



**Multi-Tiered System of Support  
(MTSS)**

**District Academic & Behavioral Plan  
Updated August, 2022**

# **Quitman School District**

## **School Board Members:**

Brenda McCormick, President  
Lewis Jefferson, Vice President  
Cheryl Waltman, Secretary  
Matthew Skidmore, Board Member  
William Price, Board Member

## **Superintendent of Education**

Dr. Minnie Dace, Superintendent

## **Federal Programs Director**

Tracy Dearing

## **Curriculum Coordinator**

Dr. Shevonda Truman

## **Special Education Director**

Adam Boyette

## **Quitman Lower Elementary School**

Amanda Allen, Principal  
Amy Johnson, Assistant Principal

## **Quitman Upper Elementary School**

Kristen Schrimshire, Principal  
Debbie Chapman, Assistant Principal

## **Quitman Junior High School**

Bill Russell, Principal  
Dr. April Goff, Assistant Principal

## **Quitman High School**

Latasha Shaw, Principal  
Evan Marchello, Assistant Principal

## **Purpose**

The purpose of this document is to provide guidance to schools in the Quitman School District as they implement the Response to Intervention (RtI) process which is a component of the Multi-Tiered System of Support (MTSS). This document is based on the research conducted around the implementation of RtI and is dedicated to the mission of providing a high quality education that will increase the learning of all students and the vision to graduate critical thinkers with the skills and knowledge to succeed in life. Furthermore, based on needs assessments, team members have decided that the MTSS Manual should:

- Be accessible to stakeholders
- Be easy to read and understand
- Be useful

## **INTRODUCTION**

This policy, procedure, and technical manual was developed through collaborative efforts of the administrators, directors and teachers of the Quitman School District. The information in this document will strengthen the Quitman School District's compliance with Mississippi Department of Education's newly revised Board Policy 4300 and State Board Policy Part 3: Chapter 41 Interventions

### **REACH MS / Technical Assistance Specialist**

Selina Merrell

### **Curriculum Coordinator**

Dr. Shevonda Truman

### **Quitman Lower Elementary School**

Amanda Allen, Principal

### **Quitman Upper Elementary School**

Kristen Schrimpshire, Principal

### **Quitman Junior High School**

Bill Russell, Principal

### **Quitman High School**

Latasha Shaw, Principal

## Overview

The Multi-Tiered System of Support (MTSS) is a framework to help ALL students reach high standards. MTSS is:

- A framework for effective problem solving to improve student outcomes.
- For ALL students including those that need enrichment.
- Flexible to meet the unique needs of districts and schools.
- Data informed and evidence based.
- Collaborative team based decision making.
- A framework to make decisions about the need for further services.

The Goals of MTSS:

- Prevention oriented; knowing who needs support as early as possible each year and putting those supports in place.
- Implementing evidence based interventions for all students and tailoring interventions based on student's needs.
- Using progress monitoring data to know when to make changes in instruction.

The purpose of this document is to provide guidance to schools concerning MTSS within the Quitman School District and the implementation of Response to Intervention (RtI). This document will explain the core components of RtI and how to effectively implement this systematic process. The Quitman School District will implement the RtI process in an effort to improve student achievement and behavior. Implementation of the RtI process will ensure that the district meets the requirements of “No Child Left Behind” Act of 2001 and State Board Policy 4300.

The RtI process represents appropriate practices in educating students. The RtI model is a comprehensive, data driven, multi-tiered intervention strategy used to identify students who may be at academic or behavioral risk. Early identification of at-risk students enables the teachers to provide supplemental instruction / targeted interventions or intensive interventions based on the needs of the student. The RtI Process will use the three tier model – Tier I, Tier II, and Tier III.

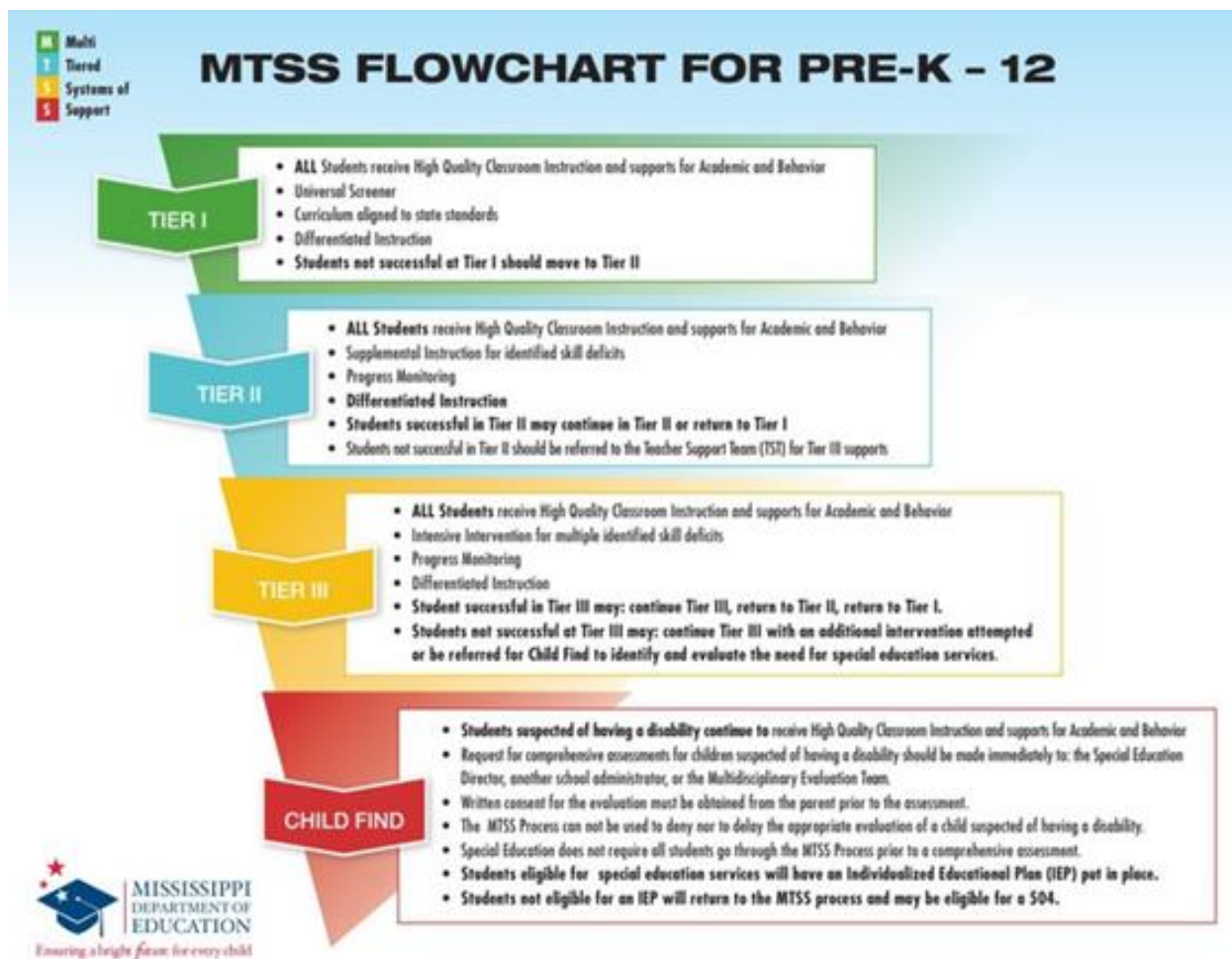
**Tier I** – Quality Instruction Based on Mississippi Curriculum Frameworks and the Common Core State Standards; school-wide efforts and practices available to all students. Students who are successful and making expected progress in the general education curriculum and are demonstrating social competence. Tier I data should indicate when a student is experiencing difficulty academically or behaviorally.

**Tier II** – Strategic/Targeted Intervention and Supplemental Instruction; designed for students that are struggling and not making expected progress in the general education curriculum or with behavioral expectations. These students may require small group instruction in the targeted area(s) of need.

**Tier III** – Intensive Interventions and Supplemental Instruction; designed for students who are having difficulties with the grade-level objectives or behavioral expectations in the general education

curriculum. Tier III interventions are implemented when data indicates that the student has failed to make progress at Tier II. Educators begin to make decisions that may lead to further evaluation and identification for specialized services for individual students through Special Education. **THIS TIER IS NOT SPECIAL EDUCATION.** Some students benefit from intensive interventions and are able to move back to Tier I and II.

\*The Tiers are not unidirectional; they are bidirectional. This means that a student can move from one Tier to another depending on the data collected by the classroom teacher(s). A child can remain in Tier II or Tier III until he/she graduates, if that is the best placement for the student and the student shows progress at that level.



## **Response to Intervention -- Three Tier Model**

The model that will be implemented by the Quitman School District is as follows:

### **Tier I – 80% of the Students**

- Quality classroom instruction based on the MS Curriculum Frameworks and CCRS.
- Universal Screening of ALL Students (Fall, Winter, and Spring)
- Progress Monitoring
- Differentiated instruction based on learning styles, readiness, and interest of the students
- Effective Classroom Management
- Teacher observations conducted by principal or designee

### **Tier II – 15-20% of the Students**

- Provided with supplemental instruction and intervention twice a week for 8-10 weeks; implemented by classroom teacher, counselor, or teaching assistant in small groups
- Progress monitoring with graphical displays

### **Tier III – 5% of the Students**

- Referral to TST (Teacher Support Team). The TST meets within two weeks of the referral; reviews data; devises an intervention plan with the teacher.
- Provided with intensive strategic and targeted interventions every day for 8-10 weeks; implemented by classroom teacher or teaching assistant one-on-one.
- Progress monitoring with graphical displays
- Students that are struggling with intensive one-on-one interventions will be referred to Multi-Disciplinary Evaluation Team (MET) for further evaluation and possible referral to Special Education (SPED).

## **Essential Elements**

The Mississippi Department of Education has identified 14 essential elements for Tier I that have been developed to provide guidelines for school districts. Each element is listed below to provide guidance to each school within the district. The Essential Elements Matrix can be found on the MDE website at: [www.mde.k12.ms.us](http://www.mde.k12.ms.us)

1. Universal screening of phonemic awareness, phonics, vocabulary, reading fluency, and comprehension in grades K-8.
2. Universal screening of counting, quantity discrimination, number identification, sequential ordering, mathematical fluency, and mathematical reasoning in grades K-8.
3. Universal screening for students who will be or are taking Algebra I, Biology I, U.S. History, and English II.
4. Universal screening of behavior.
5. Instructional delivery supported by scientifically based research.
6. Differentiated instruction
7. Curriculum and instructional materials are aligned to state standards.
8. Classroom behavior and management.
9. System of behavioral support (school and district level)
10. Instructional leadership
11. System of instructional support
12. System of classroom observations to determine the integrity of implementation
13. Follow-up procedures in place for instructional staff who have not met minimal instructional and behavioral criteria.
14. Parental/family and community engagement.

## **Universal Screening**

Universal screening is a type of assessment used to identify underperforming students (academically and behaviorally) and to determine the effectiveness of curriculum and instruction. This assessment enables educators to establish a baseline and determine where individual students are academically and behaviorally in relation to peers. Universal screening will not identify why students are underperforming; it will identify which students are not performing at the expected performance levels for a particular grade level in reading and mathematics.

Universal screening has two purposes:

1. To identify students in need of further assessment and possible placement in Tier II to receive supplemental instruction and interventions.
2. To provide feedback about classroom performance to help school leadership identify when a teacher might require support. If more than 20% of the students are not making acceptable

gains in a particular area, the school must improve the core curriculum and/or the manner in which the curriculum is delivered to students.

Universal screening will be conducted 3-4 times per year at approximately equal intervals (Fall, Winter, and Spring). The screening will measure the same skill at each administration and there will be evidence of implementation integrity. Integrity checks should be conducted by the principal at each school site during universal screening.

Universal screeners that will be utilized by the Quitman School District, but not limited to, are:

- Benchmark Testing
- Pre- and Post-Tests
- STAR Early Literacy
- i-Ready
- Office Discipline Referrals
- Teacher Nomination

### **Universal Behavior Screener**

The purpose of the Universal Screener for Behavior is to identify those students within the entire student population who are at risk for developing behavioral or mental health problems. This process allows us the opportunity to prevent future behavioral mental health problems. In our district, we basically screen for two types of behaviors: internalizing and externalizing.

Each month, behavior teams at each school screen using Office Discipline Referral (ODR) Data to make initial decisions. Decisional guidelines are:

- Less than 3 ODR's – continue Tier I supports such as Positive Behavioral Interventions and Support (PBIS)
- 3-5 ODR's – student may require Tier II supplemental interventions
- 5 or more ODR's – student may require Tier III intensive interventions



## Differentiated Instruction

Differentiated instruction is the process of “ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for the student’s readiness level, interest, and preferred mode of learning.” (Tomlinson) In a differentiated classroom students are working on the same skill or concept, but some aspect of the instruction is different for one or more students.

In a differentiated classroom, students are placed at the center of teaching and learning. Each learner comes to school with a different set of learning needs. Differentiation requires teachers to tailor their instruction and adjust the curriculum to meet students’ needs rather than expecting students to modify themselves to fit the curriculum.

The first and most important step in differentiated instruction is determining the prior knowledge of the students in the classroom. Teachers are required to determine what the students already know and have mastered concerning the topic. Covering material the students have already mastered will be ineffective for students. Determining prior knowledge is a form of pre-assessment. Pre-assessment can be a quiz, game, discussion, or any other activity that will help the teacher determine what the students already know. The results of the pre- assessment should be used by the teacher to develop challenging and engaging tasks for each learner. There should be activities for the lower level students and the higher level students. Instruction can be differentiated through content, process, product, and/or pacing.

Content	Material to be taught – Higher or lower level materials that teach the same skills or objectives
Process	How the lesson will be taught – Can be whole group, small group, one-on-one; instruction addresses learning styles
Product	What the student is expected to produce, create, or hand in to the teacher
Pacing	Rate of learning

## Differentiated Instruction Strategies

Strategy	Primarily Used to Differentiate:	Example
Tiered Assignments	Readiness	Assignments given for various ability levels
Tiered Products	Readiness; Interest	Projects given for various ability levels
Drill-Focused Cooperative Tasks	Low-end Readiness	Use flash cards to instruct and obtain mastery
Thought/Production Focused Cooperative Tasks	Interest	Allow higher level students to decipher through a difficult problem
Alternative Assessments	Readiness	Allow student to write a poem rather than take a test on the components of a poem
Graduated Rubrics	Readiness	Develop a plan with a student to reach a particular academic goal by a specified time
Choice Boards	Readiness, Interest	Give the student a choice between three activities
Learning Centers	Readiness	Have students do math drills at one center, graph at another, and work on an assignment at another
Anchoring	Readiness	Allow students to read, write in journals, manage a portfolio, or practice while others are still working on the assignment

From: MDE – Response to Intervention (RtI) Best Practices Handbook, June 2010, p.39

## **Progress Monitoring**

Progress monitoring is a valid and efficient tool for gauging the effectiveness of instruction, determining whether instructional modifications are necessary, and providing important documentation for placement decisions within the Tiers. Progress monitoring should be conducted by the classroom teacher when a student begins to struggle at Tier I. If a student is moved to Tier II, the teacher should progress monitor every other week and at Tier III, once a week. Progress monitoring data should be kept in graphical form.

Progress monitoring has three purposes:

1. To determine whether students are benefiting from the instructional program and the curriculum.
2. To estimate rates of student improvement by analyzing trends, variability, and goals in student data.
3. To assist school teams in making decisions about appropriate levels of interventions and placement within the Tiers.

Progress monitoring should do the following:

1. Assess the specific skills embodied in Mississippi Curriculum Frameworks.
2. Be sensitive to small increments of growth over time.
3. Be administered efficiently by the teacher or assistant over short periods of time.
4. Be administered repeatedly by the teacher or assistant over short periods of time.
5. Result in data that can be summarized in graphical form.
6. Monitor an individual student's progress over time.
7. Be relevant to the development of instructional strategies and interventions that address the student's area of need.

MDE Manual, 2010

# Quitman School District

## Timeline for Interventions

### Tier I

No timeline for Tier I. When the teacher notices that the child has a problem (academic or behavior), he/she moves the child to Tier II. The teacher must have documentation and graphs that identifies the specific deficit area.

### 20 Day Students

MSIS populated students will be referred to TST. Teacher Support Team and Referral Form Section 3A is submitted to TST. If a student will be placed into T2 or T3 interventions, a Parent Notification of Intervention Services (Tier II or Tier III) is sent to Parent or Guardian and Tier begins with teacher or interventionist. The TST team, after looking at all data, can place a student on Monitor status, but keeping that student on their radar in case they start slipping.

### Tier II

The teacher begins interventions with the identified student and monitors the student's progress every other week. Interventions are conducted two to three times per week. If after 4 weeks the student is showing little to no progress, change the level or intervention and continue Tier II. If after 8 weeks, the student is not showing progress, the student should be moved to Tier III.

\*Interventions can be conducted in a small group setting or in a computer lab where the student is receiving additional instruction on the targeted deficit skill.

### Tier III

When a teacher moves a student to Tier III, a referral to TST has to be made and the PACKET of information has to be completed. The TST team must review all the data collected by the teacher and data obtained from STAR Reading, STAR Math, Benchmark Assessments, etc. in order to devise an intervention plan for the student. The interventions must be implemented within 2 weeks of the referral. The student's progress has to be reviewed within 8 weeks. Interventions have to be conducted daily and progress must be monitored 1 time per week. A final decision must be made at the end of 16 weeks (This is 18 weeks total).

The decision that the TST makes is dependent on the data. The TST could decide to:

- Keep the student at Tier III because the interventions are working.
- Refer the student to the Multidisciplinary Evaluation Team (MET).
- Move the student back to Tier I or II.

## **Teacher Support Team (TST)**

The TST has a great responsibility to support positive student outcomes as well as foster the goals of the school striving to meet growth. The members should be fully supported by the administration and the remaining educational staff in the school. The following sections provide a review of the Teacher Support Team process which includes membership, roles, responsibilities, the use of a problem-solving model, and a standard protocol model to develop, implement, and monitor interventions.

### **Team Members**

The TST composition and dynamics are critical for a successful process to support positive student outcomes. The team composition, roles, and responsibilities are outlined to aid in the understanding of the formation and function of the team. In determining the membership of a school's TST, the principal should make sure that selected members are:

- committed to the school's instructional goals and programs willing to accept responsibility for at-risk students' progress knowledgeable of multiple teaching strategies and interventions respected and approachable by other staff
- experienced in interpreting data
- organized and capable of mapping a plan for improvement
- able to maintain confidentiality concerning student data and outcomes discussed in the team setting

The team should have five core members. The core members are the principal or principal's designee as the TST chair, the general education teacher(s), the referring teacher, and the guidance counselor or school behavior specialist.

Auxiliary members are defined as members who may participate in the team process but are unique to each student that is referred to the TST. These auxiliary members could include, but are not limited to:

- the student
- student's parents or legal guardians special education teacher
- speech language pathologist mental health counselor intervention specialist

## **Roles and Responsibilities**

Principal or Principal's Designee:

- sets the tone of commitment for the process
- organizes the professional staff schedules to allow the process to happen  
coordinates duties of team members
- schedules/convenes team meetings
- ensures parents are notified as part of the process delegates other responsibilities to the other members

TST Coordinator (e.g. Assist. Principal, Grade Level Chair, etc.):

- coordinates the process at the building level
- provides training and technical assistance coordinates instructional services
- gathers information
- organizes the presentation of data
- documents the meeting (maintains the TST record-keeping process) develops timeframes and schedules meetings
- manages progress monitoring data to determine intervention effectiveness

Guidance Counselor/Behavior Specialist

- conducts functional behavioral assessments
- consults with teachers/parents/administrators conducts student observations
- conducts curriculum based assessments
- assists in designing and implementing interventions provides training in various areas

Other Members

- interview the parent and/or teacher
- assist the teacher with the collection of data
- provide support to the teacher during the intervention assess for implementation integrity

Intervention Specialist ensures that TST meetings are being held at all campuses reviews and monitors TST referrals before submission to MET serves as a liaison to the special education staff

\*\*Duties will be assigned based on several factors such as the schedules of teachers, relationships between teachers, etc. However, some assignments may be more consuming than others. The teachers need to rotate each duty so that one teacher is not consistently overwhelmed and all teachers learn the different aspects of the TST process.

- MDE Manual, 2010

## **Multidisciplinary Evaluation Team (MET)**

There are multiple ways that the Quitman School District may request an evaluation/comprehensive assessment through the Multidisciplinary Evaluation Team (MET):

- The child has been through all three tiers of intervention and failed to meet the requirements of each tier because the child continues to perform below his/her age appropriate peers.
- The intervention is successful, but maintaining the level of intensity needed is not appropriate in the current general education setting.
- The child displays a medical condition and/or severe condition that cannot be remediated through the three-tier process (e.g. cancer, cerebral palsy, severe/profound mental retardation, visual or hearing impairment, autism), therefore a comprehensive assessment may be requested.
- A parent, public agency, or the Teacher Support Team makes a written request for an initial evaluation to determine if the child is a child with a disability.

