Average:
 ☐ insufficient progress
 ☐ limited progress
 ☐ good progress
	Math Average:
	    YTD Average:
	 ☐ insufficient progress
	 ☐ limited progress
	 ☐ good progress

Attendance: Absences: Tardies:	Comments:

Monitor / Tier 1	Provide Tier 2	Continue Tier 2	Provide Tier 3	Continue Tier 3	MTSS has identified a need for SPED referral ☐
Reading ☐	Reading ☐	Reading ☐	Reading ☐	Reading ☐	
Math ☐	Math ☐	Math ☐	Math ☐	Math ☐	
Behavior ☐	Behavior ☐	Behavior ☐	Behavior ☐	Behavior ☐	

Meeting 4	Date: November

Reading Average:
     YTD Average:
 ☐ insufficient progress
 ☐ limited progress
 ☐ good progress
			Math Average:
			     YTD Average:
			 ☐ insufficient progress
			 ☐ limited progress
			 ☐ good progress		

Attendance: Absences: Tardies:		Comments:			
Monitor / Tier 1 Reading ☐ Math ☐ Behavior ☐	Provide Tier 2 Reading ☐ Math ☐ Behavior ☐	Continue Tier 2 Reading ☐ Math ☐ Behavior ☐	Provide Tier 3 Reading ☐ Math ☐ Behavior ☐	Continue Tier 3 Reading ☐ Math ☐ Behavior ☐	MTSS has identified a need for SPED referral ☐

Meeting 5	Date: December

Reading Average:
     YTD Average:
 ☐ insufficient progress
 ☐ limited progress
 ☐ good progress
			Math Average:
			     YTD Average:
			 ☐ insufficient progress
			 ☐ limited progress
			 ☐ good progress		

Attendance: Absences: Tardies:			Comments:		
Monitor / Tier 1 Reading ☐ Math ☐ Behavior ☐	Provide Tier 2 Reading ☐ Math ☐ Behavior ☐	Continue Tier 2 Reading ☐ Math ☐ Behavior ☐	Provide Tier 3 Reading ☐ Math ☐ Behavior ☐	Continue Tier 3 Reading ☐ Math ☐ Behavior ☐	MTSS has identified a need for SPED referral ☐

Meeting 6	Date: January

Reading Average:
     YTD Average:
 ☐ insufficient progress
 ☐ limited progress
 ☐ good progress
 Met **benchmark** ☐ Yes   ☐ No
 Next area of focus: _____
 Goal: Increase by _____ points.
			Math Average:
			     YTD Average:
			 ☐ insufficient progress
			 ☐ limited progress
			 ☐ good progress
			 Met **benchmark** ☐ Yes ☐ No
			 Next area of focus: _____
			 Goal: Increase by _____ points.		

Attendance: Absences: Tardies:			Comments:		
Monitor / Tier 1 Reading ☐ Math ☐ Behavior ☐	Provide Tier 2 Reading ☐ Math ☐ Behavior ☐	Continue Tier 2 Reading ☐ Math ☐ Behavior ☐	Provide Tier 3 Reading ☐ Math ☐ Behavior ☐	Continue Tier 3 Reading ☐ Math ☐ Behavior ☐	MTSS has identified a need for SPED referral ☐

Meeting 7	Date: February					

Reading Average:
  YTD Average:
☐ insufficient progress
☐ limited progress
☐ good progress
			Math Average:
			  YTD Average:
			☐ insufficient progress
			☐ limited progress
			☐ good progress			

Attendance: Absences: Tardies:			Comments:			
Monitor / Tier 1 Reading ☐ Math ☐ Behavior ☐	Provide Tier 2 Reading ☐ Math ☐ Behavior ☐	Continue Tier 2 Reading ☐ Math ☐ Behavior ☐	Provide Tier 3 Reading ☐ Math ☐ Behavior ☐	Continue Tier 3 Reading ☐ Math ☐ Behavior ☐	MTSS has identified a need for SPED referral ☐	

Meeting 8	Date: March					

Reading Average:
  YTD Average:
☐ insufficient progress
☐ limited progress
☐ good progress
Met **benchmark** ☐ Yes   ☐ No
			Math Average:
			  YTD Average:
			☐ insufficient progress
			☐ limited progress
			☐ good progress
			Met **benchmark** ☐ Yes ☐ No			

Attendance: Absences: Tardies:			Comments:			
Monitor / Tier 1 Reading ☐ Math ☐ Behavior ☐	Provide Tier 2 Reading ☐ Math ☐ Behavior ☐	Continue Tier 2 Reading ☐ Math ☐ Behavior ☐	Provide Tier 3 Reading ☐ Math ☐ Behavior ☐	Continue Tier 3 Reading ☐ Math ☐ Behavior ☐	MTSS has identified a need for SPED referral ☐	

Meeting 9	Date: April					

Reading Average:
  YTD Average:
☐ insufficient progress
☐ limited progress
☐ good progress
			Math Average:
			  YTD Average:
			☐ insufficient progress
			☐ limited progress
			☐ good progress			

Attendance: Absences: Tardies:			Comments:			
Monitor / Tier 1 Reading ☐ Math ☐ Behavior ☐	Provide Tier 2 Reading ☐ Math ☐ Behavior ☐	Continue Tier 2 Reading ☐ Math ☐ Behavior ☐	Provide Tier 3 Reading ☐ Math ☐ Behavior ☐	Continue Tier 3 Reading ☐ Math ☐ Behavior ☐	MTSS has identified a need for SPED referral ☐	

