



Marjorie Williams Academy

Multi-Tiered Systems of Support (MTSS) Handbook

Mission Statement: The mission of Williams Academy is to offer *a stable, emotionally supportive, educational environment* for children with a goal of empowering each child *to achieve his or her real academic and social potential.*

Vision: The vision of Williams Academy is to become a model school for academic achievement.

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Tier One: Overview

Tier One is the largest and most important of the MTSS Tiers. Tier one consists mainly of interventions given by classroom teachers within the general education environment. Tier one interventions are given to **all** students based on classwide needs. If a classwide need is identified, it is expected that the classroom teacher will adjust instruction accordingly. If the classwide need continues after the initial intervention, the teacher should interact with team-level peers. This interaction/conversation may include the MTSS coordinator, peers who teach the same age / academic level, peers who share the same students, or administrators. Critical steps for Tier One include **universal screeners, data analysis, and class-wide intervention.**

Tier One: Grade Level Teams (PLC):

Recommended Participants: Grade-level teachers, Special Education Teachers, MTSS Coordinator

As appropriate Participants: Administrators

Theoretical Percent of Population Targeted: 100% - EVERY Student

Core Question: Is there a classwide need?

Core Function: To provide classwide support and facilitate the acquisition, maintenance, and generalization of content and skills learned.

To create an Action Plan to address the classwide need(s) within the students' typical instructional session (In class).

Data collected and Analyzed: Universal Screenings, including curriculum-based measurements, informal classroom assessments, and formal screeners.

Frequency of Data Analysis: Data is collected weekly and reviewed monthly.

Tier One Expectations:

Teachers:

Teachers are expected to collect and review student data. Teachers should then adjust core instruction to address classwide shortcomings explicitly. Teachers are expected to

provide interventions and modifications that explicitly address deficit areas.

Coordinator:

The coordinator is expected to review classroom data and offer help or suggested interventions to classroom teachers. The coordinator is expected to help teachers with data analytics, specifically identifying students with additional needs. The coordinator is expected to help teachers match identified needs to known interventions and modifications.

Administrators:

Administrators are expected to promote MTSS, encourage team meetings, and invite needed professional development opportunities.

Teams:

Teams at this level are informal but are expected to meet with a purpose on Mondays at team-level meetings. This is done by reviewing (objective) data and creating an action plan to address shortcomings.

Tier One Process:**Universal Screeners:**

Universal screeners, also simply called tests/or assessments, are a tool used to test the general abilities of all students within a class/grade/cohort. Universal screeners should be given to every student **three times a year** (beginning, middle, and end of year). Specifics regarding universal screeners will be chosen by each school and may vary based on student demographics within each school. For our purposes, Williams Academy's universal screener for high school will be Renaissance Star Reading and Math.

Data Analysis:

After giving a universal screener, the data should be reviewed by the general education teacher and the MTSS coordinator. Screener data should reveal which students are struggling to meet the general norms.

At the Tier One level, teachers analyze data to answer one core question, “**Is there a classwide need?**” To do so, the teacher would look at the classwide data and determine if the majority of students are **not making progress** through general education instruction. If the majority of students are not making progress, there is a classwide need that needs to be addressed through tier one interventions.

Tier One Interventions:

Tier One interventions are delivered to all students and are almost always implemented in the general education classroom. Tier one interventions are evidence-based and target the needs of the classroom. For example, if there is a classwide need in reading comprehension, the teacher will work on reading comprehension strategies with the **whole class**.

Teachers should test students periodically progress monitor during tier one interventions. The goal is that 85% of students are showing growth. If less than the large majority of students are not showing growth, this is an indicator that the intervention was not effective and another should be planned and implemented. Tier one interventions are continued until there is no longer a classwide need in the chosen area.

It is very important to focus on student growth. When looking at data, we are not looking at students who perform “high” and those who perform “low.” It is very important to look for students who are showing growth and students who are not showing growth. There will always be some students who do not show growth during tier one interventions. These students should be considered Tier Two.