Members of the Quitman School District Multidisciplinary Evaluation Team (MET) are:

- Adam Boyett, Special Education Director
- Hope Roberts, Case Manager

# FORMS

Forms to be used by the *Quitman School District*

MDE:  
Multi-Tiered System of Support (MTSS)

Quitman School District Forms



*Quitman School District*

Tier II Process Guide

Process	Forms Needed
<p>Parent should be informed of Tier II placement</p> <p>Teacher completes Student Profile.</p> <p>Teacher completes Social and Emotional Work Sheet (for behavior only).</p> <p>Teacher informs principal/designee of Tier II placement of student and principal/designee completes Tier I High-Quality Classroom Observation Form (aligned with M-STAR)</p>	<p><b>Appendix D:</b> Parent Notification of Intervention Services (Tier II)</p> <p><b>Section 1B (K-8) or 1C (9-12):</b> Student Profile</p> <p><b>Appendix A:</b> Social and Emotional Worksheet (Behavior Tier Only)</p> <p><b>Section 1D:</b> Tier I High-Quality Classroom Observation Form</p>

<p>The classroom teacher provides supplemental instruction and intervention for 4-8 weeks. (in addition to quality Tier I instruction)</p> <p>If student is in <b>K-3<sup>rd</sup></b> or a <b>4<sup>th</sup> grade Good Cause student</b>, an Individual Reading Plan will need to be filled out.</p> <p>Teacher will complete the Tier II Supplemental Instruction Documentation Form. Progress is monitored weekly.</p> <p>*First Documented Review in 4 weeks from start date.</p> <p>*Cumulative Review within 8 weeks from start date.</p> <p>On Section 2C, after the cumulative review (8 weeks) the teacher will need to decide whether progress was made and what are next steps.</p> <p><b>NOTE:</b> Depending on progress made or not made, the student can be:</p> <ul style="list-style-type: none"> <li>• Moved to Tier I</li> <li>• Continue with Tier II</li> <li>• Continue with Tier II for an additional intervention attempt.</li> <li>• Refer to TST for Tier III</li> </ul> <p>If referring to TST for Tier III interventions, the teacher will need to fill out the Teacher Support Team Referral and Meeting form and give to TST chair.</p>	<p><b>Section 2A:</b> Tier II (Supplemental Instruction) Documentation Form</p> <p><b>Section 2C:</b> Progress Monitoring and Evaluation for Tier II Interventions</p> <p><b>Appendix E:</b> Individual Reading Plan (K-3<sup>rd</sup> and 4<sup>th</sup> grade Good Cause).</p> <p><b>Hearing and Vision</b></p> <p>Section 3A: Teacher Support Team Referral and Meeting (<b>IF REFERING TO TIER III</b>)</p> <p><b>Be sure to attach the following:</b></p> <ul style="list-style-type: none"> <li>• Section 1A</li> <li>• Section 1C or 1D</li> <li>• Section 2A and 2C</li> <li>• Appendix A</li> <li>• Appendix D</li> <li>• Appendix E (if applicable)</li> <li>• Vision and Hearing</li> <li>• Screening Results</li> <li>• MAP Results</li> </ul>
---	--

## Quitman School District

### 20 Day Students

**ATTENTION: Student identified under State Board Policy 4300 will be populated in MSIS and referred to the TST. This must be completed within the first twenty (20) days of school!!**

MSIS Populated Students include:

- Grades 1-3: A student has failed one grade
- Grades 4-12: A student has failed two grades
- A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year; OR
- A student scores at the lowest level on any part of the Grade 3 or Grade 7 state-wide accountability assessment.
- A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act

#### Required TST Meeting within First 20 Days of First Day of Start of School

##### **By the End of First Week of School**

- District Intervention Specialist will check the MSIS system to print an initial list of the students meeting the twenty day Board criteria (see above).

Each week, the District Intervention Specialist, will **check the MSIS system** so that additional students can be identified. When new students appear on the MSIS list, the TST will meet regarding the student **WITHIN A WEEK**.

**\*\*Retain copies of the weekly MSIS lists as documentation that the student's name was not on the initial list(s).**

- If a student meets one of the five (5) criteria listed above, the Teacher Support Team (TST) MUST meet regarding the student's academic and/or behavioral needs within the first twenty (20) school days of the school year.
- If a student is no longer enrolled in the school district, passed to the next grade and therefore does not meet the criteria or has not shown up at school yet, the TST must meet on the student and document the meeting and results of the meeting on the ***TST Recommendation/Twenty Day form***.
- The TST will examine the following student data:
  - ✓ Cumulative Record
  - ✓ Current grades and past grades
  - ✓ Attendance records, current and past
  - ✓ Retention history
  - ✓ Disciplinary referrals, current and past
  - ✓ Universal screening data from previous year
  - ✓ Scores from state testing program
  - ✓ District assessments
  - ✓ Any hearing and/or vision screening available
  - ✓ Medical or psychological reports provided by the parent
  - ✓ Current and past courses...Are remedial courses listed?
  - ✓ Intervention files...Is the student currently receiving Tier II or III interventions?
  - ✓ Intervention files or teacher interview...Has the student been referred to special

education or is the student receiving special education services?

- The TST should also consider monitoring the progress of students for several weeks to determine if the Tier I strategies/supports implemented in the new school year, as well as, the change to the student's educational environment will assist in the student's progress. Also, consideration should be given to any new attendance in remedial programs or courses that were not available to the student during the previous school year (i.e., compensatory math or reading).
- The TST will document the meeting using the *TST Recommendation/Twenty-Day* form. The TST should collaborate with the individual or grade level team that is responsible for reviewing the fall universal screening data. If the Fall Universal Screening data is available, this information, along with all of the information from number 3 above, will be used to assist in determining whether the student will remain at Tier I or move to Tier II.

**\*\*If the continuation of Tier II or Tier III interventions was recommended by the previous TST, the current TST may continue either the Tier II or Tier III interventions. The TST may decide to revise the interventions and/or goal.**

- If the TST decides to move the student to Tier II or continue the Tier II or Tier III interventions, all procedures listed under the **Tier II** and/or **Tier III Intervention** sections must be followed. Parent Notification and verification of receipt, hearing and vision screening, the Tier I Documentation form and results of the Universal Screener must be obtained along with other data listed under Tier II and Tier III.
- The District's Intervention Specialist **MUST** enter the date of the initial TST meeting into the MSIS screen. **PLEASE SEND THIS DATE TO SHELIA RADCLIFFE** *\*Only the date of the initial TST meeting is entered at this time.* The date entered into MSIS for the TST meeting date **MUST** match the date of the meeting documented on the *TST Recommendation/Twenty-Day* form.
- No later than eighteen (18) weeks from the meeting date (usually early December) the District Intervention Specialist MUST enter the TST decision date. The decision date **MUST** match the date documented on the TST Meeting Summary Form where the decision was documented.

*Quitman School District*  
**Teacher Support Team**  
 Tier III Process Guide

<b>Process</b>	<b>Forms:</b>
<p>If a student moves to Tier III, the teacher/interventionist will make sure the <b>Hearing/Vision</b> screening from the school nurse or the speech pathologist is current (within 12 months). If not current, ask for screener to be repeated.</p> <p>Once screening is complete, results will be given to the teacher/interventionist. If the child fails the screening, the principal/designee will contact the parent.</p>	<p><b>Statement of Confidentiality</b></p> <p><b>Hearing and Vision Screening</b></p> <p><b>Section 3A:</b> Teacher Support Team Referral and Meeting</p> <p><b>Appendix D:</b> Parent Notification of Intervention Services (Tier III)</p>
<p>Within 2 weeks of receipt of the Teacher Support Team Referral and Meeting and the Parent Notification of Intervention Services (Tier III), the TST meets. The Statement of Confidentiality Form will be completed by all members prior to the discussion of any individual student. The classroom teacher will present student information to the TST members.</p> <p>Decision of the TST is recorded on the Teacher Support Team Referral and Meeting.</p>	<ul style="list-style-type: none"> <li>• <b>Section 3A:</b> Teacher Support Team Referral and Meeting Form</li> <li>• <b>Appendix D:</b> Parent Notification of Intervention Services (Tier III)</li> <li>• Statement of Confidentiality</li> <li>• <b>Section 3B:</b> Tier III (Intensive Intervention) Documentation Form</li> </ul>
<p>The student information listed to right must be presented.</p> <p>The teacher/interventionist will conduct interventions and progress monitoring during the intervention period of 4 weeks. The interventionist will enter the results of the monitoring into the Tier III (Intensive Intervention) Documentation Form – <b>Section 3B-3D</b></p>	<p><b>Student Information</b></p> <ul style="list-style-type: none"> <li>• Screening Results</li> <li>• MAP Results</li> <li>• Appendix A: Social/Emotional Checklist</li> <li>• Section 1B/C: Student Profile</li> <li>• Tier II – Section 2A and 2B</li> <li>• Documentation of Parental Contacts and Conferences</li> <li>• Hearing/Vision screening</li> </ul> <p><b>Section 3B-3D:</b> Tier III (Intensive Intervention) Documentation</p>

Process	Forms
<p>The student information listed to right must be presented.</p> <p>The teacher/interventionist will conduct interventions and progress monitoring during the intervention period of 4 weeks. The interventionist will enter the results of the monitoring into the Tier III (Intensive Intervention) Documentation Form – <b>Section 3B-3D</b></p>	<p><b>Student Information</b></p> <ul style="list-style-type: none"> <li>• Screening Results</li> <li>• MAP Results</li> <li>• Appendix A: Social/Emotional Checklist</li> <li>• Section 1B/C: Student Profile</li> <li>• Tier II – Section 2A and 2B</li> <li>• Documentation of Parental Contacts and Conferences</li> <li>• Hearing/Vision screening</li> </ul> <p><b>Section 3B-3D:</b> Tier III (Intensive Intervention) Documentation</p>
<p>There must be at least two integrity checks completed by the principal or designee.</p>	<ul style="list-style-type: none"> <li>• <b>Section 3B:</b> Tier III (Intensive Intervention) Documentation</li> </ul>
<p><b>WEEK 8</b> Invite parents – Tier III Parent Invitation Letter</p>	<ul style="list-style-type: none"> <li>• <b>Parent Invitation Letter</b></li> </ul> <p>Results of individual progress monitoring (at least 8 data points) are reviewed using graphs and data. Reports from computer-based intervention strategies must be provided along with intervention documentation forms.</p> <p>Progress monitoring and frequent review should be continued for early identification of declining academic and/or behavioral success or lack of intervention progress.</p>

Process	Forms
<p><b>Week 16</b></p> <p>Invite Parents</p> <p>The TST meets to evaluate the effectiveness of the Tier III interventions. Progress monitoring data is reviewed.</p> <p>At the Cumulative Review, you will decide whether the Tier III should be continued, move to Tier II or Tier I, or refer to Child Find for additional testing. You will note this on the Progress Monitoring and Evaluation form under Cumulative Documented Review.</p>	<ul style="list-style-type: none"> <li>• Parent Invitation Letter</li> </ul> <p><b>Section 3B:</b> Tier III (Intensive Intervention) Documentation</p> <p><b>Section 3D:</b> Progress Monitoring and Evaluation for Tier III Interventions</p> <p><b>Note:</b></p> <p>Results of individual progress monitoring (at least 16 data points) are reviewed using graphs and data completed by the teacher/interventionist. Reports from computer- based interventions must be provided along with intervention documentation.</p>

## Quitman School District Required MTSS Forms by Tier

**Reminder: MTSS is one team (academic and behavior) – it is one fluid process.**

**Once the required Tier1 information is gathered, hold the MTSS Referral Team Meeting to determine if the student stays Tier 1 or moves to Tier 2 or Tier 3. This is a team decision based on the preponderance of DATA.**

### **Tier 1 Required Forms: ALL Grades K – 12**

- Appendix A: Social/Emotional Worksheet
- Cumulative Folder Insert (copy)
- Hearing/Vision Screening Report
- Student Profile (Section 1A, 1B, or 1C) – updated each term if still in process
- Section 1D Tier 1 High-Quality Classroom Observation Form
- iReady Math, iReady Reading, Star Screener BOY, MOY, and EOY (Add new ones as completed)
- Discipline Incidents (discipline referrals) Update report and replace at Review meetings
- Attendance
- Academic Baseline Data (if academic)
- Behavior Baseline Data (if behavior)
- LAS Links (if EL)
- MTSS Student Referral Form

### **Tier 1 Additional Required Forms: Grade PK**

- Appendix G Pre-K Checklist
- MKAS/Star Early

### **Tier 1 Additional Required Forms: Grade K**

- MKAS/Star Early
- Dyslexia Screener Level 1 and Level 2 (if failed Level 1)

### **Tier 1 Additional Required Forms: Grades 1-3**

- Dyslexia Screener Level 1 and Level 2 (if failed Level 1)

### **Tier 1 Additional Required Forms: Grades 4-8**

- MAAP (Math, ELA, and/or Sci.) or Case Benchmark or other State Assessments taken

### **Tier 1 Additional Required Forms: Grades 9-12**

- MAAP EOC, MyPath, or other state wide assessments

### **Tier 2 Required Forms: ALL Grades PK – 12 (if in Tier 2)**

- Appendix D (Tier 2 – parent notification)

- Section 2A (Supplementary Intervention Documentation)
- Section 2B (Integrity Checks)
- Section 2C (Documented review)
- Section 3G (End of the Year MTSS Tier Information)
- Progress Monitoring graphs (reading and/or math)
- MTSS Meeting Notes (Review Meetings)
- Parent Invites for T2 Review Meetings
- Intervention Log

**IF Behavior** (with or without academic concerns)

– also provide:

- Observations
- Graph (behavior)

### **Tier 3 Required Forms: ALL Grades PK – 12 (if in Tier 3)**

- Appendix D (Tier 3-parent notification and invite to initial Tier 3 meeting)
- Section 3A (completed at MTSS Referral Meeting)
- Section 3B (Intensive Intervention Documentation)
- Section 3C (Integrity Checks)
- Section 3D (Documented Review)
- Section 3G (End of Year MTSS Tier Information)
- Progress Monitoring graphs (reading and/or math)
- MTSS Meeting Minutes (Initial and Review Meetings)
- Parent Invites for T3 Review Meetings
- Intervention Log

**IF Behavior** (with or without academic concerns)

– also provide:

- Observations
- Consent for FBA (Contact District FBA Coordinator)
- FBA Summary/Conclusion
- Graph (behavior)



**Quitman School District**  
**TEACHER SUPPORT TEAM MEETING AND RECOMMENDATIONS**  
**20-Day Students**

School:  Quitman Lower     Quitman Upper     Quitman JH     Quitman HS

Student's Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Meeting: \_\_\_\_\_

(Meeting must be within first 20 days of the beginning of school)

**Reason(s) for Referral:** *(check all that apply)*

- Grades K-3: A student has failed one (1) grade;
- Grades 4-12: A student has failed two (2) grades;
- A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year; OR
- A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment.
- A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.

**Based on a review of all available data and information gathered from a variety of sources, the Teacher Support Team has determined that:**

- All available data has been reviewed, the TST determined that additional data is needed to make a decision. The additional data will be gathered, including results of the Universal Screener, and a meeting to review all data will be scheduled in \_\_\_\_\_ weeks. ***All data reviewed is attached.***
- The data indicates the student is making adequate progress with Tier I strategies and there is not a need for instructional/behavioral interventions. The TST will monitor the student's academic/behavioral progress over the next \_\_\_\_\_ weeks. ***Data to support this decision is attached.***
- Tier II supplemental interventions will be implemented. The TST will monitor the student's academic/behavioral progress over the next \_\_\_\_\_ weeks. ***Data to support this decision is attached, follow Tier II procedures.***
- The student did not fail the preceding school year due to attendance in summer school. Since the student was promoted, the above criteria are not applicable. ***Data to support the decision is attached.***
- Currently receives special education services based on an IEP. ***Data to support the decision is attached.***
- The student is not currently enrolled in this school district. If the student enrolls, the TST will review all data to make a decision.
- The student was withdrawn from the school district. ***Attach a copy of withdrawal.***
- A review of all available data indicates the student received Tier II or Tier III interventions last school year. The TST has reviewed the interventions and progress monitoring and determined to continue the Tier II or Tier III interventions. ***Data to support the decision is attached. Circle Tier II or Tier III and follow procedures outlined in Manual.***
- Other: \_\_\_\_\_

**The following persons were in attendance at the Teacher Support Team meeting:**

**Name/Position**


**Directions to Complete TEACHER SUPPORT TEAM MEETING AND RECOMMENDATIONS - 20-Day Students:**

1. Check appropriate School
2. Complete Identifying Information – student’s name, teacher’s name, date of birth, grade and date of meeting.  
**MEETING MUST BE HELD WITHIN 20 DAYS OF BEGINNING OF SCHOOL.**
3. Reason(s) for Referral: Check all that apply based on the MSIS data screen. The reason for referral is coded on the MSIS data screen.
4. Teacher Support Team’s determination –
  - Gather all required information and data (*see listing below*)
  - Review all available information and data
  - Make best decision based on available data and information by checking the appropriate box
  - If none of the predetermined decisions are appropriate, check Other and specify the TST’s decision
  - **All data and information reviewed by the TST must be attached to this form.**
5. List the names and positions of each TST member in attendance.

**Minimum Information/Data Gathered and Reviewed to be attached:**

- Results of previous Universal Screener(s) indicating where the student falls in comparison to peers and the student’s individual profile(s).
- Cumulative Record
- Attendance Reports current and previous
- Disciplinary Reports current and previous
- Report Card(s) and/or Progress Monitoring Report(s)
- Statewide and/or district wide assessments
- Medical or psychological reports provided by the parent
- Previous Tier data
- Any previous referrals for a comprehensive assessments or results of previous comprehensive assessments
- Any other information deemed needed by the TST

**DETERMINATION GUIDELINES**

1. If the TST does not have the current Universal Screening Data for comparison to peers, the first choice is selected. The next meeting will be schedule to ensure the Universal Screening Data is available and analyzed by the designated team.
2. Choice number two is selected when analysis of all data indicates that the previous grade failure does not support a need for Tier interventions because since the failure the student has made appropriate progress on the curriculum.  
*Example: Third grade student repeated first grade but is making adequate progress since then.*
3. Choice number three is selected when all data gathered indicates the student is in need of Tier II interventions. For example: previous universal screeners indicate performance in the lowest 5% compared to peers, serious behavior issues that led to multiple out of school suspensions without interventions, etc. The TST must review the Universal Screener results as part of the next meeting.
4. The final choice is used when the TST has current (from previous school year) data and information from a TST or grade level team of the school that indicates a recommendation for continued Tier II or Tier III interventions. The TST must determine whether Tier II or Tier III interventions should be continued. If Tier II or Tier III interventions will be continued the TST must follow all steps outlined in the District’s Three Tier Manual for Tier II or Tier III. The TST must review the Universal Screener results as part of the next meeting.

**Quitman School District**  
**Meeting Summary and Recommendation Form for Tier III**

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Check all that apply: \_\_\_\_\_ Reading/ELA \_\_\_\_\_ Math \_\_\_\_\_ Behavior

**School:** \_\_\_\_\_ Quitman Lower \_\_\_\_\_ Quitman Upper \_\_\_\_\_ Quitman Junior High \_\_\_\_\_ Quitman High School

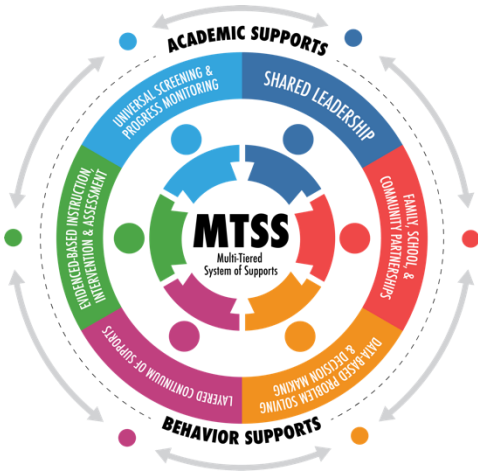
**Purpose of the Meeting:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Summary of Discussion and Recommendations:**

<input type="checkbox"/> Move back to Tier II <input type="checkbox"/> Monitor <input type="checkbox"/> Refer to MET Team	<input type="checkbox"/> Conduct a Functional Behavioral Assessment <input type="checkbox"/> Develop a Behavior Intervention Plan <input type="checkbox"/> Conduct a Behavior Observation
_____	Conduct Tier III Academic Intervention in:
_____	Revise Tier III Academic Intervention in:
_____	Conduct Tier III Behavioral Intervention:

**List personnel present (if parent attended the meeting by conference call, be sure to indicate below by placing a check mark in the box).**       Parent participated by conference call.

\_\_\_\_\_  
 \_\_\_\_\_



# Multi-Tiered System of Supports

## DOCUMENTATION PACKET



STUDENT INTERVENTION SERVICES  
*Office of Elementary Education and Reading*  
 Revised October 2020

The Mississippi Department of Education, with the support of the Intervention Services Advisory Panel, developed an All-Inclusive Intervention Documentation (AID) packet to assist districts, schools, and educators with the documentation and implementation of interventions as well as the Literacy-Based Promotion Act (LBPA). The AID packet provides the means to reflect on policies and practices at the classroom, school, and district level in order to continually improve student outcomes. The AID packet is organized according to the following sections:



**SECTION 1A, 1B, 1C**      **PRE-K, K-8, or 9-12 Student Profile**

Provides a means of collecting detailed student information that can be used to determine recommendations for interventions, screenings, assessments and classroom instruction. All students receiving academic or behavioral interventions must have a student profile completed.

**SECTION 1D**      **Tier I High-Quality Classroom Observation**

Includes essential components of Tier I instruction aligned to the Teacher Growth Rubric Teacher Evaluation Domains and Standards. These components should be observed and verified by a school administrator to ensure appropriate classroom instruction, classroom management, and differentiated instruction with the general education core curriculum as well as social/behavioral supports.

**SECTION 2A, 2B, and 2C**      **Tier II (Supplemental Instruction) Documentation**

Provides an efficient means of collecting and documenting information regarding classroom instruction, progress monitoring, parent notification, supplemental instruction, integrity checks, and social/behavioral interventions used to support and extend the critical elements of core instruction. School districts must complete, at a minimum, documentation as required for all students in Tier II.

**SECTION 3A**      **Teacher Support Team (TST) Referral and Meeting**

Provides an efficient means of requesting or recommending further supports needed due to the student's lack of progress with Tier II interventions, as well as documentation of meetings held and decisions made by the TST.

**SECTION 3B, 3C, and 3D**      **Tier III (Intensive Intervention) Documentation**

Provides an efficient means of collecting and documenting information regarding intensive interventions and progress monitoring for all students who fail to respond adequately to Tier I and Tier II instruction and supports. School districts must complete, at a minimum, documentation as required for all

students in Tier III. All Tier III documentation must accompany the student's cumulative folder upon promotion or transfer to a new school.

## Appendices

Additional documents were added as an appendix to the AID packet to assist with the effective implementation, notification, and documentation of intervention services for all students. The appendix is organized according to the following sections:

### **APPENDIX A**      **Social/Emotional Worksheet**

Provides a checklist to aid in collecting information to identify potential deficit areas where Tier II or Tier III intervention may be needed.

