

# Response to Intervention Handbook



2015-2016

Protocols and resources for serving all students

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**2015-2016**  
**SCCSD Response to Intervention Handbook**

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MDE Multi- Tiered Systems of Support and  
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## STATE BOARD POLICY Intervention Process

*State Board Policy 4300 Intervention Adopted:  
January 2005*

*Revised: September 2015*

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. research 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. through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
    - c. through 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 1-3: 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; OR
  - d. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment.
  - 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-~~ stated above in Paragraph

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



## **VISION/MISSION STATEMENT/GOALS OF RTI**

### **SCCSD Vision for RtI (Multi-tiered Levels of Support):**

To provide a district-wide process that provides prevention, early intervention services and appropriate instructional practices to ensure academic progress and success for all students. The district wide process will include frequent assessment of student performance, data-based decision making, and the use of a multi system of supports.

### **SCCSD Mission Statement for RtI Plan:**

Through the RtI model developed, SCCSD will provide high-quality instruction and appropriate academic and behavioral interventions to meet the needs of each individual student. Teachers and support staff will monitor the rate at which students learn and the level at which they perform. Teachers and support staff will use student performance data to make decisions about instruction, goals, eligibility for special education programs and services, and other critical educational decisions across general and remedial education.

### **RtI General Goals:**

- Improve student achievement
- Provide early interventions to struggling students
- To be proactive rather than reactive
- Make decisions based on the use of student data
- Improve communication for all stakeholders
- Provide teachers support through resources and training
- Decrease number of special education referrals

### **RtI Academic Goals:**

- Increase the number of students that meet or exceed state standards
- Improve student performance on local assessments
- Increase graduation rate
- Decrease number of failures per class
- Decrease the dropout rate

### **RtI Behavioral Goals:**

- Improve on task behavior
- Decrease the number of behavior referrals
- Decrease the number of suspensions/expulsions

# RESPONSE TO INTERVENTION OVERVIEW

## What is Response to Intervention (RtI)?

Response to Intervention is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals, and applying student response data to important educational decisions.

**Seven key components of RtI** will build the foundation for the multi-tiered system of supports. The following components will serve as the framework for the district plan to support student achievement:

- Universal screening
- Progress monitoring
- Tiered service delivery
- Data-based decision making
- Parent involvement
- Fidelity of implementation
- Professional development

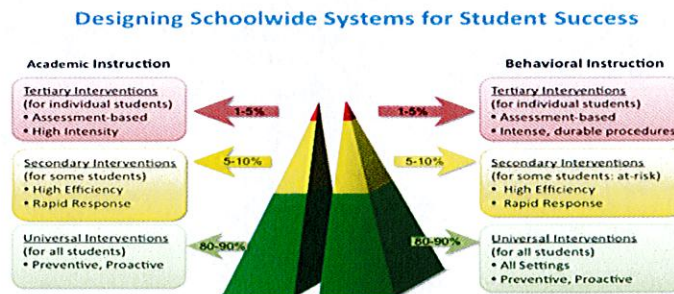
## How Response to Intervention works?

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RtI, school identify students at risk for poor performance on learning outcomes through universal screening of core content, monitoring student progress, and providing evidence-based interventions, while adjusting the intensity and nature of those interventions depending on a student's responsiveness.

**Universal screening** identifies students who need instructional and behavioral support through interventions. All students are screened as per district assessment plan to assess knowledge and skills.

**Progress monitoring** allows an instructional team to identify student needs and tailor instruction based upon knowledge of student skills. Monitoring uses skill specific curriculum based probes to access the progress of students in Tier II and Tier III after direct instruction is delivered.

## Tiered Service delivery



**Research-based intervention** refers to preferential use of interventions for which systematic empirical research has provided evidence of statistically significant effectiveness as treatments for specific problems. This is an approach which tries to specify the way in which professionals or other decision-makers should make decisions by identifying such evidence that there may be for a practice and rating it according to how scientifically sound it may be. Its goal is to eliminate unsound or excessively risky practices in favor of those that have better outcomes.

**Data- based Decision Making** – Student data is utilized to make decisions for services rendered through the tiered process. A variety of data sources are used along with teacher records and professional judgment when considering placement or removal of students within the intervention model.

**Parental Involvement** – Parents will be provide information about their children's needs, the interventions that are being used, who is delivering this instruction, and the academic progress expected for their child.

**Fidelity Implementation-** Fidelity is defined by Oxford dictionary as faithfulness to a person, cause, or belief, demonstrated by continuing loyalty and support. The RtI process must be implemented with fidelity implementing interventions determined by valid research.

**Professional Development** will be provided, through job-embedded, in-district, and external professional opportunities that address relevant areas essential to effective implementation of the Response to Intervention process and best practices to deliver quality instruction.

# Response to Intervention Process

Population Served	Required Steps to Follow	Person Responsible for Data Collection (For Each Step in Column III)
ALL students in Tier I	<ol style="list-style-type: none"> <li>1. Complete universal screening in ELA and Math (elementary and middle schools)</li> <li>2. Complete universal screening in Biology I, U.S. History, English II, and Algebra I</li> <li>3. Provide Interventions and Differentiation (Refer to Appendix G)</li> </ol>	Classroom Teacher
Students in General Education in Tier II	<ol style="list-style-type: none"> <li>1. Complete Section 1 A</li> <li>2. Complete Section 1B</li> <li>3. Complete Section 2A &amp; 2B</li> <li>4. Complete Appendix A</li> <li>5. Complete Appendix D</li> <li>6. Complete Appendix F</li> <li>7. Provide Interventions (Refer to 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> <li>5. Classroom Teacher/Interventionist</li> <li>6. Classroom Teacher/Interventionist</li> </ol> <p>*NOTE: Complete checklist for Pre-K students only if needed</p>
Students in General Education in Tier III	<ol style="list-style-type: none"> <li>1. Complete Section 1 A</li> <li>2. Complete Section 1B</li> <li>3. Complete Section 2A &amp; 2B</li> <li>4. Complete Section 3A</li> <li>5. Complete Section 3B &amp; 3C</li> <li>6. Complete Appendix A</li> <li>7. Complete Appendix D</li> <li>8. Provide Interventions (Refer to 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> <li>5. Classroom Teacher/TST (Skip IEP Section)</li> <li>6. Classroom Teacher/Interventionist (Complete social emotional/behavior checklist only if behavior is identified as deficit area)</li> <li>7. Classroom Teacher/Interventionist</li> </ol>
Students in Special Education in Intensive Interventions	<ol style="list-style-type: none"> <li>1. Complete Section 1A</li> <li>2. Complete Section 1B</li> <li>3. Complete Sections 3B &amp; 3C</li> <li>4. Complete Appendix D</li> <li>5. Complete Appendix E</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom Teacher/Counselor</li> <li>2. School Administrator</li> <li>3. Classroom Teacher/TST/IEP Team</li> <li>4. Classroom Teacher/TST/IEP Team</li> <li>5. Classroom Teacher/ Interventionist</li> </ol> <p>* Note: Complete only if 3<sup>rd</sup> grade student</p>