Links to Tier One Interventions

https://onemlk.weebly.com/uploads/1/0/7/8/107884175/list_of_tier_1_interventions.pdf

<https://www.bismarckschools.org/cms/lib/ND02203833/Centricity/Domain/802/Tier%201%20Classroom%20Interventions%20Reading%20and%20Math.pdf>

https://www.interventioncentral.org/sites/default/files/pdfs/pdfs_TWITTER/wright_RTI_Critical_Elements_Tier_1_Behavior.pdf

https://drive.google.com/file/d/165WUyc5oelv_LY03PndnGneX8PHC25Qa/view?usp=drive_web

https://drive.google.com/file/d/1EpNk_SiKxv8S4gzyOIPNOXOg-FkAgoj9/view?usp=drive_web

https://drive.google.com/file/d/1df5TLb3i4QB2vRdrnAW3YeWKwjcOTwpO/view?usp=drive_web

https://drive.google.com/file/d/1EU9BwFgGIAjouQP8_JT5pAGEeqDX77gx/view?usp=drive_web

https://drive.google.com/file/d/1tVXRj7mRZOOMWDPEhdL0RhhhXg_iLXz3/view?usp=drive_web

https://drive.google.com/file/d/1ib5jhP7eJqbVRKCHqR9Reh0sKxVo434m/view?usp=drive_web

https://drive.google.com/file/d/1H5s8INEVkXg1XEMRuzungG2VGfSuFvSN/view?usp=drive_web

Tier Two: Overview

The vast majority of students considered for Tier Two support are those who are not making adequate progress after a classroom teacher has implemented Tier One interventions. All relevant information should be collected prior to the Tier Two referral. It is very important not to proceed with Tier Two meetings if data is not available. Student data should be the driving force for all conversations and decisions that are made during Tier Two meetings.

Tier Two: Tier Two Team

Who Participates: Referring teacher, high school teachers, Special Education teacher,
MTSS coordinator, parent/legal guardian

As appropriate Participants: Administrators

Theoretical Percent of Population Targeted: 20%

Core Question: What is the category of the problem?

Core Function: To identify which kids need interventions. To identify the category of the deficit that a student struggles with. Create an action plan to address the category of deficit for relevant students. Both within the typical instructional session (in class), and supplemental instruction (outside the typical class time).

Data collected and analyzed: Universal screeners, informal classroom measurements (quizzes, exams, formative assessments, classwork), and formal diagnostic assessments (Renaissance Star Reading and Star Math data)

Frequency of Data Analysis: Data is collected weekly and analyzed monthly.

Tier Two Expectations:

MTSS Coordinator:

The MTSS coordinator is responsible for collecting information, as provided by the teachers, scheduling Tier Two meetings, and being sure to include all necessary stakeholders. During tier two meetings, the coordinator should help review/analyze given data and help create an action plan with interventions that address the instructional or behavioral deficit. The coordinator should monitor interventions and work to ensure fidelity. Lastly, the coordinator is responsible for collecting and then sending out all relevant information/data/forms ahead of each tier two meeting.

Teachers:

Teachers are expected to identify struggling students who did not show adequate progress during Tier One interventions and modifications. Teachers are expected to reach out to the school's MTSS coordinator with the names of students who are not displaying progress. Teachers are expected to bring relevant data on struggling students to a Tier Two meeting and to keep precise documentation of interventions.

Administrators:

Administrators should attend relevant meetings. Administrators should ensure that all actions are being taken: data review, action plan, intervention implementation, progress monitoring. Administrators should take necessary leadership actions to ensure fidelity of the MTSS process.

Teams:

Teams are expected to meet frequently (every Monday) to review classroom data that is brought to a tier two team meeting. Teams should look to identify which students need additional support or have skill deficiencies. Teams should identify the category of the deficit. An action plan should be created to address the specific deficit. Many of these plans will include entire classwide interventions/modifications or small group interventions/modifications that happen in the general education classroom during classroom instruction. Plans may also include supplemental small-group instruction.

Tier Two Process:

Data analysis:

A tier two team should review relevant data and address the core question, “what is the category of need?”, for each student. By narrowing students down to categories, we can better address their specific needs. Note that students are categorized by category of need and not necessarily categorized by age, grade, or ability level.

For example, in tier one, the classroom teacher identified students who struggled with reading. In tier two, the team will narrow this down to categories within reading. Some examples for reading are phonemic awareness, phonics, fluency, comprehension, and vocabulary.

Tier Two Interventions:

It is critical to match Tier Two Interventions with the appropriate category of need. Using an intervention that targets reading comprehension for a student who struggles with phonics will very likely yield no success or student growth. Interventions should be chosen by the tier two team. It is also important not to replace general instruction with intervention. Interventions should be **strictly supplemental** and should not interfere with the student's time in general instruction.

Tier two interventions should be delivered to small groups that are cohorts of students with similar skill deficits in like categories. **Progress monitoring for tier two students should take place on a monthly basis.** Similar to tier one data collection, tier two teams are looking for students who are not making progress. Just like in tier one, students who are considered “low” as compared to national norms are not necessarily an academic concern, so long as they are continually making progress.

