



CCMS

Employee Manual

Revised: 07/23/35

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CHATTAHOOCHEE COUNTY MIDDLE SCHOOL

Welcome Back!

Full STEAM Ahead: Superheroes in Every Classroom

Dear Chattco Team,

Welcome to a brand new school year! I hope your summer was filled with rest, renewal, and joyful moments with loved ones. As we embark on this journey together, I want to express my deepest appreciation for your unwavering commitment to our students, our school, and each other.

This year's theme—"Full STEAM Ahead: Superheroes in Every Classroom"—is a celebration of you. Whether it's igniting curiosity through STEAM, nurturing creativity in the arts, or inspiring leadership and empathy, you are the driving force behind every success in our building. Your work matters. Your presence matters. And together, we will continue to build a learning environment where students feel seen, challenged, and supported every day.

The pages that follow in this manual outline our daily procedures and expectations. They are designed to support consistency, promote collaboration, and ensure that we are aligned in our mission. Please review them carefully and reach out with any questions or ideas, we are always better when we learn and grow together.

Let's continue to lead with purpose, teach with heart, and never forget that you are a hero in the eyes of your students. I'm honored to serve alongside each of you, and I look forward to an incredible school year ahead.

With gratitude and excitement,

Brenda Jones

Principal, Chattahoochee County Middle School



CCMS PROCEDURES

Student Attendance

Teachers are required to take attendance using the "homeroom" section in PowerSchool. The students listed in this section are the same ones who appear in the first period. Attendance should be submitted by 7:45 a.m. each day, ideally before the start of first-period instruction. Additionally, teachers should track homeroom attendance in Class Dojo, marking any absences there as well. If students are absent at the beginning of class, the administration should be notified promptly.

Connection teachers should maintain a spreadsheet or a Word document for daily attendance records. If a student is absent from your class but present at school, notify the administrative staff immediately.

Teacher Attendance

Daily attendance is greatly appreciated. However, we understand that life can be unpredictable. If you are unable to attend, please notify us promptly. Mrs. Jones can be reached at 229-291-9652. If I do not respond to you within a reasonable time, please contact Mr. Cox at 706-575-4693. If you are unable to reach either of us, please call Mrs. Gumz at 706-587-05000 or Mrs. Vann at 410-845-6869. She will make sure the message is received.

Dress Code

Appropriate appearance by employees contributes to a positive learning environment. All employees are expected to set a positive example for students and the community by being professionally dressed to perform their duties. These guidelines are designed to clarify expectations and ensure consistency in the type of dress worn by all employees throughout the system. Modesty and cleanliness are always expected. Good taste must be displayed. Casual business apparel is appropriate for all job positions that do not require a uniform. Spirit-casual dress is allowable at the discretion of the supervisor and in the summer months.

Employees are expected to have their system-issued Identification badge visible. Click the following link to review the detailed link. https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/239/district/5890731/ChattCo_STAFF_Professional_Dress_Code.pdf. Teachers are expected to dress professionally each day. Jeans are allowed on Friday if you wear a school-sponsored t-shirt or our school colors of black and/or gold. Teachers are not permitted to wear jeans with holes. Jean passes will be given out occasionally. If you are awarded a jean pass, jeans can be worn any day of the week. Your jean pass should be handed in to Mrs. Vann the day you wear your jeans.

Lesson Plans

Lesson plans are due by 3:00 PM every Friday. Once completed, please send your lesson plans to your co-teacher. Your co-teacher will incorporate accommodations and adjustments for students with disabilities. The lesson plan templates have been shared with you via Google Drive and are also included in the Appendix.

Sub Plans

All teachers are required to prepare a sub-day plan in advance. These plans must be submitted by the end of August. If you anticipate being out before that time, please ensure your plan is submitted prior to your first scheduled absence.

Create all sub plans using the Google Classroom platform. Assignments must be review-based and familiar to students; please refrain from introducing any new material. If you need assistance setting up or organizing your Google Classroom, we will be happy to assist you.

If we are unable to secure a substitute, which is highly likely, your students will be divided into groups of five and placed in other teachers' classrooms. You are responsible for creating these groups in advance and placing the list in your subfolder. When forming the groups, please consider student behavior and student compatibility. Avoid pairing students who may cause disruptions in the host's classrooms.

Additionally, please leave a printed copy of your homeroom roster in the attendance folder. Assign a responsible student to take attendance to the front office.

Student Engagement

Student engagement is the cornerstone of a successful educational experience. When students are actively engaged, they are more likely to absorb and retain information, develop critical thinking skills, and foster a love for learning. Engaged students participate in discussions, collaborate with their peers, and take ownership of their education, resulting in higher academic achievement and personal growth. To support this, we expect bell-to-bell instruction, ensuring that every moment in the classroom is utilized effectively for learning. Prioritizing student engagement and maximizing instructional time creates a dynamic and inclusive classroom environment, ensuring that every student feels valued and motivated to reach their full potential.

Secure Pass

E-hall pass is an essential system for managing student movement and ensuring a safe and orderly environment. Teachers are expected to use the E-Hall pass consistently, ensuring that all student hall passes are logged and tracked. This practice helps maintain accountability and promotes a secure school atmosphere. For safety reasons, Epass has been disabled for the first 10 minutes and last 10 minutes of instruction time.