(K-4)		applying for Good Cause Exemption
Students with Dyslexia	<ol style="list-style-type: none"> <li>1. Complete Section 1A</li> <li>2. Complete Section 1B</li> <li>3. Complete Sections 2A &amp; 2B</li> <li>4. Complete Section 3A</li> <li>5. Complete Sections 3B &amp; 3C</li> <li>6. Complete Appendix C</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> <li>6. Teacher and Parent</li> </ol>
English Language Learners (ELL)	<ol style="list-style-type: none"> <li>1. Complete Section 1A</li> <li>2. Complete Section 1B</li> <li>3. Complete Appendix B</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom Teacher/Counselor</li> <li>2. School Administrator</li> <li>3. ELL Teacher</li> </ol>



# MTSS FLOWCHART FOR PRE-K - 12

**TIER I**

- ALL Students receive High Quality Classroom Instruction and supports for Academic and Behavior
- Universal Screener
- Curriculum aligned to state standards
- Differentiated Instruction
- **Students not successful at Tier I should move to Tier II**

**TIER II**

- ALL Students receive High Quality Classroom Instruction and supports for Academic and Behavior
- Supplemental Instruction for identified skill deficits
- Progress Monitoring
- **Differentiated Instruction**
- **Students successful in Tier II may continue in Tier II or return to Tier I**
- Students not successful in Tier II should be referred to the Teacher Support Team (TST) for Tier III supports

**TIER III**

- ALL Students receive High Quality Classroom Instruction and supports for Academic and Behavior
- Intensive Intervention for multiple identified skill deficits
- Progress Monitoring
- Differentiated Instruction
- **Student successful in Tier III may: continue Tier III, return to Tier II, return to Tier I.**
- **Students not successful at Tier III may: continue Tier III with an additional intervention attempted or be referred for Child Find to identify and evaluate the need for special education services.**

**CHILD FIND**

- **Students suspected of having a disability continue to receive High Quality Classroom Instruction and supports for Academic and Behavior**
- Request for comprehensive assessments for children suspected of having a disability should be made immediately to: the Special Education Director, another school administrator, or the Multidisciplinary Evaluation Team.
- Written consent for the evaluation must be obtained from the parent prior to the assessment.
- The MTSS Process can not be used to deny nor to delay the appropriate evaluation of a child suspected of having a disability.
- Special Education does not require all students go through the MTSS Process prior to a comprehensive assessment.
- **Students eligible for special education services will have an Individualized Educational Plan (IEP) put in place.**
- **Students not eligible for an IEP will return to the MTSS process and may be eligible for a 504.**





# Multi-Tiered System of Supports Documentation Packet

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**Intervention Services  
Office of Elementary Education and Reading  
Published 2015**

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**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. 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: Pre-K Student Profile or K-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 1B: Tier I High-Quality Classroom Observation** – Includes elements of Tier I instruction aligned to the M-STAR Teacher Evaluation Domains and Standards that 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: Tier II (Supplemental Instruction) Documentation** – Provides an efficient means of collecting and documenting information regarding classroom instruction, progress monitoring, parent notification, supplemental instruction, and social/behavioral interventions used to support and extend the critical elements of core instruction.
- **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: 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.

**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 Interview Form 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: Literacy-Based Promotion Act Documentation** – Provides 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 F: *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.



## Recommendations for Documentation

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

Special Population Served	Required Components	Recommended Data Collector
<b>Students in General Education</b>  <b>Tier II</b>	<ol style="list-style-type: none"> <li>1. Section 1A</li> <li>2. Section 1B</li> <li>3. Section 2A &amp; 2B</li> <li>4. Appendix A</li>   <li>5. Appendix D</li> <li>6. 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 * NOTE: Complete social emotional/behavior checklist only if needed</li> <li>5. Classroom Teacher/Interventionist</li> <li>6. Classroom Teacher/Interventionist * NOTE: Complete checklist for Pre-K students only if needed</li> </ol>
<b>Students in General Education</b>  <b>Tier III</b>	<ol style="list-style-type: none"> <li>1. Section 1A</li> <li>2. Section 1B</li> <li>3. Section 2A &amp; 2B</li> <li>4. Section 3A</li> <li>5. Section 3B &amp; 3C</li>   <li>6. Appendix A</li>   <li>7. Appendix D</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 * NOTE: Skip IEP section</li> <li>6. Classroom Teacher/Interventionist * NOTE: Complete social emotional/behavior checklist only if behavior is identified as deficit area.</li> <li>7. Classroom Teacher/Interventionist</li> </ol>
<b>Students in Special Education</b>  <b>Intensive Interventions</b> <b>K-4</b>	<ol style="list-style-type: none"> <li>1. Section 1A</li> <li>2. Section 1B</li> <li>3. Section 3B &amp; 3C</li>   <li>4. Appendix D</li> <li>5. Appendix E</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom Teacher/Counselor</li> <li>2. School Administrator</li> <li>3. Classroom Teacher/TST/IEP Team * NOTE: Include IEP section Template</li> <li>4. Classroom Teacher/ TST/IEP Team</li> <li>5. Classroom Teacher/Interventionist *Note: Complete only if 3<sup>rd</sup> grade student applying for Good Cause Exemption</li> </ol>
<b>Students with Dyslexia</b>	<ol style="list-style-type: none"> <li>1. Section 1A</li> <li>2. Section 1B</li> <li>3. Section 2A &amp; 2B</li> <li>4. Section 3A</li> <li>5. Section 3B &amp; 3C</li> <li>6. Appendix C</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> <li>6. Teacher and Parent</li> </ol>
<b>English Language Learners (ELL)</b>	<ol style="list-style-type: none"> <li>1. Section 1A</li> <li>2. Section 1B</li> <li>3. Appendix B</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom Teacher/Counselor</li> <li>2. School Administrator</li> <li>3. ELL Teacher</li> </ol>

# Section

# 1A

## ***Pre-K Student Profile or K-12 Student Profile***

*Collects student information to help determine recommendations for interventions, screenings, assessments, and classroom instruction. Must be on file for all students receive academic or behavioral interventions.*



Section 1A: Pre-K Student Profile		Student Name:	
MSIS Number/ID:	School/Site:	District:	
Date of Birth:	Teacher:	Gender:	Race:
Parent/Guardian Name:		Phone:	Email:
Street Address:			

**College and Career Readiness Anchor Standards Performance**

*Instructions:* Indicate the total number of performance standards that were indicated as code 1 (needs development) in each domain on the College and Career Readiness Anchor Standards Observational and Performance Based Checklist for Four Year Old Children (Appendix F)

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

**Behavior**

*Instructions:* Check if documentation is applicable & 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  
\_\_\_\_\_

**Attendance**

School Year	Days Present / Absent
_____	_____ / _____
_____	_____ / _____
_____	_____ / _____

List last 3 schools attended and dates.

