

BULLOCK. *County Schools*



MULTI-TIERED SYSTEMS of SUPPORT Implementation and Toolkit

Bullock County Schools

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Bullock County Schools
**Multi-Tiered Systems of Support
Manual**

Guidelines and Toolkit

MTSS Umbrella





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Introduction

The following manual serves as an instructional tool to support researched-based instructional practices of **Multi-Tiered Systems of Support (MTSS)** implementation within Bullock County Schools (BCS). Multi-Tiered System of Support (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Being more comprehensive, it includes all three levels of Response to Intervention (RTI), social/emotional support, wellness, team building/stakeholder collaboration, professional development training for adults, and parental involvement.

Most importantly, the manual serves as a guide to complement **all** tiered levels of RTI with emphasis placed on **academics, behaviors, and foundational wellness** outlined in Problem Solving Team (PST) processes. Prior to any engagement of the RTI Framework, all BCS schools must create and maintain a Problem-Solving Team.

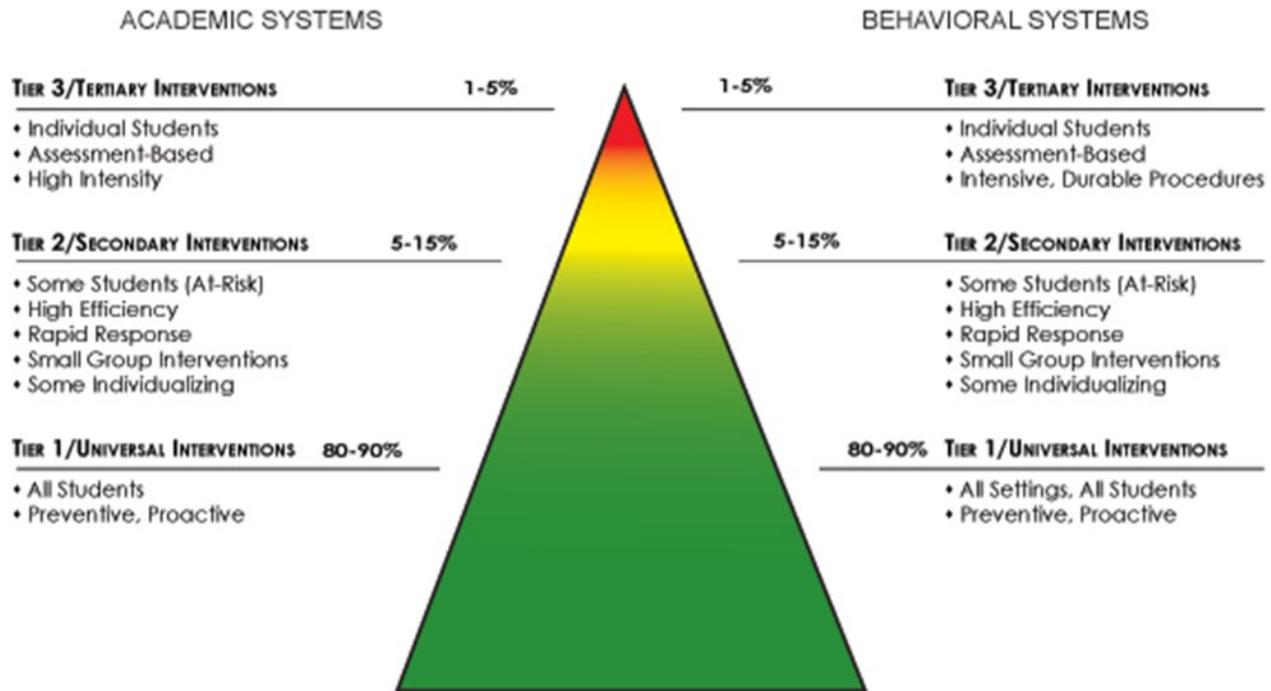
The **Problem-Solving Team (PST)** is a model to guide general education intervention services for all students who have academic or behavioral difficulties. The PST is central to the school's successful implementation of the Response to Instruction (RTI) framework. *Alabama Administrative Code, Chapter 290-3-102(19) (b) 7 and Chapter 290-3-1-02(20) (a).*

Recommended School-Level PST Team Members:

- *Administrator
- *Designated PST Chair
- Curriculum Coach
- Math/Reading Specialists
- Classroom or Content Teacher
- Special Education Teacher (*PST member only not PST chair*)
- Counselor
- Other Specialists (i.e., Gifted, ELL)

(*asterisk denotes required PST team member)

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model



Multi Tier System of Supports – Looking at the Tiers

TIER I Universal	TIER II Strategic Interventions	Tier III Intensive Interventions
<ul style="list-style-type: none"> • Provided to all students in the classroom • Core curriculum • Assess all students three times per year • Measure all student's progress against grade-level benchmarks • Core curriculum should be effective with 80% of students 	<ul style="list-style-type: none"> • In addition to Tier I • Typically done in small groups with peers with similar needs • Implemented when data shows student not making adequate progress • Evidence-based strategies • General education students who have not met benchmarks (10-15% of all students) • Strategic interventions support classroom instruction supporting specific deficits • Strategic interventions conducted by classroom teachers or other trained individuals with groups of five or fewer students • Delivery of intervention must be documented 	<ul style="list-style-type: none"> • Highly individualized • Systematic and explicit instruction • Intervention time increased and group size decreased (2-3 students) • 5-10% of students • Specifically, matched interventions to student needs • Interventions conducted by a highly qualified teacher or trained professional • No less than 20-30 minutes additional intervention time, 5 days per week • Interactive requiring a written and oral response, 80% accuracy • Highly structured or scripted



District Timeline for Response to Intervention

Time of Year	Activity	Tier	Person Responsible
July/August	-Review all *student data at the school, classroom and individual level. -Submit PST team members to Derrick Harris by the <u>1st week of September</u> <i>*Data Dashboard</i>	Tier I all students	School administration Counselors Classroom Teachers Instructional Coaches
August/September	Universal Screener Reading and Math (FALL) <i>*See District Assessment Calendar</i>	Tier I all students	Classroom Teachers Instructional Coaches
September	<i>-Submit documentation by 9 weeks grade distribution to Derrick Harris</i> <u>Early Warning Signs:</u> <ul style="list-style-type: none"> • Attendance • Discipline data • Failing reading and/or math • Level I on State Assessment • Two or more indicators Create a target/watch list (school)	All students	Counselors School administration Classroom Teachers Instructional coaches
October/End of 1 st 9 weeks	RTI Meeting to review Level I student data and meet with students. <i>*Instructional Coaches provide classroom support to these students.</i>	Level I and II students	Classroom Teachers School Administration Instructional Coaches
October-December	Continue progress monitoring <i>-Submit documentation by last week in November 9 weeks grade distribution</i>	Tiers II and III	Classroom Teachers
December/January	Universal Screener Reading and Math (Winter) Review the “watch list”. If the student is not making progress refer to PST. <i>*See District Assessment Calendar</i>	Tier II All students	Classroom Teachers Instructional Coaches
January-March	Progress monitor students <i>-Turn in documentation by 9 weeks. grade distribution</i> <i>*Students in danger of retention are referred to problem-solving team. *</i> Possible retention letters sent home. PST should already be opened if this is being Considered.	All Tiers	Classroom Teachers
March 6, 2025	Deadline for conducting Problem Solving Team for a student.	Tier III	Classroom Teachers
April	Problem Solving Team wraps up the year and reviews all student data. Continue progress monitoring. <i>Initial meetings should only occur if a new Student moves into the school.</i>	Tiers II and III	Classroom Teachers
May	Universal Screening Reading and Math (Spring)	All students	Classroom Teachers



Tier I Non-Negotiable Processes

(ALL)

- Review existing assessment data (statewide, AIMS, ACT, iReady, READ 180, etc.) of ALL students; analyze data with ALL stakeholders
- Conduct Universal Screener
- Provide consistent ‘High Quality’ teaching
- Maintain and Maximize CORE INSTRUCTION

The following chart indicates ongoing data reviewed throughout the year.

Elementary	Middle	High
ACAP Report Card/ Progress Report Attendance Discipline SEL Data Classroom Performance <ul style="list-style-type: none"> • Compare overall grades to test grades • Work habits • Ease of grasping concepts 	ACAP Report Card/ Progress Report Attendance Discipline SEL Data Classroom Performance <ul style="list-style-type: none"> • Compare overall grades to test grades • Work habits • Ease of grasping concepts 	ACT GPA Earned Credits Report Card/ Progress Report Attendance Discipline SEL Data Classroom Performance <ul style="list-style-type: none"> • Compare overall grades to test grades • Work habits • Ease of grasping concepts



Tier I: Universal Instructional Strategies

- **Choral Response-** a very simple technique in which teacher asks questions to the class as a whole and the students answer in unison. This is a good way of assessing overall understanding without singling out.
- **Clothesline-** teacher stretches a string out across the room. One side of the string signifies “Know a lot” while the other side is labeled “know nothing” and the students place themselves where they feel necessary for a particular topic.
- **Four Corners-** teacher can use anything to label the four corners of the classroom. For example, the teacher may ask an opinionated question and can label each corner with a different answer. The students go with the corner they agree with.
- **Individual Response Boards-** each student has a small whiteboard or chalkboard. The teacher asks the class a question and the students record their responses on the board.
- **Fist to five-** students use their fingers as a scale of one to five to express understanding.
- **Signal/Pinch cards-** fold an index card in four ways. Number the sections 1-4 or A-D. You can use this for true and false, multiple choice, etc. This is a very simple assessment tool.
- **Speedometer-** students move crossed arms from being together to apart to show how much they understand a particular topic. This is a good way for the students to assess their own learning.
- **Windshield-** the teacher asks the students if their “windshield” is clear, buggy, or muddy. This shows their feelings of understanding the content.
- **Three Minute Pause-** after the teacher presents a lot of new material, ask the students to think for three minutes about what they have learned. They can jot down notes or sketches to show what they have learned.
- **Idea Spinner-** teacher creates a spinner to predict, explain, evaluate, and summarize. They review something and ask a question asking the students to do whatever they land on when they spin.
- **Inside-Outside Circle-** Half the class makes a circle facing out. The other half makes a circle facing the inside circle. They ask each other review questions then rotate in the same direction. Great for test review!
- **Colored Cups-** Give students three different colored cups. Green means they are doing well. Yellow means they need help. Red means they are stuck and need a lot of help. Great way to monitor needs. Adjust instructions according to cups.
- **Graffiti Wall-** On a whiteboard, poster or chalkboard, students take turns coming up and writing random things that relate to one topic.
- **Cubing-** the cube has six faces with a different activity on each face. Use the six levels of Bloom’s Taxonomy on the cubes. (knowledge, application, evaluation, analysis, synthesis, and application)
- **Shape-Ups-** this is a similar one to tic TAC toe but instead of choosing three in a row they have to pick one of each shape.