### **APPENDIX B**      **Language Service Plan (for Students with Limited English Proficiency)**

Provides an efficient means of collecting information to determine student's knowledge and skills in their first language and then understanding their performance in their second language.

### **APPENDIX C**      **Dyslexia Checklist for Teachers and Parent Interview**

Provides a checklist for elementary, middle and high school teachers, as well as a Parent Reading Information Questionnaire that can be completed to aid in the decision making process of intervention selection.

### **APPENDIX D**      **Sample Parent Notification of Intervention Services**

Provides a sample letter that can easily be adapted by districts to inform parents of the intervention process, progress monitoring results, and decisions relevant to their individual child.

### **APPENDIX E**      **Individual Reading Plan**

Provides a template for documenting the LBPA requirements pertaining to the identification of a reading deficiency, intensive reading instruction, and intervention.

### **APPENDIX F**      **Good Cause Exemption Documentation (LBPA)**

Provides a template with the required documentation of parent notification regarding deficiency, date Read-at-Home Plan was shared, qualifying determination of good cause, adherence to process, and final decision of superintendent.

### **APPENDIX G**      ***The Mississippi Early Learning Standards for Classrooms Serving Four- Year-Old Children: An Observational and Performance-Based Checklist***

Provides a checklist of competencies and objectives that are aligned to the College-and Career-Readiness Standards and Domains for four-year-old children. The checklist can be used in the fall, winter, and spring to track student progress and plan appropriate classroom instruction and intervention.

**APPENDIX  
H**

**Part 3 Chapter 41: Intervention**

Details the instructional model that the Mississippi Department of Education requires districts to follow, which consists of three (3) tiers of instruction.

## Recommendations for Documentation

The chart below provides **recommended guidance** for selecting the appropriate forms needed to document the essential components of a Multi-Tiered System of Supports.

STUDENTS IN GENERAL EDUCATION: TIER II	
Required Components	Recommended Data Collector
<ol style="list-style-type: none"> <li>1. Section 1A, 1B, or 1C</li> <li>2. Section 1D</li> <li>3. Section 2A, 2B, &amp; 2C</li> <li>4. Appendix A</li>   <li>5. Appendix D</li> <li>6. Appendix E</li> <li>7. Appendix G</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom Teacher/Counselor</li> <li>2. School Administrator</li> <li>3. Classroom Teacher/Interventionist</li> <li>4. Classroom Teacher/Interventionist</li> </ol> <p>* <b>NOTE:</b> Complete social emotional/behavior checklist if needed.</p> <ol style="list-style-type: none"> <li>5. Classroom Teacher/Interventionist</li> <li>6. Classroom Teacher/TST/IEP Team</li> <li>7. Classroom Teacher/Interventionist</li> </ol> <p>* <b>NOTE:</b> Complete checklist for Pre-K students only if needed.</p>

STUDENTS IN GENERAL EDUCATION: TIER III	
Required Components	Recommended Data Collector
<ol style="list-style-type: none"> <li>1. Section 1A, 1B, or 1C</li> <li>2. Section 1D</li> <li>3. Section 2A, 2B, &amp; 2C</li> <li>4. Section 3A</li> <li>5. Section 3B, 3C &amp; 3D</li>   <li>6. Appendix A</li>   <li>7. Appendix D</li> <li>8. Appendix E</li>   <li>9. Appendix F</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom Teacher/Counselor</li> <li>2. School Administrator</li> <li>3. Classroom Teacher/Interventionist</li> <li>4. Classroom Teacher/Interventionist</li> <li>5. Classroom Teacher/TST</li> </ol> <p>* <b>NOTE:</b> Skip IEP section</p> <ol style="list-style-type: none"> <li>6. Classroom Teacher/Interventionist</li> </ol> <p>* <b>NOTE:</b> Complete social emotional/behavior checklist if behavior is identified as deficit area.</p> <ol style="list-style-type: none"> <li>7. Classroom Teacher/Interventionist</li> <li>8. Classroom Teacher/TST/IEP Team</li> </ol> <p>* <b>NOTE:</b> Applies to students in K-4 with a reading deficiency.</p> <ol style="list-style-type: none"> <li>9. Classroom Teacher/Interventionist</li> </ol> <p>* <b>NOTE:</b> Complete only if 3rd grade student applying for Good Cause Exemption.</p>

### STUDENTS IN SPECIAL EDUCATION: INTENSIVE INTERVENTIONS K-4

Required Components	Recommended Data Collector
<ol style="list-style-type: none"> <li>Section 1A, 1B, or 1C</li> <li>Section 1D</li> <li>Section 3B, 3C, &amp; 3D</li> <li>Appendix D</li> <li>Appendix E</li> <li>Appendix F</li> </ol>	<ol style="list-style-type: none"> <li>Classroom Teacher/Counselor</li> <li>School Administrator</li> <li>Classroom Teacher/TST/IEP Team * <b>NOTE:</b> Include IEP section Template</li> <li>Classroom Teacher/ TST/IEP Team</li> <li>Classroom Teacher/TST/IEP Team</li> <li>Classroom Teacher/Interventionist * <b>NOTE:</b> Complete only if 3rd grade student applying for Good Cause Exemption.</li> </ol>

### STUDENTS WITH DYSLEXIA

Required Components	Recommended Data Collector
<ol style="list-style-type: none"> <li>Section 1A, 1B, or 1C</li> <li>Section 1D</li> <li>Section 2A &amp; 2B</li> <li>Section 3A</li> <li>Section 3B, 3C, &amp; 3D</li> <li>Appendix C</li> <li>Appendix E</li> <li>Appendix F</li> </ol>	<ol style="list-style-type: none"> <li>Classroom Teacher/Counselor</li> <li>School Administrator</li> <li>Classroom Teacher/Interventionist</li> <li>Classroom Teacher/Interventionist</li> <li>Classroom Teacher/TST</li> <li>Teacher and Parent</li> <li>Classroom Teacher/TST/IEP Team * <b>NOTE:</b> Applies to students in K-4 with a reading deficiency.</li> <li>Classroom Teacher/Interventionist * <b>NOTE:</b> Complete only if 3rd grade student applying for Good Cause Exemption.</li> </ol>

### ENGLISH LEARNER\*

Required Components	Recommended Data Collector
<ol style="list-style-type: none"> <li>Section 1A, 1B, or 1C</li> <li>Section 1D</li> <li>Appendix B</li> <li>Appendix E</li> <li>Appendix F</li> </ol>	<ol style="list-style-type: none"> <li>Classroom Teacher/Counselor</li> <li>School Administrator</li> <li>ELL Teacher</li> <li>Classroom Teacher/TST/IEP Team</li> <li>Classroom Teacher/Interventionist</li> <li>*<b>NOTE:</b> Complete only if 3rd grade student applying for Good Cause Exemption.</li> </ol>

\*If English Learner (EL) students are in the Tier process it is recommended that Tier II and Tier III documentation is utilized as outlined for “Students in General Education.”



**SECTION 1A**

**PRE-K STUDENT PROFILE**

<b>STUDENT NAME:</b>		<b>DATE:</b>	
MSIS Number/ID:	Date of Birth:	Gender:	Race:
Teacher:	School/Site:	District:	
Parent/Guardian Name:	Phone:	Email:	
Street Address:			

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS PERFORMANCE**

Indicate the total number of performance standards that were indicated as code 1 (needs development) in each domain on the *The Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children: An Observational and Performance-Based Checklist (Appendix G)*.

Academic Area	Fall	Winter	Spring
Approaches to Learning			
Social/Emotional			
English Language Arts			
Mathematics			
Science			
Social Studies			
Physical Development			
The Arts			

**ATTENDANCE**

CURRENT SCHOOL YEAR	DAYS ABSENT	DAYS PRESENT
PREVIOUS SCHOOL YEARS	DAYS ABSENT	DAYS PRESENT

List last 3 schools attended and dates.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**KINDERGARTEN READINESS ASSESSMENT SCORES**

Fill in the chart below based on student scores on the MKAS<sup>2</sup> Assessment. Recommended Score: 498

	SCORE	DATE (MM/DD/YYYY)
Fall		
Spring		

**HEARING AND VISION SCREENER**

**BEHAVIOR**

Check if documentation is applicable and available.

- Social Emotional Issues (**Appendix A**)
- Discipline Record
- Total Number of Discipline Reports: \_\_\_\_\_
- Total Number of Classroom Removals: \_\_\_\_\_
- Parent Conference(s) Date(s): \_\_\_\_\_
- Additional behaviors that may impact performance: \_\_\_\_\_

**SPECIAL POPULATION**

Check if applicable to student.

- Special Education/IEP  
Initial Eligibility Date: \_\_\_\_\_  
Eligibility Category: \_\_\_\_\_
- 504
- EL (**Appendix B**)
- Other: \_\_\_\_\_

**SCREENER(S)**

Indicate the name of each screener used in the classroom and the screener's recommended cut score. Indicate the date of the screener and the student's score.

SCREENER NAME			
RECOMMENDED CUT SCORE			
Date			
Score			

SCREENER NAME			
RECOMMENDED CUT SCORE			
Date			
Score			

SCREENER NAME

HEARING		VISION	
Date		Date	
Pass/Fail		Pass/Fail	

RECOMMENDED CUT SCORE			
Date			
Score			

**SECTION 1B K-8 STUDENT PROFILE**

<b>STUDENT NAME:</b>		<b>DATE:</b>	
MSIS Number/ID:		Date of Birth:	
Teacher:		District:	
Parent/Guardian Name:		Phone:	
Street Address:		Email:	

COURSE PERFORMANCE					
Indicate recent term grades in the table below.					
Academic Area	T1	T2	T3	T4	Final
Reading					
Mathematics					
Science					
Social Studies					
Language Arts					

BEHAVIOR
Check if documentation is applicable and available.
<input type="checkbox"/> Social Emotional Issues ( <b>Appendix A</b> )
<input type="checkbox"/> Discipline Record
<input type="checkbox"/> Total Number of Discipline Reports: _____
<input type="checkbox"/> Total Number of Suspensions: _____
<input type="checkbox"/> In School: _____ <input type="checkbox"/> Out of School: _____
<input type="checkbox"/> Parent Conference(s) Date(s): _____
<input type="checkbox"/> Additional behaviors that may impact performance: _____

ATTENDANCE		
CURRENT SCHOOL YEAR	DAYS ABSENT	DAYS PRESENT
PREVIOUS SCHOOL YEARS	DAYS ABSENT	DAYS PRESENT

List last 3 schools attended and dates.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

GRADE RETENTION	
If applicable, indicate grade(s) and school year(s) below.	
GRADE	SCHOOL YEAR

SPECIAL POPULATION
Check if applicable to student.
<input type="checkbox"/> Special Education/IEP
Initial Eligibility Date: _____
Eligibility Category: _____
<input type="checkbox"/> 504
<input type="checkbox"/> EL ( <b>Appendix B</b> )
<input type="checkbox"/> Other: _____

LITERACY-BASED PROMOTION ACT		
Complete this section only if the student completed 3 <sup>rd</sup> grade after implementation of Literacy-Based Promotion Act (2014-2015).		
ATTEMPTS	DATE	SCORE
First Attempt		
First Retest		
Second Retest		

(If the student fails all three attempts, reference **Appendix F** to see if student qualifies for Good Cause Exemptions.)

DYSLEXIA SCREENER	
K (SPRING)	
Date	
Pass/Fail	
1 <sup>st</sup> GRADE (FALL)	
Date	
Pass/Fail	

UNIVERSAL SCREENER			
Indicate score and screener used for each.			
	Fall	Winter	Spring
READING			
MATH			
BEHAVIOR			

		If additional district screener(s) were used, please attach student score reports.
--	--	--

K-READINESS ASSESSMENT		HEARING AND VISION				STATE ASSESSMENT
<b>RECOMMENDED SCALE SCORE</b>	<b>STUDENT SCALE SCORE</b>	<b>HEARING</b>		<b>VISION</b>		<input type="checkbox"/> Attach previous years' state assessment score reports for review by the TST.
Fall: 530		Date		Date		
Spring: 681		Pass/Fail		Pass/Fail		

**SECTION 1C 9-12 STUDENT PROFILE**

<b>STUDENT NAME:</b>			<b>DATE:</b>		
MSIS Number/ID:		Date of Birth:		Gender:	Race:
Teacher:		School/Site:		District:	
Parent/Guardian Name:			Phone:		Email:
Street Address:					

COURSE PERFORMANCE						BEHAVIOR	
Indicate recent term grades in the table below.						Check if documentation is applicable and available.	
<b>Academic Area</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>	<b>Final</b>	<input type="checkbox"/> Social Emotional Issues ( <b>Appendix A</b> ) <input type="checkbox"/> Discipline Record <input type="checkbox"/> Total Number of Discipline Reports: _____ <input type="checkbox"/> Total Number of Suspensions: _____ <input type="checkbox"/> In School: _____ <input type="checkbox"/> Out of School: _____ <input type="checkbox"/> Parent Conference(s) Date(s): _____ <input type="checkbox"/> Additional behaviors that may impact performance: _____	
Reading							
Mathematics							
Science							
Social Studies							
Language Arts							
Indicate recent SATP course grades.							
<b>Academic Area</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>	<b>Final</b>		
Algebra I							
English II							
Biology							
U.S. History							

ATTENDANCE			GRADE RETENTION		SPECIAL POPULATION									
<b>CURRENT SCHOOL YEAR</b>	<b>DAYS ABSENT</b>	<b>DAYS PRESENT</b>	If applicable, indicate grade(s) and school year(s) below. <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: center;">GRADE</th> <th style="text-align: center;">SCHOOL YEAR</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>		GRADE	SCHOOL YEAR							Check if applicable to student.	
GRADE	SCHOOL YEAR													
<b>PREVIOUS SCHOOL YEARS</b>	<b>DAYS ABSENT</b>	<b>DAYS PRESENT</b>	<input type="checkbox"/> Special Education/IEP Initial Eligibility Date: _____ Eligibility Category: _____											
			<input type="checkbox"/> 504 <input type="checkbox"/> EL ( <b>Appendix B</b> ) <input type="checkbox"/> Other: _____											
List last 3 schools attended and dates.														
1. _____														

2. _____ 3. _____																																													
REPEATED COURSEWORK			STATE ASSESSMENT																																										
Indicate course name, school year and final grade for failed courses. Indicate course recovery method (summer school, credit recovery, etc.) and the school year and final grade for the course.			<table border="1" style="width:100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"><th colspan="4" style="text-align: center;">ALGEBRA I</th></tr> <tr> <td style="width:15%;">Date</td> <td style="width:15%;"></td> <td style="width:15%;">Pass/Fail</td> <td style="width:15%;"></td> </tr> <tr style="background-color: #cccccc;"><th colspan="4" style="text-align: center;">ENGLISH II</th></tr> <tr> <td>Date</td> <td></td> <td>Pass/Fail</td> <td></td> </tr> <tr style="background-color: #cccccc;"><th colspan="4" style="text-align: center;">BIOLOGY</th></tr> <tr> <td>Date</td> <td></td> <td>Pass/Fail</td> <td></td> </tr> <tr style="background-color: #cccccc;"><th colspan="4" style="text-align: center;">U.S. HISTORY</th></tr> <tr> <td>Date</td> <td></td> <td>Pass/Fail</td> <td></td> </tr> <tr style="background-color: #cccccc;"><th colspan="4" style="text-align: center;">READING</th></tr> <tr> <td>Date</td> <td></td> <td>Pass/Fail</td> <td></td> </tr> </table> <p style="font-size: small; margin-top: 10px;">If additional screener(s)/benchmark(s) were used, please attach student score reports.</p>			ALGEBRA I				Date		Pass/Fail		ENGLISH II				Date		Pass/Fail		BIOLOGY				Date		Pass/Fail		U.S. HISTORY				Date		Pass/Fail		READING				Date		Pass/Fail	
ALGEBRA I																																													
Date		Pass/Fail																																											
ENGLISH II																																													
Date		Pass/Fail																																											
BIOLOGY																																													
Date		Pass/Fail																																											
U.S. HISTORY																																													
Date		Pass/Fail																																											
READING																																													
Date		Pass/Fail																																											
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"><th style="width:25%;">COURSE</th><th style="width:10%;">SCHOOL YEAR</th><th style="width:10%;">FINAL GRADE</th><th style="width:20%;">METHOD OF RECOVERY</th><th style="width:10%;">SCHOOL YEAR</th><th style="width:10%;">FINAL GRADE</th></tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	COURSE	SCHOOL YEAR	FINAL GRADE	METHOD OF RECOVERY	SCHOOL YEAR	FINAL GRADE																									<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"><th colspan="2" style="text-align: center;">HEARING</th></tr> </thead> <tbody> <tr> <td style="width:50%;">Date</td> <td style="width:50%;"></td> </tr> <tr> <td>Pass/Fail</td> <td></td> </tr> <tr style="background-color: #cccccc;"><th colspan="2" style="text-align: center;">VISION</th></tr> <tr> <td>Date</td> <td></td> </tr> <tr> <td>Pass/Fail</td> <td></td> </tr> </tbody> </table>	HEARING		Date		Pass/Fail		VISION		Date		Pass/Fail			
COURSE	SCHOOL YEAR	FINAL GRADE	METHOD OF RECOVERY	SCHOOL YEAR	FINAL GRADE																																								
HEARING																																													
Date																																													
Pass/Fail																																													
VISION																																													
Date																																													
Pass/Fail																																													
DIPLOMA OPTIONS	HEARING AND VISION																																												
(Begins with incoming freshmen of 2018-2019.) <input type="checkbox"/> Traditional <input type="checkbox"/> Alternate <table border="1" style="width:100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr style="background-color: #cccccc;"><th colspan="2" style="text-align: center;">TRADITIONAL DIPLOMA ENDORSEMENTS</th></tr> </thead> <tbody> <tr> <td style="width:50%;"><input type="checkbox"/> Career &amp; Technical</td> <td style="width:50%;"><input type="checkbox"/> Academic</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Distinguished Academic</td> </tr> </tbody> </table> <input type="checkbox"/> Falls under previous diploma options.	TRADITIONAL DIPLOMA ENDORSEMENTS		<input type="checkbox"/> Career & Technical	<input type="checkbox"/> Academic	<input type="checkbox"/> Distinguished Academic																																								
TRADITIONAL DIPLOMA ENDORSEMENTS																																													
<input type="checkbox"/> Career & Technical	<input type="checkbox"/> Academic																																												
<input type="checkbox"/> Distinguished Academic																																													

<b>Section 1D</b>	<b>TIER I HIGH-QUALITY CLASSROOM OBSERVATION FORM</b> (Aligned with the <a href="#">Teacher Growth Rubric</a> )
-------------------	---

*Instructions:* Prior to students entering Tier II, **SCHOOL ADMINISTRATORS** should complete this form by placing a check mark only in the boxes by the traits that are observed. It is recommended that this form be completed prior to Tier II. This form may be reproduced as needed.

Teacher Name:	Grade/Subject:
Observed By:	Date of Observation:

CLASSROOM INSTRUCTION	DIFFERENTIATED INSTRUCTION	CLASSROOM MANAGEMENT
<input type="checkbox"/> Students actively engaged in learning. <b>Domain 3, Standard 5</b> <input type="checkbox"/> Content is at instructional level. <b>Domain 2, Standard 4</b> <input type="checkbox"/> Students answering questions correctly. <b>Domain 2, Standard 3</b> <input type="checkbox"/> Students ask questions. <b>Domain 3, Standard 5</b> <input type="checkbox"/> Teacher communicates expectations of lesson. <b>Domain 2, Standard 3</b> <input type="checkbox"/> Teacher questioning measures students' understanding of the prerequisite concepts. <b>Domain 2, Standard 4</b> <input type="checkbox"/> Teacher questioning measures students' understanding of new concepts. <b>Domain 2, Standard 3</b>	<input type="checkbox"/> Teacher uses activities to support instruction (i.e., advanced organizer, intro to lesson, or closure). <b>Domain 3, Standard 10</b> <input type="checkbox"/> Teacher aligns tasks to learning goals. <b>Domain 1, Standard 1</b> <input type="checkbox"/> Teacher engagement with students varies as the needs of the students differ. <b>Domain 1, Standard 2</b> <input type="checkbox"/> Teacher provides guided practice and modeling in learning new concepts. <b>Domain 2, Standard 4</b> <input type="checkbox"/> Teacher uses a variety of techniques to support students in making meaning of content. <b>Domain 2, Standard 4</b>	<input type="checkbox"/> Use of smooth transitions: providing transition activities for students. <b>Domain 3, Standard 6</b> <input type="checkbox"/> Procedures and rules are clearly communicated in the classroom. <b>Domain 3, Standard 6</b> <input type="checkbox"/> Teacher actively supervises student behavior by scanning, moving around room, and interacting with students. <b>Domain 3, Standard 5 and Domain 3, Standard 6</b> <input type="checkbox"/> Teacher encourages students to take ownership for actions and fosters respect among all students. <b>Domain 3, Standard 5 and Domain 3 Standard 7</b>

<input type="checkbox"/> Teacher encourages students to think critically concerning previous concepts and new concepts. <b>Domain 2, Standard 3</b>  <input type="checkbox"/> Teacher reviews prerequisite knowledge needed for the lesson in order to effectively build student understanding. <b>Domain 1, Standard 2</b>	<input type="checkbox"/> Teacher groups students to work on instructional component. <b>Domain 3, Standard 5</b>  <input type="checkbox"/> Teacher provides prompt feedback to students concerning performance. <b>Domain 2, Standard 3</b>  <input type="checkbox"/> Teacher assists students in preparation for assignments, long-range projects, and tests. <b>Domain 2, Standard 3</b>	
---	--	--

<b>OBSERVATION SUMMARY</b>	<i>Instructions:</i> <b>SCHOOL ADMINISTRATORS</b> , check the appropriate box below and identify recommendations if needed.
----------------------------	---

<input type="checkbox"/> Teacher demonstrated traits of high-quality classroom instruction. <input type="checkbox"/> Teacher demonstrated <u>some</u> traits of high-quality classroom instruction, and should implement the following recommendation(s) to enhance Tier I Instruction:
--

<b>DESCRIPTION OF RECOMMENDATION(S):</b>	<b>DATE TO BEGIN RECOMMENDATION(S):</b>
	<b>DATE TO EVALUATE RECOMMENDATION(S):</b>
	<b>DATE OF REVALUATION:</b>
	<input type="checkbox"/> Demonstrated <input type="checkbox"/> Did not demonstrate

**SECTION 2A**

**TIER II (SUPPLEMENTAL INSTRUCTION) DOCUMENTATION**

*Instructions: TEACHERS* should complete this form for each student that did not respond to high quality Tier I core instruction. For students receiving more than one intervention in multiple academic or behavioral areas, teachers can duplicate this form. Visit [www.mde.k12.ms.us/intervention](http://www.mde.k12.ms.us/intervention) *RtI Resource Links* for additional resources.