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

**Special Population**

*Instructions:* Check if applicable to student.

Special Education / IEP  
- Initial Eligibility Date: \_\_\_\_\_  
- Eligibility Category: \_\_\_\_\_

504

ELL ([Appendix B](#))

Other \_\_\_\_\_

**Kindergarten Readiness Assessment Scores**

*Instructions:* 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		

**Screeener(s)**

*Instructions:* 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		

**Hearing/Vision Screener**

Hearing		Vision	
Date		Date	
Pass/Fail		Pass/Fail	

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Screener Name: \_\_\_\_\_

Recommended Cut Score: \_\_\_\_\_

Date	Score		

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Screener Name: \_\_\_\_\_

Recommended Cut Score: \_\_\_\_\_

Date	Score		

Form Completed By: \_\_\_\_\_ Date of Completion: \_\_\_\_\_

Date	Score		



Section 1A: K-12 Student Profile		Student Name:	
MSIS Number:	School:	District:	
Date of Birth:	Grade Level:	Gender:	Race:
Parent/Guardian Name:		Phone:	Email:
Street Address:			

**Course Performance**

*Instructions: If student is elementary: Indicate recent term grades in this table.*

Academic Area	T1	T2	T3	T4	Final
Reading					
Mathematics					
Science					
Social Studies					
Language Arts					

*Instructions: If student is secondary: Indicate recent SATP course grades.*

Academic Area	T1	T2	T3	T4	Final
Algebra I					
English II					
Biology					
U.S. History					

**Behavior**

*Instructions: Check if documentation is applicable & available.*

Social Emotional Issues ([Appendix A](#))

Discipline Record

Total Number of Discipline Reports: \_\_\_\_\_

Total Number of Suspensions: \_\_\_\_\_

In School: \_\_\_\_\_

Out of School: \_\_\_\_\_

Additional behaviors that may impact performance

**Attendance**

School Year	Days Present	/	Absent
_____	_____	/	_____
_____	_____	/	_____
_____	_____	/	_____

List last 3 schools attended and dates.

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**Retention**

*Instructions: If applicable, indicate grade(s) and school year(s) below.*

Grade	School Year
_____	_____
_____	_____
_____	_____

**Special Population**

*Instructions: Check if applicable to student.*

Special Education / IEP

- Initial Eligibility Date: \_\_\_\_\_

- Eligibility Category: \_\_\_\_\_

504

ELL ([Appendix B](#))

Dyslexia

Other \_\_\_\_\_

**Literacy-Based Promotion Act**

*Instructions: Complete this section only if the student completed 3rd grade after implementation of Literacy-Based Promotion Act (2014-2015)*

Attempts	Date	Score
1 <sup>st</sup> Attempt		
1 <sup>st</sup> Retest		
2 <sup>nd</sup> Retest		

(If the student fails all three attempts, reference [Appendix E](#) to see if student qualifies for Good Cause Exemptions)

**Universal Screener (K-8)**

*Instructions: Indicate score and screener used for each.*

**Reading**

Fall	
Winter	
Spring	

**Math**

Fall	
Winter	
Spring	

**Behavior**

Fall	
Winter	
Spring	

**Universal Screener (9 - 12)**

**Algebra 1**

Test Date:	Score:

**English II**

Test Date:	Score:

**Biology**

Test Date:	Score:

**U.S. History**

Test Date:	Score:

**Reading**

Test Date:	Score:

**Dyslexia Screener**

*Instructions: Indicate pass/fail and date of screening. If the student fails, begin interventions.*

	<b>K</b>		
	1 <sup>st</sup>		

**K-Readiness Assessment**  
Recommended Score: 530

Scale Score	Date

**Hearing/Vision Screener**

Hearing		Vision	
Date		Date	
Pass/Fail		Pass/Fail	

Form Completed By:	Date of Completion:	If additional district screener(s) were used, please attach student score reports.
		If additional district screener(s) were used, please attach student score reports.

# Section

# 1B

## *Tier I High Quality Classroom Observation*

*Observation of Tier I instruction aligned to the M-STAR Teacher Evaluation Domains and Standards that should be observed and verified by a school administrator.*



### Section 1B: Tier I High-Quality Classroom Observation Form ( Aligned with MSTAR)

*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 a minimum of three (3) times per school year. 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 material. <b>Domain 3, Standard 8</b> <input type="checkbox"/> Content is at instructional level. <b>Domain 3, Standard 8</b> <input type="checkbox"/> Students answering questions correctly. <b>Domain 3, Standard 9</b> <input type="checkbox"/> Students ask questions. <b>Domain 4, Standard 13</b> <input type="checkbox"/> Teacher communicates expectations of lesson. <b>Domain 3, Standard 11</b> <input type="checkbox"/> Teacher questioning measures students' understanding of the prerequisite concepts. <b>Domain 3, Standard 7</b> <input type="checkbox"/> Teacher questioning measures students' understanding of new concepts <b>Domain 3, Standard 9</b> <input type="checkbox"/> Teacher encourages students to think critically concerning previous concepts. <b>Domain 3, Standard 9</b> <input type="checkbox"/> Teacher encourages students to think critically concerning new concepts. <b>Domain 3, Standard 9</b> <input type="checkbox"/> Teacher reviews prerequisite knowledge needed for the lesson. <b>Domain 3, Standard 7</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 3, Standard 7 ( mostly measured in planning domain)</b> <input type="checkbox"/> Teacher engagement with students varies as the needs of the students differ. <b>Domain 3, Standard 8</b> <input type="checkbox"/> Teacher provides guided practice and modeling in learning new concepts. <b>Domain 3, Standard 10</b> <input type="checkbox"/> Teacher uses concepts to support instruction (i.e., broad based ideas or principles). <b>Domain 3, Standard 7</b> <input type="checkbox"/> Teacher uses content to support instruction (i.e., incremental steps to an objective). <b>Domain 3, Standard 7</b> <input type="checkbox"/> Teacher groups students to work on instructional component. <b>Domain 3, Standard 8</b> <input type="checkbox"/> Teacher provides prompt feedback to students concerning performance. <b>(Addressed in Domain 5 – not observed domain) Domain 3, Standard 9</b> <input type="checkbox"/> Teacher assists students in preparation for assignments, long-range projects, and tests. <b>Domain 4, Standard 15</b>	<input type="checkbox"/> Use of smooth transitions: providing transition activities for students. <b>Domain 4, Standard 14</b> <input type="checkbox"/> Rules are communicated in the classroom. <b>Domain 4, Standard 16</b> <input type="checkbox"/> Procedures are communicated in the classroom. <b>Domain 3, Standard 11</b> <input type="checkbox"/> Use of active supervision component: scanning to monitor student behavior. <b>Domain 4, Standard 16</b> <input type="checkbox"/> Use of active supervision component: moving around the room to monitor student behavior. <b>Domain 4, Standard 11 and 16</b> <input type="checkbox"/> Use of active supervision component: interacting to monitor student behavior. <b>Domain 4, Standard 16</b> <input type="checkbox"/> Consequences for positive behavior. <b>Domain 4, Standard 16</b> <input type="checkbox"/> Consequences for negative behavior. <b>Domain 4, Standard 16</b>