- **Think-TAC-Toes-** Give the student a tic-tac-toe grid and allow them to choose three in a row to do for homework, testing, or some other activity. This is a great way to let them learn by their own learning style.
- **Even Dozen-** Students draw from 12 boxes after looking at some material. Group students and have them write down the main concepts in each box. One student says something about a box and labels it #1. The next student chooses a box and says something about it that relates to number one. They label that box #2. Continue the cycle.
- **ABC Review-** From a container, students draw tiles with letters on them. The student needs to make a statement about the topic beginning with the letter.
- **Trash Basketball-** wad up a piece of paper. Tape off three lines on the floor each farther away from the trashcan. One by one students come up and answer a question on a flashcard. If they get it correct, they choose to shoot a 10, 20, or 30-point basket.
- **Hot Seat-** using post-it notes write questions and stick them underneath the students' desks or chairs.
- **Students using THIEVES-** Students should preview the text selection by looking at the
 - Title
 - Headings
 - Introduction
 - Every sentence
 - Visuals and vocabulary
 - End of chapter questions and
 - Summary

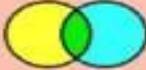
Sample "red flags" for moving a student to Tier II:

- Student moves from another district with previous interventions/services provided.
- Student moves in and appears to have gaps in learning or very different instructional exposure.
- More specialized assessment data is needed to determine root cause of problem.
- Student referred to PST numerous times and specific strategies provided.
- Student has significant medical trauma or mental health concerns.
- Student scored below proficiency levels for multiple years.
- Functioning below proficiency levels on multiple assessments.
- Student requires constant re-teaching, 1:1 assistance and individualized instruction.
- Student does not meet grade level standards on benchmarks or classroom assessments in more than one content area.
- Behaviors consistently interfere with self and other's learning.
- Student is potentially harmful to self or others.
- Behaviors significantly disrupt classroom functioning.
- Student is not on track for a standard diploma after one year of intensive remediation.





Marzano's Instructional Framework for Universal Tier I High Yielding Strategies

Marzano's High Yield Strategies		
 <p><u>Similarities and Differences</u></p> <p>Enhance students' understanding of and ability to use knowledge.</p> <p>45 percent gain</p>	 <p><u>Summarizing and Notetaking</u></p> <p>Provide students with tools for identifying and understanding the most important aspects of what they are learning</p> <p>34 percent gain</p>	 <p>Reinforcing effort and providing recognition</p> <p>Teach that hard work leads to success; stimulates motivation and enhances achievement</p> <p>29 percent gain</p>
 <p>Homework and Practice</p> <p>Extend the school day and provides students with opportunities to refine and extend their knowledge.</p> <p>28 percent gain</p>	 <p><u>Nonlinguistic representations</u></p> <p>Help students understand content in a new way. These can range from graphic organizers to physical knowledge</p> <p>27 percent gain</p>	 <p>Cooperative Learning</p> <p>Develop positive interdependence, accountability, interpersonal skills and small-group skills and group processing</p> <p>27 percent gain</p>
 <p><u>Setting Objectives and Providing Feedback</u></p> <p>Establish a direction for learning and students personalize instructional objectives. Providing frequent feedback that is corrective in nature positively impacts student achievement.</p> <p>23 percent gain</p>	 <p>Generating and Testing Hypotheses</p> <p>Involve the application of knowledge and has practical applications in all curriculum areas: systems analysis, problem solving and historical investigations are three examples.</p> <p>23 percent gain</p>	 <p><u>Cues, Questions and Advance Organizers</u></p> <p>Help activate prior knowledge, stimulate analytical thinking and promote deeper learning.</p> <p>22 percent gain</p>



Tier II Processes

(SOME)

- If classroom-based Tier I strategies are not successful, Tier II interventions and strategies must be implemented.
- Communicate with parent regarding concerns and Tier II status of their student
- Present student and area of concern at grade level/departmental data meeting.
- Define the problem in measurable terms
- Identify goal: replacement behavior or academic skill
- Ongoing progress monitoring using formative assessments “*quick checks for understanding*”
- Differentiate Instruction (see list below)
- Implement intervention strategies for a minimum of 6-8 weeks (see list below)
- Progress Monitoring (see forms)
- If student is not progressing, complete PST referral (see form) `

Tier II Instructional Classroom Interventions and Strategies

- Utilize mnemonic clues (songs, cartoons, rhymes, stories, images) for teaching vocabulary or steps in a process.
- Deliver instruction in short chunks using a brisk pace.
- Build frequent breaks for movement during instruction to address needs of students who are kinesthetic.
- Provide clearly written instructions in a step-by-step manner with illustrations, using as few words as possible.
- Differentiate instruction by using all levels of Bloom’s Taxonomy to ask questions and plan learning activities.
- Using reading partners and skilled peer or adult mentors to provide academic support.
- Provide varied texts and supplementary materials at different levels of reading difficulty.
- Divide instruction into shortened segments and provide feedback to students before moving to next segment.
- Use multiple, flexible grouping opportunities for students (by learning styles, interests, class partners, etc.)
- Break assignments into smaller chunks to give students opportunities to respond frequently.
- Use technological tools or computer software to give students access to content in multiple ways.
- Increase use of learning anchors, visuals, and models for concept reinforcement.
- Explain clearly each academic task and the specific criteria (rubric).
- Monitor student understandings often so that misunderstandings can be clarified.
- Work collaboratively with students and gradually release them to independence.

- Anchor new knowledge to previously learned knowledge.
- Have students record notes or make illustrations of key points during instruction.
- Provide a copy of the text with main ideas highlighted.
- Create and provide students with an easy-to-follow visual that specifies problem-solving steps in a clear manner that they can reference as needed.
- Review and practice material previously taught frequently.
- Increase modeling, hands-on learning, and guided practice to increase student participation.
- Integrate real-life experiences.
- Use illustrations, diagrams, demonstrations, charts, and manipulatives to present instruction.
- Illustrate key points, no matter the level of artistic ability, to focus attention and help with retention of information.
- Pause during a lesson and have students repeat the phrase or concept.
- Turn off room lighting to draw students' attention to keywords or concepts using a flashlight.
- Keep classroom free of clutter.
- Use think-pair-share to give each student an opportunity to think prior to forming a reply and to allow everyone an opportunity to share their ideas with someone.





Tier III
Processes
(FEW)

- Review PST referral
- Send home parent notification of meeting along with parent questionnaire (see forms)
- Submit all documentation to school-based PST leader
- Conduct PST meeting, led by PST team leader, and review all data collected on student
- PST teams should meet at least **(2x)** a month; students must remain **8-12-week** PST (Tier III) process to ensure fidelity
- Present the area(s) of concern and classroom-based strategies implemented
- Review progress monitoring data and determine if adequate progress was made
- If adequate progress was not made Tier III interventions and strategies are implemented (see forms)





**Content Specific
for
Tier II and Tier III Intervention**



Elementary Reading Recommendations for Tier 2 and Tier 3 Reading Intervention

Focus Area	Tier 2	Tier 3
Phonemic Awareness	<p><u>Explicit Instruction should target only one of the tasks listed below at a time.</u></p> <p>Identify phonemes – Children recognize the same sound(s) in different words (i.e. – Teacher: What sound is the same in hat, hip, had? Students: The first sound, /h/, is the same</p> <p>Blend phonemes to form words – Children listen to a sequence of separately spoken phonemes and then combine the phonemes to form a word. (i.e. – Teacher: What word is /m/ /a/ /t/? Students: /m/ /a/ /t/ is mat</p>	<p><i>If students didn't respond positively to Tier 2 interventions, intensify intervention:</i></p> <p>If needed, adjust the sequence of the lesson to focus on an easier skill before moving into a more complex skill (i.e.- <i>instruct on phoneme blending before phoneme deletion</i>)</p> <p>Smaller group size – 1 to 3 students</p>
Description A child with a deficit in phonemic awareness may be able to pronounce sounds correctly, but has trouble analyzing what sounds are part of a word, and in what order they occur because they lack awareness of the sound structures of words.	<p>Segment words into phonemes: Children break a word into its separate sounds saying each sound as they tap out or count it. (i.e. - Teacher: How many sounds are in the word /s/ /l/ /t/? Students: /s/ /l/ /t/. Three sounds</p> <p>Phoneme addition: Children make a new word by adding a phoneme to an existing word. (i.e. - Teacher: What word do you have if you add /p/ to the beginning of /ill/? Students: pill</p> <p>Phoneme deletion: Children recognize the word that remains when a phoneme is removed from another word. (i.e. - Teacher: What is fall without the /f/? Students: all</p> <p style="text-align: center;">Progress monitor biweekly to assess student's proficiency and growth.</p>	<p>Lessons should be provided by a specialist in the particular area of weakness other than the classroom teacher.</p> <p>Provide intervention 4 to 5 days per week for 45 minutes to 1 hour outside the classroom.</p> <p>Adjust the pace of the lesson by offering more time for students to practice the target skill, than what is offered in TIER 2.</p> <p>Concentrate on a smaller set of targeted reading skills.</p> <p>Progress monitor weekly to assess student's proficiency level in phonemic awareness iSPIRE - Phoneme Segmentation Fluency, Decoding Power tasks, etc.)</p>

The skill focus taught during intervention should not be limited to the information listed on this document, but all lessons should include explicit instruction and multisensory strategies.