For students who are making progress, the tier two team should review the students' data and revise the students' action plan. Revisions should consider how long and to what magnitude the student will receive tier two supports before being phased back into only tier one supports.

Cases where students are not making progress or showing academic growth should be reviewed again. Teams should consider whether the student's category of need was appropriate. In either case, the student should receive a second tier two intervention targeting the category of need as determined by the tier two team.

If the student does not show progress after additional interventions, the student should be referred to a tier three team and all relevant data should be provided to the MTSS coordinator.

Tier Three: Overview

Tier Three is specific for each individual student. Tier three is reserved for students who do not show adequate progress during tier two interventions. In extreme conditions, students may skip tier two and proceed to tier three. Some examples of when this is appropriate include severe behavioral concerns as indicated by the local administration.

Tier Three: Tier Three Teams

Who Participates: Referring teacher, high school teachers, Special Education teacher, MTSS coordinator, parent/legal guardian

As appropriate Participants: Administration, Therapist, Case Worker, DSS Worker

Theoretical Percent of Population Targeted: 5%

Core Question: What is the root cause of the problem?

Core Function: To identify the root cause that hinders a specific student's growth. To create an action plan that is specific to the particular student.

Data collected and analyzed: Formal diagnostics assessments, student outcome data, environmental data, progress monitoring

Frequency of Data Analysis: Data is collected nearly daily and analyzed bi-weekly.

Tier Three Expectations:

Tier 3 Coordinator:

The MTSS coordinator is responsible for collecting information, as provided by the teachers, scheduling Tier Two meetings, and being sure to include all necessary stakeholders. During tier two meetings, the coordinator should help review/analyze given data and help create an action plan with interventions that address the instructional or behavioral deficit. The coordinator should monitor interventions and work to ensure fidelity. Lastly, the coordinator is responsible for collecting and then sending out all relevant information/data/forms ahead of each tier two meeting.

Teachers:

Teachers are expected to implement interventions and progress monitoring with fidelity

and to keep precise documentation of interventions.

Administrators:

Administrators are expected to be active participants of tier three teams. Administrators should encourage the intervention on a school-wide level. Administrators should take necessary leadership actions to promote the success of tier three teams.

Teams:

Teams are expected to meet regularly (every Monday) to review student data. Teams should review individual students who did not see adequate progress in previous interventions. Teams should look to support that student as an individual. Action plans and interventions should address the individual student's specific deficit, using the strengths and interests of the specific student. Action plans should include various environments, settings, and discourses.

Parents/Legal Guardians:

Parents/Legal Guardians should be invited to participate in the action plan. In other words, action plans should consider what steps the parents/legal guardians may take at home to address the core skill deficit. Parents/legal guardians are expected to be active stakeholders in their students' education.

Tier Three Process:

Data Analysis:

By the time a student reaches tier three, there should be a valuable amount of data already collected. This data should include student information, assessment results, interventions, intervention results, and progress monitoring. Because the majority of conversations and decision-making at tier three are based on the student's data, if these categories are missing, then the student should not proceed into tier three with the exception of students entering tier three under extreme circumstances as described above.

Tier Three Teams are looking to answer the same core question for each student individually, "what is the root cause of the problem." Tier three teams will try to analyze the student through various academic, behavioral, and environmental lenses. Doing so allows the team to hypothesize a "root cause" for why the student has been unsuccessful during previous instruction and intervention.

Tier Three interventions:

Tier three interventions should look to address the student's root cause as identified by the team. It is important to consider that these interventions should only target elements of the student's life that are reasonably within our control. **Progress monitoring for tier three should occur frequently.** The exact frequency depends on the nature of the intervention; some behavioral interventions may require constant data collection (daily or every other day) while some academic interventions may require weekly or once in a school cycle.

Similar to students in tier two for students who are making progress, the tier three

team should review the student's data and revise the student's action plan. Revisions should consider how long and to what magnitude the student will receive tier three supports before being phased back into tier two supports.

Cases where students are not making progress or showing academic growth should be reviewed again. Teams should consider whether the student's root cause was appropriate. In either case, the student should receive a second tier three intervention targeting the category of need and hypothesized root cause as determined by the tier three team.

If the student does not show progress after additional interventions, the team should investigate whether or not a referral to special education is appropriate. If a pathway to special education is deemed appropriate, all data should be saved and provided to the EC department prior to the initial review for special education.