### Observation Summary

*Instructions:* School administrators, check the appropriate box below and identify recommendations if needed.

- Teacher demonstrated traits of high-quality classroom instruction.
- Teacher demonstrated some traits of high-quality classroom instruction, and should implement the following recommendation(s) to enhance Tier I Instruction:

Description of recommendation(s):	Date to begin recommendation(s):
	Date to evaluate recommendation(s):

# Section

# 2 A & 2B

## ***Tier II (Supplemental Instruction) Documentation***

***Collection and documentation information regarding classroom instruction, progress monitoring, parent notification, supplemental instruction, and social/behavioral interventions.***



## Section 2A: Tier II (Supplemental Instruction) Documentation

*Instructions:* Teachers should complete this form for each student that did not respond to Tier I instruction. For students receiving more than one intervention in multiple academic or behavioral areas, teachers can duplicate this form.

### Details of Intervention:

Visit [www.mde.k12.ms.us/intervention](http://www.mde.k12.ms.us/intervention) *RtI Resource Links* for suggested strategies.

Student name:		Describe supplemental and/or small group strategies utilized – should be evidenced-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:				
Intervention start date:	Duration of intervention (in weeks):	Frequency of intervention:	Frequency of progress monitoring (Section 2B):	
			(MDE recommendation: 2x per month)	
Name(s) and role(s) of individual(s) responsible for delivering intervention(s):			Based on progress monitoring data (Section 2B), student progress will be cumulatively reviewed on:	
			(MDE policy: no later than 8 weeks after start date)	

### Parental Notification:

Parent(s) notified of Tier II intervention (circle one): **Yes / No**

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

(For parent letter template, see Appendix D)

### Integrity Checks for Tier II Intervention(s)

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

**Integrity Check #1**      Date: \_\_\_\_\_

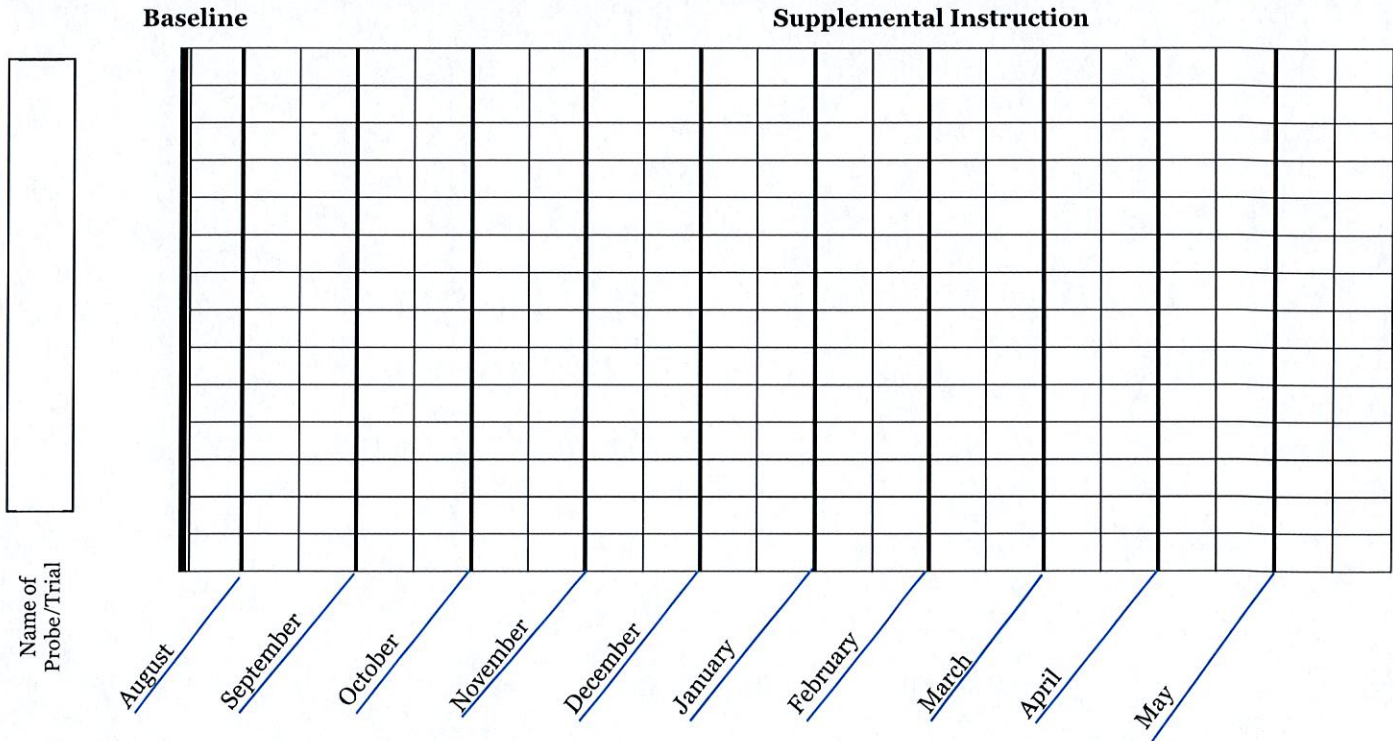
**Integrity Check #2**      Date: \_\_\_\_\_

<input type="checkbox"/> The intervention is described in specific, measurable terms that can be progress monitored and evaluated. <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.	<input type="checkbox"/> The intervention is described in specific, measurable terms that can be progress monitored and evaluated. <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.
(Signature and title of person completing integrity check)	(Signature and title of person completing integrity check)



**Section 2B: Progress Monitoring and Evaluation for Tier II Interventions**

*Instructions:* Teachers should complete progress monitoring for interventions. 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.