Focus Area	Tier 2	Tier 3
<p style="text-align: center;">Phonics and Language Systems</p>	<p>Successive Blending: Model, guide, and practice blending sounds to pronounce words that feature target phonetic sound(s).</p> <ul style="list-style-type: none"> • Rather than sa.....t • s...a > sa > s...a > sa > sa...t > sat • Model individual sounds and blending procedure and use finger cues • Child imitates the model with verbal & finger cues 	<p><u><i>If students didn't respond positively to Tier 2 interventions, intensify intervention:</i></u></p> <p>If needed, adjust the sequence of the lesson to focus on an easier skill before moving into a more complex skill (<i>i.e.</i>- instruct on short vowels before long vowels).</p>
<p style="text-align: center;">Description</p> <p>A child with a deficit in phonics is having a difficult time recognizing sounds and blending those sounds to form written words or decode words in print.</p>	<p>Dictation tasks: Connect phonemic awareness segmenting tasks with phonics instruction.</p> <ul style="list-style-type: none"> • Teacher: what are the sounds in the word “big”? • Students: /b/ /l/ /g/ • Teacher: Model writing the letters dictated by students on a large chart or board and read the word with the students. • Teacher: Repeat the process by calling out other words that feature target phonetic sound and have students practice segmenting and writing words that focus on the target skill as you dictate them. <p>Decoding multisyllabic words: Model, guide, and practice segmenting longer words into manageable chunks to help students read words correctly.</p> <ul style="list-style-type: none"> • Teach students to recognize affixes - prefix, suffix, etc. <p>Fluency – Accuracy: Read and reread connected text (i.e. – decodable reader) that features phonetic target sound(s) after skill has been taught to develop accuracy in decoding words that contain the focus sound(s).</p> <p>Progress monitor biweekly to assess student’s proficiency and growth.</p>	<p>Smaller group size – 1 to 3 students</p> <p>Lessons should be provided by a specialist in the particular area of weakness other than the classroom teacher.</p> <p>Provide intervention 4 to 5 days per week for 45 minutes to 1 hour outside the classroom.</p> <p>Adjust the pace of the lesson by offering more time for students to practice the target skill, than what is offered in TIER 2.</p> <p>Concentrate on a smaller set of targeted phonics skills.</p> <p>Progress monitor weekly to assess student’s proficiency level in phonics</p> <p>(AIMS Web– Nonsense Word Fluency, Oral Reading Fluency, Decoding Power, etc.)</p>

The skill focus taught during intervention should not be limited to the information listed on this document, but all lessons should include explicit instruction and multisensory strategies.

Focus Area	TIER 2	TIER 3
<p>Phonics and Language Systems</p>	<p>Syntax (knowing about language and how our language works – word order)</p> <ul style="list-style-type: none"> • Provide direct instruction about the rules of grammar and the exceptions to common syntactic rules. • Provide students with examples of different ways to combine sentences in a way that makes sense. • Give students practice working with syntactically rearranged sentences, for example, comparing "The dog chased the cat" with "The cat was chased by the dog," "Get a glass of milk before you sit down" with "Sit down after you get a glass of milk," etc. • Give students increasingly complex sentences and ask them to interpret different possible meanings. • Utilize cloze procedures (leaving out specific words) that require students to fill in words that are grammatically correct. <ul style="list-style-type: none"> ○ Provide students with syntactically incorrect sentences and ask them to generate as many corrections as possible. <p>District Program: Open Court Readers</p>	<p><u><i>If students didn't respond positively to Tier 2 interventions, intensify intervention:</i></u></p> <p>If needed, adjust the sequence of the lesson to focus on an easier task before moving into a more complex task.</p> <p>Smaller group size – 1 to 3 students</p> <p>Lessons should be provided by a specialist in the particular area of weakness other than the classroom teacher.</p> <p>Provide intervention 4 to 5 days per week for 45 minutes to 1 hour outside the classroom.</p> <p>Adjust the pace of the lesson by offering more time for students to practice the target skill, than what is offered in TIER 2.</p> <p>Progress Monitor weekly to assess student's proficiency level (Use an oral reading passage, have students to read passage aloud while teacher completes a miscue analysis to determine students' understanding of syntax).</p> <p>District Program: Open Court Decoding</p>
<p>Description</p> <p>Children without an understanding of syntax will place words in an order that doesn't make sense when they write, read and/or communicate.</p>		

The skill focus taught during intervention should not be limited to the information listed on this document but all lessons should include explicit instruction and multisensory strategies.

Focus Area	TIER 2	TIER 3
<p>Comprehension</p>	<p><u>Deepen understanding of relationships in a text through using graphic organizers:</u></p> <p>1.) Story Structure – Help students improve their comprehension of literary text by focusing on the way the content and events of a story are organized into a plot.</p> <p>2.) Informational Text Structure – Help students focus on text structure or how a text is organized as they read to deepen their understanding of that text (cause-effect, problem-solution, compare-contrast, descriptive, chronological order)</p> <p>3.) Skill-Deepening:</p> <ul style="list-style-type: none"> • Focus on standards from Key Ideas and Details to ensure students know and understand <i>“What the text says?”</i> • Focus on standards from Craft and Structure to ensure students know and understand <i>“How the text or author says it?”</i> • Focus on standards from Integration of Knowledge and ideas to ensure students know and understand <i>“What does the text mean?”</i> <p>Progress monitor biweekly to assess student’s proficiency and growth.</p> <p>District Program: Journeys Write-In Readers</p>	<p>Progress Monitor weekly to assess student’s proficiency level (AIMS– Oral Reading Fluency and Retell Fluency, iSPIRE– specific skill/standard assessment, etc.)</p> <p>District Program: Open Court Decodable</p>

The skill focus taught during intervention **should not be limited** to the information listed on this document, but all lessons should include explicit instruction and multisensory strategies. *For additional information contact K-5 Literacy and Humanities Coordinator Department of Curriculum and Instruction

6-12 Recommendation for TIER 2 and TIER 3 Intervention

Major Components	Tier 2 Intervention	Tier 3 Intervention
<p>Intervention in middle and high school should include these major components:</p> <p>Vocabulary Instruction- Just like with reading instruction, vocabulary instruction should involve cognitive skills instruction. We want students to draw on their background knowledge, be metacognitive as they encounter new words, notice things about words, predict and infer meanings, question the use of specific words, analyze words and parts of words, make judgments about the selection and use of certain words, and evaluate theirs' and others' use of words. Instruction should include opportunities for students to work with words in multiple ways, including identifying synonyms and antonyms, looking for roots and using cognates, and connecting new words to known words.</p> <p>What Is Word Study</p>	<p>Students receiving Tier II intervention support are placed in small groups according to their skill deficit to allow them additional time to respond, practice, and receive feedback. The groups are fluid and should be adjusted as instructional priorities for each student changes. The strategies listed below are a limited number of strategies that can be used to meet the needs of the students and should be supported by data collection, frequent monitoring, and data-driven decision-making.</p> <ul style="list-style-type: none"> • Repeated Readings- Read the text multiple times to improve comprehension and fluency. • Ask- Read-Tell- ASK: Before reading the text, the student looks over the title of the passage, asks what the topic is likely to be, considers what he or she already knows about that topic, and generates 2 questions that the student hopes to answer through reading. <ul style="list-style-type: none"> - READ: While reading, the student stops after each paragraph to query whether he or she has adequately understood that section of the passage and, if necessary, apply comprehension fix-up skills. - TELL: After reading, the student attempts to answer the two questions posed earlier based on the content just read. Finally, the student meets with a peer partner, and participants tell each other what questions and answers they produce. • Chunking the Text-Chunking Text is a practice that allows students to break down difficult passages into more comprehensible pieces or smaller parts. By doing this, students can identify key ideas and words, 	<p>Tier III intervention should be provided by a specialized teacher/curriculum coach or special education teacher who is highly skilled in the particular area of weakness. Tier III interventions usually take place outside the general education classroom.</p> <ul style="list-style-type: none"> • READ 180-READ 180 Next Generation is a comprehensive reading intervention program designed for students who are reading below grade level. The program uses adaptive software, motivating readings, and scientifically based research in reading instruction to help students become confident, successful readers. • Imagine Learning Path (Edgenuity)-

The skill focus taught during intervention should not be limited to the information listed on this document, but all lessons should include explicit instruction and multisensory strategies.

<p>Fluency Practice- Fluency develops as a result of many opportunities to practice reading with a high degree of success. Therefore, your students should practice rereading aloud and independently texts that are reasonably easy for them – that is, texts containing mostly words that they know or can decode easily. In other words, the texts should be at the students' instructional or independent reading level. In middle and high school, this will and can occur during repeated close readings of the text.</p> <p>Comprehension Instruction- Effective comprehension instruction is instruction that helps students to become independent, strategic, and metacognitive readers who are able to develop, control, and use a variety of comprehension strategies to ensure that they understand what they read.</p> <p>Writing Instruction- Begins with clear and deliberate</p>	<p>increase their ability to paraphrase, organize their thinking, and synthesize information.</p> <ul style="list-style-type: none"> • Think Aloud-Think-Alouds have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they are doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text. • Reciprocal Teaching-refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. • Scaffolding -This method breaks learning into chunks. The chunks follow a logical order and move toward a clear goal. Teachers form a bridge between what students already know and what they cannot do on their own. These bridges are referred to as “scaffolds.” They can include charts, pictures, and cue cards. Teachers often use this method by presenting a model of high-quality work before asking students to work on their own. Just as they are used when constructing buildings, scaffolds are removed when they are no longer needed. • Accessible Leveled Text (Pearson Realize) - Text located in the Pearson Realize platform on a lower readability level. <p>Guided Questioning- Written or oral questions provided to students while they are working on a task that allows them to move to higher levels of thinking and brings their attention to key details.</p>	
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with clear and deliberate planning and includes explicit instruction, modeling, guided practice, scaffolding, and collaboration between the teacher and student. The instruction should also include student engagement and motivation to write daily.
[Teaching Secondary Students to Write Effectively](#)

- **Close Reading-** Close reading means reading to uncover layers of meaning that lead to deep comprehension. It is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, and meaning.
- **Think-Pair-Share-** Think-pair-share (TPS) is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. This strategy requires students to
 - (1) think individually about a topic or answer to a question;
 - (2) share ideas with classmates. Discussing with a partner maximizes participation, focuses attention, and engages students in comprehending the reading material.
- **Cloze Reading-** Cloze reading is an instructional strategy where users are required to fill in the blanks within a passage with correct words from a word bank. Cloze reading is used to assess a student's understanding of vocabulary.
- **Word Study (My Perspective Plus) -** Word study provides students with opportunities to investigate and understand the patterns in words. Word study is designed to build word knowledge that can be applied to both reading and spelling. This type of reading instruction helps to develop students' abilities in phonics, word recognition, and vocabulary. Tier II and Tier III words should be included in this type of instruction.
- **Context Clues-** Using context clues is an explicitly taught reading strategy that students use to figure out the meaning of an unknown word (Flemming, 2014).