Guidance Documents

Tier 1: Is there a Classwide Need?

Step	Task
1	Give Screener: Students should be assessed at the beginning, middle, and end of the year for ability/progress. This will be done through Renaissance Star Math and Star Reading.
2	Review Data: Is at least 80% of students on grade level? Identify the deficit area (ELA, Math, SEL/ Behavior).
3	If the majority of students are struggling in any category, a plan should be made. (1) Identify the problem; (2) Adjust core instruction to EXPLICITLY address the problem area.

Tier One Support Bank

The following are a collection of resources that may help with selecting and implementing Tier One Intervention and supports

Overall Teaching Strategies: Intervention Target	Link
Organizing Instruction and Study to Improve Student Learning	https://ies.ed.gov/ncee/wwc/PracticeGuide/1

English/ELA/Writing: Intervention Target	Link
Improving Adolescent Literacy: Effective Classroom and Intervention Practices	https://ies.ed.gov/ncee/wwc/PracticeGuide/8
Teaching Elementary School Students to Be Effective Writers	https://ies.ed.gov/ncee/wwc/PracticeGuide/17
Assisting Students Struggling with Reading: Response to Interventions (Rtl) and Multi-Tier Intervention in the Primary Grades	https://ies.ed.gov/ncee/wwc/PracticeGuide/3
Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade	https://ies.ed.gov/ncee/wwc/PracticeGuide/21
Teaching Secondary Students to Write Effectively	https://ies.ed.gov/ncee/wwc/PracticeGuide/22

Math: Intervention Target	Link
Assisting Struggling Students with Mathematics: Response to Intervention (Rtl) for Elementary and Middle Schools	https://ies.ed.gov/ncee/wwc/PracticeGuide/2
Developing Effective Fractions Instruction for Kindergarten through 8th Grade	https://ies.ed.gov/ncee/wwc/PracticeGuide/15
Improving Mathematical Problem Solving in Grades 4 through 8	https://ies.ed.gov/ncee/wwc/PracticeGuide/16
Teaching Math to Young Children	https://ies.ed.gov/ncee/wwc/PracticeGuide/18
Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students	https://ies.ed.gov/ncee/wwc/PracticeGuide/20
Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades	https://ies.ed.gov/ncee/wwc/PracticeGuide/26

Behavior: Intervention Target	Link
Comprehensive Overview of Identifying a Behavior,	https://sites.google.com/dcpsmd.org/rtihelp/home

Function, and Selecting an Intervention	
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Other: Intervention Target	Link
Turning Around Chronically Low-Performing Schools	https://ies.ed.gov/ncee/wwc/PracticeGuide/7
Effective Literacy and English Language Instruction for English Learners in the Elementary Grades	https://ies.ed.gov/ncee/wwc/PracticeGuide/6
Using Student Achievement Data to Support Instructional Decision Making	https://ies.ed.gov/ncee/wwc/PracticeGuide/12
Teaching Academic Content and Literacy to English Learners in Elementary and Middle School	https://ies.ed.gov/ncee/wwc/PracticeGuide/19

Tier 2 Guidance Document: Identify the Category of the Problem

Step	Task	Example
1	Identify the students who are performing below a set of criteria	Which students are below the 25th percentile on the ELA/math screener?
2	Identify the category of deficit.	On what criteria are they not showing adequate growth? (solving equations, fluency, reading comprehension, multiplication)
3	Analyze the category and find the deficit component. <ul style="list-style-type: none"> - What is the essential component that the student is struggling with? 	Category: solving equations Essential Component: understanding the role of exponents
4	Analyze the category/essential component. <ul style="list-style-type: none"> - What skills are necessary to achieve mastery of the specific skill? 	Skills Needed: students need to be able to identify exponents and recall the rules of adding/subtracting exponents.
5	Group Students <ul style="list-style-type: none"> - Create groups of students with similar skill deficits/category needs 	Students A, B, and C struggle with understanding the role of exponents. Students C and D can't identify exponents.
6	Implement and Intervention <ul style="list-style-type: none"> - Interventions should target groups of students with similar 	Students A, B, and C will be given scaffolded group work. Students C and D will receive supplemental direct instruction.

	deficits	
7	Assess and Progress Monitor <ul style="list-style-type: none"> - Using a predetermined tool (Renaissance Star Reading and Math) 	At least bi-weekly assessments for tier two students. Progress Monitoring is documented. (SAMPLE DOCUMENTATION)
8	Review Results <ul style="list-style-type: none"> - Using a universal screener, progress monitoring, and benchmarks, conclude whether students are making sufficient progress. 	Group meets again to determine if students made adequate growth.
Next Steps for Students Who DID Show Sufficient Progress		Next Steps for Students Who DID NOT Show Sufficient Progress
<ul style="list-style-type: none"> - Is the student on track to be grade level? - Should the intervention be continued? If so, to what degree? - Celebrate each success! 		<ul style="list-style-type: none"> - Was the intervention implemented with fidelity? - Did environmental/staffing factors limit the success of the intervention? - Consider a Tier Three referral/meeting

Tier 3 Guidance Document: What is the Root Cause of the Problem?