Connection Coverage Schedule:

To help with connection coverage when teachers are out, we are making a rotation schedule for coverage that we will follow. When coverage is needed, we will go down the list to determine which teacher will cover.

Thomas, Long, Cooper, Hendricks, Moses, Sasser, Ferris, Miller, Howard, Shenk, Carlsen, Rodriguez, Ready, Jackson

Grading Policies

To ensure that students and parents are aware of their progress, please update grades in PowerSchool on a weekly basis. See the grading weights below:

Science and Social Studies

Tests: 35%
Quizzes: 25%
Classwork: 30%
Projects: 10%

ELA

Classwork: 40%
Tests: 35%
Quizzes: 25%

Math

Classwork: 35%
Tests: 40%
Quizzes: 25%

Bell Schedule

HR	1st (RTI/ Extension)	2nd	3rd	4th	5th	6th
7:15-7:20	7:25-7:55	7:56-9:06	9:08-10:18	10:20-12:10	12:12-1:25	1:27-2:20

Transitioning

	End of HR/1st	End of 2nd	End of 3rd	End of 4th	End of 5th
6th	No Movement	9:06-9:08	10:18-10:20	12:10-12:12	1:25
7th	No Movement	9:08-9:10	10:20-10:22	12:12-12:14	1:27
8th	No Movement	9:10-9:12	10:22-10:24	12:14-12:16	1:29

There will be 4 bells at the end of the 2nd, 3rd, 4th, and 5th. The first bell will be when 6th grade releases. By the second bell, 6th grade should be in the classroom, and 7th grade will be released. By the third bell, 7th grade should be in the classroom, and 8th grade will be released. The 4th bell, 8th grade, should be in their classroom.

6/7/8 Grade Schedule

Set an alarm for two minutes before the bell. At the bell, students are to exit the room and go right. Students will stay between the black line and the wall. They will follow along the right side until they reach their next class. They may enter the room if the students have already cleared it. Students in 6th/7th grade travel in pods, so a set class rotation could be the best approach. This could be a grade-level decision.

Transition to Connections:

Students will be dismissed by grade level.

6th: 1:25pm 7th: 1:27pm 8th: 1:29pm

End of Day Dismissal (from electives)

Elective teachers will escort students to the bus and car rider lines at the end of the day bell (2:20). Elective teachers will walk their entire class to the bus, then walk car riders to the car rider line.

Virtual Day Procedures:

- Throughout the year, we will have scheduled virtual days during which students will complete their assignments at home. On these days, teachers are expected to assign work using Google Classroom and any other digital platforms familiar to students.
- Assignments should be posted by 8:00 AM on the morning of the virtual day. Alternatively, teachers may choose to release the assignments by midnight the night before. Attendance must also be submitted no later than 8:00 AM.
- It is important that assignments are clear, engaging, and appropriately challenging to ensure productive learning at home.
- Teachers should be available during regular school hours to answer questions and provide support to students via email or other designated online platforms. Regular check-ins or virtual office hours are encouraged to help students stay on track and address any issues that may arise.

Breakfast Procedure

Upon arrival, students will be served breakfast immediately. They will go through the serving line and sit in the designated middle school section. Breakfast in the cafeteria will be served from 7:00 to 7:15. Students arriving after 7:15 will have a grab-and-go breakfast and are encouraged to take it to their classroom to eat. Students are allowed a grab-and-go breakfast until 7:25. After 7:25, grab-and-go will not be permitted for middle school students.

Morning Transitions and Transitions Between Classes:

Teachers are expected to stand outside their classroom doors and greet students as they arrive. Students should wait outside the classroom until the teacher invites them in. This practice sets a positive tone for the day, helps build relationships, and ensures a smooth transition into the learning environment. Your presence at the door also allows you to address any immediate concerns and reinforce classroom expectations.

Lunch Schedule:

Teachers who are on duty for the week will leave at the beginning time of the lunch period. All others will leave 2 minutes after.

6 th	10:28-10:58
7 th	10:56-11:26
8 th	11:23-11:53

Teacher Lunch Duty:

Alternate every two weeks

- First two weeks of the month- Thomas, Ferris, Long, Miller, Cooper, Sasser, Washington
- Last two weeks of the month- Hendricks, Shenk, Moses, Carlsen, Rodriguez, Howard, Ready

If you are unable to cover your duty for any reason, please coordinate a switch with a colleague and inform Principal Jones of the change.

Early Release Day Lunch Schedule (IF lunch schedule changes, you will be notified): TBA

Lunch Schedule Early Release (1:30 early release day): TBA

12:00 Early Release Day Schedule (IF lunch schedule changes, you will be notified): TBA

Lunch Schedule Early Release (12:00 early release day): TBA

School-Wide Behavior Plan

Using the Class Dojo app, teachers can reward students with points for positive behavior and deduct points for negative behavior. Each nine-week period, students who accumulate a certain number of points or maintain a score of 90% or higher will be invited to a special Panther Pride Appreciation Gathering. This event celebrates their hard work and dedication, motivating all students to strive for excellence. Additionally, these gatherings will feature fun activities and special recognitions to further encourage positive behavior and academic achievement. ALL teachers must consistently use Class Dojo

Communication with Parents

Teachers are expected to maintain consistent communication with parents. Utilizing Class Dojo is an effective way to achieve this. Additionally, regular updates and prompt responses help build a strong partnership between home and school, ensuring student success. Please make sure to log parent contacts in PowerSchool.