DETAILS OF INTERVENTION			DATE
Student Name:	Describe supplemental and/or small group strategies utilized – should be evidence-based:		Provide specific evaluation criteria, in <i>measurable</i> terms, utilized to determine effectiveness and monitor progress:
Describe target deficit area of intervention(s) – identify if academic and/or behavioral and explain:			
<b>INTERVENTION START DATE</b>	<b>DURATION OF INTERVENTION</b>	<b>FREQUENCY OF INTERVENTION</b>	<b>FREQUENCY OF PROGRESS MONITORING (Section 2C):</b>
	weeks		<b>MDE RECOMMENDATION:</b> 2x per month
Name(s) and role(s) of individual(s) responsible for delivering intervention(s):			Based on progress monitoring data ( <b>Section 2C</b> ) student progress will be cumulatively reviewed on:
			<b>MDE POLICY:</b> no later than 8 weeks after start date

**PARENTAL NOTIFICATION** (For parent letter template, see **Appendix D**)

Parent(s) notified of Tier II intervention (select one):  Yes  No Date Notified:

**SECTION 2B****TIER II (SUPPLEMENTAL INSTRUCTION) INTERVENTION INTEGRITY CHECKS**

*Instructions:* **SCHOOL ADMINISTRATORS**, check the box next to each trait of quality implementation demonstrated during Tier II intervention observation. Complete **at least two (2) integrity checks** at equal intervals during course of intervention.

<b>INTEGRITY CHECK #1</b>	Date:
<input type="checkbox"/> The intervention is described in specific, measurable terms that can be progress monitored and evaluated. <b>(See Section 2A.)</b>	
<input type="checkbox"/> The intervention is being delivered in a manner which is consistent with the intervention details as described above.	
<input type="checkbox"/> The intervention seems appropriate for the needs of this student.	
<input type="checkbox"/> The individual(s) responsible for delivering intervention has the materials and support he/she needs.	
<input type="checkbox"/> The student's attendance has not been a significant factor in hindering his/her progress.	
<input type="checkbox"/> The parent/guardian(s) of student received notification of the intervention plan.	
<b>COMMENTS:</b>	
Signature and title of person completing integrity check:	

<b>INTEGRITY CHECK #2</b>	Date:
<input type="checkbox"/> The intervention is described in specific, measurable terms that can be progress monitored and evaluated. <b>(See Section 2A.)</b>	
<input type="checkbox"/> The intervention is being delivered in a manner which is consistent with the intervention details as described above.	
<input type="checkbox"/> The intervention seems appropriate for the needs of this student.	
<input type="checkbox"/> The individual(s) responsible for delivering intervention has the materials and support he/she needs.	
<input type="checkbox"/> The student's attendance has not been a significant factor in hindering his/her progress.	
<input type="checkbox"/> The parent/guardian(s) of student received notification of the intervention plan.	
<b>COMMENTS:</b>	
Signature and title of person completing integrity check:	

<b>INTEGRITY CHECK #3</b>	Date:
<input type="checkbox"/> The intervention is described in specific, measurable terms that can be progress monitored and evaluated. <b>(See Section 2A.)</b>	
<input type="checkbox"/> The intervention is being delivered in a manner which is consistent with the intervention details as described above.	
<input type="checkbox"/> The intervention seems appropriate for the needs of this student.	
<input type="checkbox"/> The individual(s) responsible for delivering intervention has the materials and support he/she needs.	
<input type="checkbox"/> The student's attendance has not been a significant factor in hindering his/her progress.	
<input type="checkbox"/> The parent/guardian(s) of student received notification of the intervention plan.	
<b>COMMENTS:</b>	
Signature and title of person completing integrity check:	

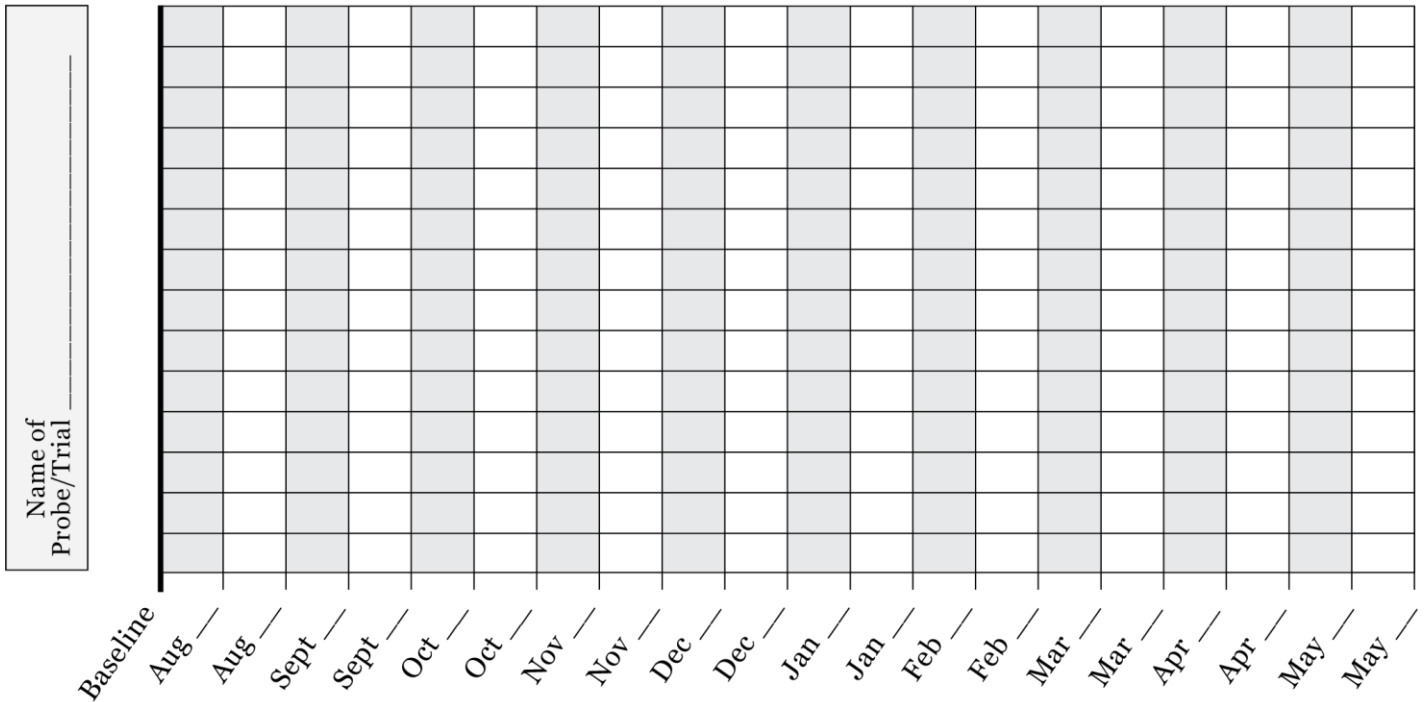
<b>INTEGRITY CHECK #4</b>	Date:
<input type="checkbox"/> The intervention is described in specific, measurable terms that can be progress monitored and evaluated. <b>(See Section 2A.)</b>	
<input type="checkbox"/> The intervention is being delivered in a manner which is consistent with the intervention details as described above.	
<input type="checkbox"/> The intervention seems appropriate for the needs of this student.	
<input type="checkbox"/> The individual(s) responsible for delivering intervention has the materials and support he/she needs.	
<input type="checkbox"/> The student's attendance has not been a significant factor in hindering his/her progress.	
<input type="checkbox"/> The parent/guardian(s) of student received notification of the intervention plan.	
<b>COMMENTS:</b>	
Signature and title of person completing integrity check:	

**SECTION 2C**

**PROGRESS MONITORING AND EVALUATION FOR TIER II INTERVENTIONS**

*Instructions: INDIVIDUALS RESPONSIBLE FOR DELIVERING INTERVENTIONS* should complete progress monitoring using the graph below or a report generated by your district intervention program. It is recommended that the teacher establish a baseline by administering three (3) probes or trials, selecting the median, and marking the baseline by placing a dot on the vertical axis. Teachers should determine the goal by determining the expected rate of progress and marking the target by placing a dot at the intersections. On the bolded line above each month, indicate the first result recorded that month; on the line to the right, indicate the second result of that month.

**SUPPLEMENTAL INSTRUCTION**



**DOCUMENTED REVIEWS FOR TIER II**

**MDE RECOMMENDS** two (2) Tier II documented reviews, with the first documented review conducted no later than four (4) weeks after implementation and the cumulative documented review no later than eight (8) weeks after implementation.

*Instructions:* Use the graph above and documented review boxes below to record the effectiveness of the intervention(s) and to determine the next steps of this student’s intervention based on his/her progress.

<b>FIRST DOCUMENTED REVIEW</b>	Date:	Sufficient progress made? (select one) <input type="checkbox"/> Yes <input type="checkbox"/> No (If no, an additional intervention form should be completed.)
To be completed no later than 4 weeks after starting intervention.		

<b>CUMULATIVE DOCUMENTED REVIEW</b>	Date:	Sufficient progress made? (select one) <input type="checkbox"/> Yes <input type="checkbox"/> No (check one of the boxes below for final decision)
To be completed no later than 8 weeks after starting intervention.		

<input type="checkbox"/> Adequate progress <b>WAS</b> made; intervention was successful in meeting student’s needs. This student will be returned to Tier 1 (core instruction).	<input type="checkbox"/> Progress <b>WAS</b> made; intervention was somewhat successful in meeting student’s needs. Intervention will continue and be re-evaluated on: _____	<input type="checkbox"/> Adequate progress <b>WAS NOT</b> made; intervention was somewhat successful in meeting student’s needs. Student will continue at Tier II and an additional intervention will be attempted. (Complete an additional Section 2A & 2C - Tier II documentation form).	<input type="checkbox"/> Adequate progress <b>WAS NOT</b> made; intervention did not meet student’s needs. Student will be referred to Teacher Support Team (TST) for Tier III consideration. (Complete Section 3A - TST Referral and Meeting form and attach documentation.)
---	--	--	---



Classroom Teacher Signature

Date

School Administrator Signature

Date

**SECTION 3A**

**TEACHER SUPPORT TEAM REFERRAL AND MEETING**

*Instructions:* **TEACHERS**, complete this form if progress monitoring data does not show adequate student progress and further support is needed. Attach completed **Section 1A, 1B, or 1C; 1D, 2A, 2B, and 2C.**

**TO: TEACHER SUPPORT TEAM CHAIR**

I request that (student name) be reviewed by the TST to assist in providing interventions to improve his/her overall performance. I have observed problems that interfere with his/her educational progress in the following area(s):

- Academic performance, low or failing grades
- Behavior and/or discipline
- Other, specify: \_\_\_\_\_

**OR**

Referral of the student is made based upon Mississippi State Board Policy Part 3 Chapter 41, Rule 41.1: Intervention. These referrals must be made within the first 20 school days of a school year if the child failed the preceding year. Please indicate below:

- Grades K–3: Student has failed one grade. Grades 4–12: Student has failed two grades.
- A student failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year.
- A student scored at the “lowest level” on any part of the grade 3 or grade 7 statewide accountability assessment.
- A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act. (Attach **Appendix F.**)

Teacher submitting referral:	TST Chair acknowledging receipt:	Date of receipt of referral:	Date of TST Meeting to discuss referral
			(must be within 2 weeks)

**REFERRAL MEETING DETAILS**

TST members present agree that all information discussed pertaining to the TST process will be held in strict confidence. They shall neither contact anyone outside the official function of this TST process nor make any notes or copies of any documents utilized during the process.

SUMMARY OF DISCUSSION (continue on back if needed):	SIGNATURE OF TST MEMBERS PRESENT	TITLE

**TST RECOMMENDATIONS**

<ul style="list-style-type: none"><li><input type="checkbox"/> Contact parents</li><li><input type="checkbox"/> Implement academic Tier III intervention in area(s) needed:<ul style="list-style-type: none"><li><input type="checkbox"/> Reading</li><li><input type="checkbox"/> Math</li><li><input type="checkbox"/> Language Arts</li><li><input type="checkbox"/> Other</li></ul></li><li><input type="checkbox"/> Implement behavior Tier III intervention</li><li><input type="checkbox"/> Conduct student conference</li><li><input type="checkbox"/> Perform behavior observation</li><li><input type="checkbox"/> Intervention(s) not successful</li><li><input type="checkbox"/> Modify current plan and continue intervention(s) in Tier II</li><li><input type="checkbox"/> Other: _____</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Return to Tier I general education classroom</li><li><input type="checkbox"/> Continue instructional intervention(s) in General Education Classroom (Tier II)</li><li><input type="checkbox"/> Administer developmental screener (5 yr. old, in-school)</li><li><input type="checkbox"/> Administer hearing/vision screening</li><li><input type="checkbox"/> Request medical follow-up</li><li><input type="checkbox"/> Refer to school counselor</li><li><input type="checkbox"/> Refer to community agency</li><li><input type="checkbox"/> Complete Teacher Narrative Packet</li><li><input type="checkbox"/> Refer for Child Study</li></ul>
--	--

**SECTION 3B TIER III (INTENSIVE INTERVENTION) DOCUMENTATION**

TST Referral Date:

Initial Eligibility Date:

*Instructions: TST MEMBERS, CLASSROOM TEACHERS, AND INTERVENTIONISTS should work together to complete this form for each student that did not respond to Tier II interventions or for 4th grade students requiring Intensive Intervention after a Good Cause Exemption promotion or for Intensive Reading Interventions for Special Education students (K-4) and English Learners (ELs).*

DETAILS OF INTERVENTION		Visit <a href="http://www.mde.k12.ms.us/intervention">www.mde.k12.ms.us/intervention</a> RtI Resource Links for additional resources.	
Student Name:	Describe intensive intervention strategies utilized – should be evidence-based:	Provide specific evaluation criteria, in <i>measurable</i> terms, utilized to determine effectiveness and monitor progress:	
Describe target deficit area of intervention(s) – identify if academic and/or behavioral and explain:			
<b>INTERVENTION START DATE</b>	<b>DURATION OF INTERVENTION</b>	<b>FREQUENCY OF INTERVENTION</b>	<b>FREQUENCY OF PROGRESS MONITORING (Section 3D)</b>
	weeks		<b>MDE RECOMMENDATION:</b> weekly
Name(s) and role(s) of individual(s) responsible for delivering intervention(s):		Based on progress monitoring data ( <b>Section 3D</b> ), student progress will be cumulatively reviewed on:	
		<b>MDE POLICY:</b> no later than 16 weeks after start date	

**PARENTAL NOTIFICATION** (For parent letter template, see **Appendix D**)

Parent(s) notified of Tier III intervention (select one):  Yes  No

Date Notified:

**SECTION 3C TIER III (INTENSIVE INTERVENTION) INTERVENTION INTEGRITY CHECKS**

*Instructions: SCHOOL ADMINISTRATORS, check the box next to each trait of quality implementation demonstrated during Tier III intervention observation. Complete **at least two (2) integrity checks** at equal intervals during course of intervention.*

<b>INTEGRITY CHECK #1</b>	Date:
<input type="checkbox"/> The intervention is described in specific, measurable terms that can be progress monitored and evaluated. <b>(See Section 3B.)</b>	
<input type="checkbox"/> The intervention is being delivered in a manner which is consistent with the intervention details as described above.	
<input type="checkbox"/> The intervention seems appropriate for the needs of this student.	
<input type="checkbox"/> The individual(s) responsible for delivering intervention has the materials and support he/she needs.	
<input type="checkbox"/> The student's attendance has not been a significant factor in hindering his/her progress.	
<input type="checkbox"/> The parent/guardian(s) of student received notification of the intervention plan.	
<b>COMMENTS:</b>	
Signature and title of person completing integrity check:	

<b>INTEGRITY CHECK #2</b>	Date:
<input type="checkbox"/> The intervention is described in specific, measurable terms that can be progress monitored and evaluated. <b>(See Section 3B.)</b>	
<input type="checkbox"/> The intervention is being delivered in a manner which is consistent with the intervention details as described above.	
<input type="checkbox"/> The intervention seems appropriate for the needs of this student.	
<input type="checkbox"/> The individual(s) responsible for delivering intervention has the materials and support he/she needs.	
<input type="checkbox"/> The student's attendance has not been a significant factor in hindering his/her progress.	
<input type="checkbox"/> The parent/guardian(s) of student received notification of the intervention plan.	
<b>COMMENTS:</b>	
Signature and title of person completing integrity check:	

<b>INTEGRITY CHECK #3</b>	Date:
<input type="checkbox"/> The intervention is described in specific, measurable terms that can be progress monitored and evaluated. <b>(See Section 3B.)</b>	
<input type="checkbox"/> The intervention is being delivered in a manner which is consistent with the intervention details as described above.	
<input type="checkbox"/> The intervention seems appropriate for the needs of this student.	
<input type="checkbox"/> The individual(s) responsible for delivering intervention has the materials and support he/she needs.	
<input type="checkbox"/> The student's attendance has not been a significant factor in hindering his/her progress.	
<input type="checkbox"/> The parent/guardian(s) of student received notification of the intervention plan.	
<b>COMMENTS:</b>	
Signature and title of person completing integrity check:	

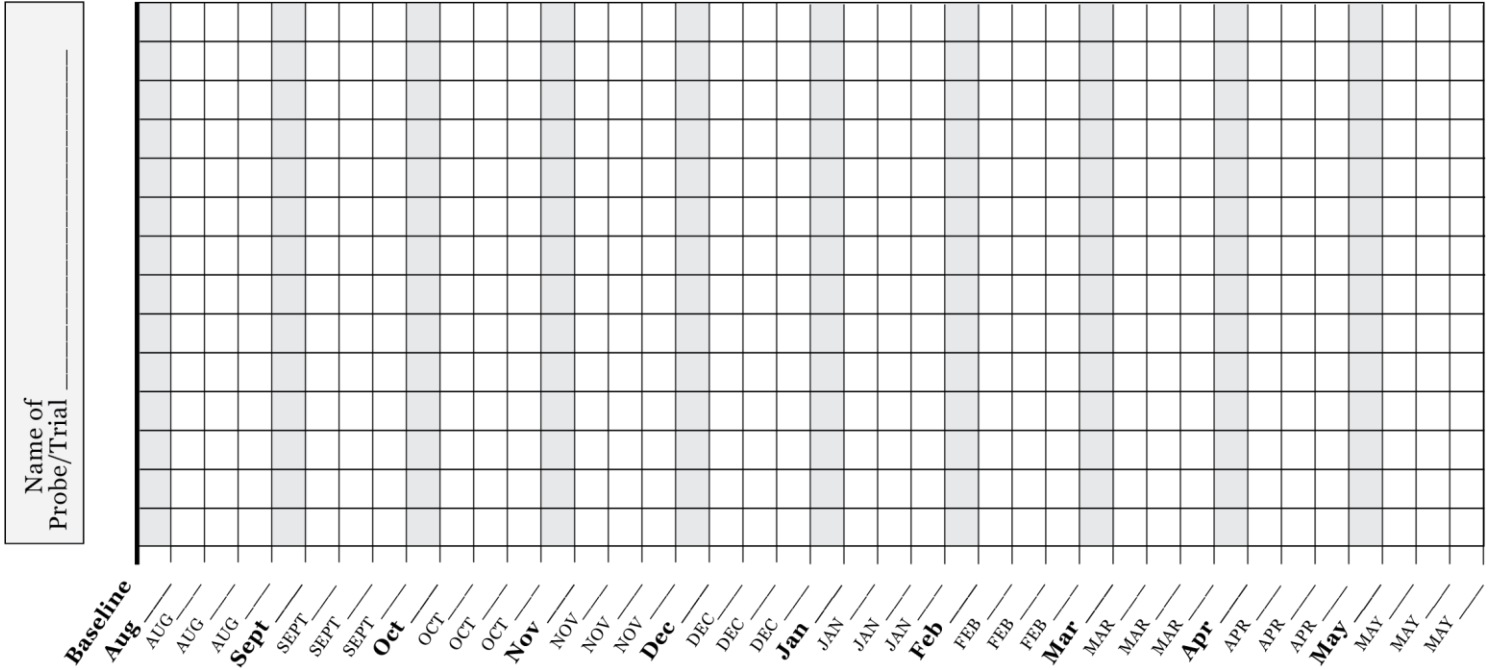
<b>INTEGRITY CHECK #4</b>	Date:
<input type="checkbox"/> The intervention is described in specific, measurable terms that can be progress monitored and evaluated. <b>(See Section 3B.)</b>	
<input type="checkbox"/> The intervention is being delivered in a manner which is consistent with the intervention details as described above.	
<input type="checkbox"/> The intervention seems appropriate for the needs of this student.	
<input type="checkbox"/> The individual(s) responsible for delivering intervention has the materials and support he/she needs.	
<input type="checkbox"/> The student's attendance has not been a significant factor in hindering his/her progress.	
<input type="checkbox"/> The parent/guardian(s) of student received notification of the intervention plan.	
<b>COMMENTS:</b>	
Signature and title of person completing integrity check:	

**SECTION 3D**

**PROGRESS MONITORING AND EVALUATION FOR TIER III INTERVENTIONS**

*Instructions: INDIVIDUALS RESPONSIBLE FOR DELIVERING INTERVENTIONS* should complete progress monitoring using the graph below or a report generated by your district intervention program. It is recommended that the teacher establish a baseline by administering three (3) probes or trials, selecting the median, and marking the baseline by placing a dot on the vertical axis. Teachers should determine the goal by determining the expected rate of progress and marking the target by placing a dot at the intersections. On the bolded line above each month, indicate the first result recorded that month; on the line to the right, indicate the second result of that month.