Meeting 10	Date: May	

Reading Average:
  YTD Average:
		Math Average:
		  YTD Average:

☐ insufficient progress ☐ limited progress ☐ good progress Met **benchmark** ☐ Yes ☐ No Next area of focus: _____ Goal: Increase by _____ points.	☐ insufficient progress ☐ limited progress ☐ good progress Met **benchmark** ☐ Yes ☐ No Next area of focus: _____ Goal: Increase by _____ points.
Attendance: Absences: Tardies:	Comments:

Beginning Next Year					
Monitor / Tier 1 Reading ☐ Math ☐	Provide Tier 2 Reading ☐ Math ☐	Continue Tier 2 Reading ☐ Math ☐	Provide Tier 3 Reading ☐ Math ☐	Continue Tier 3 Reading ☐ Math ☐	MTSS has identified a need for SPED referral ☐

Vision Screening Form

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

School: _____   **Grade:** _____

Initial Examiner: _____   **Date:** _____

Key: P = Pass   F = Fail

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

Examiner: _____   **Examiner:** _____

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

Remarks:
____ Within Normal Limits
____ Needs Recheck
____ With Glasses
____ Needs Referral

Remarks:
____ Within Normal Limits
____ Needs Recheck
____ With Glasses
____ Needs Referral

Resolution of Problem:

If the child cannot be conditioned to traditional vision screening, a functional vision screener may be used.

Date: _____

____ Pass ____ Fail

Examiner: _____

Hearing Screening Form

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

School: _____   **Grade:** _____

Initial Examiner: _____   **Date:** _____

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

Key: P=Pass F=Fail

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

Examiner: _____   **Examiner:** _____

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

Remarks:
_____ **Within Normal Limits**   _____ **Within Normal Limits**
_____ **Needs Rescreen**   _____ **Needs Rescreen**
_____ **Needs Referral**   _____ **Needs Referral**
Resolution of Problem:

If the child cannot be conditioned to pure-tone audiometry, an auditory response screener may be used.
Date: _____
_____ **Pass** _____ **Fail**
Examiner: _____

PST

REFERRAL

FORMS

PST Folder/Binder Checklist

Student Name_____   Grade _____

      _____ Interventions/Accommodations Checklist

      _____ MTSS Grade Level Documentation

      _____ Current Grades (progress report/report card)

      _____ Work Samples

      _____ Formative Assessments

      _____ Standardized Test Scores

      _____ Other

*For behavioral evaluation, attach behavioral documentation

Student Name _____ Teacher_____ Grade _____

PST Transition to Special Education Referral

Date:

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

Comments and/or Referral Justification:

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

Documentation for the Special Education Referral Process

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

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

Has the student repeated a grade? _____   If yes, what grade? _____

Circle any concerns in the following areas:

Attendance   Attention   Language   Behavior*   Articulation

Medical – provide documentation: _____
_____
_____
Medication: _____
_____
Additional applicable information from other teachers: _____
_____

Teacher: _____
Intervention Teacher: _____
Student Services Facilitator: _____
Date PST folder provided to SSF: _____

PRONG 1 AND PRONG 2

Student's Name: _____ Date: _____

Completed by: _____ Title: _____

Prong 1: Documentation of Appropriate Instruction

CHECK ALL ITEMS THAT APPLY TO THE STUDENT

☐ The student has participated in a scientifically research-based reading program.

☐ The student has participated in a scientifically research-based math program.

☐ The student has received standards-based instruction by a highly-qualified teacher.

☐ The student's data has been reviewed and appropriate instructional strategies have been implemented in the classroom based on the student's needs.

☐ The student has participated in a tutorial program.

☐ The student has participated in small group instruction.

☐ The student has participated in an intervention program. List program: _____

Prong 2: Documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction. Documentation of the local achievement assessment results must be provided to the child's parents. Results may be sent home attached to the progress report, report card, weekly folders, or other method the school deems appropriate. Enter data below. Use back of page if needed.

	Provided to Parent:
Assessment: _____ **Date/Score and PR (if applicable)** _____/_____ _____/_____ _____/_____	
Assessment: _____ **Date/Score and PR (if applicable)** _____/_____ _____/_____ _____/_____	**Provided to Parent:**
Assessment: _____ **Date/Score and PR (if applicable)** _____/_____ _____/_____ _____/_____	**Provided to Parent:**

Examples of **repeated assessments**: computer-based interventions, timed reading/math probes, progress monitoring probes, computation probes, phonic probes, ACAP summative, Scantron, Benchmarks/Checkpoints, STAR, etc. Student IEP goals can also be used as well. **One Example is below.**

> *Assessment: probe of work samples and data collection of basic subtraction facts up to 20 (**From an IEP Goal**)*
> ***Date/Score:*** *8/23 100%; 9/6 95%; 9/30 100%: 10/16 100%; 10/29 95%; 11/12 100%*
> ***Provided to parents:*** *8/25; 10/30; 11/15*
> ***Reasonable intervals***: Evidence should specify progress monitoring intervals – i.e. month/year, Fall/20XX, every three weeks