	<ul style="list-style-type: none">• Summarizing- Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory about what is read.• Retelling- Retelling involves having students orally reconstruct a story that they have read. Retelling requires students to activate their knowledge of how stories work and apply it to the new reading. As part of retelling, students engage in ordering and summarizing information and in making inferences. The teacher can use retelling as a way to assess how well students comprehend a story, and then use this information to help students develop a deeper understanding of what they have read.• Frustration Model- The Frustration Model is a strategy that uses a graphic organizer for vocabulary building. This technique requires students to (1) define the target vocabulary words or concepts, and (2) apply this information by generating examples and non-examples.• Graphic Organizers- A graphic organizer guides the learner's thinking as they fill in and build upon a visual map or diagram. They are also informally used as a term to describe all visual learning strategies such as concept mapping, webbing, mind mapping, and more.	
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| | <ul style="list-style-type: none">• Sentence Starters- Sentence starters provide a partial frame for students to begin their sentence or idea. However, sentence starters only begin the idea, and students must complete the idea from there.• Sentence Frames- Sentence frames provide an opportunity for students to use key vocabulary while providing a structure that may be higher than what they could produce on their own.• Mentor Texts- Mentor texts are written pieces that serve as an example of good writing for students. The texts are read for the purpose of studying the author's craft, or the way the author uses words and structures the writing. The goal is to provide students a model they can emulate in constructing their own piece.• Chunking Writing- This type of writing instruction breaks the writing instruction and task up into small chunks to provide room for scaffolding. | |
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Elementary Math Recommendations for Tier 2 and Tier 3 Intervention

Grades: K-5	Tier 2 Intervention	Tier 3 Intervention
<p>Intervention in elementary grades should include these suggestions:</p> <p>Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem-solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.</p> <p>Interventions should include instruction on solving word problems that is based on common underlying structures.</p>	<p>Students receiving Tier II intervention support are placed in small groups according to the skill deficit to allow them additional time to respond, practice, and receive feedback.</p> <p>The groups are fluid and should be adjusted as instructional priorities for each student changes. The strategies listed below are a limited number of strategies that can be used to meet the needs of the students and should be supported by data collection, frequent monitoring, and data-driven decision-making.</p> <p>Overall Skills are lower than grade level: -assess for level of instruction -provide small group instruction on needed skills</p> <p>Difficulty remembering math facts: -separate facts into sets of fact families -provide extra opportunities -provide references to assist in fact calculation -use manipulative objects -practice flashcards with peer/volunteer -use folding in technique for flashcard practice -student self-check/correct practice sheets</p> <p>Difficulty attending to important details: -highlight operational signs/keywords -use vertical lines/graph paper for organization -reduce the number of problems per page -use a window overlay to isolate problems -have student repeat directions to teacher</p>	<p>Tier III intervention should be provided by a specialized teacher/curriculum coach or special education teacher who is highly skilled in the area of weakness. NCTM provides a qualitative summary suggesting that math intervention programs adhere to a set of recommendations, including that instruction should:</p> <ul style="list-style-type: none"> • Be in a small group of no more than six. • Address skills that are necessary for the unit at hand • Be quite explicit and systematic <p>District program</p> <p>iSPIRE: <i>iSPIRE</i> opens the door through 10-step teacher-led lessons and reinforcing practice, locking in measurable gains and replacing doubt with delight. Students work primarily with online activities and manipulatives, ending the need for distributing and collecting materials. Teachers also work online, enabling real-time progress monitoring, digital assessment, and reporting.</p> <p>I Ready: i-Ready Instruction delivers powerful online lessons that motivate students on their paths to proficiency and growth. K–8 lessons provide tailored instruction that meets students where they are in their learning journey and encourages them as they develop new skills. I-Ready Instruction is complemented by easily accessible teacher resources that enable teachers to target the specific skills with which students are struggling most in their whole class, small group, and one-to-one instruction.</p>

	<p>Inability to read text for word problems: -align material with students' reading level -highlight key words in math problem</p> <p>Slow rate of completion: -reduce number of items to complete -provide manipulatives</p> <p>Problems sequencing steps for computation: -consistent review of steps -reference sheet kept at student desk -use acronyms to remember steps -color coding of steps -use of manipulative objects -use of calculator</p> <p>Failure to visualize concepts: -use simple, consistent language -provide visual examples -assess and explicitly teach concept terminology</p> <p>Difficulty solving word problems: -use concrete examples -highlight key operational words -have students restate problem -use of calculator/manipulatives</p>	<p>Effect size and maximum results strategies</p> <p>Instruction with the maximum effect size should include the following strategies: student think-aloud, peer-assisted heterogeneous mixed ability groups, and frequent formative assessment data that is provided to the student.</p>
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6-12 STEM Recommendation for Tier 2 and Tier 3 Intervention

	Tier 2 Intervention	Tier 3 Intervention
<p>Intervention in Middle and High School should include these major components:</p> <p>Conceptual Learning Experiences- Conceptual understanding is knowing more than isolated facts and methods. The successful student understands mathematical ideas and has the ability to transfer their knowledge into new situations and apply it to new contexts. Conceptual understanding includes:</p> <ul style="list-style-type: none"> • Purposeful questions • Tasks that promote reasoning and problem-solving • Guided Practice using manipulatives or models <p>Explicit Vocabulary Instruction- needs to be tiered to the context</p>	<p>Students receiving Tier II intervention support are placed in small groups according to the skill deficit to allow them additional time to respond, practice, and receive feedback. The groups are fluid and should be adjusted as instructional priorities for each student changes. The strategies listed below are a limited number of strategies that can be used to meet the needs of the students and should be supported by data collection, frequent monitoring, and data-driven decision-making.</p> <ul style="list-style-type: none"> • Academic Math Vocabulary Organizer- Using a graphic organizer to keep an ongoing record of vocabulary words with definitions, pictures, notes, and connections between words. • Marking the Text- Highlighting, underlining, and /or annotating text to focus on key information to help understand the text or solve the problem. <p>Think-Pair-Share- Thinking through a problem alone, pairing with a partner to share ideas, and concluding by sharing results with the class.</p>	<p>Tier III intervention should be provided by a specialized teacher/curriculum coach or special education teacher who is highly skilled in the particular area of weakness. Tier III interventions usually take place outside the general education classroom.</p> <ul style="list-style-type: none"> • Solving Word Problems Using Structured Organizers-This intervention gives students a better understanding of reading, interpreting, and solving word problems in mathematics. The use of structure organizers is first modeled by the teacher, students use the organizers on their own, and is phased out as students become more proficient. <p><u>Procedure:</u> Phase 1: Modeling the use of Structured Organizers</p>

<p>of mathematics so students are likely to identify relationships between word meaning and mathematical concepts. High-quality vocabulary instruction helps students retain word meaning and become fluent in word use. Explicit vocabulary instruction exposes students to word meaning multiple times through rich and varied activities to relevant information about the word.</p> <p>Fluency and Basic Math Facts- Fluency develops as a result of many opportunities to practice mathematics with a high degree of success. Fluency and accuracy with math facts is an important prerequisite to higher level math problem solving skills. When students are fluent with basic facts, they are more motivated to persevere on difficult tasks and are more likely to be more confident when learning new math skills.</p>	<ul style="list-style-type: none"> • Scaffolding -This method breaks learning into chunks. The chunks follow a logical order and move toward a clear goal. Teachers form a bridge between what students already know and what they cannot do on their own. These bridges are referred to as “scaffolds.” They can include charts, pictures, and cue cards. Teachers often use this method by presenting a model of high-quality work before asking students to work on their own. Just as they are used when constructing buildings, scaffolds are removed when they are no longer needed. • Cover, Copy, and Compare- Increasing Math Fluency <ul style="list-style-type: none"> ○ Students learn a five-step procedure that gives them increased opportunities to respond to mathematics material and self-evaluate their responses. Cover, Copy, and Compare is an efficient strategy for increasing accuracy and speed in basic math facts, requires little student training or teaching time, and can be used with individuals, small groups, or entire classes. ○ The student is given a sheet with correctly completed math problems in left column and index card. ○ For each problem, the student: <ul style="list-style-type: none"> - studies the model - covers the model with index card 	<ul style="list-style-type: none"> • Display a word problem and a structured organizer to the entire class on the overhead projector. Hand out copies to the students. Have students complete their own copies as you call on individual students for responses and fill in the transparency. • Have students hand in their structured organizers and answer the word problem. <p>Phase 2: Checking student use of Structured Organizers</p> <ul style="list-style-type: none"> • Have the students independently fill out the organizer for a new word problem. • Come back together as a whole class and fill out the organizer together, calling on students to answer the questions. Record responses on the organizer transparency and have students make any necessary corrections on their papers. <p>Phase 3: Independent Use of Structured Organizers Give students new word problems and have them complete structured organizers while solving them. Do not have them respond as a group.</p>
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- copies the problem from memory
- solves the problem
- uncovers the correctly completed model to check answer

- Sequence for Teaching Fractional Concepts- Suggestions for the progression in working with students on fractions and understanding concepts behind fractions.

Procedure:

The student

- Manipulates concrete models (e.g., manipulating fractional blocks and pegs)
- Matches fractional models (e.g., matching halves, thirds, and fourths)
- Points to fractional model when name is stated by another (e.g., the teacher says “half” and the student selects a model of “half” from several distractors)
- Names fractional units when selected by another
- Draws diagrams or uses manipulatives to represent fractional units
- Writes fraction names when given fractional drawings
- Uses fractions to solve problems

Phase 4: Maintenance

- Have students complete word problems without giving them structured organizers to complete.
-

Intervention Programs:

- **Corrective Mathematics** provides intensive support for students who have difficulty with mathematics. The series is organized into seven strategic modules that provide teacher-directed instruction on critical skills and concepts that struggling students often fail to grasp.

MATH 180 is an intervention mathematics program that rebuilds the foundational skills that struggling students need to prepare for algebra readiness. MATH 180 is a blended learning program, consisting of rotations between teacher-led instruction and student-paced software.

- **Solving Word Problems Using Structured Organizers-** This intervention gives students better understanding of reading, interpreting, and solving word problems in mathematics. The use of structure organizers is first modeled by the teacher, students use the organizers on their own, and is phased out as students become more proficient.

- **4-Step Problem-Solving Approach-** Students can consistently perform better on applied math problems if they follow an efficient 4-step plan of understanding the problem, devising a plan, carrying out the plan, and looking back.
 - **Understand the problem** – students determine what the problem is asking and what information is provided.
 - **Devise a plan** – students choose a strategy for the problem such as analyzing data, making lists, or drawing a diagram.
 - **Carry out the plan** – students follow the plan and then check for errors.

Look back at the problem-students revisit the problem, decide if their solution is reasonable, and determine if any part of the problem-solving process requires further attention.



Parent Request for Evaluation of Special Education and Section 504

At any time, a parent may request that an evaluation occur to determine if the child requires services provided through special education or Section 504 (exception being medical 504). While the school will always act upon a parent's request, a conversation explaining the process is important. If a parent requests an evaluation for a student, the teacher should refer the request to the PST team and special education lead teacher or school-based Section 504 Liaison to initiate the process of referral for evaluation. The state mandates that we use Response to Intervention during the evaluation process. This means once a referral is accepted and consent is signed and received by the LEA, the school will continue to provide intervention with progress monitoring during the evaluation process. When consent for evaluation is received by the LEA, the 60-day timeline begins. If the student is determined not eligible for services or was not accepted for evaluation by the referral team, the PST team must reconvene to consider updated evaluation information and determine appropriate continued interventions and/or recommendations for needed supports/services (i.e. 504, reading/math intervention, behavior plans).