**INTENSIVE INTERVENTION**



**DOCUMENTED REVIEWS FOR TIER III**

**MDE RECOMMENDS** two (2) Tier III documented reviews, with the first documented review conducted no later than eight (8) weeks after implementation and the cumulative documented review no later than sixteen (16) weeks after implementation.

*Instructions:* Use the graph above and documented review boxes below to record the effectiveness of the intervention(s) and to determine the next steps of this student's intervention based on his/her progress.

**FIRST DOCUMENTED REVIEW** Date: \_\_\_\_\_ Sufficient progress made? (select one)  Yes  No  
 To be completed no later than 8 weeks after starting intervention. (If no, an additional intervention form should be completed.)

**CUMULATIVE DOCUMENTED REVIEW** Date: \_\_\_\_\_ Sufficient progress made? (select one)  Yes  No  
 To be completed no later than 16 weeks after starting intervention. (check one of the boxes below for final decision)

<input type="checkbox"/> Adequate progress <b>WAS</b> made; intervention was successful in meeting student's needs. This student will be returned to the following tier: <input type="checkbox"/> Tier I <input type="checkbox"/> Tier II and will be re-evaluated on (date): _____.	<input type="checkbox"/> Progress <b>WAS</b> made; intervention was somewhat successful in meeting student's needs. Student will continue at Tier III and additional intervention will be attempted (additional form – both <b>Sections 3B &amp; 3D</b> - should be completed).	<input type="checkbox"/> Adequate progress <b>WAS NOT</b> made; intervention was not successful in meeting student's needs. Referral to child study on (date): _____.	<input type="checkbox"/> Student currently has an IEP. Complete the information in the box below. Eligibility Category: _____	<input type="checkbox"/> Other:
---	---	---	--	---------------------------------

TST Chair Signature: \_\_\_\_\_ Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**SECTION 3E****Teacher Support Team Invitation**

<b>Student Name</b>	
---------------------	--

<b>School</b>	
---------------	--

<b>Date</b>	
-------------	--

Dear Parent/Guardian:

The Teacher Support Team (TST) would like to invite you to a meeting regarding your child's progress in school. The TST's purpose is to review and consider all available information and to recommend additional educational strategies and interventions to further assist your child. The TST may consist of up to six (6) staff members, depending on your child's individual need(s). We welcome and desire your participation in the decision making process through your attendance. If you are unable to attend the meeting, a copy of the minutes will be provided for your review.

A meeting is scheduled for:

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

If you have any questions or concerns, please contact me at:

Phone number:

E-mail address:

Sincerely,

[Insert school administrator/TST chair signature and title here]

**SECTION 3F****Statement of Confidentiality**

**NOTE:** *This form is to be completed prior to participating in the Teacher Support Team (TST) process.*

<b>Student Name</b>		<b>School Year</b>	
---------------------	--	--------------------	--

I agree that all information (i.e., teacher and student information, school performance data, specific demographic data, etc.) discussed pertaining to the TST process will be held in strict confidence. I will neither contact anyone outside the official function of this TST process for any reason nor will I make any notes or copies of any documents utilized during the process.

_____ <i>Signature</i>	_____ <i>Title</i>	_____ <i>Date</i>
_____ <i>Signature</i>	_____ <i>Title</i>	_____ <i>Date</i>
_____ <i>Signature</i>	_____ <i>Title</i>	_____ <i>Date</i>
_____ <i>Signature</i>	_____ <i>Title</i>	_____ <i>Date</i>
_____ <i>Signature</i>	_____ <i>Title</i>	_____ <i>Date</i>
_____ <i>Signature</i>	_____ <i>Title</i>	_____ <i>Date</i>
_____ <i>Signature</i>	_____ <i>Title</i>	_____ <i>Date</i>
_____ <i>Signature</i>	_____ <i>Title</i>	_____ <i>Date</i>
_____ <i>Signature</i>	_____ <i>Title</i>	_____ <i>Date</i>
_____ <i>Signature</i>	_____ <i>Title</i>	_____ <i>Date</i>

**SECTION 3G**

**End of the Year MTSS Tier Information**

<b>STUDENT</b>		<b>Teacher</b>	
<b>School</b>		<b>School Year</b>	<b>Grade</b>
<b>Counselor</b>		<b>Interventionist</b>	
<b>Previous Grades Repeated</b>		<b>Promoted/Retained</b>	

UNIVERSAL SCREENER				DYSLEXIA SCREENER	
	<b>Fall BOY Scores</b>	<b>Winter MOY Scores</b>	<b>Spring EOY Scores</b>		<b>Pass/Fail</b>
<b>READING</b>				<b>K (SPRING)</b>	
<b>MATH</b>				<b>1<sup>st</sup> GRADE (FALL)</b>	

ATTENDANCE	END OF YEAR GRADES				BEHAVIOR	
<b>TOTAL DAYS ABSENT FOR THE YEAR</b>	<b>ELA</b>	<b>MATH</b>	<b>SCIENCE</b>	<b>SOCIAL STUDIES</b>	<b>OSS</b>	
					<b>ISS</b>	
					<b>Office Referrals</b>	

COMPREHENSIVE EVALUATION	INTERVENTION PROGRAM
<p>Has the student ever received a comprehensive evaluation?</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><b>Date</b> _____</p>	Describe intervention program/strategies utilized.
<p><b>OUTSIDE TESTING</b></p> <p>Is there any documentation of previous, outside testing and/or medical documentation in the cumulative records?</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p><b>Date</b> _____</p> <p><b>Diagnosis</b></p>	

TIERED LEVEL OF SUPPORT AT CLOSE OF SCHOOL YEAR					
TIER I		TIER II		TIER III	
Reading		Reading		Reading	
Math		Math		Math	
Behavior		Behavior		Behavior	



*Instructions:* Classroom teachers or counselors should complete this checklist to aid in the collection of information to determine if student is in need of Tier II or Tier III behavioral interventions.

**NOTE:** This worksheet is not a behavioral screener. For behavioral screening resources, visit [www.mde.k12.ms.us/intervention](http://www.mde.k12.ms.us/intervention).

## STUDENT NAME

### STUDENT IS DISRUPTIVE IN CLASS

- fidgets
- is overly active
- does not remain in seat
- talks out of turn
- disturbs others when they are working
- constantly seeks attention
- overly aggressive with others (i.e., physical fights)
- belligerent towards teachers and others in authority
- defiant or stubborn
- impulsive
- can't wait his/her turn
- acts without thinking of the consequences

### STUDENT IS WITHDRAWN

- shy, timid
- has difficulty making friends sits alone in cafeteria
- does not join in classroom group activities
- overly conforms to rules
- appears to daydream or be out of touch with the class
- has difficulty expressing feelings

### STUDENT IS ANXIOUS

- appears depressed
- rarely smiles
- appears to be tense
- appears frightened or worried
- cries easily
- does not trust others

### OTHER SOCIAL/EMOTIONAL BEHAVIORS

- lacks self-confidence
- says "can't do" even before attempting
- reacts poorly to disappointment
- is overly sensitive to disappointment
- depends on others
- clings to adults
- pretends to be ill
- has poor grooming or personal hygiene

### STUDENT HAS

- been on runaway status
- been caught stealing at school
- left class without permission
- cursed school personnel
- threatened to harm school personnel or wished school personnel harm
- been suspended for fighting
- attempted suicide
- received tobacco violations at school
- received drug/alcohol violations at school

### CLASSROOM INTEREST

- High
- Average
- Low
- Other, please specify:

### CLASSROOM PARTICIPATION

- almost always
- frequently
- occasionally
- seldom

### CLASSROOM PREPAREDNESS

- always brings necessary supplies
- usually brings supplies
- seldom comes to class with supplies
- never comes to class with supplies

### MOTIVATION

- completes homework
- completes about half of the assignment
- tends to give up easily
- has difficulty getting started on assignments

### TO THE BEST OF YOUR KNOWLEDGE

- This student is involved with the court system.
- This student is in counseling.
- This student is on medication.

## APPENDIX B | Language Service Plan (for Students with Limited English Proficiency)

This form should be completed by the individual responsible for providing the instructional program for the EL students and the classroom teacher. This form should be updated annually. **Person completing this form**

<b>STUDENT NAME</b>							
<b>PRIMARY LANGUAGE SPOKEN</b>				<b>LANGUAGE(S) SPOKEN IN HOME</b>			
<b>ADDITIONAL LANGUAGE(S)</b>				<b>DATE FIRST ENROLLED IN A U.S. SCHOOL</b>		<b>IMMIGRANT STATUS (&lt; 3 yrs)</b>	
<b>PARENT/GUARDIAN NAME</b>							
<b>PHONE</b>	(home)	(work)		(cell)			
<b>HOME/SCHOOL COMMUNICATION</b> to parent/guardian is requested in:				<input type="checkbox"/> English <b>OR</b> <input type="checkbox"/> Native Language: _____ <input type="checkbox"/> Oral <b>OR</b> <input type="checkbox"/> Written			

ACADEMIC HISTORY PRIOR TO ENTERING CURRENT DISTRICT			
Age Started School	Years in Preschool/K	Years in grades 1-5	Years in grades 6-12
Last grade completed	<input type="checkbox"/> Interrupted Formal Education <input type="checkbox"/> Limited Schooling <input type="checkbox"/> No Formal schooling		
Has the student been referred for Special Education?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the child have an IEP?	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Does the child have an 504 Plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No

ACADEMIC ACHIEVEMENT LEVEL HISTORY				
SUBJECT	BELOW GRADE LEVEL	ON OR ABOVE GRADE LEVEL	METHOD USED TO DETERMINE LEVEL	INFORMATION NOT AVAILABLE
<i>Example: Math</i>	<i>X</i>		<i>Course grade from previous year (D)</i>	
Math				
Reading				
Writing				
Social Studies				
Science				

ENGLISH LANGUAGE PROFICIENCY TEST INFORMATION															
TEST	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
ELPT Speaking															
ELPT Listening															
ELPT Reading															
ELPT Writing															
<b>Composite SCORE</b>															

EL SERVICE			
Date Identified EL Program:		Date Entered EL Program:	
<input type="checkbox"/> Student will receive Direct EL Services for _____ <b>Minutes</b> _____ <b>Days a week</b>			
<input type="checkbox"/> Student will be placed in an EL Class for one Credit ( <i>Grades 7-12 only</i> ) <b>Year:</b> _____ <b>Semester:</b> _____			
<input type="checkbox"/> Parents Declined Services (school is still obligated to serve)		Comments:	
Number of years until the student is identified as a Long Term English Learner (LTEL):			
List specific measurable goals for each domain (Listening, Speaking, Reading, and Writing):			
LISTENING	SPEAKING	READING	WRITING

**STANDARDIZED TESTING ACCOMMODATIONS**

Refer to the current edition of the **Mississippi Test Accommodations Manual** for the allowable accommodations for each assessment. Specify each testing accommodation, the code for the accommodation, and each standardized test to which the accommodation applies. **NOTE: The accommodations listed below must be used during regular classroom assessments and on district wide assessments prior to being used on state wide assessments.**

ACCOMMODATION(S)	CODE #	TEST(S)

All testing accommodations are classroom accommodations, however not all classroom accommodations are state testing accommodations.

CLASSROOM INSTRUCTIONAL SUPPORTS AND ACCOMMODATIONS/MODIFICATIONS	
To meet the needs of this child, the following are recommendations for use in regular classroom instruction:	
<input type="checkbox"/> Paraphrasing or repeating directions in English <input type="checkbox"/> Personal cueing <input type="checkbox"/> Read the test directions (but not the test items) to individual students or in a small group – repeating and/or paraphrasing the directions, if needed <input type="checkbox"/> Dictation of answers to test administrator/proctor (scribe) in English only <input type="checkbox"/> Reader (oral administration) <input type="checkbox"/> Native language word-to-word dictionaries/electronic word-to-word dictionaries (no definitions) <input type="checkbox"/> Present questions in same phrasing as learning/review <input type="checkbox"/> Reduced and/or modified class & homework assignments <input type="checkbox"/> Modified assessments (i.e. oral) <input type="checkbox"/> Break tasks/directions into subtasks <input type="checkbox"/> Increase wait time <input type="checkbox"/> Additional time to complete assignments and tests <input type="checkbox"/> ESS (Extended School Services) <input type="checkbox"/> Provide questions for classroom discussion in advance <input type="checkbox"/> Label items in the room <input type="checkbox"/> Previewing of academic content	<input type="checkbox"/> Provide shortened assignments <input type="checkbox"/> Face student when speaking – speak slowly <input type="checkbox"/> Print instead of using cursive; type all notes, tests, handouts <input type="checkbox"/> Use high interest/low vocabulary text material <input type="checkbox"/> Use overhead and provide students with copies of teacher transparencies/notes/lectures <input type="checkbox"/> Make instruction visual – use graphic organizers, pictures, maps, graphs, etc. to aid understanding <input type="checkbox"/> Highlight/color code tasks, directions, letters home <input type="checkbox"/> Pair ELs with an English speaking “peer partner” for assistance <input type="checkbox"/> Provide preferential seating or seating with a peer partner <input type="checkbox"/> Check for comprehension often <input type="checkbox"/> Ask questions that allow the student to answer successfully <input type="checkbox"/> Allow the student opportunities to read aloud successfully <input type="checkbox"/> Use manipulatives <input type="checkbox"/> Use audiobooks <input type="checkbox"/> Record material for student listening <input type="checkbox"/> Vocabulary matching/fill-in-the-blank exercises w/ words <input type="checkbox"/> OTHER:

**PERSONS INVOLVED IN THE DEVELOPMENT OF THE LANGUAGE SERVICE PLAN**

*By signing this form, I am indicating that I have read and understood the Language Service Plan information.*

<i>PRINCIPAL Signature</i>	PRINTED NAME
<i>EL COORDINATOR Signature</i>	PRINTED NAME
<i>EL TEACHER Signature</i>	PRINTED NAME
<i>TEACHER Signature</i>	PRINTED NAME
<i>TEACHER Signature</i>	PRINTED NAME

<i>PARENT Signature</i>	PRINTED NAME
<i>PARENT Signature</i>	PRINTED NAME
<i>STUDENT Signature</i>	PRINTED NAME
<i>INTERPRETER Signature</i>	PRINTED NAME
DATE	

**Exit/Monitor Status Documentation**  
*(for Students meeting qualifications to exit EL Services)*

This form should be completed by the individual responsible for exiting and monitoring the individual student.

<b>STUDENT NAME</b>		<b>DATE OF BIRTH</b>	
<b>PARENT/GUARDIAN NAME</b>			
<b>PHONE</b>	(home)	(work)	(cell)
<b>HOME/SCHOOL COMMUNICATION</b> to parent/guardian requested in:		<input type="checkbox"/> English <b>OR</b> <input type="checkbox"/> Native Language: _____ <input type="checkbox"/> Oral <b>OR</b> <input type="checkbox"/> Written	
<b>PERSON RESPONSIBLE FOR COMPLETING THIS FORM</b>			
<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>

<b>EL EXIT INFORMATION</b>				
<b>EXIT Eligibility Date</b>				
To be eligible for exit from EL status, students must earn a 4 or 5 on the Reading, Writing, and Overall on the LAS Links assessment. Criteria determining exit from EL status (scores from the ELPT):				
			Date of test: _____	
<b>LISTENING</b>	<b>SPEAKING</b>	<b>READING*</b>	<b>WRITING*</b>	<b>OVERALL*</b>

<b>MONITORING</b>									
<b>Start Date</b>		<b>Date of Parent Notification</b>		<b>Expected date for CONCLUSION OF MONITOR STATUS</b> <i>(Minimum of 4 years)</i>					
<b>REPORT CARD AND STATE ASSESSMENT RESULTS</b>									
<b>YEAR 1</b>					<b>YEAR 2</b>				
Grade level:		School Name:			Grade level:		School Name:		
	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>		<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
ELA					ELA				
Math					Math				
Science					Science				
Social Studies					Social Studies				
Other					Other				
Other					Other				
State Assessment Results:					State Assessment Results:				
Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No					Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No				

**Exit/Monitor Status Documentation**  
*(for Students meeting qualifications to exit EL Services)*

MONITORING, continued										
Start Date		Date of Parent Notification		Expected date for CONCLUSION OF MONITOR STATUS <i>(Minimum of 4 years)</i>						
REPORT CARD AND STATE ASSESSMENT RESULTS										
YEAR 3					YEAR 4					
Grade level:		School Name:			Grade level:		School Name:			
	Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4	
ELA					ELA					
Math					Math					
Science					Science					
Social Studies					Social Studies					
Other					Other					
Other					Other					
State Assessment Results:					State Assessment Results:					
Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No					Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No					

If the information on this form indicates that the former EL student is struggling, indicate steps that will be taken to support the student and the results:

- Student was referred for intervention services (appropriate documentation must be completed)
- Student was referred for Counseling
- Student was referred for rescreening for EL services. In order for students to be re-entered in the EL program, they must retake the LAS Links placement test and meet qualifications. **(This should only be done if language is considered the primary cause for academic struggles.)**

<b>COMMENT(S) (Indicate steps taken to support the student):</b>

## APPENDIX C | Elementary School Dyslexia Checklist For Teachers

*Instructions:* Teachers complete this form to assist with the decision making process of intervention selection and implementation.

STUDENT		TEACHER	DATE
<b>ACADEMIC POTENTIAL</b>			
<b>YES</b>	<b>NO</b>		
		1. Does the student seem to have the academic ability to develop reading, writing, and spelling skills?	
		2. Are the student's reading, spelling, or writing skills below what you would expect based on his/her academic potential?	
		3. Does the student have a history of inconsistent success when completing assessments and/or assignments related to reading, writing, or spelling?	
<b>READING</b>			
<b>YES</b>	<b>NO</b>		
		4. Does the student have difficulty acquiring phonological processing skills such as blending, segmenting, rhyming, and manipulating sounds?	
		5. Does the student have difficulty remembering a sequence of unfamiliar sounds?	
		6. Does the student have difficulty effectively recalling basic sight words?	
		7. Does the student have difficulty sounding out words?	
		8. Does the student comprehend text when read aloud by others?	
		9. Does the student lack fluency when reading aloud?	
<b>ALPHABET AND SPELLING</b>			
<b>YES</b>	<b>NO</b>		
		10. Does the student have difficulty writing the letters of the alphabet in sequence without a model?	
		11. Does the student have difficulty naming the vowels?	
		12. Does the student have difficulty using the correct short vowels in spelling words?	
		13. Does the student have difficulty with spelling?	
		14. Does the student make frequent spelling errors that involve changing the order of the letters within the word?	
<b>HANDWRITING SKILLS</b>			
<b>YES</b>	<b>NO</b>		
		15. Is the student's handwriting often illegible or messy?	
		16. Does the student have problems with spatial orientation (e.g., before/after, left/right, top/bottom)?	
<b>OTHER</b>			
<b>YES</b>	<b>NO</b>		
		17. Does the student have problems with organization or memory?	
		18. Does the student have problems with spatial orientation (e.g., before/after)?	
		19. Does the student have difficulty "finding the right word" or seem to hesitate when trying to answer direct questions?	

## APPENDIX C | Middle and High School Dyslexia Checklist For Teachers

*Instructions:* Teachers complete this form to assist with the decision making process of intervention selection and implementation.

STUDENT		TEACHER	DATE
<b>ACADEMIC POTENTIAL</b>			
<b>YES</b>	<b>NO</b>		
		1. Does the student seem to have the academic ability to develop reading, writing, and spelling skills?	
		2. Are the student's reading, spelling, or writing skills below what you would expect based on his/her academic potential?	
		3. Does the student have a history of inconsistent success when completing assessments and/or assignments related to reading, writing, or spelling?	
<b>READING</b>			
<b>YES</b>	<b>NO</b>		
		4. Does the student have difficulty decoding words with multiple prefixes and suffixes?	
		5. Does the student have difficulty remembering a sequence of unfamiliar sounds?	
		6. Does the student have difficulty effectively recalling basic sight words?	
		7. Does the student have difficulty sounding out words?	
		8. Does the student comprehend text when read aloud by others?	
		9. Does the student lack fluency when reading aloud?	
<b>ALPHABET AND SPELLING</b>			
<b>YES</b>	<b>NO</b>		
		10. Does the student have difficulty spelling?	
		11. Does the student often spell the same word differently in an assignment?	
		12. Does the student have difficulty using the correct short vowels in spelling words?	
		13. Does the student make frequent spelling errors that involve changing the order of the letters within the word?	
<b>HANDWRITING SKILLS</b>			
<b>YES</b>	<b>NO</b>		
		14. Does the student avoid writing?	
		15. Is the student's handwriting often illegible? (letter formation, spacing)	
		16. Does the student have problems summarizing and outlining? (process, organization)	
<b>OTHER</b>			
<b>YES</b>	<b>NO</b>		
		17. Does the student have problems with organization or memory?	
		18. Does the student have problems with spatial orientation (e.g., before/after)?	
		19. Does the student have difficulty "finding the right word" or seem to hesitate when trying to answer direct questions?	



## APPENDIX C | Parent Reading Information Questionnaire

*Instructions:* Parents complete this form to assist the teacher in determining classroom supports and instruction, intervention selection, implementation, and resources needed to ensure successful outcomes for your child.

STUDENT		TEACHER	DATE
YES	NO		
		1. Has anyone in your family experienced learning problems? If yes, explain.	
		2. Are you concerned about your child's schoolwork? If yes, explain.	
		3. Does your child receive any special instruction at school? If yes, explain.	
		4. Does your child have difficulty following directions? If yes, explain.	
		5. Has your child ever repeated a grade? If yes, what grade?	
		6. Has your child had a speech or language problem? If yes, explain.	
		7. Does your child need excessive amounts of assistance with homework?	
		8. Does your child spend an extraordinary amount of time completing homework?	
		9. Does your child seem to struggle in reading, writing, and spelling more than other subjects?	
		10. Does your child like to be read to but does not want to read to you?	
		11. Does your child have difficulty with writing, copying, and with spelling?	
		12. Has your child ever been critically or chronically ill? If yes, explain.	
		13. Does your child have any physical problems that may interfere with learning? If yes, explain.	
		14. Is your child currently taking any medication? If yes, explain.	