**Documented Reviews for Tier II**

*NOTE:* MDE policy requires two (2) Tier II documented reviews, with the first documented review conducted no later than five (4) weeks after implementation and the cumulative documented review no later than 8 weeks after implementation.

*Instructions:* Teachers, 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.

**1<sup>st</sup> Documented Review:** Date: \_\_\_\_\_ Sufficient Progress Made? (circle one): **Yes / No**  
 (to be completed no later than 4 weeks after starting intervention) (if no, an additional intervention form should be completed)

**Cumulative Documented Review:** Date: \_\_\_\_\_ Sufficient Progress Made? (circle one): **Yes / No**  
 (to be completed no later than 8 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 Tier 1 (core instruction).	<input type="checkbox"/> Adequate progress <b>was not</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 & 2B - 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 consideration. (Complete Section 3A - TST Referral and Meeting form and attach documentation.
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# Section

# 3A

## *Teacher Support Team Referral and Meeting*

*Requesting recommendation further supports needed due to student's lack of progress with Tier II interventions, and documentation of meetings held and decisions made by the TST.*



### Section 3A: Teacher Support Team Referral and Meeting

*Instructions:* Teachers, complete this form if progress monitoring data does not show adequate student progress at the end of the scheduled Tier II intervention(s) and further support is needed. Attach completed Section 1A, 1B, 2A & 2B

#### TO: Teacher Support Team Chair or LSC

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 4300. 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 1–3: Student has failed one grade.
- Grades 4–12: Student has failed two grades.
- Student failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year.
- Student scored at the “lowest level” on the grade 3 or grade 7 state assessment.
- A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act. (Attach Appendix E)

Signature of teacher submitting referral:	Signature of TST Chair acknowledging receipt:	Date of receipt of referral:	Date of TST Meeting to discuss referral (must be within 2 weeks):
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#### Referral Meeting Details:

NOTE: By signing here, TST members 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	Title
	Principal

#### 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: Reading _____ / Math _____ Language Arts _____ / Other _____</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 (Multidisciplinary Evaluation Team chairperson will determine meeting date.)</li> </ul>
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# Section 3B & 3C

## ***Tier III (Intensive Intervention) Documentation***

***Collection and documentation of information regarding intensive interventions and progress monitoring for all students who fail to improve to Tier I and Tier II instruction and supports.***



<b>Section 3B: Tier III (Intensive Intervention) Documentation</b>	TST Referral Date:	Initial Eligibility Date:
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**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 4<sup>th</sup> grade students requiring Intensive Intervention after a Good Cause Exemption promotion or for Intensive Reading Interventions for Special Education students (K-4) and English Language Learners (ELLs).

**Details of Intervention:** Visit [www.mde.k12.ms.us/intervention](http://www.mde.k12.ms.us/intervention) *RtI Resource Links* for suggested strategies.

Student name:	Describe intensive intervention strategies utilized – should be evidence-based	Provide specific evaluation criteria, in <u>measurable</u> terms, utilized to determine effectiveness and monitor progress:	
Describe target deficit area of intervention(s) – identify if academic and/or behavioral and explain:			
Intervention start date:	Duration of intervention (in weeks):	Frequency of intervention:	Frequency of progress monitoring (Section 2B):
		(MDE recommendation: weekly)	
Name(s) and role(s) of individual(s) responsible for delivering intervention(s):		Based on progress monitoring data (Section 2B), student progress will be cumulatively reviewed on:	
		(MDE policy: no later than 16 weeks after start date)	

**Parental Notification:**  
 Parent(s) notified of Tier III intervention (circle one): **Yes / No**      Date Notified: \_\_\_\_\_  
 (For parent letter template, see Appendix D)

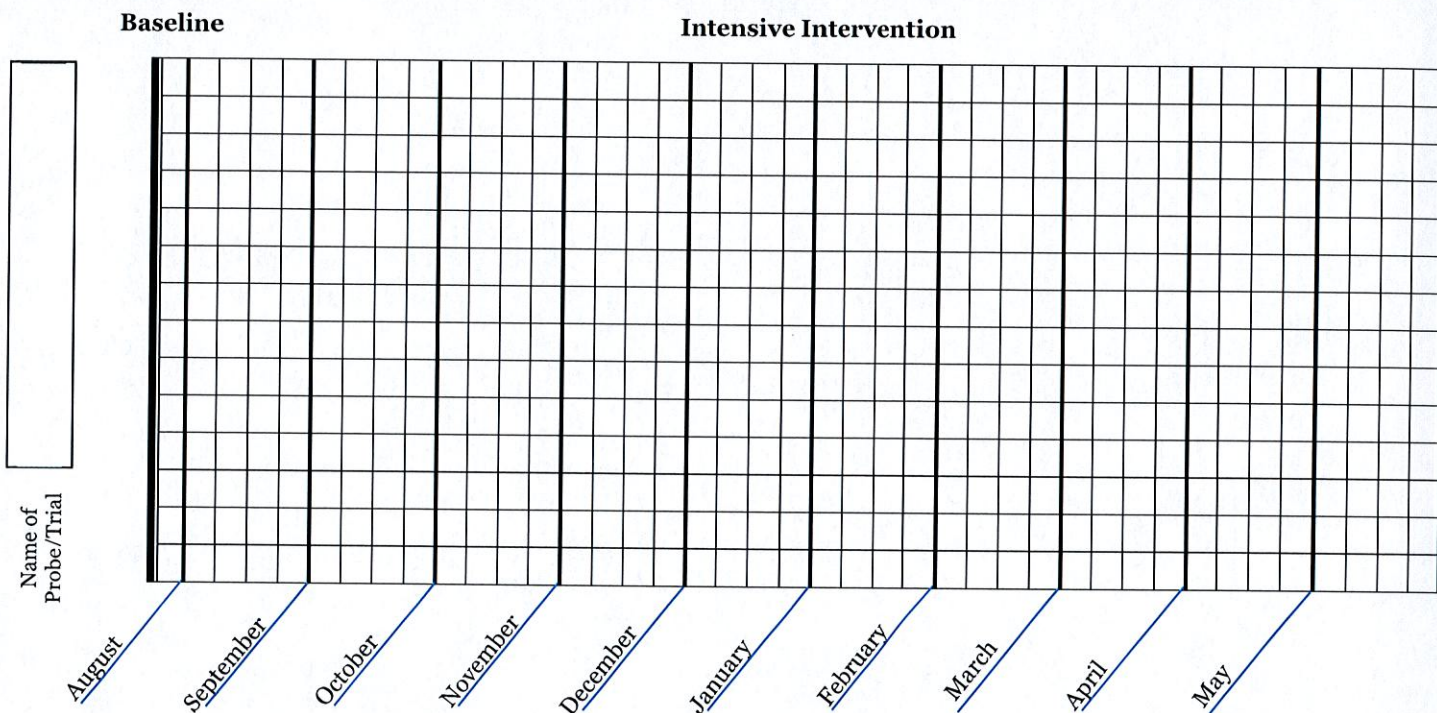
**Integrity Checks for Tier III Intervention(s)**  
*Instructions:* School administrators, check the box next to each trait of quality implementation demonstrated during observation. Complete at least two (2) integrity checks at equal intervals during course of intervention.