Cell Phone Procedures

At the start of the school day, all students will place their phones and electronic devices in the designated lock box. This will be during their homeroom time. The lock box will transition with the students as they change classes. At the end of the 5th period, the teacher will distribute the devices back to the students. Students will return their devices to their elective teacher at the beginning of the elective period. The elective teacher will hold all devices until the end of the school day. Students who do not comply with the 'Distraction-Free' rule will be subject to the progressive consequences outlined in our Distraction-Free Policy. As a reminder, we are not responsible for any lost or misplaced devices. However, we should be diligent about ensuring that boxes are locked.

Fire Drill Procedures

Please adhere to the following guidelines when there is a fire drill

- Wait until the announcement before exiting the classroom
- Leave all classroom doors open

Do not rush out-chances are we will not be consumed by a fire ☹

Lockdown Procedures

Normal Operation:

- We will operate the school under Normal Operation.
- All exterior doors will be closed and locked (One-point access to the school)
- Classroom doors will be locked at all times and will be closed during class.
- Teachers whose room is located at the end of the hallway will be required to make sure exterior doors are shut and locked at all times.

Shelter in Place:

- Make sure your door is locked.
- No changing classes.
- No student leaves your classroom.
- Teachers whose room is located at the end of hallways will check exterior doors immediately when Shelter in Place is announced.
- No contacting the front office unless you have information pertinent to the Shelter in Place announcement or you have an emergency in your classroom.
- No cell phones are to be used.

Lockdown:

- Make sure your door is locked.
- Turn out all the lights.
- Move your class to a corner of the room that's out of sight.
- Teachers whose room is located at the end of the hallway, **do not** leave your classroom to lock exterior doors.
- Barricade the classroom door if possible.
- No cell phones.
- Keep the class quiet.
- Gym classes will enter one locker room and lock the door.

Game Coverage

Each teacher will be responsible for covering 1 to 2 games per season. Game day duties include working at the concession stand, managing the gate, or operating the clock. AD Grier will email you the game day coverage schedule. If you are unable to cover your assigned game, it is your responsibility to find a replacement. Please inform AD Grier if you are unable to fulfill your duty.

MTSS Plan

Chattahoochee County Middle School ILT (Instructional Learning Time) Plan

Purpose:

RTI (Response to Intervention) time is designed to provide targeted **remediation** and **acceleration** opportunities to support student growth in core academic areas—primarily **Math** and **ELA**. This structured time also includes academic advising to help students reflect on their progress and set meaningful goals.

Structure of ILT (Instructional Learning Time)

Each grade level team will assign RTI responsibilities strategically:

- **1 Teacher – ELA Focus** Provides remediation or acceleration in reading and writing skills.
- **1 Teacher – Math Focus** Provides remediation or acceleration in math skills.
- **2 Teachers – Advising or Acceleration** These teachers will:
 - Conduct academic advising (review grades, MAP scores, and set student goals)
 - Lead enrichment or acceleration activities in core or content areas (including science/social studies)

Note: Science and Social Studies teachers may also provide skill-based remediation or enrichment related to their content standards.

Academic Focus Areas

Remediation Activities (for Struggling Students):

- Small group instruction targeting specific skill gaps.
- Re-teaching foundational skills using visuals, manipulatives, and guided practice.
- Assigned personalized lessons on:
 - **IXL**
 - **Khan Academy**
 - **Pear Practice**
 - **Achieve 3000**
- 1:1 conferencing on classwork or recent assessments.
- Reading fluency and comprehension exercises.
- Vocabulary building for struggling readers and content vocabulary.

Acceleration Activities (for Advanced/On-Track Students):

- Previewing upcoming units or advanced content.
- Enrichment tasks tied to standards (projects, problem-solving challenges).
- Independent research or reading assignments.
- Creative or extended writing activities.
- Critical thinking games and puzzles.
- Extension lessons through digital platforms (IXL, Khan Academy, Achieve 300 Pear Practice).
- Student-led discussions or peer tutoring opportunities.

Academic Advising

Teachers assigned to advising will:

- Review student grades in each subject.
 - Go over individual MAP scores and explain growth targets.
 - Help students set SMART goals for improvement.
 - Help students create a weekly action plan to stay on track.
- Provide organizational or time-management strategies as needed.

Expectations for Teachers

- Use data (MAP, grades, classroom assessments) to group and support students.
- Submit a simple weekly RTI plan that clearly shows the focus (remediation/acceleration/advising) and student grouping.
- Be available to assist students and adjust support as needed based on their progress.
- Monitor assigned digital platform work and provide feedback.

Logistics

- Assignments should be ready before RTI begins.
- Teachers must clearly communicate expectations to students.
- Adjust groups flexibly based on weekly student needs and teacher observation.