## APPENDIX D | Sample Parent Notification of Intervention Services [Tier II]

Dear Parent/Guardian:

As part of district- and state-wide efforts to meet individual student needs and improve student achievement, [insert school district name] works to consistently track your student's progress toward grade level goals, both academically and behaviorally. Interventions (extra support) will be provided as needed to all students who do not meet expected levels of achievement in reading, writing, math, and/or behavior. This system is called Response to Intervention (RtI).

Based on academic testing results, classroom performance, and/or teacher recommendation, **(student name)** has been identified as a student who could benefit from intervention services. This letter is to notify you of your child's placement in:

**Tier II**, best described as supplemental or small group instruction that your child will receive in addition to core curriculum instruction provided by his/her classroom teacher. Your child may be in this tier for up to eight (8) weeks before final progress is determined and further support is provided, if needed.

The additional support that your child will be provided includes:

- [add Intervention #1 here]
- [add Intervention #2 here, if applicable]
- [add Intervention #3 here, if applicable]

If you have any questions or concerns, please contact us at:

Phone number:

E-mail address:

Please understand that ongoing assessment and progress monitoring of interventions throughout the year aid in determining the need to continue, change, or discontinue intervention services. Our goal for providing interventions to your child is to ensure that **(student name)** will be successful in meeting the Mississippi grade level expectations and requirements. If you have any questions, please contact your child's classroom teacher or counselor.

Sincerely,

[Insert school administrator/TST chair signature and title here]

## APPENDIX D | Sample Parent Notification of Intervention Services [Tier III]

Dear Parent/Guardian:

As part of district- and state-wide efforts to meet individual student needs and improve student achievement, [insert school district name] works to consistently track your student's progress toward grade level goals, both academically and behaviorally. Interventions (extra support) will be provided as needed to all students who do not meet expected levels of achievement in reading, writing, math, and/or behavior. This system is called Response to Intervention (RtI).

Based on academic testing results, classroom performance, and/or teacher recommendation, **(student name)** has been identified as a student who could benefit from intervention services. This letter is to notify you of your child's placement in:

**Tier III**, best described as intensive interventions that occur daily and with the guidance of the Teacher Support Team. Your child may be in this tier for 8-16 weeks before final progress is determined and further support is provided, if needed.

The additional support that your child will be provided includes:

- [add Intervention #1 here]
- [add Intervention #2 here, if applicable]
- [add Intervention #3 here, if applicable]

The Teacher Support Team (TST) would like to invite you to a meeting regarding your child's progress in school. The TST's purpose is to review and consider all available information and to recommend additional educational strategies and interventions to further assist your child. We welcome and desire your participation in the decision making process through your attendance.

DATE	TIME	LOCATION
------	------	----------

If you have any questions or concerns or are unable to attend the meeting, please contact us at:

Phone number:

E-mail address:

Please understand that ongoing assessment and progress monitoring of interventions throughout the year aid in determining the need to continue, change, or discontinue intervention services. Our goal for providing interventions to your child is to ensure that **(student name)** will be successful in meeting the Mississippi grade level expectations and requirements. If you have any questions, please contact your child's classroom teacher or counselor.

Sincerely,

[Insert school administrator/TST chair signature and title here]

## APPENDIX E | Individual Reading Plan

READING INSTRUCTION PROGRAM	
<p>What evidence-based program will be used to deliver explicit, systematic core reading instruction during the required 90-minute reading block?</p>	<p>Indicate the areas addressed by the core reading program:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Phonemic Awareness</li> <li><input type="checkbox"/> Phonics</li> <li><input type="checkbox"/> Fluency</li> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Comprehension</li> </ul> <p><i>Additional supplemental materials (if applicable):</i></p>

PARENTAL SUPPORT <i>(Parent Read-at-Home Plan)</i>	
<p>Target deficit area(s):</p>	<p>The following strategies are recommended for parents/families to use in assisting the student to achieve reading competency:</p>
<p><input type="checkbox"/> <b>Written Parental Notification Received</b></p> <p style="text-align: center;">PARENT INITIALS:                      DATE:</p>	<p><input type="checkbox"/> <b>Parent Read-at-Home Plan Received</b></p> <p style="text-align: center;">PARENT INITIALS:                      DATE:</p>

ADDITIONAL SERVICES
<p>Indicate any additional services the teacher deems available and appropriate to accelerate the student's reading skill development, if applicable:</p>

DATE

STUDENT	TEACHER	GRADE
<p><i>Following the identification of a substantial reading deficiency, intensive reading instruction and intervention must be documented for each student in an individual reading plan, which includes, at a minimum, the following documentation. Place a check mark in the box once you have completed documenting this piece in the MTSS documentation packet.</i></p>		
	(a) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data and other correlating data points;	<b>MTSS Documentation Packet:</b> Tier III <i>Section 3B; page 14</i>
	(b) The goals and benchmarks for growth;	<b>MTSS Documentation Packet:</b> Tier III <i>Section 3B, 3D; page 14, 16</i>
	(c) How progress will be monitored and evaluated;	<b>MTSS Documentation Packet:</b> Tier III <i>Section 3B, 3C, 3D; page 14-16</i>
	(d) The type of additional instructional services and interventions the student will receive;	<b>MTSS Documentation Packet:</b> Tier III <i>Section 3B; page 14</i>
	(e) The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;	<b>MTSS Documentation Packet:</b> <i>Appendix E</i>
	(f) The strategies the student's family is encouraged to use in assisting the student to achieve reading competency; and,	<b>MTSS Documentation Packet:</b> <i>Appendix E</i>
	(g) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development	<b>MTSS Documentation Packet:</b> <i>Appendix E</i>

**Note:** *The Individual Reading Plan correlates with the Multi-Tiered System of Supports (MTSS) student documentation required for \*Tier III (Intensive Intervention). These pages may be used when meeting with the Teacher Support Team for each student that did not respond to Tier II Interventions or is needing additional intensive interventions at Tier III; 4th grade students requiring Intensive Intervention after Good Cause Exemption promotion; or, for intensive reading interventions for English Language Learners (ELs).*

**Teachers are not required to develop an IRP if the student currently has an IEP with Reading goals.** *However, if a student's IEP does not currently address reading difficulties and the student later develops a deficit in reading, then the general education and the special education teacher must collaborate to determine whether goals need to be added to the IEP or if an IRP is most appropriate. If a student has an IEP that only has Math goals and the student later begins to struggle in reading, then an IRP must be written for K - 4 students. The individual needs of the student should dictate the goals and the supports provided. The general education teacher and the special education teacher should work collaboratively to develop and implement the IEP and continue to progress monitor as indicated in the IEP.*

## APPENDIX F | Good Cause Exemption Documentation (LBPA)

Notification sent to parents/guardians stating the student was identified with a reading deficiency and with each quarterly progress report.			
<b>DATE:</b>	<b>DATE:</b>	<b>DATE:</b>	<b>DATE:</b>

Read at Home Plan sent to parents/guardians.
<b>DATE:</b>

### GOOD CAUSE EXEMPTIONS DETERMINATION AND DOCUMENTATION

The student qualifies for promotion based on the following Good Cause Exemptions (check the appropriate exemption):

- A. Limited English proficient student who has less than 2 years of instruction in an English Learner program
- B. Student with a disability whose individual education plan (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law
- C. Student with a disability who participates in the state annual accountability assessment and who has an IEP or a section 504 plan that: (a) reflects that the individual student has received intensive remediation for 2 years but still demonstrates a deficiency in reading, or (b) was previously retained in Kindergarten or First, Second, or Third Grade
- D. Student who demonstrates an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education
- E. Student who received intensive intervention in reading for two or more years but still demonstrates a deficiency in reading and who previously was retained in kindergarten or first, second, or third grade for a total of two years and has not met exceptional education criteria

Teacher requested and submitted Good Cause Exemption documentation to the principal.	Principal reviewed and discussed recommendations with the teacher and parent.	Principal submitted documentation to superintendent.	Decision of Superintendent: <input type="checkbox"/> ACCEPT <input type="checkbox"/> REJECT
<b>DATE:</b>	<b>DATE:</b>	<b>DATE:</b>	<b>DATE:</b>

**DECISION**     Retain     Promote Based on Good Cause Exemption

**COMMENTS:**

Completed By:	Position:	Date:
---------------	-----------	-------

Parent/Guardian (Print)	Signature	Date
-------------------------	-----------	------

Teacher (Print)	Signature	Date
-----------------	-----------	------

Principal (Print)	Signature	Date
-------------------	-----------	------

Superintendent (Print)	Signature	Date
------------------------	-----------	------

**APPENDIX G**

**The Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children:**

**An Observational and Performance-Based Checklist**

Child Name \_\_\_\_\_ Teacher Name \_\_\_\_\_  
 School Name \_\_\_\_\_ School Year \_\_\_\_\_

College and Career Readiness Standards

**ENGLISH LANGUAGE ARTS**

Code 1 = Needs Development

Code 2 = Making Progress

Code 3 = Developing as Expected

Code 4 = Advanced Development

READING STANDARDS FOR LITERATURE	OBSERVATIONS		
	Fall	Winter	Spring
<b>ELA.RL.PK4.1</b> With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “ <i>What is the duck doing?</i> ” or respond to, “ <i>Tell me about the duck.</i> ”).			
<b>ELA.RL.PK4.2</b> With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).			
<b>ELA.RL.PK4.3</b> With prompting and support, identify some characters, settings and/or major events in a story.			
<b>ELA.RL.PK4.4</b> Exhibit curiosity and interest in learning words in print.			
<b>ELA.RL.PK4.4a</b> Develop new vocabulary from stories.			
<b>ELA.RL.PK4.4b</b> Identify real world print (e.g., word wall, class dictation, labels in classroom and signs in the community).			
<b>ELA.RL.PK4.5</b> With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books that represent diversity in race, culture, age, gender and ability).			
<b>ELA.RL.PK4.5a</b> Identify the front cover, back cover and title page of a book.			
<b>ELA.RL.PK4.6</b> With prompting and support, identify the role of the “author” and “illustrator”.			
<b>ELA.RL.PK4.7</b> With prompting and support, make connections among self, illustrations and the story (e.g., picture walk, small group questions and answers, props in drama).			
<b>ELA.RL.PK4.8</b> No developmentally appropriate standard.			
<b>ELA.RL.PK4.9</b> With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).			
<b>ELA.RL.PK4.10</b> Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).			

READING STANDARDS FOR INFORMATIONAL TEXT		OBSERVATIONS		
		Fall	Winter	Spring
<b>ELA.RI.PK4.1</b>	With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists and other reference materials)..			
<b>ELA.RI.PK4.2</b>	With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).			
<b>ELA.RI.PK4.3</b>	With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g. art, dramatic play, creative writing, and conversation).			
<b>ELA.RI.PK4.4</b>	Exhibit curiosity and interest about words in a variety of informational texts.			
<b>ELA.RI.PK4.5</b>	With prompting and support, identify the front cover, back cover and title page of a book.			
<b>ELA.RI.PK4.6</b>	With prompting and support, identify the role of the “author” and “illustrator” in informational text.			
<b>ELA.RI.PK4.7</b>	With prompting and support, make connections between self and text and/or information and text.			
<b>ELA.RI.PK4.8</b>	With prompting and support, explore the purpose of the informational text as it relates to self.			
<b>ELA.RI.PK4.9</b>	With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.			
<b>ELA.RI.PK4.10</b>	With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g. experiments, observations, topic studies, conversations, illustrated journals).			
READING STANDARDS FOR FOUNDATIONAL SKILLS		OBSERVATIONS		
		Fall	Winter	Spring
<b>ELA.RF.PK4.1</b>	With prompting and support, demonstrate understanding of conventions of print.			
<b>ELA.RF.PK4.1a</b>	Recognize an association between spoken and written words.			
<b>ELA.RF.PK4.1b</b>	Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.			
<b>ELA.RF.PK4.1c</b>	Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.			
<b>ELA.RF.PK4.1d</b>	Differentiate letters from numbers.			
<b>ELA.RF.PK4.1e</b>	Recognize words as a unit of print and understand that letters are grouped to form words.			
<b>ELA.RF.PK4.1f</b>	Understand that print moves from left to right, top to bottom, and page by page.			
<b>ELA.RF.PK4.1g</b>	Understand that words are separated by spaces in print.			
<b>ELA.RF.PK4.2</b>	With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.			
<b>ELA.RF.PK4.2a</b>	Engage in language play.			
<b>ELA.RF.PK4.2b</b>	Explore and recognize rhyming words.			
<b>ELA.RF.PK4.2c</b>	Demonstrate awareness of the relationship between sounds and letters.			
<b>ELA.RF.PK4.2d</b>	Demonstrate an understanding of syllables in words (units of sounds) by clapping, stomping, and finger tapping.			



<b>ELA.RF.PK4.2e</b>	With prompting and support, isolate and pronounce initial sounds in words.			
----------------------	--	--	--	--

<b>ELA.RF.PK4.2f</b>	Demonstrate an awareness of ending sounds in words.			
<b>ELA.RF.PK4.3</b>	With prompting and support, demonstrate emergent phonics and word analysis skills.			
<b>ELA.RF.PK4.3a</b>	Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.			
<b>ELA.RF.PK4.3b</b>	No developmentally appropriate standard.			
<b>ELA.RF.PK4.3c</b>	Recognize own name, environmental print, and some common high-frequency sight words.			
<b>ELA.RF.PK4.3d</b>	No developmentally appropriate standard.			
<b>ELA.RF.PK4.4</b>	Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).			

<b>WRITING STANDARDS</b>		<b>OBSERVATIONS</b>		
		Fall	Winter	Spring
<b>ELA.W.PK4.1</b>	With prompting and support, recognize that writing is a way of communicating for a variety of purposes.			
<b>ELA.W.PK4.1a</b>	Explore and experiment with a combination of written representations (e.g. scribbles, drawings, letters, and dictation) to express an opinion.			
<b>ELA.W.PK4.1b</b>	Explore and experiment with a combination of written representations (e.g. scribbles, drawings, letters, and dictation) and describe own writing.			
<b>ELA.W.PK4.1c</b>	Explore and experiment with a combination of written representations (e.g. scribbles, drawings, letters, and dictation) to tell about events or stories.			
<b>ELA.W.PK4.2</b>	No developmentally appropriate standard.			
<b>ELA.W.PK4.3</b>	No developmentally appropriate standard.			
<b>ELA.W.PK4.4</b>	No developmentally appropriate standard.			
<b>ELA.W.PK4.5</b>	With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.			
<b>ELA.W.PK4.6</b>	With prompting and support, use a variety of tools (e.g. digital media, art materials) to share in the creation and publication of creative writing.			
<b>ELA.W.PK4.7</b>	With prompting and support, participate in and demonstrate understanding of written representation in collaborative research (e.g. explore a number of books by a favorite author on the same topic) and express opinions about them.			
<b>ELA.W.PK4.8</b>	With prompting and support, recall information from experiences to answer questions.			
<b>ELA.W.PK4.9</b>	No developmentally appropriate standard.			
<b>ELA.W.PK4.10</b>	No developmentally appropriate standard.			

<b>SPEAKING &amp; LISTENING STANDARDS</b>		<b>OBSERVATIONS</b>		
		Fall	Winter	Spring
<b>ELA.SL.PK4.1</b>	With guidance and support, participate in small-group as well as large group shared conversations about pre-kindergarten topics and texts with peers and adults.			
<b>ELA.SL.PK4.1a</b>	Engage in voluntary conversations (e.g. turn-taking, listening attentively, being aware of others' feelings).			
<b>ELA.SL.PK4.1b</b>	Engage in extended conversations.			

<b>ELA.SL.PK4.2</b>	With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.			
<b>ELA.SL.PK4.3</b>	With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.			
<b>ELA.SL.PK4.4</b>	With prompting and support, describe familiar people, places, things, and events.			
<b>ELA.SL.PK4.5</b>	With prompting and support, add drawings or other visual displays to descriptions.			
<b>ELA.SL.PK4.6</b>	With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.			
<b>LANGUAGE STANDARDS</b>		<b>OBSERVATIONS</b>		
		Fall	Winter	Spring
<b>ELA.L.PK4.1</b>	With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.			
<b>ELA.L.PK4.1a</b>	Use frequently occurring nouns and verbs.			
<b>ELA.L.PK4.1b</b>	Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes).			
<b>ELA.L.PK4.1c</b>	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).			
<b>ELA.L.PK4.1d</b>	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).			
<b>ELA.L.PK4.1e</b>	Produce and expand complete sentences in shared language activities.			
<b>ELA.L.PK4.2</b>	With prompting and support, demonstrate awareness of the conventions of standard English.			
<b>ELA.L.PK4.2a</b>	Write first name, capitalizing the first letter.			
<b>ELA.L.PK4.2b</b>	Develop and awareness of symbols for end punctuation.			
<b>ELA.L.PK4.2c</b>	Attempt to write a letter or letters to represent a word.			
<b>ELA.L.PK4.2d</b>	Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships.			
<b>ELA.L.PK4.3</b>	No developmentally appropriate standard.			
<b>ELA.L.PK4.4</b>	With prompting and support, explore unknown and multiple-meaning words based on pre- kindergarten reading and content.			
<b>ELA.L.PK4.4a</b>	Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).			
<b>ELA.L.PK4.5</b>	With guidance and support, explore word relationships and word meanings.			
<b>ELA.L.PK4.5a</b>	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.			
<b>ELA.L.PK4.5b</b>	Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).			
<b>ELA.L.PK4.5c</b>	Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).			
<b>ELA.L.PK4.5d</b>	Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth)			
<b>ELA.L.PK4.6</b>	With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.			

Code 1 = Needs  
DevelopmentCode 2 = Making  
ProgressCode 3 = Developing  
as ExpectedCode 4 = Advanced  
Development

<b>COUNTING &amp; CARDINALITY</b>	<b>OBSERVATIONS</b>		
	Fall	Winter	Spring
<b>M.CC.PK4.1</b> With prompting and support, recite numbers 1 to 30 in the correct order.			
<b>M.CC.PK4.2</b> With prompting and support, recognize, name, and attempt writing numerals 0 – 20.			
<b>M.CC.PK4.3</b> With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different.			
<b>M.CC.PK4.4</b> With guidance and support, understand the relationship between numerals and quantities.			
<b>M.CC.PK4.4a</b> Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.			
<b>M.CC.PK4.4b</b> Match quantities and numerals 0 – 10.			
<b>M.CC.PK4.5</b> Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 10 things in a scattered design.			
<b>M.CC.PK4.5a</b> Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.			
<b>M.CC.PK4.6</b> Use comparative language (e.g., <i>more than, less than, equal to, same and different</i> ) to compare objects, using developmentally appropriate pre-kindergarten materials.			
<b>OPERATIONS &amp; ALGEBRAIC THINKING</b>	<b>OBSERVATIONS</b>		
	Fall	Winter	Spring
<b>M.OA.PK4.1</b> With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.			
<b>M.OA.PK4.2</b> With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.			
<b>M.OA.PK4.3</b> With guidance and support, decompose numbers less than or equal to 10 in more than one way using developmentally appropriate pre-kindergarten materials.			
<b>M.OA.PK4.4</b> With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials (e.g. duplicate and extend simple patterns using concrete objects).			
<b>MEASUREMENT &amp; DATA</b>	<b>OBSERVATIONS</b>		
	Fall	Winter	Spring
<b>M.MD.PK4.1</b> With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary (e.g., <i>small, big, short, tall, empty, full, heavy, light</i> ).			
<b>M.MD.PK4.2</b> With guidance and support, compare two objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier, same weight, same amount).			
<b>M.MD.PK4.2a</b> Use nonstandard units of measurement.			
<b>M.MD.PK4.2b</b> Explore standard tools of measurement.			

<b>M.MD.PK4.3</b> With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).			
--	--	--	--

<b>GEOMETRY</b>	<b>OBSERVATIONS</b>		
	Fall	Winter	Spring
<b>M.G.PK4.1</b> With guidance and support, correctly name shapes.			
<b>M.G.PK4.2</b> With guidance and support, correctly name shapes in the environment, regardless of their orientation or overall size, recognizing differences among shapes.			
<b>M.G.PK4.3</b> With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.			
<b>M.G.PK4.4</b> With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).			
<b>M.G.PK4.5</b> With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).			

Code 1 = Needs  
DevelopmentCode 2 = Making  
ProgressCode 3 = Developing  
as ExpectedCode 4 = Advanced  
Development

PHYSICAL SCIENCE	OBSERVATIONS		
	Fall	Winter	Spring
<b>S.PS.PK4.1</b> The child will manipulate and explore items in the environment with a wide variety of investigative tools.			
<b>S.PS.PK4.2</b> With prompting and support, describe and compare the properties of different materials and classify these materials by their observable characteristics and by their physical properties (weight, volume, temperature, texture, solid or liquid and sink or float).			
<b>S.PS.PK4.3</b> With prompting and support, explore how solid objects can be constructed from a smaller set.			
<b>S.PS.PK4.3a</b> With teacher guidance, use basic shapes and spatial reasoning to model large objects in the environment using a set of small objects (e.g., blocks)			
<b>S.PS.PK4.3b</b> No developmentally appropriate standard.			
<b>S.PS.PK4.3c</b> With teacher guidance, explore why things may not work the same if some of the parts are missing.			
<b>S.PS.PK4.4</b> With guidance and support, conduct an experiment to explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).			
LIFE SCIENCE	OBSERVATIONS		
	Fall	Winter	Spring
<b>S.LS.PK4.1</b> With prompting and support, name and identify the five senses and the corresponding body parts for each.			
<b>S.LS.PK4.2</b> With prompting and support, explore how living things change in form as they go through the general stages of a life cycle.			
<b>S.LS.PK4.2a</b> Use informational text or other media to make observations and predictions about plants as they change during the life cycle and use models to communicate ideas.			
<b>S.LS.PK4.2b</b> Conduct experiments using observations and predictions to describe and model the life cycle of a familiar mammal.			
<b>S.LS.PK4.2c</b> With teacher guidance, conduct a structured investigation to observe and measure the changes in various individuals of a single plant species from seed germination to adult plant. Record observations using drawings.			
<b>S.LS.PK4.3</b> With prompting and support, explore what animals and plants need to live and grow.			
<b>S.LS.PK4.3a</b> With teacher guidance, conduct a structured investigation to determine what plants need to live and grow.			
<b>S.LS.PK4.4</b> With guidance and support, explore characteristics of living and non-living things.			
<b>S.LS.PK4.4a</b> With teacher guidance, conduct an investigation of living organisms and non-living objects in various real-world environments to identify the characteristics of living and non-living things.			
<b>S.LS.PK4.4b</b> With teacher guidance, create a visual representation of the information gained and results of the experiment.			
<b>S.LS.PK4.4c</b> With teacher guidance, use appropriate technology tools to explore the observable characteristics of plants, animals and people.			