Integrity Check #1      Date:	Integrity Check #2      Date:
<input type="checkbox"/> The intervention is described in specific, measurable terms that can be progress monitored and evaluated. <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.	<input type="checkbox"/> The intervention is described in specific, measurable terms that can be progress monitored and evaluated. <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.
(Signature and title of person completing integrity check)	(Signature and title of person completing integrity check)



### Section 3C: Progress Monitoring and Integrity Checks for Tier III Interventions

*Instructions:* **Teachers** should complete progress monitoring for interventions. 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.



#### Documented Reviews for Tier III

**NOTE:** MDE policy requires 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 16 weeks after implementation.

*Instructions:* **TST members**, use the graph above and documented reviews boxes below to evaluate the effectiveness of the intervention(s) and to determine the next steps of this student's intervention based on his/her progress.

**1<sup>st</sup> Documented Review Date:** \_\_\_\_\_  
(to be completed no later than 8 weeks after starting intervention)

**Sufficient Progress Made? (circle one):** **Yes / No**  
(if no, an additional intervention form should be completed)

**Cumulative Documented Review Date:** \_\_\_\_\_  
(to be completed no later than 16 weeks after starting intervention)

**Sufficient Progress Made? (circle one):** **Yes / No**  
(check one of the boxes below for final decision)

<input type="checkbox"/> Adequate progress <u>was</u> 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"/> Adequate progress was <u>not</u> 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 Sections 3B & 3C – should be completed).	<input type="checkbox"/> Adequate progress was <u>not</u> 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.  Enter Eligibility Category _____
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# Appendix A

## *Social /Emotional Worksheet*

Checklist to aid in collection information to identify areas where Tier II or Tier II intervention may be needed.



## Appendix A: Social/Emotional Worksheet

*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 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
- reports fears or phobias (such as fear of coming to school)

### 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

### MOTIVATION:

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

### CLASSROOM PREPAREDNESS:

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

### 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)*

*Collecting information to determine student's knowledge and skills in their first language and their performance in their second language.*

## Appendix B: Language Service Plan (for Students with Limited English Proficiency)

*Instructions: This form should be completed by the individual responsible for providing the instruction program for the LEP students and the classroom teacher.*

Language first spoken		Language spoken in home		Additional languages	
Date of entry into U.S.			Immigrant Status (< 3 years)		
Parent/guardian name					
Phone	Home	Work	Cell		
Home/School communication to parent/guardian requested in:		English	Native Language	Oral	Written

### Academic History Prior to Entering Current District

Age Started School	Years in Preschool/K	Years in 1-5	Retained in grades
Last Grade Completed	Interrupted Education	Limited Schooling	No formal Schooling
Has the student been referred for Special Education?		Does the child have an IEP?	

### Academic Achievement Level History

Subject	Below Level	On or Above Level	Method Used to Determine Level	Information Not Available
Math				
Reading				
Writing				

### Language Proficiency Test Information

Test	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
LAS LINK Speaking															
LAS LINK Listening															
LAS LINK Reading															
LAS LINK Writing															
Composite SCORE															

### ELL Service

Date Identified LEP	Date Entered ELL Program	
Student will receive Direct ESL Pull-out Services for	Minutes	Days a week
Student will be placed in an ESL English Class for on Credit (Grades 6-12 only)	Year	Semester
Student will be placed on monitoring Status	Comments:	
Parents Declined Services (school is still obligated to serve)	Comments:	
<p><b>With regular school attendance and parental support</b> it is anticipated that the student will exit from services for Limited English Proficiency to <b>monitoring status</b> in _____ years. (This is a goal not a required exit date.)</p>		
Comments:		
Date Exited from LEP Status		
Expected Date of Graduation (Grades 9-12 only)		

## Appendix B (continued): Language Service Plan (for Students with Limited English Proficiency)

### Participation in the state-required assessment and accountability system

Date of entry to an English Speaking School	
<b>The student will participate in the following:</b>	
	LAS LINKS Screener
	Annual English Language Proficiency Assessment
	State-Required Assessment and Accountability Program
	Accommodations will be Provided *
	Accommodations will no longer be provided when the student is proficient on the state adopted English Language Proficiency Test (ELPT) and the state administered exams.

\*The Accommodations/ Modifications below are appropriate if consistent with the ongoing normal delivery of classroom instruction.

Accommodations:		
	Use of memory aids, fact charts, resource sheets, and/or abacus	
	Provide cues (e.g., arrows and stop signs) on answer document in pencil	Administer the test over several days
	Highlight key words or phrases in directions (e.g., complete sentences, show your work)	Native language word-to-word dictionaries (no definitions)
	Read the test directions (but not the test items) to individual students or the group – repeating and/or paraphrasing the directions, if needed.	Individual test administration
	Dictation of answers to test administrator/proctor (scribe) in English only)	OTHER:

- See *English Language Learner Testing Accommodations Manual* for further guidance.