RTI time is a vital component of our academic program. Through intentional planning, consistent implementation, and meaningful student engagement, we can close learning gaps and extend growth for all students. If you have questions about your RTI assignment or need support planning your time, please contact Principal Jones.

Progress Monitoring

Progress monitoring is the systematic assessment of a student's academic or behavioral performance to evaluate the effectiveness of interventions and guide instructional decisions. In Georgia's Multi-Tiered System of Supports (MTSS), progress monitoring is required at specific intervals based on the level of support a student is receiving. For students receiving **Tier 2** interventions, progress should be monitored at least once every two weeks. For students receiving **Tier 3** interventions, monitoring must occur weekly. This consistent data collection allows educators to make timely, informed decisions about adjusting instruction and interventions to better support student success.

Teachers will use the Tier Documentation Sheets to consistently monitor and record students' academic progress throughout the intervention process. These sheets should include detailed notes on strategies used, student responses, frequency and duration of interventions, and any assessment data that supports decision-making. Documentation sheets are to be organized and maintained in each teacher's data binder, which will be provided for you.

These binders should be kept up to date and readily accessible for RTI meetings, parent conferences, and administrative reviews. Regular updates are expected, at a minimum every two weeks, to ensure accurate tracking of student growth and intervention effectiveness. This organized system will support data-driven instruction and help guide appropriate next steps within the Multi-Tiered System of Supports (MTSS).

STEAM Nights

All teachers are required to attend and actively participate in STEAM Nights as part of their professional responsibilities. These events are designed to engage students, families, and the community in hands-on learning experiences that promote the integration of science, technology, engineering, the arts, and mathematics.

Teachers are expected to arrive on time, fully prepared to facilitate their assigned activity or station. Being on time demonstrates respect for the event, your colleagues, and the families we serve. Active participation includes engaging with students and parents, explaining concepts clearly, encouraging inquiry and collaboration, and helping create a welcoming and educational atmosphere.

In advance of each STEAM Night, staff members will be notified of their roles and expectations. Teachers are expected to communicate any materials or support they may need to the STEAM coordinator or administration in a timely manner. If a teacher has a legitimate conflict that prevents attendance, prior approval must be obtained from the principal. Unexcused absences will be documented and may impact a teacher's professional evaluation.

STEAM Nights are an essential part of our school's culture and commitment to providing enriched, interdisciplinary learning opportunities. Active and enthusiastic participation from all staff members ensures that these events are successful and impactful for our students and families.

8th Grade Graduation

All teachers are expected to attend 8th Grade Graduation Night as part of their professional duties and commitment to supporting students during this significant milestone. Graduation is a school-wide celebration that honors the hard work, growth, and accomplishments of our 8th-grade students, and the presence of faculty plays a vital role in reinforcing the importance of academic achievement and school community.

Teachers should arrive on time and remain present for the duration of the event. Professional attire is required, and teachers are expected to conduct themselves in a manner that reflects positively on the school. Roles and responsibilities for the evening, such as assisting with student line-up, seating, and supervision, will be assigned in advance. All teachers are expected to actively assist as needed and contribute to the smooth execution of the ceremony.

If a teacher has a conflict that prevents attendance, prior approval must be obtained from the principal. Unexcused absences may be documented and could impact a teacher's overall professional evaluation. Graduation Night is a meaningful tradition, and full staff participation helps ensure that students and families feel supported and celebrated by the entire school community.

Class Attendance

Teacher Name:

Class Period:

[illegible]

Chattahoochee County Middle School
Lesson Plan Template

Teacher:

Co-Teacher:

SUBJECT:	WEEK OF:
Lesson Standard(s)	
Learning Target(s)	
Success Criteria	
Differentiation	
Essential Questions	

Lesson Implementation	Opening:
	Closing:
Higher-Order Thinking Questions:	

Chattahoochee County Middle School

Lesson Plan Template - continued

Assessments (Formal and/or Informal)	
<p>Completed by SPED Teacher</p> <p>Special Education</p> <p>Co-Taught Session</p> <p>Include accommodation and how the lesson is differentiated for SWDs</p>	

MS MTSS MANUAL

Understanding the Tiers

Georgia has implemented a four-tier Response to Intervention (RTI) model in a) identifying and b) addressing students' academic and/or behavioral needs. Standards-based instruction, universal screening, and progress monitoring are the critical foundation elements of our model (Tier 1). Every public school in Georgia is mandated to teach the standards to all students based on their grade level and/or content area. Universal screening helps teachers identify students who will need more individualized assistance. Progress monitoring allows teachers to assess the effectiveness of instruction and to differentiate their assistance based on the instructional and/or behavioral needs of the students. When a variety of Tier 1 strategies are utilized and the student is not showing significant improvement, this should be the trigger that activates the school's RTI plan to bring more focused attention and more intensive instructional assistance that comprises Tier 2.