Presentation of Information:

It is important to remember that the way information is presented to a parent will impact the parent's response. Care should be taken to give clear information in layman's terms. The parent is the child's advocate. District staff may be brought in to assist with communication.



Problem-Solving Model: Tier II and/or Tier III

Consultation Between Teacher & Parent & Problem-Solving Team

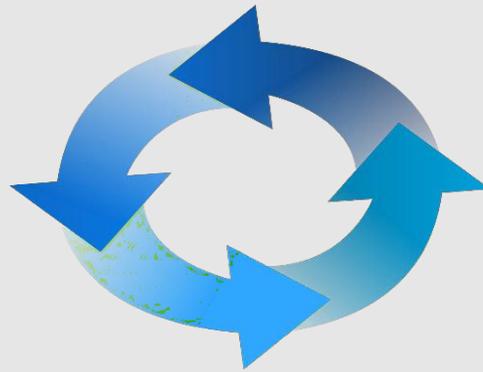
1. Define the student's performance profile.

Informal screenings/records review and further definition of the area(s) of concern.

2. Develop a plan

Strategies are discussed and a plan is written.

(TIER II Form)



4. Evaluate

Determine effectiveness and need for additional resources.

3. Implement the Plan

Plan is implemented, data is gathered, and fidelity and progress are monitored.

Bullock County Schools

MTSS

Framework/Process

Problem-Solving

- Review progress monitoring data
- Review all records, diagnostics, and parent concerns
- Develop individually targeted intervention
- Research-based programs/strategies
- Increased frequency, intensive, and duration
- Monitor progress

Problem-Solving

- Define problem
- Identify goal
- Work w/instructional team to determine intervention
- Use available strategies: targeted instruction, small group, etc...
- Match strategies to define problem

Problem-Solving

- Review teacher data
- Look for root cause or if child has diagnosis
- Strategic, targeted intervention
- Universal practices
- Increase frequency, intensity, and duration

The Parents

- Keep the parent informed
- Follow up after meetings
- Invitation to subsequent meetings
- Share progress monitoring data

Progress Monitoring

- Look at progress of class
- PM is more frequent (bi-weekly/weekly)
- Behavior charts, Behavior Intervention Plan
- Grades are not sufficient PM data
- By the end of Tier II, you will also need to look at data that shows whether or not the intervention is successful for other Tier II students

Tier 3

Tiers I and II continue
BUT increase
intensity

FEW

The Parents

- Parents present
- Parent collaborates with plan development

Progress Monitoring

- Weekly
- Assess rate of progress
- Assess how far behind benchmark
- Will student catch up at this rate
- Was progress less, same, or more in class?
- How did student progress compare to others in same intervention?

Tier 2
Tier I
continues...

Parents

- Discuss problems
- Discuss classroom interventions
- Develop Tier I intervention Plan with parent

Progress Monitoring

- Collect current performance data
- Work samples
- Test data
- Intervention data (progress monitoring-Is the student improving with what you have targeted)
- Evaluate effectiveness

SOME

ALL



PST Best Practices

Academic, Behavior, and Social Emotional Learning

~

Required Forms

A resource guide for all teachers and administrators!



Watch List Criteria for At-risk:

Elementary	Middle	High
<ul style="list-style-type: none"> • Retained students • Levels 1- 2 on State Assessment • Lowest Quartile Students • Previous Year's Tier I and II students • Students reading below grade level • Students below 50% percentile on ACAP Reading and ACAP Math • Excessive Referrals or discipline issues • New students who may not have records • Previous year's grades (D/F in ELA or Math • Previous year's attendance ($\geq 10\%$ or 15 days absent) • History of tardiness or early pick-up 	<ul style="list-style-type: none"> • Retained students • Levels 1- 2 on State Assessment • Lowest Quartile Students • Previous Year's Tier I and II students • Students reading below grade level • Students in Credit Recovery • Excessive Referrals or discipline issues • New students who may not have records • Previous year's grades (D/F in ELA or Math • Previous year's attendance ($\geq 10\%$ or 15 days absent) • History of tardiness or early pick-up 	<ul style="list-style-type: none"> • Retained students • Levels 1- 2 on State Assessment • Lowest Quartile Students • Previous Year's Tier I and II students • Students reading below grade level • Students with a cumulative GPA below 2.0 • Students who have not earned sufficient credits to move toward graduation • Students in Credit recovery • Excessive Referrals or discipline issues • Students in Accommodation Classes who are not Special Education Students • Previous Administrative promotions • New students who may not have records • Previous year's grades (D/F in ELA or Math • Previous year's attendance ($\geq 10\%$ or 15 days absent) • History of tardiness or early pick-up



Teacher Information to Review

An intervention IS	An intervention IS NOT
<ul style="list-style-type: none">• A specific academic or behavioral strategy that differs from activities occurring in the general classroom for all students• Designed to provide at-risk students with necessary academic and behavioral supports• Research-based	<ul style="list-style-type: none">• Completing a form• An assessment• Change of seating• A person (this is who delivers and monitors the intervention)• Small group (this is the setting for the intervention)• Progress monitoring• Homework or peer buddies• Retention• Suspensions (in or out of school)

Grade Level Data Meetings Guide (Collaborative Chats):

Teacher Collaborative Chat # 1: To occur during a grade level meeting designated for “Data Review” within the first three weeks of school.

- Review available data on incoming students
- Create initial “watch list” based on criteria listed on page four.
 - Review information on students already in the MTSS/RTI process
 - Develop Tier I intervention plans on any students with multiple risk factors.
 - Contact parents: this conversation should be positive. Start by positives and
 1. indicate this plan is for the success of their student.
 2. Implement Tier I interventions through differentiated instruction.
 3. Progress monitor based on success and student growth with the specified intervention.

Teacher Collaborative Chat #2: To occur after first report card.

- Review “watch list”
 1. Review all available data. For instance: ACAP, classroom assessments, attendance, etc.
 2. Ask yourself, “Are most students making sufficient progress?” “Based on what data?” “If not, how can I facilitate this?”
 3. Are there any additional students needing an intervention plan? *Note: unless you are teaching an intervention class no more than 20% of your students should require a Tier I intervention plan. If this is the case, review your Tier I instruction.*
 4. Review Tier I intervention plans, calendars, and progress monitoring charts created at first data meeting and assess:
 - A) Student is making adequate progress toward benchmark- if this is the case discontinue intervention plan and continue to monitor
 - B) Student not making adequate progress toward benchmark- three options: continue intervention longer; alter intervention; refer student to PST.

Teacher Collaborative Chat #3: To occur after second report card

Repeat steps from collaborative chat #2

- **IMPORTANT:** Is any student in danger of retention?
- **ELEMENTARY:** Students in danger of retention should be receiving increased (Tier II or III) intervention and should be referred to PST
- **SECONDARY:** Communicate names and needs of students to administrator or designee

Teacher Collaborative Chat #4: To occur shortly before/after third report card

- Repeat steps from data meeting #3
- **ELEMENTARY:** finalize retention recommendations (pending test scores if applicable)
- **SECONDARY:** notify administration of students in jeopardy of failing a course
- Flag student's “watch list” for next school year

Intervention Support Team (Grade Level) Sample Meeting Agenda: 1st Meeting on a Student (Complete Student Profile prior to first meeting. Bring data to meeting.)

Time	Task
1 min.	Introductions as necessary (required when parents are present). Facilitator reviews the agenda as necessary
2 min.	<p><u>Inventory, Student Strengths, and Talents:</u> This information is taken from the Problem Solving Team request Form and Tier I Intervention Plan.</p> <ul style="list-style-type: none"> • It is not a general discussion, care should be taken to focus on data over perception; • Team discusses student’s strengths; • Team identifies rewards or incentives that help motivate students.
3-5 min.	<p><u>Assess Concerns:</u> Why is this student being brought to PST? What data indicates that the student is performing more poorly than at least 80% of the class?</p> <ul style="list-style-type: none"> • Chair or Teacher summarizes referral concerns; • Team Members share any additional concerns; • Team members review relevant background information (Student Progress, Student Data, Tier I Intervention Plan)
3-5 min.	<p><u>Review Baseline and Intervention Data:</u></p> <ul style="list-style-type: none"> • Teacher summarizes interventions implemented prior to PST meeting and discusses parent contacts; • Teacher reviews student response to Tier 1 intervention and any baseline data collected (Tier I Intervention Plan) and any available Progress Monitoring Data); • Team discusses: <ol style="list-style-type: none"> 1. What appears to be the root cause of the student’s problems? 2. What, if any, additional data is needed to make this determination? If additional diagnostic information is needed, assign who will be responsible for administration and reporting back.
5 min.	<p><u>Set Academic and/or Behavioral Goals:</u></p> <ul style="list-style-type: none"> • Team selects and defines the top concern in easily observable and measurable terms (Long-Term Goal); • Team sets an ambitious but realistic, observable, and measurable goal that is attainable in 4-6 weeks (Short-Term Goal)
5-10 min.	<p><u>Design an Intervention Plan:</u></p> <ul style="list-style-type: none"> • Team develops at least one intervention to address the concern; • Team selects at least one method or tool to monitor student progress for each intervention (must align with the intervention and the targeted area of need); • Grade level Lead or PST Coordinator documents the plan, including series of specific teacher-friendly intervention steps, when and where it will be implemented, materials required, measures to monitor student progress, how frequently progress data will be collected, and person(s) responsible for intervention and progress monitoring. <p><i>*All schools must use district-required forms*</i></p>
2 min	<p><u>Review Intervention Plan:</u></p> <ul style="list-style-type: none"> • Recorder reviews main points and asks attendees to sign Intervention Support Team Meeting Summary Form. • Facilitator elicits any final concerns (ensures that teacher understands plan and who to go to for help); • Chairperson schedules follow-up meeting and reminds teacher to follow up with parent. <p><i>*A teacher must leave the meeting with a copy of the Tier I intervention plan*</i></p>

Behavior Interventions and Strategies

Challenging Students	Implementation	Example
Cool Down Breaks	Select a corner of the room to allow students to take a break when upset. Cool-down breaks are for all students. This will avoid singling students.	“Student, I would like to talk to you about what’s make you upset. First, take 5 minutes in the cool down corner.”
Positive Teacher Requests	When making teacher requests add a positive “spin” to avoid a power struggle.	“Student, I will be over to help you with your assignment as soon as you have a seat.”
Give Praise / Positive Attention	Provide students with sincere and specific praises after good behavior is displayed. Avoid embarrassing the student.	Write student a note. Verbally praise student in private. Send parent letter home.
Buddy Teacher	Use buddy teacher as a time for brief student break from the classroom.	Use a teacher who has a good relationship with student.
Positive Classroom Environment	Defiant students often view the classroom as a punishment. Provide a fun and positive environment.	Adjust lesson plans and class activities to capture student interest.
Increase Leadership Skills	Defiant students often enjoy being in control. Provide students with tasks to encourage positive leadership.	Line leader. Specific classroom job. Running teacher errands. Peer helper.
Validate Student Feelings	Discuss student feelings and help student to label feelings when a change in emotion is observed.	“Student, you appear to be nervous would you like to talk about it?”
Student Reflection	Allow student to reflect on behavior after student has calmed down.	Use student reflection sheets Journal on behavior Meeting with counselor.