*School Administration or Tier Three Coordinators should have a structured way to schedule progress monitoring meetings/intervention reviews for Tier 3 students.

*The Parents/Guardians should be involved as much as possible.

Step	Task	Example
1	Identify the students who did not make progress during Tier Two interventions.	Specific to students whose data did not show adequate progress.
2	Review the category and component of the deficit.	This should be determined in Tier Two. Is this category appropriate for this student?
3	Review the Tier Two data <ul style="list-style-type: none"> - Interventions attempted, data from interventions and progress made 	This should be provided by the teacher and/or grade-level team, and MTSS coordinator.
4	Analyze the student's information and hypothesize a root cause .	Why did the student not make progress during the intervention?
5	Determine the reason for the root cause.	SEE BELOW
6	Implement an Intervention <ul style="list-style-type: none"> - Interventions should be supplemental to typical instruction and target the specific student 	Interventions should be specific and address: duration, frequency, delivery, adaptation, goal, progress monitoring, and revision
7	Assess and Progress Monitor <ul style="list-style-type: none"> - Using a predetermined tool 	At least weekly assessments for tier three students. Progress Monitoring is documented.

	(Renaissance Star Reading and Math) and timeline	(SAMPLE DOCUMENTATION)
8	<p>Review Results</p> <ul style="list-style-type: none"> - Using a universal screener, progress monitoring, and benchmarks, conclude whether students are making sufficient progress. 	Group meets again to determine if students made adequate growth.

Is the Deficit a result of.....?	
Instruction: Grouping, seating arrangements, task demands, scaffolding, prompting, time usage	Curriculum: content, pacing, prerequisite skills, conceptual topic (age appropriate)
Environment: physical & social aspects (peer interactions, distractions, too restrictive, too chaotic, etc.)	Personal Factors: What about the student's health, social-emotional well-being, or home culture may affect the students learning? (that we can help control)

MTSS Checklist:
Tier One - Universal Screeners

MTSS Checklist			
<u>Step One:</u> Assessments / Screening Data		Yes	No
1.	Was the importance and purpose of the assessment EXPLICITLY explained to the students?		
2.	Were the screening materials used aligned to the expectations of the grade level?		
3.	Were the materials used aligned with learning expectations for that point in the year?		
4.	Was the test administered in a distraction-free environment?		

5.	Was the test able to predict student performance reliably? Did the results make sense for the entire class?		
6.	Did the test assess what you were trying to assess? (For example, you can't use a reading comprehension test to assess phonemic awareness)		
7.	Is there a specific target area that needs to be addressed?		
<p>- If you answered "No" to ANY of the questions above, create a plan on how to resolve the issue - If you answered "Yes" to every question above, move on to Step Two</p>			
Special notes:			

To be filled out by the Classroom Teacher - Tier One

MTSS Checklist			
<u>Step Two: Classroom Teacher - Tier One</u>		Yes	No
1.	Was all assessment data reviewed?		
2.	Has the data collected been used to identify patterns?		
3.	Was a specific MAIN concern identified?		
4.	Have students mastered the prerequisite skills needed to be successful in the specific main concern?		

5.	Were classroom modifications made to explicitly address the MAIN concern?		
6.	Were the classroom modification(s) implemented on a daily basis for a minimum of 2 weeks?		
7.	Was the parent/ legal guardian contacted?		
8.	Is there instructional time, in class, devoted specifically to addressing the problem area?		
9.	After an area of need was identified, are there procedures to collect data on a regular basis?		
10.	Does less than 85% of the class show a similar concern or concern behavior? *See tier one intervention*		
<p>- If you answered "No" to ANY of the questions above, create a plan on how to resolve the issue before continuing. - If you answered "Yes" to every question above fill out a <u>Request for Assistance Form (RAF)</u></p>			
Name:		Initials:	

To be filled out by the MTSS COORDINATOR

MTSS Checklist				
<u>Step Three:</u> Tier Two - MTSS Coordinator			Yes	No
1.	Did you receive a Request for Assistance Form (RAF)?			