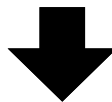
Tier 2 is characterized by the addition of more concentrated small-group or individual interventions that target specific needs and essential skills. All Tier 2 Interventions must be research proven and aligned to the needs of the student and resources of the school. Interventions may involve an increase in intensity, frequency, and duration of the strategies utilized in Tier 1, or they may be entirely different based on information shared among staff members. Collaboration by staff in delivery of rigorous instruction and appropriate Tier 2 interventions is vital in order to ensure a transfer of learning from Tier 2 to Tier 1 activities. Progress monitoring is more frequent and is vital in order to judge the effectiveness of the interventions based on the student's response to them. If such appropriate interventions-- implemented with fidelity and for an established duration-- are not effective then the staff must call upon the assistance of the Student Support Team (SST), which is Tier 3.

In Tier 3, SST is the structure and RTI is the process. Team members now individualize appraisal and interventions to determine barriers to learning and develop appropriate individual interventions for the student. If a variety of SST/Tier 3 interventions are finally determined not to be adequate and the need for more individualized assistance is thus documented, the SST will make an appropriate referral for consideration of placement of the student in an appropriate Tier 4 program. If found eligible, this student may be placed in Special Education, English to Speakers of Other Languages (ESOL), Gifted or other programs that are delivered by specially trained teachers.

In summary, the SST is mandated by federal court order and our RTI model is a systemic process to bridge behavioral and academic gaps. Ultimately, the success of any SST relies on the foundation of Tiers 1 and 2. Success is attainable when schools analyze their data to identify school-wide, classroom, and individual student needs and by their use of research based strategies and interventions led by ongoing professional learning, coaching, and measurement of student response to these supports. The Georgia Pyramid of Interventions/RTI is a robust school improvement framework which is guided by data-driven decision making and time-proven practices to proactively address the needs of all Georgia students in the 21st Century.

Tiers Implementation at Chattahoochee County Education Center

Tier 1: Standards Based Instruction of ALL students. IF a student is not progressing and is at risk according to assessments, discipline referrals, and/or other criteria, then that student will move to Tier 2.



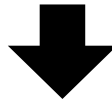
1. Forms to Complete for Tier 2 Placement
2. Placement for Tier 2 Form
3. Parent Notification Letter with Hearing/Vision Screener Agreement Included
4. The RTI Implementation Plan
5. Teacher's Log of Intervention Implementation

Tier 2: Needs-Based Instruction for those students who are at risk. Once a student is placed into Tier 2, there will need to be more in depth assessments done to determine the needs of the student. Once the needs have been established, research-based interventions will be implemented by the teacher to either individual students or small groups. The teacher determines the frequency of the intervention(s) implementation based on the needs of the student. (Example: 2 times per week for 20 minutes each session). Progress monitoring of the student's achievement should be conducted once every 2-3 weeks. The intervention implementation period should be no less than 6 weeks. **All information, such as data, charts, and examples of student work, will be kept in a yellow folder provided at the beginning of the Tier 2 process.** The SST Coordinator will be monitoring the RTI Implementation Plan to ensure that interventions are being implemented with fidelity. IF the student is showing growth, continue with the intervention implementation plan. IF a student is not progressing and is still at risk according to assessment, discipline referrals, and/or other criteria, then that student will move to Tier 3.



1. **Forms to Complete for Tier 3 Placement**
2. **Placement for Tier 3 Form**
3. **SST Process Initial Referral Form**
4. **Parent Notification Letter**
5. **The RTI Implementation Plan**

Tier 3: Student Support Team (SST) Driven Instruction for those students who are at risk. Once a student is placed into Tier 3, the SST process begins as well. In Tier 3, the Student Support Team will meet to participate in a problem solving process to guide the design of individualized interventions that best fit the student. During Tier 3/SST meetings, teachers will analyze all previous interventions, progress monitoring data, assessments, discipline referrals, and/or other criteria to determine which research-based interventions to implement. Once the research-based interventions have been decided, the teacher determines the frequency of the interventions and progress monitoring. The frequency of intervention implementation and progress monitoring of the intervention (s) during Tier 3 should be increased from that of Tier 2 (Example: 4 times a week for 15 minutes each session) Progress monitoring of the student's achievement should be conducted once every 1-2 weeks. The intervention implementation period should be no less than 6 weeks. All information, such as data, charts, and examples of student work, will be kept in a red folder provided at the beginning of the Tier 3 process. The SST Coordinator will be monitoring the RTI Implementation Plan to ensure that interventions are being implemented with fidelity. IF the student is showing growth, continue with the intervention implementation plan. IF a student is not progressing and is still at risk according to assessment, discipline referrals, and/or other criteria, then that student will move to Tier 3.



Forms to Complete for Tier 4 Placement
SPED/ADMIN Department will take over the process

1. **All previous documentation in yellow Tier 2 and red Tier 3 folders**
2. **Documentation of All SST Meetings**

Tier 4: Specifically-Designed instruction for those students who are at risk. Tier 4 is developed for students who need additional supports and meet eligibility criteria for special program placement including English to Speakers of Other Languages (ESOL), gifted education and special education.



Referral to Tier 2

Student's Name _____ Grade Level _____

Reason for referral:

☐ Reading ☐ ELA ☐ Math ☐ Behavior ☐ Attendance ☐ Speech

Student has 3 or more discipline referrals? ☐ Yes ☐ No

Missed 10 days or more? ☐ Yes ☐ No

Student failing 2 classes? ☐ Yes ☐ No

If yes, which classes?