### Instructional Methods in the Regular Classroom

To meet the needs of this child, the following are recommendations for use in regular classroom instruction:

*Paraphrasing or repeating directions in English	Print instead of using cursive; Type all notes, tests, handouts
*Personal cueing*	Use high interest/low vocabulary text material
*Read the test directions (but not the test items) to individual students or the group – repeating and/or paraphrasing the directions, if needed.	Use overhead and provide students with copies of teacher transparencies/notes/lectures
*Dictation of answers to test administrator/proctor (scribe) in English only	Make instruction visual – graphic organizers, pictures, maps, graphs... to aid understanding
*Reader (oral administration)	Highlight/color code tasks, directions, letters home
*Native language word-to-word dictionaries /Electronic word-to-word dictionaries (no definitions)	Pair ELs with English speaking "Study Buddy" for assistance
OTHER*:	Seat student in close proximity to teacher, w/ Study Buddy
Present questions in same phrasing as learning/review	Check for comprehension often
Reduced and/or modified class & homework assignments	Ask questions that allow student to answer successfully
Modified assessments (i.e. oral)	Allow student opportunities to read aloud successfully
Break tasks/directions into subtasks	Use manipulatives
Increase wait time	Use books on tape
Additional time to complete assignments and tests	Record material for student listening
ESS (Extended School Services)	Vocabulary matching/fill-in-the-blank exercises w/ words
Face student when speaking – speak slowly	Label items in the room
Other programming accommodations to address individual strengths and needs:	

### Persons involved in the development of the Language Service Plan:

	Principal		Parent
	School /District ELL Coordinator		Parent
	ELL Teacher		Student
	Teacher		Interpreter
	Teacher		Date

# Appendix C

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

*Checklist for elementary, middle, and high school teachers, and a parent interview form to be used in creating interventions for students.*

**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.

<b>Student:</b>		<b>Teacher:</b>	<b>Date:</b>
<b>YES</b>	<b>NO</b>	<b>Academic Potential</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>	
		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>	
		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>	
		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>	
		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:
YES	NO	<b>Academic Potential</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>	
		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 comprehends text when read aloud by others?	
		9. Does the student lack fluency when reading aloud?	
		<b>Alphabet and Spelling</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 when spelling?	
		13. Does the student make frequent spelling errors that involve changing the order of the letters within the word?	
		<b>Handwriting Skills</b>	
		14. Does the student avoid writing?	
		15. Is the student's handwriting often illegible?	
		16. Does the student have problems summarizing and outlining?	
		<b>Other</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 hesitate when answering direct questions?	

**Appendix C: Dyslexia Parent 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***

*Sample letter to inform parents of intervention process, progress monitoring results, and decisions that relate to their child.*



## Appendix D: Sample Parent Notification of Intervention Services

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, [child's 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 will be in this tier for up to 10 weeks before final progress is determined and further support is provided, if needed.
- Tier III**, best described as intensive interventions that occur daily and with the guidance of the Teacher Support Team. Your child will 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]

[If referring to Tier III]

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 [child's 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

## ***Literacy-Based Promotion Act Documentation***

*Documentation of parent information regarding deficiency, date read at home plan was shared, qualifying documentation of good cause, adherence to progress, and final decision of superintendent.*

## Appendix E: Literacy-Based Promotion Act Documentation

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

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

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

Read at Home Plan sent to parents/guardians.

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

### 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 Language 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 reflects that the individual student has received intensive remediation for 2 years but still demonstrates a deficiency in reading and 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.

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

Principal reviewed and discussed recommendations with the teacher and parent.

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

Principal submitted documentation to superintendent.

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

Decision of Superintendent:

**Accept / Reject**

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

*Instructions:* Check if retained or promoted.

**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 F

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

*Checklist of competencies and objectives that are aligned to the College and Career Readiness Standards and Domains for four-year-old children.*

**Appendix F: Observational and Performance Based Early Childhood Checklist** (aligned to the Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children)

Child's Name: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_

School/Center Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Use the designated number codes below to indicate the student's current level of performance.  
 1= Needs Development    2= Developing as Expected    3= Advanced Development

**College and Career Readiness Anchor Standards for English Language Arts**

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>READING STANDARDS FOR LITERATURE</b>			
1. With prompting and support, ask and/or answer questions with details related to a variety of print materials.			
2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media).			
3. With prompting and support, identify some characters, settings, and/or major events in a story.			
4. Exhibit curiosity and interest in learning words in print.			
a. Develop new vocabulary from stories.			
b. Identify environmental print.			
5. With prompting and support, interact with common types of texts.			
6. With prompting and support, identify the role of the author and illustrator.			
7. With prompting and support, make connections among self, illustrations, and the story.			
8. No developmentally appropriate standard.			
9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories.			
10. 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.			
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>			
1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials.			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
2. With prompting and support, identify the main topic/idea and retell some details using diverse media.			
3. 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).			
4. Exhibit curiosity and interest about words in a variety of informational texts.			
5. With prompting and support, identify the front cover, back cover, and title page of a book.			
6. With prompting and support, identify the role of the author and illustrator in informational text.			
7. With prompting and support, make connections between self and text and/or information and text.			
8. With prompting and support, explore the purpose of the informational text as it relates to self.			
9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.			
10. 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: FOUNDATIONAL SKILLS**

**Print concepts**

1. With prompting and support, demonstrate understanding of conventions of print.			
a. Recognize an association between spoken and written words.			
b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.			
c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.			
d. Differentiate letters from numbers.			
e. Recognize words as a unit of print and understand that letters are grouped to form words.			
f. Understand that print moves from left to right, top to bottom, and page by page.			
g. Understand that words are separated by spaces in print.			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>Phonological Awareness</b>			
2. With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.			
a. Engage in language play.			
b. Explore and recognize rhyming words.			
c. Demonstrate awareness of the relationship between sounds and letters.			
d. Demonstrate an understanding of syllables in words (units of sounds) by clapping, stomping, and finger tapping.			
e. With prompting and support, isolate and pronounce initial sounds in words.			
f. Demonstrate an awareness of ending sounds in words.			
3. With prompting and support, demonstrate emergent phonics and word analysis skills.			
a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.			
b. Recognize own name, environmental print, and some common high-frequency sight words.			
<b>Fluency</b>			
4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).			
<b>WRITING STANDARDS</b>			
<b>Text types and purposes</b>			
1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes.			
a. Explore and experiment with a combination of written representations (e.g. scribbles, drawings, letters, and dictation) to express an opinion.			
b. Explore and experiment with a combination of written representations (e.g. scribbles, drawings, letters, and dictation) and describe own writing.			
c. Explore and experiment with a combination of written representations (e.g. scribbles, drawings, letters, and dictation) to tell about events or stories.			
2. No developmentally appropriate standard.			
3. No developmentally appropriate standard.			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>Production and distribution of writing</b>			
4. No developmentally appropriate standard.			
5. 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.			
6. 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>Research to build and present knowledge</b>			
7. 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.			
8. With prompting and support, recall information from experiences to answer questions.			
9. No developmentally appropriate standard.			
<b>Range of Writing</b>			
10. No developmentally appropriate standard.			
<b>SPEAKING AND LISTENING SKILLS</b>			
<b>Comprehension and Collaboration</b>			
1. 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.			
a. Engage in voluntary conversations (e.g. turn-taking, listening attentively, being aware of others' feelings).			
b. Engage in extended conversations.			
2. With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.			
3. With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.			
<b>Presentation of knowledge and ideas</b>			
4. With prompting and support, describe familiar people, places, things, and events.			
5. With prompting and support, add drawings or other visual displays to descriptions.			