Behavior Interventions and Strategies

ADHD Strategies	Implementation	Examples
Make Classroom Routines	ADHD students often get off task and clear classroom routines will help student to stay organized.	Homework written on the board. Assign row captains. A student is in charge of students writing down homework.
Supportive Peer Support	Pair student up with a peer helper to help students with ADHD stay on task.	Assign a peer helper to check student's assignment. Sit student next to a student who can ignore behaviors.
Desk Reminders	Use visual reminders to show classroom or school rules.	Desk reminder cards.
Stretch Breaks	Students can become fidgety and need to move provide with a stretch break to help exert the energy.	Classroom stretch breaks at scheduled times each day or as needed. Cleaning the whiteboard. Running an errand.
Ignore low-level behaviors	Students with ADHD will be fidgety so work to ignore small behaviors.	Ignore small behaviors that don't affect classroom environment.
Positive Praise	Students with ADHD respond to immediate gratification. Notice when students make small improvements.	Praise student verbally. Praise student in a letter. Provide positive rewards.
Interactive Classroom Activities	Provide student with hands-on and interactive activities.	Use thumbs up and thumbs down to answer questions. Act out plays. Write on Promethean or White Board.

DISCIPLINARY RESPONSES FOR CLASSROOM MANAGED BEHAVIORS

GRADES K-12

The greatest opportunity for students to demonstrate self-esteem, self-discipline, and respect for others occurs in the classroom under the direction of the classroom teacher. Teachers shall implement effective instructional strategies and best practices in classroom management.

Continual teaching, combined with feedback of positive student behavior, will decrease unnecessary discipline and promote a culture of productivity, safety, and learning.

When a student shows a lack of respect for established rules, teachers shall assist the student in recognizing the inappropriate actions, identifying the rule the student is breaking, and developing a plan for making appropriate choices. Specific teacher management and consequence options for Class I violations include:

Interventions

Teacher/Student Conference
Seat Change
Problem Solving Worksheet

Teacher/Re-teach expectations
Reinforcement of appropriate behaviors

Behavior Contract
Clarifications of expectations
Alternate assignment
Seat Change
Restorative Conversation

Consequences

Verbal Warning
Written Warning
Written or Verbal
Reflection
Parent/Teacher Contact
Parent/Teacher
Conference
Confiscation of Items
Letter of Apology
Loss of Privilege
Detention
In class exclusion

Classroom management will prioritize a learning environment that is safe and supportive for all students and faculty.

Universal Strategies for Behavior and Academics

Concern	Strategies
Off task	<ul style="list-style-type: none"> • Clear student workspace of extra materials. • Use proximity moves. • Have student make a checklist of tasks. • Set a timer. • Talk with student and create non-verbal reminder cues. • Use signal cards (visual cue cards). • Preferential seating. • Breaks. • Shortened tasks. • Set up designated workspace for individual away from all distractions.
Difficulty starting Assignment	<ul style="list-style-type: none"> • Give clues as to how it relates to real life. • Use verbal or visual cues to prompt. • Provide frequent praise and encouragement. • Ask student to restate or clarify your instructions. • Reduce “visual field” and reduce content on work (or give one page or chunk at a time). • Sequence so easiest task comes first. • Use only one or two-step directions.
Not completing work on time	<ul style="list-style-type: none"> • Create a plan with the student to prepare their use of time. • Verbal and visual cues. • Set time limits. • Use a timer. • Help student create/keep an assignment calendar. • Chunk the work into manageable sections. • Assign only even or odd numbers. • Checklists for self-monitoring.
Not keeping up with assignments/losing materials	<ul style="list-style-type: none"> • Have student restate materials needed. • Use sticky notes to mark items needed as you are teaching. • Let student use phone to call and leave message of items needed and assignments to complete and return. • Student writes assignments on sticky notes, once complete student gets to throw the note in the trashcan. • Keep extra materials in room. • Homework hotline written in student’s agenda. • Create a “planning sheet” for student to organize assignments/materials.
Trouble with written expression	<ul style="list-style-type: none"> • Create an outline of assignment expectations. • Assist student in brainstorming ideas related to topic before beginning. • Have student tape record their ideas or recite aloud their draft/thoughts.

	<ul style="list-style-type: none"> • Highlight similar ideas in the same color so that when they revise, they can organize them properly. • Provide index cards for student to write research facts or brainstorming ideas on and then have them place them in chronological order prior to writing first draft. • Have student write draft on every other line to make revisions easier. • Allow student to draw key points on a given topic then write short captions for each.
<p>Trouble with spelling</p>	<ul style="list-style-type: none"> • Add words the student has mastered to a personal dictionary or index card file. • Use configuration clues to help visual learners. • Have student watch you write the word then have them trace using a highlighter. • Highlight, using different colors, base words, prefixes and suffixes. • Send home master copy of the spelling/vocabulary words at the beginning of the grading period so student can practice words in advance. • Allow student to use a spell check program. • Practice spelling with multiple medias: finger paint, shaving cream, sand chalk, a whiteboard with dry erase markers etc. • Provide an audio tape of spelling words for auditory learners to practice at home. • Have students spell words orally to you, then write them for the student and have the student copy or trace for practice.
<p>Trouble taking notes</p>	<ul style="list-style-type: none"> • Assist student with filling in missed concepts in their notebooks after teaching. • Give student a partial outline of the notes and have them fill in during instruction. • Tape record instruction. • Use common phrases for key parts of the lesson such as, “write this down” or “this is very important”. • Teach common abbreviations for notetaking. • Write down your instructional teaching notes on whiteboard for visual learners. • Assess the student attempted the notes and then provide the detailed notes in exchange for theirs. • Allow student to take notes on a computer rather than trying to write it.

Trouble with written tests

- Restate directions.
- Have student restate directions to you.
- Clarify test questions.
- Highlight or underline key words within a question.
- Use blanks to cue answers; use the exact number of blanks for the exact words you are looking for.
- Provide a place marker to help the student keep their place.
- Provide student with manipulatives (such as sticky notes) for times when a student is asked to sequence a series of items.
- Review test to ensure student has not skipped a question.
- Break test into smaller sections/add more white space (reduce clutter).

PST Chairperson Responsibilities

DOCUMENT or It Did Not Happen!

- Student's name
- Name of team members
- Meeting dates
- Identification of student needs
- Any records of assessment
- Educational plan and implementation results
- Follow-up and, as appropriate, continuous evaluation

A required list of forms to document the PST activities is as follows:

Change names to reflect forms

- **PST Identification Form:** Identify all team members and list active PST meeting dates.
- **PST Checklist:** Helpful in tracking the activities of the PST and assuring that all necessary procedures are implemented in a timely manner.
- **PST Request:** Essential in gathering initial information on the student. The form should be easy to complete while still providing pertinent information about the student's difficulties, strengths, and weaknesses. Request forms, which are a combination of checklist, narrative, and copies of student records are most beneficial.
- **Parent Notification/Invitation to Meeting:** Should clearly inform parents of the purpose of the request and invite their participation in the process.
- **Background Information:** Helpful in gathering developmental, behavioral, and environmental information about the student.
- **Meeting Summary:** Must document the actions of the PST in each meeting. These should be written in a professional manner. Parents should be given a copy of the summary from each meeting. PST members should refrain from making diagnoses or judgment statements in PST summaries. The student's problems should be clearly defined. The discussion of the team should be summarized, and the recommendations should be documented. If the student is being referred to special education, considered for Section 504 eligibility, or no longer needs the services of the Problem-Solving Team, the summary must reflect this decision.
- **Educational Plan:** Must clearly define the strategies to be implemented and the outcomes after implementation. This may be included with the summaries or developed as a separate document. Team members should develop an appropriate Educational Plan (containing, in general, 3-5 appropriate strategies) based on the student's strengths and weaknesses. The plan should be implemented for an appropriate period of time (6-8 weeks is suggested) to determine its effectiveness. Plan should be updated as needed based on student response to the modifications. The outcome for each modification should be clearly documented as to the student's specific response.
- **Behavior Documentation:** Should contain anecdotal information that documents the student's behavior difficulties. The information is most helpful when it includes antecedent, behavior, and consequences.
- **Dismissal Letter:** Used to explain the decision to dismiss a student from PST if the parents do not attend the PST meeting.

**Problem Solving Team (PST)
Identification Year:**

DIRECTIONS.

Complete the following information regarding your current school-based PST. For consistency and highly recommended, those with **established** Positive Behavior Intervention Support (PBIS) Teams, teams can serve in a dual capacity with the Problem-Solving Team (PST). **Submit via email to: derrick.harris@bullockco.org**

GENERAL INFORMATION.

School _____ Principal _____

PST INFORMATION.

Chairperson _____ Email _____ Position _____

PST Member _____ Email _____ Position _____

Meetings are: 2 weeks _____ 4 weeks _____ 6 weeks _____

List Meeting Dates and Times.

For additional questions, contact Derrick L. Harris, PBIS/MTSS Coordinator,
derrick.harris@bullockco.org, .

PST Checklist

Date Completed	Required Items
	PST school-based committee form submitted to Derrick L. Harris.
	Universal Screenings
	Student data is reviewed to target “at-risk” (ACAP, formative assessments, attendance, discipline)
	PST referral form completed and submitted to chairperson.
	Grade level data meeting notes on referred student submitted to chairperson.
	Tier II strategies/interventions form submitted to chairperson.
	Parent notification sent home.
	Background information form sent home to parents.
	Signed parent notification and background information form submitted to chairperson.
	PST meeting held.
	Tier III Intervention Plan and Progress Monitoring form completed.
	Progress monitoring begins.
	If student met goal, dismissal letter to parents sent home.