☐ Reading Comprehension Grade _____ ☐ ELA Grade _____ ☐ Math Grade _____

☐ Science Grade _____ ☐ Social Studies Grade _____

NWEA MAP Cut Scores

Reading Cut Score: _____

Student's Score: _____ Percentile Ranking: _____

Math Cut Score: _____

Student's Score: _____ Percentile Ranking: _____

Referring Teacher: _____ Date: _____

Chattahoochee County Middle School
360 Georgia Highway
Cusseta, Georgia 31805
Phone: (706) 989-3678
Fax: 706-989-0649
www.chattco.org



Brenda Redding Jones
Principal

Kason Cox
Assistant Principal

Parent Notification Letter Response to Intervention (RTI) T-2 Referral

Dear Parent of _____,

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

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

☐ Reading ☐ Math ☐ Behavior ☐ Speech ☐ Attendance

Through data analysis and knowledge of research-based interventions, we hope to develop a successful RTI Implementation Plan to help your child have a productive school year. A copy of your child's RTI Implementation Plan will be sent home for your review. Parental input is considered very important, so please do not hesitate to contact us if there are any questions.

As teachers are preparing your child's RTI Implementation Plan, we are asking for permission - as part of the RTI process - to conduct a hearing/vision screening to ensure that these factors are not interfering with your child's learning and/or behavior. We are also asking for your permission to conduct achievement testing if the need arises after interventions have been used with little progress.

We appreciate your support of our efforts. If you have any questions, please contact me at **706-989-3678**.

Sincerely,

Mrs. Jones – SST Coordinator

☐ **Yes**, I agree for the hearing/vision screening as well as other necessary screenings to be conducted.

*Screenings might also include: speech and language, hearing and vision and/or parent checklist

☐ **No**, I do not agree for any screenings to be conducted.

Parent/Guardian Signature

Date

Chattahoochee County Middle School
360 Georgia Highway
Cusseta, Georgia 31805
Phone: (706) 989-3678
Fax: 706-989-0649
www.chattco.org



Brenda Redding Jones
Principal

Kason Cox
Assistant Principal

RTI Implementation Plan T2

Student's Name

Grade level

Date of implementation

Evidence-Based Intervention(s): Check all that apply

☐ Read180 ☐ IXL ☐ Khan Academy ☐ Read Works ☐ Other _____

Description of Intervention(s):

Frequency of Intervention: *write in the times under each day*

Monday <input type="checkbox"/>	Tuesday <input type="checkbox"/>	Wednesday <input type="checkbox"/>	Thursday <input type="checkbox"/>	Friday <input type="checkbox"/>

Progress Monitoring Tool(s):

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

Teacher Signature

Date

SST Coordinator Signature

Date

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Log of Interventions T2

Intervention Data: ID

Progress Monitoring Data: PM

Baseline	Date	Subject:	Area of weakness	BL Score
Data				
Month	Date	Intervention Used	Goal	Score
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Data Point 2 ID <input type="checkbox"/> PM <input type="checkbox"/>				
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Referral to Tier 3

Student's Name _____ Grade Level _____

Reason for referral:

☐ Reading ☐ ELA ☐ Math ☐ Behavior ☐ Attendance ☐ Speech

Student has 3 or more discipline referrals? ☐ Yes ☐ No

Missed 10 days or more? ☐ Yes ☐ No

Student failing 2 classes? ☐ Yes ☐ No

If yes, which classes?

☐ Reading Comprehension Grade _____ ☐ ELA Grade _____ ☐ Math Grade _____
☐ Science Grade _____ ☐ Social Studies Grade _____

Previous Intervention(s) Used: _____ How often: _____

Percent Mastery: _____ Percent achieved: _____

NWEA MAP Cut Scores

Reading Cut Score:

Fall _____ Winter: _____ Spring: _____

Student's Score:

Fall _____ %tile: _____ Winter: _____ %tile _____ Spring: _____ %tile _____

Math Cut Score:

Fall _____ Winter: _____ Spring: _____

Student's Score:

Fall _____ %tile: _____ Winter: _____ %tile _____ Spring: _____ %tile _____

Growth Goal Achieved ☐ Yes ☐ No

Add additional information here:

Referring Teacher: _____ Date: _____

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RTI Implementation Plan T3

Student's Name

Grade level

Date of implementation

Evidence-Based Intervention(s): Check all that apply

☐ Read180 ☐ IXL ☐ Khan Academy ☐ Read Works ☐ Other _____

Description of Intervention(s):

Frequency of Intervention: *write in the times under each day*

Monday <input type="checkbox"/>	Tuesday <input type="checkbox"/>	Wednesday <input type="checkbox"/>	Thursday <input type="checkbox"/>	Friday <input type="checkbox"/>

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

Teacher Signature

Date

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Date

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Kason Cox
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Log of Interventions T3