2.	Did the grade-level team review the classroom modifications made prior to filling out a Request for Assistance Form (RAF)?		
3.	Was the Student Present Level of Performance (PLOP) form completed? (See appropriate forms)		
4.	Was an intervention chosen based on the identified concern and the student's PLOP?		
5.	Was the Intervention form completed/ began? (SAMPLE)		
6.	Was the intervention planned for daily use and given a MINIMUM of 3 weeks to succeed?		
7.	Was the intervention monitored on a regular basis?		
8.	Were all members involved in the intervention aware of their role? Were the appropriate materials provided?		
9.	Was detailed data collected on the intervention?		
10.	Was there no obvious environmental/ instructional factor that limited the success of the Intervention?		
11.	Are less than 85% of students at grade level displaying a similar concern/concern behavior?		
<p>- If you answered "No" to ANY of the questions above, create a plan on how to resolve the issue - If you answered "Yes" to every question above, begin the "MTSS Transition Form"</p>			
Name:		Initials:	

To be filled out by the Tier Three Team

MTSS Checklist			
<u>Step Four:</u> Tier Three Team		Yes	No
1.	Were the following forms received and reviewed: RAF-PLOP - Record of Interventions Log		
2.	Were all classroom modifications and interventions appropriate given the MAIN concern?		
3.	Was a parent/ legal guardian contacted BEFORE beginning tier 2 or tier 3 Interventions?		
4.	Did the teacher, grade-level team, and MTSS coordinator meet to review all data/findings?		
5.	Did the teacher, grade-level team, and MTSS coordinator discuss and collaborate on designing a Tier 2 Intervention?		
6.	Did the teacher, grade-level team, and MTSS coordinator discuss and collaborate on designing a Tier 3 Intervention?		
7.	Were all interventions implemented for a minimum of three weeks, and followed to fidelity?		
8.	Are less than 85% of students within the school displaying a similar concern/behavior?		
<p>- If you answered "No" to ANY of the questions above, create a plan on how to resolve the issue - If you answered "Yes" to every question above, an Tier Three Meeting should be conducted to discuss the next steps</p>			

Special notes:

Supplemental Forms

Marjorie Williams Academy
MTSS Grade-Level Team Process Checklist

The purpose of this checklist is to serve as a guide for effectively implementing the MTSS process. It is to be maintained by the grade-level teams and MTSS coordinator.

Name: _____ **ID:** _____ **DOB:** _____ **Age:** ____

Referred By: _____ **Date:** _____

Date	Activity
	Teacher notifies MTSS coordinator, team-lead, and parent/legal guardian that there is a need to move a student to Tier 2 in the MTSS framework.
	MTSS Coordinator provides teacher with the following MTSS referral forms: _____ <i>Request for Assistance Form (RAF)</i> _____ <i>Student Present Level of Performance (PLOP)</i>
	Classroom teacher completes the request forms and returns them to the MTSS coordinator
	Student data and supporting evidence are gathered (DIBLS, IRIs, BOG, Acadience, iStation, mClass, reading portfolios, Star Reading, Star Math)
	MTSS Coordinator sends parent/legal guarding invitation/notification of meeting along with any pertinent forms
	Initial MTSS Meeting: Grade-Level Team and MTSS Coordinator meet to analyze data and create a plan for interventions using the <i>Student Support Plan</i> document Date: _____ Time: _____
	Implementation of interventions strategies being monitored
	2nd MTSS Meeting: Grade-Level Team and MTSS Coordinator meet to analyze documentation and evaluate the success of interventions. Develop new modifications, if needed, or continue with current modifications. <i>MTSS Grade-Level Team Summary</i> document completed Date: _____ Time: _____
	Subsequent MTSS Meeting # _____ Date: _____ Time: _____
	Subsequent MTSS Meeting # _____ Date: _____ Time: _____
	Subsequent MTSS Meeting # _____ Date: _____ Time: _____
	Interventions successful. The student remains in general education with Core/Tier 1 support.
	Interventions are successful and progress is being made. Student remains in general education with Tier 2 or 3 supports.
	Interventions are unsuccessful. Student to be referred to EC for testing.