Tier II Intervention and Progress Monitoring Form (Behavior)

Student Name: _____ Teacher: _____ Grade: _____

Area of Concern: _____ Based on what data: _____

Start Date: _____ End Date: _____

Date	Behavior Description	Intervention/ Strategy	Frequency/ Intensity	Result of Intervention
Week One Date:			M T W TH F _____Duration	
Week Two Date:			M T W TH F _____Duration	
Week Three Date: *In person parent contact should be made this week*			M T W TH F _____Duration	
Week Four Date:			M T W TH F _____Duration	
Week Five Date:			M T W TH F _____Duration	
Week Six Date:			M T W TH F _____Duration	

Date of 1st student conference: _____ Date of 2nd student conference: _____

Date of Parent Contact: _____ Type of contact: phone email letter conference

Result of Contact: _____

Date of in Person Parent Contact: (must be made prior to moving student to Tier II): _____

Result of in person Parent Contact: _____

Tier II Documentation Form for Behavior Intervention (page 1)

Student Name: _____

Behavior of Concern: _____ **Based on the following data:** _____

Description: _____ **Start Date:** _____ **End Date:** _____

Date	Behavior Description	Intervention Strategy	Frequency/Intensity	Result of Intervention
Week One Date:			M T W TH F ____Minutes/Session	
Week Two Date:			M T W TH F ____Minutes/Session	
Week Three Date:		In-person parent contact should be made this week.	M T W TH F ____Minutes/Session	
Week Three Date:			M T W TH F ____Minutes/Session	

Student Contact Documentation:

Date of 1st Student Conference: _____ **Date of 2nd Student Conference:** _____

Parent Contact Documentation:

Date of Contact: _____ **Type of Contact:** Phone Email Letter Conference

Result of Contact: _____

Date of In Person Parent Contact: (must be made prior to moving student to Tier III) _____

Result of In Person Parent Contact: _____

Tier II Documentation Form for Behavior Intervention (page 2)

Student Name: _____

Teacher: _____

Date	Behavior Description	Intervention Strategy	Frequency/Intensity	Result of Intervention
Week One Date:			M T W TH F ___Minutes/Session	
Week Two Date:			M T W TH F ___Minutes/Session	
Week Three Date:		In-person parent contact should be made this week.	M T W TH F ___Minutes/Session	
Week Three Date:			M T W TH F ___Minutes/Session	

Documentation Needed to Accompany this Form in order to be submitted to the Problem Solving Team:

- COMPLETED Tier II FORM (ALL PORTIONS MUST BE COMPLETED!!)
 - Copies of Write-ups (either Class I or Class II)
- Documentation of Parent Contact (at least ONE must be an in person contact!)
 - Copies of Behavior Contracts or Charts

Date Parent was notified of student progress and that student is being monitored on Tier II : _____

Date Submitted to the Problems Solving Team: _____ **Teacher Signature:** _____

Tier II Documentation Form for Academic Intervention
(page 1)

Student Name: _____ **Teacher:** _____ **Subject Area of Concern:** _____ **based on the following data:** _____

Specific Standard: _____ **Description:** _____

Date: _____ **End Date:** _____

Date	Behavior Description	Intervention Strategy	Frequency/Intensity	Result of Intervention
Week One Date:			M T W TH F ____Minutes/Session	
Week Two Date:			M T W TH F ____Minutes/Session	
Week Three Date:		In-person parent contact should be made this week.	M T W TH F ____Minutes/Session	

Date of 1st Student Conference: _____ **Date of 2nd Student Conference:** _____

Parent Contact Documentation:

Date of Contact: _____ **Type of Contact:** Phone Email Letter Conference

Result of Contact: _____

Date of In Person Parent Contact: (must be made prior to moving student to Tier III) _____

Result of In Person Parent Contact: _____

Tier II Documentation Form for Academic Intervention (page 2)

Student Name: _____ Teacher: _____

Date	Behavior Description	Intervention Strategy	Frequency/Intensity	Result of Intervention
Week One Date:			M T W TH F ___Minutes/Session	
Week Two Date:			M T W TH F ___Minutes/Session	
Week Three Date:		In-person parent contact should be made this week.	M T W TH F ___Minutes/Session	
Week Three Date:			M T W TH F ___Minutes/Session	

Documentation Needed to Accompany this Form in order to be submitted to the Problem Solving Team:

- **COMPLETED Tier II FORM (ALL PORTIONS MUST BE COMPLETED!!)**
- Copies of Assessments (both the original administration and the retest or redo) and work samples (all should be titled and dated)
- Documentation of Parent Contact (at least ONE must be an in person contact!)

Date Parent was notified of student progress and that student is being monitored on Tier II : _____

Date Submitted to the Problems Solving Team: _____

Teacher Signature: _____



Behavior Management Form

The **Behavior Management Form** is used to document student behavior/s prior to completing the **Pre-Discipline Referral Form**. This form is beneficial for identifying student behaviors, causes of behaviors and strategizing resolutions at the **Tier I and Tier II RTI/PBIS process**. The form is design for the teacher to develop a Student Action Plan with student. Upon its completion, student and parent/guardian signatures are required to indicate agreement of the Student Action Plan.

Student Action Plan

Student: _____ Grade: _____

Teacher: _____ School: _____

Identified Behaviors: (Circle)

Calling Out	No Homework	Sagging Pants	Dress Code Violation	Tardy	Skipping
Refusal to do work	Excessive Talking	Verbal Teasing	Excessively off Task	Profanity	Excessive Absences

Other:

What causes my behavior(s)?

How will I solve the behavior (s)?

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____



Tier II Intervention and Progress Monitoring Form (Academic)

Student Name: _____ Teacher: _____ Grade: _____

Area of Concern: _____ Based on what data: _____

Start Date: _____ End Date: _____

Date	Behavior Description	Intervention/ Strategy	Frequency/ Intensity	Result of Intervention
Week One Date:			M T W TH F Duration	
Week Two Date:			M T W TH F Duration	
Week Three Date: *In person parent contact should be made this week*			M T W TH F Duration	
Week Four Date:			M T W TH F Duration	
Week Five Date:			M T W TH F Duration	
Week Six Date:			M T W TH F Duration	

Date of 1st student conference: _____ Date of 2nd student conference: _____

Date of Parent Contact: _____ Type of contact: phone email letter conference

Result of Contact: _____

Date of in Person Parent Contact: (must be made prior to moving student to Tier II): _____

Result of in person Parent Contact: _____



RTI Tier 2/Tier 3 Progress Monitoring and Intervention Plan

Student Name: _____ Grade: _____ Date: _____

Teacher: _____ Tier 2: _____ Tier 3: _____ Time: _____ Frequency: _____

Intervention(s) - (Place an x next to the selected Intervention)	
Behavior	
PBIS Interventions	Functional Behavioral Assessment (FBA)
Behavior Intervention Plan (BIP)	Other
Math	
Constructive Response Assessment	Other
Reading	
Chunking (Decoding, Comprehension/Vocabulary)	Sounds (Blending/Segmenting/Letters/Sounds)
Letter/Sound Recognition Awareness	Story Retelling
Other	

<p>Week ____ Date ____</p> <table border="0"> <thead> <tr> <th>PM</th> <th>Score</th> <th>Goal Score</th> </tr> </thead> <tbody> <tr> <td>Reading:</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>Math:</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>Behavior:</td> <td>_____</td> <td>_____</td> </tr> </tbody> </table> <p>Progress Monitoring Score _____</p>	PM	Score	Goal Score	Reading:	_____	_____	Math:	_____	_____	Behavior:	_____	_____	<p>Week __ (Area of Focus) - Student will be working on:</p> <p>Reading: Phonics/Phonemic Awareness Fluency _____ Comprehension _____ Vocabulary _____</p> <p>Math: Numbers and Operations _____ Problem Solving _____ Digital Fluency _____</p> <p>Behavior: Self Control _____ Following Directions _____ Respect _____ Focus _____ On task _____</p> <p>This intervention will be implemented through: (Check all that apply) _____ Paired Reading _____ Technology _____ One-on-One _____ Homogeneous Grouping _____ Other _____</p>
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	PM Score	Goal Score											
Reading:	_____	_____											
Math:	_____	_____											
Behavior:	_____	_____											



Tier III Parent Notification of Increasing Intervention and Tiered Support

Student Name: _____ Date of Birth: _____

School: _____ Teacher: _____ Grade: _____

Date(s) Sent Home: _____

Dear Parent or Guardian,

In order to maximize your child’s academic success, our school district has a Problem-Solving Team (PST). The mission of this team is to:

- Identify the needs of students who are struggling in academics and might be at risk of failing a course.
- Recognizing students who are achieving at high academic levels and might need additional enrichment experiences.
- Providing students with academic, behavioral, and social support needed to succeed in school by implementing strategic interventions and strategies within the classroom.

This team includes school administration, teachers, and other school staff who are involved in your child’s education.

At the present time, the team has determined additional data is needed on your child. As we gather additional data, we will keep you informed of all details related to your child’s learning. The following will be completed as a part of the ongoing data collection process:

- Achievement data
- Progress Reports
- Disciplinary Referral (if applicable)
- Observation (if applicable)

The PST Team will meet on _____ to discuss appropriate strategies (enrichment or remediation) based on available data to help your child reach their full academic potential in the classroom. You are a key member of the team and we welcome you to attend. Your input is invaluable, and we encourage you to advocate for your child and participate in this process.

If you have any questions, please contact your school’s PST Coordinator:

PST Coordinator _____

Phone Number _____

I give my permission for the Problem-Solving Team to gather data on processing and achievement to plan for intervention for my child.

Parent/Guardian Signature

Date

PLEASE RETURN THIS FORM TO YOUR CHILD’S SCHOOL WITHIN TWO DAYS OF RECEIPT.



Problem-Solving Team Request Form

(To be completed by school PST)

PST Request Date: _____

Student Name: _____ DOB: _____ Age: _____ Gender: _____

School: _____ Grade: _____ Teacher: _____

Lives with: Parents _____ Guardian _____ Foster Parent _____ Other _____

REASON FOR REQUEST

1. A review of available information suggests that this student's problem is PRIMARILY (check one):

_____ Academic _____ Behavioral _____ Speech/Language (complete sections 4 – 11 and Speech Language request)

2. Identify any areas in which the student displays a significant strength (S) or weakness (W).
Gather Work samples that illustrate the student's weaknesses.

_____ Reading	_____ Math
_____ Sight Word Recognition	_____ Computation
_____ Phonic Skills	_____ Reasoning
_____ Comprehension	

_____ Oral Language	_____ Written Language
_____ Oral Expression	_____ Sentence Structure
_____ Communicating with Peers	_____ Vocabulary
_____ Communicating with Adults	_____ Organization
_____ Comprehension of Oral Language	_____ Spelling/Punctuation
_____ Following Verbal Direction	



3. Identify areas in which the student displays significant difficulties or functions significantly below expected level.