EARTH AND SPACE SCIENCE		OBSERVATIONS		
		Fall	Winter	Spring
<b>S.ES.PK4.1</b>	With prompting and support, describe daily weather changes and seasonal patterns using related vocabulary (e.g., fall, summer, spring, winter, hot, cold, warm, sunny, cloudy).			
<b>S.ES.PK4.1a</b>	With teacher guidance, collect and display daily data about weather and seasonal activity.			
<b>S.ES.PK4.2</b>	With prompting and support, identify characteristics of the clouds, sun, moon and stars.			
<b>S.ES.PK4.2a</b>	With teacher guidance, create a simple model of common elements of day and night.			
<b>S.ES.PK4.2b</b>	With teacher guidance, construct a device which would protect from sun and/or rain.			
<b>S.ES.PK4.3</b>	With prompting and support, collect, sort, identify and describe natural objects in the world (e.g., rocks, soil, leaves).			
<b>S.ES.PK4.3a</b>	Participate in a teacher led activity to identify and reuse materials.			
<b>S.ES.PK4.3b</b>	With teacher-guidance, create a product from reused or natural materials that will meet a human need (e.g. pencil holder or musical instrument).			
TECHNOLOGY		OBSERVATIONS		
		Fall	Winter	Spring
<b>S.T.PK4.1</b>	Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.			
<b>S.T.PK4.2</b>	Use technology tools to gather and/or communicate information.			
<b>S.T.PK4.3</b>	With prompting and support, invent and construct simple objects or structures using technology tools.			

Code 1 = Needs  
DevelopmentCode 2 = Making  
ProgressCode 3 = Developing  
as ExpectedCode 4 = Advanced  
Development

<b>FAMILY &amp; COMMUNITY</b>		<b>OBSERVATIONS</b>		
		Fall	Winter	Spring
<b>SS.FC.PK4.1</b>	Identify self as a member of a family, the learning community, and local community.			
<b>SS.FC.PK4.2</b>	With prompting and support, identify similarities and differences in people.			
<b>SS.FC.PK4.3</b>	With prompting and support, describe some family traditions.			
<b>SS.FC.PK4.4</b>	Identify some similarities and differences in family structure, culture, ability, language, age and gender.			
<b>SS.FC.PK4.5</b>	With prompting and support, demonstrate responsible behavior related to daily routines.			
<b>SS.FC.PK4.6</b>	With prompting and support, explain some rules in the home and in the classroom.			
<b>SS.FC.PK4.6a</b>	Identify some rules for different settings.			
<b>SS.FC.PK4.6b</b>	Identify appropriate choices to promote positive interactions.			
<b>SS.FC.PK4.7</b>	With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).			
<b>SS.FC.PK4.8</b>	With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible).			
<b>SS.FC.PK4.9</b>	With prompting and support, describe a simple sequence of familiar events.			
<b>OUR WORLD</b>		<b>OBSERVATIONS</b>		
		Fall	Winter	Spring
<b>SS.OW.PK4.1</b>	Treat classroom materials and the belongings of others with care.			
<b>SS.OW.PK4.2</b>	With prompting and support, identify location and some physical features of familiar places in the environment.			
<b>SS.OW.PK4.3</b>	With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).			
<b>SS.OW.PK4.4</b>	Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.			
<b>SS.OW.PK4.5</b>	Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).			
<b>HISTORY &amp; EVENTS</b>		<b>OBSERVATIONS</b>		
		Fall	Winter	Spring
<b>SS.HE.PK4.1</b>	With prompting and support, describe a simple series of familiar events.			
<b>SS.HE.PK4.2</b>	Recognize events that happened in the past.			

Code 1 = Needs  
DevelopmentCode 2 = Making  
ProgressCode 3 = Developing  
as ExpectedCode 4 = Advanced  
Development

<b>GROSS MOTOR SKILLS</b>	<b>OBSERVATIONS</b>		
	Fall	Winter	Spring
<b>PD.GM.PK4.1</b> Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).			
<b>PD.GM.PK4.2</b> Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).			
<b>PD.GM.PK4.3</b> With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).			
<b>PD.GM.PK4.4</b> Use various types of equipment (e.g., playground equipment, tricycles, slides).			
<b>PD.GM.PK4.5</b> Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).			
<b>FINE MOTOR SKILLS</b>	<b>OBSERVATIONS</b>		
	Fall	Winter	Spring
<b>PD.FM.PK4.1</b> With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).			
<b>PD.FM.PK4.2</b> Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).			
<b>PD.FM.PK4.3</b> Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).			
<b>PD.FM.PK4.4</b> With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).			
<b>PD.FM.PK4.5</b> With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).			
<b>PD.FM.PK4.6</b> With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).			
<b>SELF-CARE, HEALTH, AND SAFETY SKILLS</b>	<b>OBSERVATIONS</b>		
	Fall	Winter	Spring
<b>PD.SHS.PK4.1</b> With prompting and support, identify safety rules (e.g., classroom, home, community).			
<b>PD.SHS.PK4.2</b> With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.			
<b>PD.SHS.PK4.3</b> With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.			
<b>PD.SHS.PK4.4</b> With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).			
<b>PD.SHS.PK4.5</b> With prompting and support, participate in a variety of physical activities.			
<b>PD.SHS.PK4.6</b> With prompting and support, identify nutritious foods.			



Code 1 = Needs  
DevelopmentCode 2 = Making  
ProgressCode 3 = Developing  
as ExpectedCode 4 = Advanced  
Development

DANCE		OBSERVATIONS		
		Fall	Winter	Spring
DA.CR1.1.PK	Generate and conceptualize artistic ideas and work.			
DA.CR1a.1.PK	Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).			
DA.CR1b.1.PK	Find a different way to do several basic locomotor and non-locomotor movements.			
DA.CR2.1.PK	Organize and develop artistic ideas and work			
DA.CR2a.1.PK	Improvise dance that starts and stops on cue.			
DA.CR2b.1.PK	Engage in dance experiences moving alone or with a partner.			
DA.CR3.1.PK	Refine and complete artistic work.			
DA.CR3a.1.PK	Respond to suggestions for changing movement through guided improvisational experiences.			
DA.CR3b.1.PK	Identify parts of the body and document a body shape or position by drawing a picture.			
DA.CR4.1.PK	Select, analyze, and interpret artistic work for presentation.			
DA.CR4a.1.PK	Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space.			
DA.CR4b.1.PK	Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi.			
DA.CR4c.1.PK	Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth).			
DA.PR5.1.PK	Develop and refine artistic technique and work for presentation.			
DA.PR5a.1.PK	Demonstrate basic full body locomotor, non-locomotor movement, and body patterning with spatial relationships.			
DA.PR5b.1.PK	Move in general space and start and stop on cue while maintaining personal space.			
DA.PR5c.1.PK	Identify and move body parts and repeat movements upon request.			
DA.PR6.1.PK	Convey meaning through the presentation of artistic work.			
DA.PR6a.1.PK	Dance for others in a designated area or space.			
DA.PR6b.1.PK	Use a simple prop as part of a dance.			
DA.RE1.1.PK	Perceive and analyze artistic work.			
DA.RE7a.1.PK	Identify a movement in a dance by repeating it.			
DA.RE7b.1.PK	Demonstrate an observed or performed dance movement.			
DA.RE8.1.PK	Interpret intent and meaning in artistic work.			
DA.RE8a.1.PK	Observe a movement and share impressions.			

MEDIA ARTS		OBSERVATIONS		
		Fall	Winter	Spring
<b>MA.CR1.1.PK</b>	Generate and conceptualize artistic ideas and work.			
<b>MA.CR1a.1.PK</b>	Share ideas for media artworks through guided exploration of tools, methods, and imagining.			
<b>MA.CR2.1.PK</b>	Organize and develop artistic ideas and work.			
<b>MA.CR2a.1.PK</b>	With guidance, form ideas into plans or models for media arts productions.			
<b>MA.CR3.1.PK</b>	Refine and complete artistic work.			
<b>MA.CR3a.1.PK</b>	Make and capture media arts content, freely and in guided practice, in media arts productions.			
<b>MA.CR3b.1.PK</b>	Attempt and share expressive effects, freely and in guided practice, in creating media artworks.			
<b>MA.PR4.1.PK</b>	Select, analyze, and interpret artistic work for presentation.			
<b>MA.PR4a.1.PK</b>	With guidance, combine different forms and content, such as image and sound, to form media artworks.			
<b>MA.PR5.1.PK</b>	Develop and refine artistic techniques and work for presentation.			
<b>MA.PR5a.1.PK</b>	Use identified skills, such as manipulating tools, making choices, and sharing in creating media artworks.			
<b>MA.PR5b.1.PK</b>	Use identified creative skills, such as imagining freely and in guided practice, within media arts productions.			
<b>MA.PR5c.1.PK</b>	Use media arts creation tools freely and in guided practice.			
<b>MA.PR6.1.PK</b>	Convey meaning through the presentation of artistic work.			
<b>MA.PR6a.1.PK</b>	With guidance, share roles and discuss the situation for presenting media artworks.			
<b>MA.PR6b.1.PK</b>	With guidance, share reactions to the presentation of media artworks.			
<b>MA.RE7.1.PK</b>	Perceive and analyze artistic work.			
<b>MA.RE7a.1.PK</b>	With guidance, explore and discuss components and messages in a variety of media artworks.			
<b>MA.RE7b.1.PK</b>	With guidance, explore media artworks and discuss experiences.			
<b>MA.RE8.1.PK</b>	Interpret intent and meaning in artistic work			
<b>MA.RE8a.1.PK</b>	With guidance, share reactions to media artworks.			
<b>MA.RE9.1.PK</b>	Apply criteria to evaluate artistic work.			
<b>MA.RE9a.1.PK</b>	With guidance, examine and share appealing qualities in media artworks.			
<b>MA.CN10.1.PK</b>	Synthesize and relate knowledge and personal experiences to make art.			
<b>MA.CN10a.1.PK</b>	Use personal experiences in making media artworks.			
<b>MA.CN10b.1.PK</b>	With guidance, share experiences of media artworks.			
<b>MA.CN.11.1.PK</b>	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			
<b>MA.CN11a.1.PK</b>	With guidance, relate media artworks and everyday life.			
<b>MA.CN11b.1.PK</b>	With guidance, interact safely and appropriately with media arts tools and environments.			

MUSIC		OBSERVATIONS		
		Fall	Winter	Spring
<b>MU.CR1.1.PK</b>	Generate and conceptualize artistic ideas and work.			
<b>MU.CR1A.1.PK</b>	With substantial guidance, explore and experience a variety of music.			
<b>MU.CR2.1.PK</b>	Organize and develop artistic ideas and work.			
<b>MU.CR2a.1.PK</b>	With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).			
<b>MU.CR2b.1.PK</b>	With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.			
<b>MU.CR1.1.PK</b>	Refine and complete artistic work.			
<b>MU.CR3a.1.PK</b>	With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.			
<b>MU.CR3.2.PK</b>	Refine and complete artistic work.			
<b>MU.CR3a.2.PK</b>	With substantial guidance, share revised personal musical ideas with peers.			
<b>MU.PR4.1.PK</b>	Select, analyze, and interpret artistic work for presentation.			
<b>MU.PR4a.1.PK</b>	With substantial guidance, demonstrate and state preference for varied musical selections.			
<b>MU.PR4.2.PK</b>	Select, analyze, and interpret artistic work for presentation.			
<b>MU.PR4a.2.PK</b>	With substantial guidance, explore and demonstrate awareness of musical contrasts.			
<b>MU.PR4.3.PK</b>	Select, analyze, and interpret artistic work for presentation.			
<b>MU.PR4a.3.PK</b>	With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).			
<b>MU.PR5.1.PK</b>	Develop and refine artistic techniques and work for presentation.			
<b>MU.PR5a.1.PK</b>	With substantial guidance, practice and demonstrate what they like about their own performances.			
<b>MU.PR5b.1.PK</b>	With substantial guidance, apply personal, peer, and teacher feedback to refine performances.			
<b>MU.PR6.1.PK</b>	Convey meaning through the presentation of artistic work.			
<b>MU.PR6a.1.PK</b>	With substantial guidance, perform music with expression.			
<b>MU.RE7.1.PK</b>	Perceive and analyze artistic work.			
<b>MU.RE7a.1.PK</b>	With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.			
<b>MU.RE7.2.PK</b>	Perceive and analyze artistic work.			
<b>MU.RE7a.2.PK</b>	With substantial guidance, explore musical contrasts in music.			
<b>MU.RE8.1.PK</b>	Interpret intent and meaning in artistic work.			
<b>MU.RE8a.1.PK</b>	With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).			
<b>MU.RE9.1.PK</b>	Apply criteria to evaluate artistic work.			
<b>MU.RE9a.1.PK</b>	With substantial guidance, talk about personal and expressive preferences in music.			
<b>MU.CN10.0.PK</b>	Synthesize and relate knowledge and personal experiences to make art.			

<b>MU.CN10a.0.PK</b>	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.			
<b>MU.CN11.0.PK</b>	Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.			
<b>MU.CN11a.0.PK</b>	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.			
<b>THEATER</b>		<b>OBSERVATIONS</b>		
		Fall	Winter	Spring
<b>TH.CR1.1.PK</b>	Generate and conceptualize artistic ideas and work.			
<b>TH.CR1a.1.PK</b>	With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
<b>TH.CR1b.1.PK</b>	With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
<b>TH.CR2.1.PK</b>	Organize and develop artistic ideas and work.			
<b>TH.CR2a.1.PK</b>	With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
<b>TH.CR2b.1.PK</b>	With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
<b>TH.CR3.1.PK</b>	Refine and complete artistic work.			
<b>TH.CR3a.1.PK</b>	With prompting and support, answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
<b>TH.PR4.1.PK</b>	Select, analyze, and interpret artistic work for presentation.			
<b>TH.PR4a.1.PK</b>	With prompting and support, identify characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
<b>TH.PR5.1.PK</b>	Develop and refine artistic techniques and work for presentation.			
<b>TH.PR5a.1.PK</b>	With prompting and support, understand that imagination is fundamental to dramatic play and guided drama experience (e.g., process drama, story drama, creative drama).			
<b>TH.PR5b.1.PK</b>	With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
<b>TH.PR6.1.PK</b>	Convey meaning through the presentation of artistic work.			
<b>TH.PR6a.1.PK</b>	With prompting and support, engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
<b>TH.RE7.1.PK</b>	Perceive and analyze artistic work.			
<b>TH.RE7a.1.PK</b>	With prompting and support, recall an emotional response in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
<b>TH.RE8.1.PK</b>	Interpret intent and meaning in artistic work.			
<b>TH.RE8a.1.PK</b>	With prompting and support, explore preferences in dramatic play, guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.			
<b>TH.RE8b.1.PK</b>	With prompting and support, name and describe characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			

<b>TH.RE9.1.PK</b>	Apply criteria to evaluate artistic work.			
<b>TH.RE9a.1.PK</b>	With prompting and support, actively engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
<b>TH.CN10.1.PK</b>	Synthesize and relate knowledge and personal experiences to make art.			
<b>TH.CN10a.1.PK</b>	With prompting and support, identify similarities between a story and personal experience in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
<b>TH.CN11.1.PK</b>	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			
<b>TH.CN11a.1.PK</b>	With prompting and support, use skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
<b>TH.CN11.2.PK</b>	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			
<b>TH.CN11a.2.PK</b>	With prompting and support, identify stories that are similar to one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
<b>TH.CN11b.2.PK</b>	With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
<b>VISUAL ARTS</b>		<b>OBSERVATIONS</b>		
		Fall	Winter	Spring
<b>VA.CR1.1.PK</b>	Generate and conceptualize artistic ideas and work.			
<b>VA.CR1a.1.PK</b>	Engage in self-directed play with materials.			
<b>VA.CR1.2.PK</b>	Generate and conceptualize artistic ideas and work.			
<b>VA.CR1a.2.PK</b>	Engage in self-directed, creative making.			
<b>VA.CR2.1.PK</b>	Organize and develop artistic ideas and work.			
<b>VA.CR2a.1.PK</b>	Use a variety of art-making tools.			
<b>VA.CR2.2.PK</b>	Organize and develop artistic ideas and work.			
<b>VA.CR2a.2.PK</b>	Share materials with others.			
<b>VA.CR2.3.PK</b>	Organize and develop artistic ideas and work.			
<b>VA.CR2a.3.PK</b>	Create and tell about art that communicates a story about a familiar place or object.			
<b>VA.CR3.1.PK</b>	Refine and complete artistic work.			
<b>VA.CR3a.1.PK</b>	Share and talk about personal artwork.			
<b>VA.PR4.1.PK</b>	Select, analyze and interpret artistic work for presentation.			
<b>VA.PR4a.1.PK</b>	Identify reasons for saving and displaying objects, artifacts, and artwork.			
<b>VA.PR5.1.PK</b>	Develop and refine artistic techniques and work for presentation.			
<b>VA.PR5a.1.PK</b>	Identify places where art may be displayed or saved.			
<b>VA.PR6.1.PK</b>	Convey meaning through the presentation of artistic work.			
<b>VA.PR6a.1.PK</b>	Identify where art is displayed both inside and outside of school.			
<b>VA.RE7.1.PK</b>	Perceive and analyze artistic work.			
<b>VA.RE7a.1.PK</b>	Recognize art in one's environment.			

<b>VA.RE7.2.PK</b>	Perceive and analyze artistic work.			
<b>VA.RE7a.2.PK</b>	Distinguish between images and real objects.			
<b>VA.RE8.1.PK</b>	Interpret intent and meaning in artistic work.			
<b>VA.RE8a.1.PK</b>	Interpret art by identifying and describing subject matter.			
<b>VA.RE9.1.PK</b>	Apply criteria to evaluate artistic work.			
<b>VA.RE9a.1.PK</b>	Select a preferred artwork.			
<b>VA.CN10.1.PK</b>	Synthesize and relate knowledge and personal experiences to make art.			
<b>VA.CN10a.1.PK</b>	Explore the world using descriptive and expressive words and art-making.			
<b>VA.CN11.1.PK</b>	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			
<b>VA.CN11a.1.PK</b>	Recognize that people make art.			

Code 1 = Needs  
DevelopmentCode 2 = Making  
ProgressCode 3 = Developing  
as ExpectedCode 4 = Advanced  
Development

SOCIAL DEVELOPMENT	OBSERVATIONS		
	Fall	Winter	Spring
<b>SE.SD.PK4.1</b> Interact appropriately with familiar adults.			
<b>SE.SD.PK4.1a</b> Communicate to seek out help with difficult task, to find comfort, and to obtain security.			
<b>SE.SD.PK4.1b</b> Engage with a variety of familiar adults for a specific purpose.			
<b>SE.SD.PK4.2</b> Interact appropriately with other children.			
<b>SE.SD.PK4.2a</b> Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).			
<b>SE.SD.PK4.2b</b> Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).			
<b>SE.SD.PK4.2c</b> Ask permission to use items or materials of others.			
<b>SE.SD.PK4.2d</b> Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.>").			
<b>SE.SD.PK4.3</b> Express empathy and care for others.			
<b>SE.SD.PK4.3a</b> Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).			
<b>SE.SD.PK4.3b</b> Offer and accept encouraging and courteous words to demonstrate kindness.			
<b>SE.SD.PK4.3c</b> With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad.>").			
<b>SE.SD.PK4.4</b> Participate successfully as a member of a group.			
<b>SE.SD.PK4.4a</b> With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).			
<b>SE.SD.PK4.4b</b> Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).			
<b>SE.SD.PK4.4c</b> Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).			
<b>SE.SD.PK4.5</b> Join ongoing activities in acceptable ways.			
<b>SE.SD.PK4.5a</b> Express to others a desire to play (e.g., say, "I want to play.>").			
<b>SE.SD.PK4.5b</b> Lead and follow.			
<b>SE.SD.PK4.5c</b> Move into group with ease.			
<b>SE.SD.PK4.6</b> Resolve conflict with others.			
<b>SE.SD.PK4.6a</b> With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, "I had the drum first or you can have it when this song is over.>").			

EMOTIONAL DEVELOPMENT		OBSERVATIONS		
		Fall	Winter	Spring
<b>SE.E.PK4.1</b>	Demonstrate trust in self.			
<b>SE.E.PK4.1a</b>	Make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, "I can...", "I will...", "I did...").			
<b>SE.E.PK4.1b</b>	Identify own emotions (e.g., say, "I feel...") and express pride in accomplishments (e.g., "I did it!").			
<b>SE.E.PK4.2</b>	Develop personal preferences.			
<b>SE.E.PK4.2a</b>	Express independence, interest, and curiosity (e.g., say, "I can...", "I choose..." "I want...").			
<b>SE.E.PK4.2b</b>	Select and complete tasks (e.g., finish a puzzle or drawing).			
<b>SE.E.PK4.3</b>	Show flexibility, inventiveness, and interest in solving problems.			
<b>SE.E.PK4.3a</b>	Make alternative choices (e.g., move to another area when a center is full).			
<b>SE.E.PK4.3b</b>	Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).			
<b>SE.E.PK4.4</b>	Know personal information.			
<b>SE.E.PK4.4a</b>	Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).			
<b>SE.E.PK4.4b</b>	Refer to self by first and last name.			
<b>SE.E.PK4.4c</b>	Know parents'/guardians' names.			
<b>SE.E.PK4.5</b>	Show impulse control with body and actions.			
<b>SE.E.PK4.5a</b>	Control own body in space (e.g., move safely through room without harm to self or others).			
<b>SE.E.PK4.5b</b>	Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).			
<b>SE.E.PK4.5c</b>	Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).			
<b>SE.E.PK4.6</b>	Manage emotions.			
<b>SE.E.PK4.6a</b>	With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).			
<b>SE.E.PK4.6b</b>	With prompting and support, recognize emotions (e.g., "I am really mad.").			
<b>SE.E.PK4.6c</b>	With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, "This story makes me happy.").			
<b>SE.E.PK4.6d</b>	With prompting and support, express frustration and anger without harming self, others, or property (e.g., "I don't like it when you take my truck.").			
<b>SE.E.PK4.7</b>	Follow procedures and routines with teacher support.			
<b>SE.E.PK4.7a</b>	Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).			
<b>SE.E.PK4.7b</b>	Use materials with care and safety (e.g., use scissors to cut paper).			
<b>SE.E.PK4.7c</b>	Take turns sharing information with others (e.g., interact during group time).			
<b>SE.E.PK4.8</b>	Demonstrate flexibility in adapting to different environments.			
<b>SE.E.PK4.8a</b>	Adjust behavior in different settings (e.g., at the library, playground, lunchroom).			
<b>SE.E.PK4.8b</b>	Follow rules (e.g., use outside voice, use inside voice) in different settings.			