Marjorie Williams Academy
Request for Assistance Form (RAF)

STUDENT DATA PROFILE

Name: _____ **ID:** _____ **DOB:** _____ **Age:** _____

School: _____ **Grade:** _____ **Teacher:** _____

Parent(s)/Legal Guardian: _____ **Telephone:** _____

Address: _____ **Zip Code:** _____

RAF DETAILS

Date of Request: _____ **Person Making Request:** _____

Parent Contact: How and when was the parent/legal guardian first notified of the student's concern?

_____ Phone Call _____ (date)	How many times has the parent/ legal guardian been contacted? _____
_____ Letter _____ (date)	
_____ Conference _____ (date)	

Main Concern (*Check and explain all that apply*)

- Academic: _____
- Attendance: _____
- Behavioral: _____
- Social-Emotional: _____
- Physical Health: _____
- Other: _____

Classroom Modifications: What classroom modifications or actions have been made that directly address the primary concern?

1. _____
2. _____
3. _____
4. _____

5. _____

Screeners/Assessments/Testing/Diagnostic (if known)

Assessment Given	Score/Rank/Percentile	Specific Area of Concern

ACADEMIC & BEHAVIORAL DETAILS

Student Strengths (Check all that apply)

- Positive Attitude
- Handles Conflict
- Works Well Independently
- Trustworthy
- Takes Pride in Appearance
- Artistically Inclined
- Transitions Easily
- Organized
- High Expectations of Self
- Hard Worker
- Athletic
- Good Sense of Humor
- Works Well in Groups
- Responsible
- Motivated
- Leadership Skills
- Cooperates
- Respectful

Academic Skills: Identify any areas in which the student displays a significant strength (S) or concern (C). Gather work samples to illustrate the student’s concerns.

Reading

- ____ Phonemic Awareness
- ____ Phonics Skills
- ____ Fluency
- ____ Comprehension

Estimated Grade Level: _____

Math

- ____ Computation
- ____ Conceptual Understanding
- ____ Other: _____

Estimated Grade Level: _____

Written Language

- ____ Sentence Structure
- ____ Vocabulary
- ____ Organization
- ____ Spelling and/or Punctuation

Oral Language

- ____ Oral Expression
- ____ Communicating with Peers
- ____ Communicating with Adults
- ____ Following Verbal Direction

____ Other: _____

____ Other: _____

Estimated Grade Level: _____

Estimated Grade Level: _____

Behaviors: Identify (✓) areas in which the student displays significant difficulties or functions slightly below the expected level.

Learning Behaviors

- ____ Working in a Group
- ____ Working Independently
- ____ Distractibility
- ____ Impulsivity
- ____ Energy Level Too High
- ____ Energy Level Too Low
- ____ Frustration Tolerance
- ____ Organization

Social Adjustment

- ____ Develops Appropriate Friendships
- ____ Relates Appropriately to Teachers
- ____ Emotional Outbursts
- ____ Withdrawal
- ____ Chronic Lying
- ____ Chronic Cheating
- ____ Chronic Absences
- ____ Stealing
- ____ Bullying

Processing (motor/auditory/visual)

- ____ Fine Motor Skills/Hand-Eye Coordination
- ____ Gross Motor Skills/General Clumsiness
- ____ Reversal/Transportations
- ____ Manuscript
- ____ Copying from Board
- ____ Visual Memory
- ____ Right/Left Confusion
- ____ Auditory Memory
- ____ Other: _____

Adaptive Skills

- ____ Delayed Self-Help Skills
- ____ Socially Immature
- ____ Immature Language
- ____ Other: _____

EDUCATIONAL HISTORY

Attendance

Number of Schools Attended: _____

Grades Repeated (specify): _____

Excessive Absenteeism (if applicable)

Grade _____	Number of Days Absent _____	Number of Tardies _____
Grade _____	Number of Days Absent _____	Number of Tardies _____
Grade _____	Number of Days Absent _____	Number of Tardies _____

Grades

What is the student's overall grade in courses/classes?

1. _____
2. _____
3. _____
4. _____

Are there any grade outliers (any subject notably higher or lower)?

1. _____
2. _____
3. _____
4. _____

Discipline

Numer of office referrals academic year to date: _____

Numer of office referrals in past years (if known): _____

Number of suspensions: _____

Referral Patterns: Are there behaviors that are more common? If so, what are they?