___ Processing

___ Fine Motor Skills

___ Gross Motor Skills

___ Reversals/Transposition

___ Cursive Writing

___ Manuscript

___ Copying from Board

___ Copying from Paper

___ Adaptive Skills

___ Social Immaturity

___ Immature Language

___ Delayed Self-Help Skills

___ Learning Behaviors

___ Working in a Group

___ Distractibility

___ Impulsivity

___ Energy Level Too Low

___ Energy Level Too High

___ Frustration Tolerance

___ Organization

___ Social Adjustment

___ Develops Real Friendships

___ Relates Well to Teachers

___ Emotional Outbursts

___ Withdrawal

___ Chronic Lying

___ Chronic Cheating

___ Chronic Absences/Tardies

___ Stealing

___ Bullying

___ Difficulties at Home



4. Based on student's classroom performance, estimate the student's grade equivalent for each area:

_____ Reading _____ Math _____ Written Language

1. Attach copies of standardized test scores.
2. Attach copy of most recent report card.

School History

3. Attendance: Current Year _____ Days Absent _____ Days Present _____ Tardy/Checkout _____
4. Previous schools attended: _____
5. Retained? YES or NO If YES, what grade? _____
6. Documents on this student:
Psychological _____ Medical record _____ other _____
7. Any prior programs?
EL _____ Speech and Language _____ Sped. _____ Gifted _____ Head Start _____

Please list any and all interventions attempted prior to PST referral:

**This form must be submitted to your school-based PST coordinator/lead*



Problem Solving Team: Background Information

(To be completed by parents or guardian)

Dear Parent,

We would appreciate your help in completing this information regarding _____, and returning it to the school. This information will help us in working more effectively with your child. Information on this form will be treated in a confidential manner.

Date: _____ Birthdate: _____

Address: _____

Name of parent or guardian: _____ Phone Number: _____

Were you notified by your child’s teacher of a concern prior to this notice? YES

NO Agencies or

specialist that have worked with this child or family:

Mental Health Clinic ___ Family Physician ___ Social Worker ___ Other _____

If any checked, please give the following information:

NAME	TITLE	ADDRESS	DATE SEEN

FAMILY DATA

Mother’s Name _____ Age _____ Education _____ (optional)

Place of Work _____ Phone Number _____

Father’s Name _____ Age _____ Education _____ (optional)

Place of Work _____ Phone Number _____

Marital Status of Parents: If parents are separated or divorced, how old was child when the separation occurred? _____

In the case of older students, does the student work outside the home? _____ If yes, how many hours per week? _____

Recent traumatic events (if any):



SCHOOL HISTORY

Number of years at current school (circle): 1 2 3 4 5 6 7

Grades Repeated: _____

Other schools attended: _____

List any subjects that are difficult for your child: _____

Describe any serious problems your child has experienced at school: _____

Describe any serious problems your child has experienced at home: _____

Describe your child's study habits at home: _____

Who is the primary person who helps with homework? _____

How much time does your child spend on homework each night? _____

Parent/Guardian Signature

Date



Problem Solving Team Intervention Plan and Progress Monitoring

Student Name: _____ Teacher Name: _____

Grade: _____ Date: _____

Intervention(s): (Place and "X" next to the selected intervention)

Behavior

____ Behavior Plan ____ Sensory Diet ____ Check-in/out
____ Functional Behavioral Assessment ____ Scheduled Breaks ____ MH Referral

Math

____ Manipulatives ____ Math Fact Drills ____ Constructed Response ____ Other

Reading

____ Vocabulary Cards w/ Visuals ____ Chunking ____ Sound Flash Cards
____ Decoding ____ Story Retelling ____ Other

Intervention and Progress Monitoring

<p>Week: _____ Date: _____</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">PM Score</th> <th style="width: 35%;">Goal Score</th> </tr> </thead> <tbody> <tr> <td>Reading:</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>Math:</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>Behavior:</td> <td>_____</td> <td>_____</td> </tr> </tbody> </table> <p>Progress Monitoring Score: _____</p>		PM Score	Goal Score	Reading:	_____	_____	Math:	_____	_____	Behavior:	_____	_____	<p style="text-align: center;">Area of Focus – Student will be working on:</p> <p>Reading: Phonics/Phonetic Awareness ____ Fluency ____ Comprehension ____ Vocabulary _____</p> <p>Math: Numbers and Operations ____ Problem Solving ____ Digital Fluency ____</p> <p>Behavior: Self-Control _____ Following Directions _____ Respect ____ Focus _____ On Task _____</p>
	PM Score	Goal Score											
Reading:	_____	_____											
Math:	_____	_____											
Behavior:	_____	_____											

This intervention will be implemented through (Check all that apply):

Small Group ____ Technology ____ Direct Instruction ____ Other _____



Problem Solving Team: Meeting Summary

PST Meeting Number: _____ Date: _____

Student: _____ DOB: _____ Age: ___ Grade: ___

Purpose of Meeting: _____

Discussion Summary: _____

Please check here if additional summary notes are attached: __

RECOMMENDATIONS

- | | |
|-----------------------------------|---|
| ____ Parent Contact | ____ Additional Screening |
| ____ Behavior Observation | ____ Referral to Mental Health Services |
| ____ Modification Plan | ____ Repeat current grade |
| ____ Behavior Management Plan | ____ Hearing/Vision Screening |
| ____ Speech/Language Screening | ____ Medical Evaluation |
| ____ Student Conference | ____ Referral to Court Services |
| ____ Learning Style Observation | ____ Other (Cite here): _____ |
| ____ Referral to School Counselor | |

1. What intervention(s) will be used? _____
2. How often? _____
3. What progress monitoring tool will be used? _____
4. How often will data points be collected? _____

Follow-up meeting: Date: _____ Time: _____

Team Members Present:

Name/Title	Name/Title
_____	_____
_____	_____
_____	_____
_____	_____



PST Dismissal Form

Date Dear Parent/Guardian of _____,

Your child has been served through the Problem-Solving Team during the _____ school year. The PST has met on several occasions and discussed his/her progress. At this point, the team feels it is no longer necessary to serve your child through PST based on the following:

Future requests may be made to PST at any time. Should you observe any problems that would warrant further PST intervention, please feel free to contact the school. We will continue to work for progress and the highest possible achievement for your child. We appreciate your support of our efforts. If you have any questions, please contact me at _____.

Sincerely,



RTI Grade Distribution Form

(Due every 9 weeks for Reading and Math)

This form is to be submitted to your administrator and/or PST chair every nine weeks for review to determine next steps for Tier II/Tier III interventions. Retain a copy for teacher documentation.

Teacher Name: _____ Grade Level: _____ Grading Period: _____

Subject Area: _____

A's	B's	C's	D's	F's

Were at least 80% of your students successful? (Made an A, B, or C) **YES** **NO**

Students Currently Earning a "D" or "F"

Student Name	Numeric Grade	What parent contact have you made? What was the response?

What percentage of your students does this "D" and "F" list represent? _____



Frequently Asked Questions:

1. What is MTSS?

MTSS stands for multi-tiered system of supports. This covers all of the supports offered to students in general education and exceptional education classrooms. The RTI process falls under the umbrella of MTSS.

2. How does RTI fit with the Progress Monitoring Plan?

The RTI process is our Progress Monitoring Plan. The Tier I, II, and III Intervention Plans document the Progress Monitoring on targeted students. Other students are monitored through Universal Progress Monitoring (ACAP Math, ACAP Reading, etc.). When a specific PMP is called for, the Tier I Intervention Plan is used to document the required information.

3. Is there a list of strategies?

There is no such thing as a comprehensive list of strategies. It is important to note that specific programs/instructional tools are aligned with the tiers of RTI. These programs are reserved for use with students needing intervention at the intensity of the noted tier. The teacher is responsible for assuring that the program is delivered as indicated in the research base of the program. This includes the instructional methodology, time on task, appropriate group size, etc.

4. Who is responsible for RTI?

Since the focus of RTI is strengthening the effectiveness of core curriculum for all students, ALL teachers are responsible for Response to Intervention. It involves good instructional practice that is expected in all classrooms for all students. Teachers at all levels will be using progress monitoring data to inform their instruction for all students. Monitoring of the RTI process is the responsibility of the MTSS Team working in conjunction with teachers and administrators at each school.

5. What is a reasonable time to implement an intervention before determining if it is effective or not?

Interventions differ in intensity and kind, so there is no specific length of time for an intervention to be implemented. The length of time will be determined by the MTSS Problem Solving Team and will be dependent on progress monitoring results. A minimum length of time has been noted on the various documents and checklists in this plan. The MTSS Problem Solving Team may alter that requirement based on the severity of the problem.

6. How does this impact Level 1 and Level 2 students?

State mandates to remediate Level 1 and Level 2 students exist. Plans for reading intervention are outlined in the K-12 Comprehensive Research-Based District Reading Plan. The students in Level 1 and Level 2 on state assessments will continue to be progress monitored and provided with remediation. The student level will also serve as one piece of data for determining the level of intensity (Tier) for the necessary interventions.

7. Is a retained student automatically Tier II or Tier III?

Retention is serious interruption in a student's school career. Therefore, it is not okay for a student to be retained and continue with business as usual. Data review and problem-solving must occur at the beginning of the next school year to determine the best instructional path for the student. This will determine the intensity of intervention required for the student. Retained third-grade students **must** be monitored through the MTSS.

8. What happens when a new student is enrolled who was Tier II or Tier III in another district?

Review the student records. Bring the student to the MTSS Problem Solving Team and determine what data is needed. Continue in the MTSS problem-solving process with the student based on diagnostic and progress monitoring information. Be aware that data from another district may not be usable in its entirety.



9. If I complete a Tier I Plan, deliver the intervention, and the student shows enough improvement to be back on track, do I still sign up for MTSS?

No. This is good news! The student is ready to progress with the rest of the class. There is no need for MTSS involvement.

10. What happens if a child struggles, we begin intervention with a Tier I Plan, they improve, we discontinue, and the student falters again?

A student may struggle in the fall of the school year, improve, and then begin to have difficulty again due to the rigor of the content or in a different area. If this happens, you simply begin another Tier I Plan to address the problem. Discontinuing a Tier I Plan due to success does not guarantee that the student will never struggle again.

11. Who determines when to convene a Problem-Solving Team to consider eligibility for Special Education services?

The MTSS Problem Solving Team makes this decision collaboratively. The decision is based upon the data indicating the student's response to intervention and the layering of support the student is receiving. The PST Coordinator is in charge of scheduling the PST once the folder has been reviewed.

12. What does an evaluation consist of when the determination is made that the student is not responsive to intervention?

An evaluation consists of a review of all of the intervention and progress monitoring data that has been collected on the student. In addition, a team may request that additional data be collected. The school psychologist reviews all of the data and writes the reports evaluating the student RTI data and any additional assessments. If the quality or quantity of the data is not adequate, the team may request that additional intervention be provided. If a significant discrepancy between the targeted student's response to intervention and the achievement of the peer group is not identified, the student may be declared ineligible.