Student's Name: _____ Tier 3 Interventionist: _____

Frequency: **once a week**

Intervention Data: **ID**

Progress Monitoring Data: **PM**

Baseline Data:	Date:	Subject:	Area of Weakness:	Score:
<u>Week of</u>	Date	<u>Intervention Used</u>	<u>Goal</u>	Score
Week 1				
Monday ID <input type="checkbox"/> PM <input type="checkbox"/>				
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Student's Name: _____ Tier 3 Interventionist: _____

Frequency: **once a week**

Intervention Data: **ID**

Progress Monitoring Data: **PM**

Baseline Data:	Date:	Subject:	Area of Weakness:	Score:
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RTI RESEARCH-BASED RESOURCES

Web Sites:

- IXL
- Pear Practice
- RTI Action Network
- Institute of Education Sciences
- RTI_Wire
- Reading A-Z
- PBIS World

CMS Web-Based Programs:

Khan Academy

Reading Intervention Strategies

From www.interventioncentral.com

- **"Click or Clunk?"** - A Student Comprehension Self-Check - Students periodically check their understanding of sentences, paragraphs, and pages of text as they read. When students encounter problems with vocabulary or comprehension, they use a checklist to apply simple strategies to solve those reading difficulties.
- **Advanced Story Map** - Students are taught to use a basic 'Story Grammar' to map out, identify and analyze significant components of narrative text (e.g., fiction, biographies, historical accounts).
- **Keywords: A Memorization Strategy** - In this mnemonic (memorization) technique, students select the central idea of a passage and summarize it as a 'keyword'. Next, they recode the keyword as a mental picture and use additional mental imagery to relate other important facts to the keyword. They can then recall the keyword when needed, retrieving the related information.
- **Main-Idea Maps** - This simple strategy teaches students to generate a graphic organizer containing the main ideas of an expository passage.
- **Mental Imagery** - Improving Text Recall - By constructing "mental pictures" of what they are reading and closely studying text illustrations, students increase their reading comprehension.
- **Oral Recitation Lesson** - This intervention builds student motivation and interest by having them participate along with the teacher in repeated public readings of a story across several days. Throughout the process, the entire class discusses the work as literature.
- **Phrase-Cued Text Lessons** - Phrase-cued texts are a means to train students to recognize the natural pauses that occur between phrases in their reading. Because phrases are units that often encapsulate key ideas, the student's ability to identify them can enhance comprehension of the text (Rasinski, 1990, 1994).
- **Prior Knowledge: Activating the 'Known'** - Through a series of guided questions, the instructor helps students activate their prior knowledge of a specific topic to help them comprehend the content of a story or article on the same topic. Linking new facts to prior knowledge increases a student's inferential comprehension (ability to place novel information in a meaningful context by comparing it to already-learned information).
- **Question-Generation** - Students are taught to boost their comprehension of expository passages by (1) locating the main idea or key ideas in the passage and (2) generating questions based on that information.
- **Providing Main Idea Practice through 'Partner Retell'** (Carnine & Carnine, 2004). Students in a group or class are assigned a text selection to read silently. Students are then paired off, with one student assigned the role of 'reteller' and the other appointed as 'listener'. The reteller recounts the main idea to the listener, who can comment or ask questions. The teacher then states the main idea to the class. Next, the reteller locates two key details from the reading that support the main idea and shares these with the listener. At the end of the activity, the teacher does a spot check by randomly calling on one or more students in the listener role and asking them to recap what information was shared by the reteller.

- **Promoting Understanding & Building Endurance through Reading-Reflection Pauses** (Hedin & Conderman, 2010). The student decides on a reading interval (e.g., every four sentences; every 3 minutes; at the end of each paragraph). At the end of each interval, the student pauses briefly to recall the main points of the reading. If the student has questions or is uncertain about the content, the student rereads part or all of the section just read. This strategy is useful both for students who need to monitor their understanding as well as those who benefit from brief breaks when engaging in intensive reading as a means to build up endurance as attentive readers.
- **Restructuring Paragraphs with Main Idea First to Strengthen ‘Rereads’** (Hedin & Conderman, 2010). The student highlights or creates a main idea sentence for each paragraph in the assigned reading. When rereading each paragraph of the selection, the student (1) reads the main idea sentence or student-generated ‘gist’ sentence first (irrespective of where that sentence actually falls in the paragraph); (2) reads the remainder of the paragraph, and (3) reflects on how the main idea relates to the paragraph content
- **Summarizing Readings** (Boardman et al., 2008). The student is taught to summarize readings into main ideas and essential details--stripped of superfluous content. The act of summarizing longer readings can promote understanding and retention of content while the summarized text itself can be a useful study tool.
- **Linking Pronouns to Referents** (Hedin & Conderman, 2010). Some readers lose the connection between pronouns and the nouns that they refer to (known as ‘referents’)—especially when reading challenging text. The student is encouraged to circle pronouns in the reading, to explicitly identify each pronoun’s referent, and (optionally) to write next to the pronoun the name of its referent.
- **Apply Vocabulary ‘Fix-Up’ Skills for Unknown Words** (Klingner & Vaughn, 1999). When confronting an unknown word in a reading selection, the student applies the following vocabulary ‘fix-up’ skills:
 1. Read the sentence again.
 2. Read the sentences before and after the problem sentence for clues to the word’s meaning.
 3. See if there are prefixes or suffixes in the word that can give clues to meaning.
 4. Break the word up by syllables and look for ‘smaller words’ within.
- **Compiling a Vocabulary Journal from Course Readings** (Hedin & Conderman, 2010). The student highlights new or unfamiliar vocabulary from course readings. The student writes each term into a vocabulary journal, using a standard ‘sentence-stem’ format: e.g., “*Mitosis* means...” or “A *chloroplast* is...”. If the student is unable to generate a definition for a vocabulary term based on the course reading, he or she writes the term into the vocabulary journal without definition and then applies other strategies to define the term: e.g., look up the term in a dictionary; use Google to locate two examples of the term being used correctly in context; ask the instructor, etc.).
- **Encouraging Use of Text Enhancements** (Hedin & Conderman, 2010). Text enhancements can be used to tag important vocabulary terms, key ideas, or other reading content. If working with photocopied material, the student can use a highlighter—but should limit highlighting to important text elements such as main idea and key vocabulary terms. Another enhancement strategy is the ‘lasso and rope’ technique—using a pen or pencil to circle a vocabulary term and then drawing a line that connects that term to its underlined definition. If working from a textbook, the student can cut sticky notes into strips. These strips can be inserted in the book as pointers to text of interest. They can also be used as temporary labels—e.g., for writing a vocabulary term and its definition.