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STUDENT DATA PROFILE

Name: _____ **ID:** _____ **DOB:** _____ **Age:** ____

School: _____ **Grade:** _____ **Teacher:** _____

ACADEMIC DETAILS

Classroom Data

Student's Schedule	Current Grades	Notes/Observations

Assessment Data

Assessment	Baseline Score	Progress Monitoring #1 Score	Progress Monitoring #2 Score	Progress Monitoring #3 Score	Progress Monitoring #4 Score

Deficit Area: Check the main area(s) of weakness

<p style="text-align: center;">English</p> <ul style="list-style-type: none"> ● ISF - Initial Sound Fluency ● LNF - Letter Naming Fluency ● PA - Phonological Awareness 	<p style="text-align: center;">Math</p> <ul style="list-style-type: none"> ● NO - Numbers and Operations ● MS - Measurements and Data ● MF - Math Facts - Fluency
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<ul style="list-style-type: none"> ● DEC - Decoding ● ORF - Oral Reading Fluency ● RC - Reading Comprehension ● SW - Sight Words ● LS - Letter Sounds ● Other: _____ 	<ul style="list-style-type: none"> ● ALG - Algebraic Computation ● GEO - Geometry ● Other: _____
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Tier Two Area of Concern

What is the area of concern as identified by the grade-level team?

Intervention Plan

What intervention(s) will be used that directly targets the area of concern?

Who is involved in delivering the intervention(s)?

When will this intervention take place and for how long?

Marjorie Williams Academy
Student Support Plan

Name: _____ **ID:** _____ **DOB:** _____ **Age:** ____

School: _____ Grade: _____ Teacher: _____

Concern #1: _____

Concern #2: _____

Concern #3: _____

Desired Outcome: _____

Intervention #1: _____

Intervention #2: _____

Intervention #3: _____

Person Responsible for Intervention

Length of Intervention

From: _____ To: _____

Which days per week will the intervention be implemented?

Progress Monitoring Plan

Who will progress monitor? What specific tool will be used?

What days of the week will progress monitoring occur? M T W Th F

Observed Improvement: (attach documentation for observed improvement)

1. Met goal

___2. Made improvement but did not meet goal

___3. Did not make improvement

Outcome Option for this Intervention: (Check one)

___1. Strategies were successful. Exit interventions. Student remains in general education without the need for further intervention or with intervention.

___2. Progress was noted. Continue present interventions with no change until the next team-level meeting.

___3. Interventions minimally/not successful. Develop a new plan at the next team-level meeting.

___4. Interventions exhausted. Refer to EC for comprehensive evaluation.

Marjorie Williams Academy
MTSS Grade-Level Team Meeting Minutes

The purpose of this document is to serve as documentation for MTSS.

Name: _____ **ID:** _____ **DOB:** _____ **Age:** ____

Meeting Date: _____ **Start Time:** _____ **End Time:** _____

Grade-Level Team Members

Name	Role

Purpose of Meeting

Shared Information

Goal/Desired Outcome (*Jake will comprehend at a 3rd-grade level by the end of the 9 weeks*)

Team’s Recommendation for Student Success

Marjorie Williams Academy
Parent Notification of Meeting Form

Date: _____ **Student Name:** _____ **DOB:** _____

Dear Parent(s)/Legal Guardian(s): _____

- **(Check if this is the Initial MTSS Meeting)**
 We are requesting assistance from our MTSS team on behalf of your child. This is a regular education process whose function is to provide insight and specific suggestions to help the classroom teacher and school staff work with your child most effectively. We make this request because

- **(Check if this is a subsequent MTSS Meeting)**
 As you know, your child is being served through the MTSS process. This team meets periodically to assess the progress of the intervention plan and make new decisions based on plan outcomes.

- Enclosed you will find an MTSS-Parent Input Form which is designed to give us more information about your child. We are interested in any information which you feel could help us better understand your child. Please complete the forms and return them to Marjorie Williams Academy as soon as possible. All information will be regarded as confidential and is accessible only to those who have a legitimate need to know the information.

<p>A meeting has been set for (date)_____ at (time)_____.</p> <p>We will meet at Marjorie Williams Academy in room (#) _____.</p>
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Through the collective efforts of the MTSS and grade-level teams, which consist of teachers, administrators, and others, we hope to develop successful methods of helping your child have a more productive school year. Parental input is considered very important, and your attendance is appreciated and invited. We appreciate your support of our efforts. If you have any questions, please contact me.

Sincerely,

Whitney Shoupe
 Program Coordinator
 Marjorie Williams Academy
 (828) 733 - 5241

.....
(Complete and return this section to the school.)

Student Name:_____ **Date of Birth:**_____

_____ Yes, I will attend the MTSS meeting for my child on _____.

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

(Parent/Legal Guardian Signature)

(Date)