Code 1 = Needs  
DevelopmentCode 2 = Making  
ProgressCode 3 = Developing  
as ExpectedCode 4 = Advanced  
Development

PLAY	OBSERVATIONS		
	Fall	Winter	Spring
<b>AL.P.PK4.1</b> Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.			
<b>AL.P.PK4.2</b> Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).			
<b>AL.P.PK4.3</b> Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).			
<b>AL.P.PK4.4</b> Demonstrate active engagement in play.			
CURIOSITY & INITIATIVE	OBSERVATIONS		
	Fall	Winter	Spring
<b>AL.CI.PK4.1</b> Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.			
<b>AL.CI.PK4.2</b> Ask questions to seek new information.			
<b>AL.CI.PK4.3</b> Make independent choices.			
<b>AL.CI.PK4.4</b> Approach tasks and activities with flexibility, imagination, and inventiveness.			
PERSISTENCE & ATTENTIVENESS	OBSERVATIONS		
	Fall	Winter	Spring
<b>AL.PA.PK4.1</b> Follow through to complete a task or activity.			
<b>AL.PA.PK4.2</b> Demonstrate the ability to remain engaged in an activity or experience.			
<b>AL.PA.PK4.3</b> Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).			
PROBLEM SOLVING SKILLS	OBSERVATIONS		
	Fall	Winter	Spring
<b>AL.PS.PK4.1</b> Identify a problem or ask a question.			
<b>AL.PS.PK4.2</b> Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).			
<b>AL.PS.PK4.3</b> Apply prior learning and experiences to build new knowledge.			

## Part 3 Chapter 41: Intervention

## Rule 41.1 Intervention

Adoption Date: January 21, 2005

Revision: August 18, 2016

1. The purpose of this policy is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention. The Mississippi Department Education (MDE) shall require every school district to follow the instructional model, which consists of three (3) tiers of instruction:
  - a. Tier 1: Quality classroom instruction based on Mississippi Curriculum Frameworks
  - b. Tier 2: Focused supplemental instruction
  - c. Tier 3: Intensive interventions specifically designed to meet the individual needs of students
  
2. If strategies at Tier 1 and Tier 2 are unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the MDE. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Interventions will be:
  - a. designed to address the deficit areas;
  - b. evidence based;
  - c. implemented as designed by the TST;
  - d. supported by data regarding the effectiveness of interventions.
  
3. Teachers should use progress monitoring information to:
  - a. determine if students are making adequate progress,
  - b. identify students as soon as they begin to fall behind, and
  - c. modify instruction early enough to ensure each student gains essential skills.

Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments, and large-scale assessments.

4. After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST must conduct a documented review of the interventions to determine success of the intervention(s). No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention(s) is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.

5. In accordance with the Literacy-Based Promotion Act of 2013, each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through:
  - a. performance on a reading screener approved or developed by the MDE, or
  - b. locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
  - c. statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency. A student who was promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy- Based Promotion Act must be given intensive reading instruction and intervention. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.
6. A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their first grade year. The screening must include the following components:
  - a. Phonological awareness and phonemic awareness;
  - b. Sound symbol recognition;
  - c. Alphabet knowledge;
  - d. Decoding skills;
  - e. Encoding skills; and
  - f. Rapid naming (quickly naming objects, pictures, colors, or symbols (letters or digits) aloud.
7. All students in Kindergarten and grades 1 through 3 shall be administered a state- approved screener within the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading. In addition to failure to make adequate progress following Tier 1 and Tier 2, students will be referred to the TST for interventions as specified in Response to Intervention guidelines developed by MDE if any of the following events occur:
  - a. Grades K-3: A student has failed one (1) grade;
  - b. Grades 4-12: A student has failed two (2) grades;
  - c. A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year;
  - d. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment; or
  - e. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.
8. Referrals to the TST must be made within the first twenty (20) school days of a school year if the student meets any of the criteria a-e stated above in Paragraph 7.
9. School districts must complete, at a minimum, documentation as required for all students in Tier 2 or Tier 3. All Tier 3 documentation must accompany the student's cumulative folder upon promotion or transfer to a new school.

**Source: Miss. Code Ann. § 37-177-1, et seq., (Act) (Revised 8/2016)**

**PARENT INVITATION RESPONSE FORM  
NOTICE OF TEACHER SUPPORT TEAM MEETING  
Quitman School District**

Name of Child: \_\_\_\_\_ School: (circle one) QLE QUE QJH QHS

Please check the appropriate statement(s) below and return this form as soon as possible.

- I will attend the meeting at the scheduled time.
  
- I will not be able to attend the meeting in person, but would like to participate via telephone. Please contact me at \_\_\_\_\_ (phone number) at the scheduled meeting time.
  
- I do not wish to participate in the meeting. Please conduct the meeting without me.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

-----  
Please return this form to:

\_\_\_\_\_  
Name/Title

\_\_\_\_\_  
School

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone Number

**PARENT INVITATION RESPONSE FORM  
NOTICE OF TEACHER SUPPORT TEAM MEETING  
Quitman School District**

**Name of Child:** \_\_\_\_\_ **School:** (circle one) **QLE** **QUE** **QJH**  
**QHS**

**Please check the appropriate statement(s) below and return this form as soon as possible.**

- I will attend the meeting at the scheduled time.**
- I will not be able to attend the meeting in person, but would like to participate via telephone. Please contact me at \_\_\_\_\_(phone number) at the scheduled meeting time.**
- I do not wish to participate in the meeting. Please conduct the meeting without me.**

\_\_\_\_\_  
**Parent Signature**

\_\_\_\_\_  
**Date**

-----  
**Please return this form to:**

\_\_\_\_\_  
**Name/Title**

\_\_\_\_\_  
**School**

\_\_\_\_\_  
**Address**

\_\_\_\_\_  
**Phone Number**

# *Behavior*

## Introduction – Tools and Resources

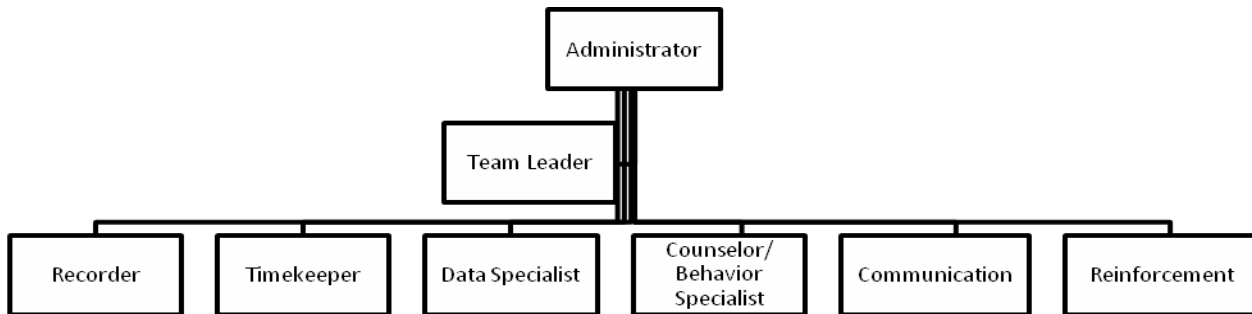
The purpose of this section is to provide information about tools and resources for implementing intervention with integrity. Interventions should be implemented and documented by trained staff/personal according to a protocol with a set goal. The most common effective researched based inventions used along with routine positive behavior strategies include the following:

- **Behavior Contracts** – simple positive-reinforcement intervention that spells out in detail the expectations of student and teacher (and sometimes parents). The students are usually motivated by having input into the conditions that are established within the contract for earning rewards.  
(<http://www.interventioncentral.org>)
- **Check In Check Out** – designed to provide support and monitoring for students at-risk of developing serious or chronic behavior problems. Characteristics of students who are good candidates for Check-in/Check-out have adult attention seeking behaviors, problem behavior throughout multiple settings, and mild acting out that is not a threat to self or others. (Horner, Hawkin, as cited by REACH MS)
- **Check and Connect (CNC)** – similar to Check-in Check out; however, the goal is to catch students early who are in need of extra support and provide them with more frequent feedback. (Check-n-Connect Handbook, Chris Borgmeier)
- **Mentoring** – a strategy for helping young people succeed in school, work, and life. It helps give young people the confidence, resources, and support they need to achieve their potential. But, these positive outcomes are only possible when young people are engaged in high-quality mentoring relationships. (“Effective Practice for Mentoring”, 3<sup>rd</sup> ed.)
- **Social Skills Training** – comprised of two essential elements: a teaching process and a universal language or set of steps. Interventions can be implemented at a school-wide, specific setting, classroom, or individual level, but at all levels the emphasis is on teaching the desired skill, not punishing negative behaviors. (<http://www.nasponline.org>)
- **Counseling** – prepares students for the challenges of the 21st century through academic, career, and personal/social development. The school counseling programs strive to be developmental/preventative, comprehensive, data driven, curriculum based, and implemented by professional school counselors.

According to the proposed protocol for each intervention and the specific area there are identified goals set by the behavior teams. Guided by the components, schedules are set with details relating to the number of sessions per week, length of sessions, where the intervention will take place, etc. After the timeline is set according to the guidelines of the designated intervention, data collection and graphing are completed. The behaviour team will then meet and review/ evaluate progress.

## Tier 1 - Behavior PBIS Team

At Tier 1, the support team is known as Positive Behavior Intervention and Support (PBIS) or School Wide-PBIS team. Everyone is on the PBIS team. It consists of a core team. The PBIS core team coordinates the implementation of RtI for Tier 1. Each core member has a specific role and responsibility.

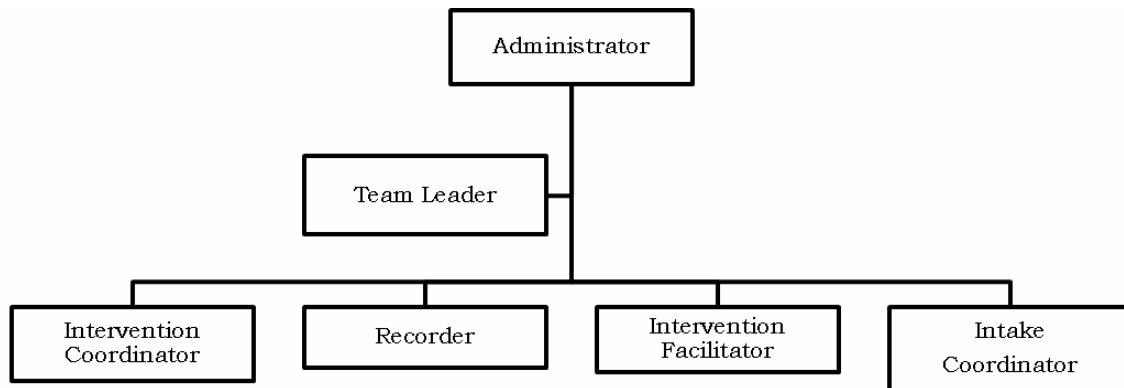


Role	Responsibilities
Team Leader	facilitates meeting by reviewing purpose and keeping the team focused on the task
Administrator	assimilate PBIS into existing school efforts plays an active role in the PBIS change process and communicates this commitment identifies how to free staff for participation on the PBIS team
Recorder	transcribes the team’s responses on flip chart paper, transparency, or team agenda/minutes form
Timekeeper	monitors the amount of time available and keeps the team aware of time limits by prompting (i.e., “10 minutes left”)
Data Specialist	trained in entering and accessing data from the discipline data management system
Counselor/Behavior Specialist	competent with behavioral principles and assists in analyzing data
Communications	acts as the point person for communication between the team and staff regarding PBIS and behavior issues
Reinforcement Member	Reports back to core team regarding reinforcement activities



## Tier 2 - Behavior Behavior Support Team

The Tier 2 support team is known as the behavior support team. Although members of this team may vary, it consists of a core team. The behavior support team coordinates the implementation of the RtI process for Tier 2. Each core member has a specific roles and responsibility.

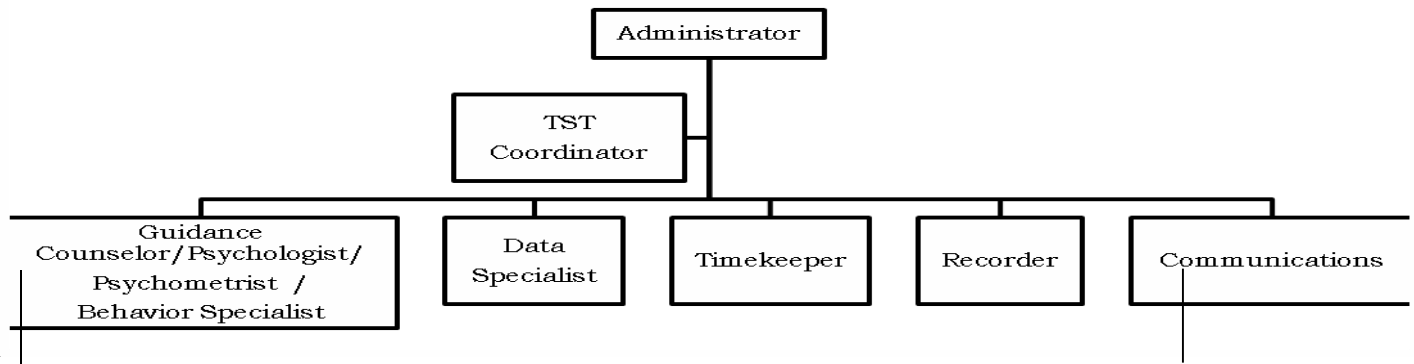


Role	Responsibilities
Team Leader	<ol style="list-style-type: none"> <li>1. Develops meeting agenda</li> <li>2. Leads team meetings</li> <li>3. Works with data Intervention Coordinator to identify priority students who will be discussed during team meeting</li> </ol>
Administrator	<ol style="list-style-type: none"> <li>1. Supports process by attending meetings,</li> <li>2. Restructures resources, (time and staff)</li> <li>3. Communicates with faculty, staff and family members about the process</li> </ol>
Intervention Coordinator (May be more than one person)	<ol style="list-style-type: none"> <li>1. Establishes and manages logistics of intervention (e.g., location, personnel, etc.)</li> <li>2. Assist with progress monitoring data</li> <li>3. Reports student progress during meetings</li> <li>4. Works with Team Leader to identify priority students who will be discussed during team meetings</li> </ol>
Recorder	<ol style="list-style-type: none"> <li>1. Notify/remind team members of meeting time and location.</li> <li>2. Keeps minutes of decisions/actions/tasks including students eligible, intervention applied and results of intervention</li> </ol>
Intervention Facilitator	<ol style="list-style-type: none"> <li>1. Introduces new staff, students and parents</li> <li>2. Provides intervention to student</li> <li>3. Provides feedback of progress to participating student, faculty , staff and family members</li> </ol>
Intake Coordinator	<ol style="list-style-type: none"> <li>1. Accepts new referrals for Tier 2 support</li> <li>2. Conducts staff and student interviews</li> <li>3. Gathers additional information if needed Presents student information at team meeting and helps team synthesis information to make intervention decision</li> </ol>

Adapted from Crone, D.A., Horner, R.H., & Hawken, L.S. (2004)

## Tier 3 - Behavior TST

At Tier 3, the support team is known as the Teacher Support Team (TST). Although members of this team may vary, it consists of a core team. The TST coordinates the implementation of the RtI process for Tier 3. Each core member has a specific roles and responsibility.



Role	Responsibilities
Administrator	<ul style="list-style-type: none"> <li>▪ Coordinates process at building level</li> <li>▪ Provides training and technical assistance</li> <li>▪ Coordinates instructional services</li> <li>▪ Gathers information and organizes the presentation of data</li> <li>▪ Documents the meeting and maintains the TST record keeping process</li> <li>▪ Develops time frames and schedules meetings</li> <li>▪ Manages progress monitoring data to ascertain intervention effectiveness</li> </ul>
TST Chair/ Coordinator	<ul style="list-style-type: none"> <li>▪ Sets tone of commitment for the process</li> <li>▪ Organizes professional staffs schedules to allow process to happen</li> <li>▪ Coordinates duties of team members</li> <li>▪ Schedules, convenes meetings</li> <li>▪ Ensures parent notification is sent and they are part of the process</li> <li>▪ Delegates other responsibilities</li> </ul>
Behavior Specialist May also include: <i>Guidance Counselor</i> <i>Psychologist</i> / <i>Psychometrist</i>	<ul style="list-style-type: none"> <li>▪ Conducts Functional Behavior Assessment</li> <li>▪ Consults with teachers, administration, family members and student</li> <li>▪ Conducts student observation</li> <li>▪ Coordinates designing and implementing behavior intervention plan</li> <li>▪ Provides professional development and technical assistance</li> </ul>
Data Specialist	Trained in entering and accessing data from the discipline data management system
Timekeeper	Monitors the amount of time available and keeps the team aware of time limits by prompting (i.e., “10 minutes left”)
Recorder	Transcribes the team’s responses on a team agenda/minutes form
Communications	Acts as the point person for communication between the team and staff regarding PBIS and behavior issues



### Post Teacher Nomination Data Review

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Teacher Nominated: \_\_\_1<sup>st</sup> Screening \_\_\_2<sup>nd</sup> Screening \_\_\_3<sup>rd</sup> Screening

Date of Nomination: \_\_\_\_\_

#### Data Decision:

Student will: \_\_\_\_\_Remain in Tier I

Student will receive support in: \_\_\_\_\_Tier II \_\_\_\_\_Tier III

#### Data Decision is based on:

- Attendance
- ODRs – Data Decision Rules
- Teacher Nomination
- “Big 5 Data”
- Academic Grades
- Other: \_\_\_\_\_

Other: \_\_\_\_\_

#### Interventions for Tier II and Tier III:

- Behavior Contract
- Check-In/Check-Out
- Check and Connect
- Conflict Resolution
- Conduct FBA/BIP
- Social Skills
- Other: \_\_\_\_\_

#### Tier II Data will be reviewed in:

- 4 weeks
- 6 weeks
- 8 weeks

#### Interventions for Tier I:

- Behavior Contract
- Social Skills Training
- Conflict Resolution Training

#### Tier III Data will be reviewed in:

- 4 weeks
- 8 weeks
- 12 weeks
- 16 weeks

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### Team Members:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Quitman School District*  
**Behavior -Teacher Nomination Form**

**Directions:** Teachers **please read carefully** the information below and think about the students you teach.

Examples of <b>Externalizing</b> Types of Negative Behavior	*Int. Pg	Examples of <b>Internalizing</b> Types of Behavior	*Int. Pg
A. Displaying aggression towards objects or persons; physically hurts other students.	474	A. Low or restricted activity levels; not independent	116
B. Arguing or defying the teacher	PBIS World	B. Appears to be bored or disinterested in daily activities; pessimistic	144
C. Out of seat or calling out – disturbing others; interrupts the teacher or other students.	242	C. Avoids or has difficulty discussing personal problems	146
D. Non-compliance with teacher instruction or requests; not following school/classroom rules.	639	D. Avoidance or withdrawal from social situations	111
E. Tantrums / Out of Control	PBIS World	E. Becomes pale (may vomit) when anxious or frightened.	148
F. Hyperactive behavior to the point of non-completion of assignments or failure to turn in assignments.	PBIS World	F. Acting in a fearful manner; afraid of new situations or changes in routine.	122
G. Steals or forcibly takes things from other students.	654	G. Cries in response to personal or school situations	157
H. Confrontational / Defensive	PBIS World	H. Complains of physical discomfort	152
I. Fights with other students	339	I. Avoids participation in games and activities that are interesting to other students.	186
J. Reacts physically in response to excitement, disappointment, surprise, fear, etc.	129	J. Blames self or others for situations beyond his/her control	150
K. Agitates and provokes peers to a level of verbal or physical assault	470	K. Deliberately hurts self.	160
L. Sleeps during school.	559	L. Excessive fatigue, loss of appetite	197 199
M. Does not interact appropriately in group situations	270	M. Says he/she would be better off dead; expresses thoughts of death	208 233

\*Interventions can be found on these pages in: Behavior Intervention Manual – Goals, Objectives, and Intervention Strategies, Hawthorne Educational Services  
 \*PBISWorld.com July 1, 2019

## Teacher Nomination Form

**School/Grade:** \_\_\_\_\_ / \_\_\_\_\_      **\_\_\_1<sup>st</sup> \_\_\_2<sup>nd</sup> \_\_\_3<sup>rd</sup> \_\_\_4<sup>th</sup> Nine Weeks**      **Date:** \_\_\_\_\_

Identify any students that exhibit any externalizing or internalizing behaviors below. Remember you will need documentation to support the students you list. (Daily behavior logs, completed tracking forms, Check in / Check Out, Check & Connect, and etc.) After the students name, please put the letter of the behavior exhibited. This form can be completed as a **departmental group or grade level team**. All members must sign.

**Please do not place any student that receives services from special education or any general education student that has a current FBA/BIP that is being implemented at this time.**

Externalizing Students	Letter of Behavior	Internalizing Students	Letter of Behavior
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	
9.		9.	
10.		10.	

PLC Team Members:


<b>Comments from teacher(s):</b> (may use the back)

*“The mission of the Quitman School District to provide a quality educational program that recognizes the individuality of each student.*”