Math Intervention Strategies

From www.interventioncentral.com

- **Applied Math Problems: Using Question-Answer Relationships (QARs) to Interpret Math Graphics**
 1. Distinguishing Among Different Kinds of Graphics
 2. Interpreting Information in Graphics
 3. Linking the Use of Question-Answer Relations (QARs) to Graphics in Math
 4. Using Question-Answer Relationships (QARs) Independently to Interpret Math Graphics

- **Cover – Copy – Compare** - The student is instructed to cover the correct model on the left side of the page with an index card and to copy the problem and compute the correct answer in the space on the right side of the sheet. The student then uncovers the correct answer on the left and checks his/her work.
- **Math Computation** - Increase Accuracy and Productivity Rates Via Self-Monitoring and Performance Feedback: The teacher selects one or more computation problem types that the student needs to practice. Teacher creates a number of standardized worksheets with similar items to be used several days. Teacher prepares a progress-monitoring chart. Teachers creates a menu of rewards for student who exceeds his/her previously posted computation fluency score.
- **Math Problem-Solving** - Combining Cognitive and Metacognitive Strategies:
Students are taught these steps:
 1. Reading the problem.
 2. Paraphrasing the problem.
 3. Drawing the problem.
 4. Creating a plan to solve the problem.
 5. Predict/Estimate the answer.
 6. Computing the answer.
 7. Checking the answer.
- **Number Operations: Strategic Number Counting Instruction** - The tutor explains the count-up strategy using a number line for addition as well as the strategy for counting up when subtracting.
Intervention Steps:
 1. Create flashcards
 2. Review Count-up Strategies
 3. Complete Flashcard Warm-Up
 4. Repeat Flashcard Review
 5. Provide Performance Feedback
- **Peer Tutoring in Math Computation With Constant Time Delay** - While the times is running for 3 minutes the tutor follows this sequence:
 1. Presents Cards
 2. Provides Tutor Feedback
 3. Provides Praise
 4. Shuffles Cards
 5. Continues until the timer stops
- **Self-Monitoring: Customized Math Self-Correction Checklists** -
Intervention Steps:
 1. Develop the checklist
 2. Introduce the Checklist
 3. Provide Performance Feedback, Praise and Encouragement
 4. Provide Reinforcement for Checklist Use
 5. Fade the Intervention

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Brenda Redding Jones
Principal

Kason Cox
Assistant Principal

Permission to Screen

Dear _____,

Your child, _____ has been identified as a candidate to receive a hearing and vision screening through our school nurse. After this brief assessment, our school nurse will notify you if additional testing is required. If additional testing is required, we recommend that you schedule an appointment with an optometrist or audiologist of your choice at your earliest convenience.

Please let me know if you have any questions or concerns.

Sincerely,
Mrs. Brenda Redding Jones
Principal/MTSS Coordinator

Please indicate below your permission preference.

Student's Name: _____

☐ Yes, I give my permission to have my student screened.

☐ No, I do not give my permission to have my student screened.

Parent's signature

Date

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Brenda Redding Jones
Principal

Kason Cox
Assistant Principal

Permission to Screen

Date: _____

Dear _____,

As MTSS (Multi-Tiered System of Support) Coordinator, I have been informed that you are requesting a full psychological evaluation for your student, _____. To begin the process, we will need to conduct a few in-house screenings as a part of the process. These screenings may include but not limited to: IQ Screening, Vision Screening, Hearing Screening, and Speech-Language Screening.

If you would like to continue this pursuit, please sign below to give us permission to conduct said screenings.

Sincerely,

Mrs. Brenda Redding Jones
Principal/MTSS Coordinator

Please indicate below your permission preference

Student's Name: _____

☐ Yes, I give my permission to have my student screened.

☐ No, I do not give my permission to have my student screened.

Parent's signature

Date