Competencies and Objectives	Observations		
	Fall	Winter	Spring
6. With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.			
<b>LANGUAGE STANDARDS</b>			
<b>Conventions of Standard English</b>			
1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.			
a. Use frequently occurring nouns and verbs.			
b. Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes).			
c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).			
d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).			
e. Produce and expand complete sentences in shared language activities.			
2. With prompting and support, demonstrate awareness of the conventions of standard English.			
a. Write first name, capitalizing the first letter.			
b. Attempt to write a letter or letters to represent a word.			
c. Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships.			
<b>Knowledge of Language</b>			
3. No developmentally appropriate standard			
<b>Vocabulary Acquisition and Use</b>			
4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.			
a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).			
5. With guidance and support, explore word relationships and word meanings.			
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.			
b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).			
c. Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth)			
5. 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.			

**College and Career Readiness Anchor Standards for Mathematics**

Use the designated number codes below to indicate the student's current level of performance.  
**1= Needs Development    2= Developing as Expected    3= Advanced Development**

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>COUNTING AND CARDINALITY DOMAIN</b>			
<b>Know number names and the count sequence.</b>			
1. With prompting and support, recite numbers 1 to 30 in the correct order.			
2. With prompting and support, recognize, name, and attempt writing numerals 0-10.			
<b>Count to tell the number of objects.</b>			
3. With guidance and support, understand the relationship between numerals and quantities.			
a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.			
b. Match quantities and numerals 0-5.			
4. Count many kinds of concrete objects and actions up to 10, using one to one correspondence; and, with guidance and support, count up to 7 things in a scattered design.			
a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.			
<b>Compare numbers.</b>			
5. Use comparative language (e.g., <i>more than</i> , <i>less than</i> , <i>equal to</i> , <i>same</i> , and <i>different</i> ) to compare objects, using developmentally appropriate pre-kindergarten materials.			
<b>OPERATIONS AND ALGEBRAIC THINKING DOMAIN</b>			
<b>Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.</b>			
1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
2. With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.			
3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials			
a. Duplicate and extend simple patterns using concrete objects.			
<b>MEASUREMENT AND DATA DOMAIN</b>			
<b>Describe and compare measurable attributes.</b>			
1. 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> ).			
2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., <i>bigger, longer, taller, heavier, same weight, same amount</i> ).			
a. Use nonstandard units of measurement.			
b. Explore standard tools of measurement.			
<b>Classify objects and count the number of objects in each category.</b>			
3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).			
<b>GEOMETRY DOMAIN</b>			
<b>Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>			
1. With guidance and support, correctly name shapes.			
2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.			
3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.			
<b>Analyze, compare, create, and compose shapes.</b>			
4. With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, and pattern blocks).			
5. 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).			



## College and Career Readiness Anchor Standards for Approaches to Learning

Use the designated number codes below to indicate the student's current level of performance.

1= Needs Development    2= Developing as Expected    3= Advanced Development

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>PLAY DOMAIN</b>			
<b>Engage in play.</b>			
1. Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.			
2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).			
3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).			
4. Demonstrate active engagement in play.			
<b>CURIOSITY AND INITIATIVE DOMAIN</b>			
<b>Demonstrate curiosity and initiative.</b>			
1. Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.			
2. Ask questions to seek new information.			
3. Make independent choices.			
4. Approach tasks and activities with flexibility, imagination, and inventiveness.			
<b>PERSISTENCE AND ATTENTIVENESS DOMAIN</b>			
<b>Demonstrate persistence and attentiveness.</b>			
1. Follow through to complete a task or activity.			
2. Demonstrate the ability to remain engaged in an activity or experience.			
3. 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).			
<b>PROBLEM-SOLVING SKILLS DOMAIN</b>			
<b>Demonstrate problem-solving skills.</b>			
1. Identify a problem or ask a question.			
2. 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).			
3. Apply prior learning and experiences to build new knowledge.			

**College and Career Readiness Anchor Standards for Social and Emotional Development**

Use the designated number codes below to indicate the student's current level of performance.

**1= Needs Development    2= Developing as Expected    3= Advanced Development**

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>SOCIAL DEVELOPMENT DOMAIN</b>			
<b>Build and maintain relationships with others.</b>			
1. Interact appropriately with familiar adults.			
a. Communicate to seek out help with difficult task, to find comfort, and to obtain security.			
b. Engage with a variety of familiar adults for a specific purpose.			
2. Interact appropriately with other children.			
a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).			
b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).			
c. Ask permission to use items or materials of others.			
d. Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.").			
3. Express empathy and care for others.			
a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).			
b. Offer and accept encouraging and courteous words to demonstrate kindness.			
c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad.").			
<b>Work productively toward common goal and activities.</b>			
4. Participate successfully as a member of a group.			
a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).			
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).			
c. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
5. Join ongoing activities in an acceptable way.			
a. Express to others a desire to play (e.g., say, "I want to play.").			
b. Lead and follow.			
c. Move into group with ease.			
6. Resolve conflict with others.			
a. 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.").			
b. With prompting and support, use courteous words and actions (e.g., say, "Please give me the book." "I'm sorry I stepped on your mat.").			
<b>EMOTIONAL DEVELOPMENT DOMAIN</b>			
<b>Demonstrate awareness of self and capabilities.</b>			
1. Demonstrate trust in self.			
a. 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. Identify own emotions (e.g., say, "I feel...") and express pride in accomplishments (e.g., "I did it!").			
2. Develop personal preferences.			
a. Express independence, interest, and curiosity (e.g., say, "I can...", "I choose..." "I want...").			
b. Select and complete tasks (e.g., finish a puzzle or drawing).			
3. Show flexibility, inventiveness, and interest in solving problems.			
a. Make alternative choices (e.g., move to another area when a center is full).			
b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).			
4. Know personal information.			
a. Describe self, using several basic characteristics (e.g., gender, age, hair color, eye color).			
b. Refer to self by first and last name.			
c. Know parents'/guardians' names			



Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>Recognize and adapt expressions, behaviors, and actions.</b>			
5. Show impulse control with body and actions.			
a. Control own body in space (e.g., move safely through room without harm to self or others).			
b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).			
c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).			
6. Manage emotions.			
a. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).			
b. With prompting and support, recognize emotions (e.g., "I am really mad.").			
c. With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, "This story makes me happy.").			
d. 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.").			
7. Follow procedures and routines with teacher support.			
a. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).			
b. Use materials with care and safety (e.g., use scissors to cut paper).			
c. Take turns sharing information with others (e.g., interact during group time).			
8. Demonstrate flexibility in adapting to different environments.			
a. Adjust behavior in different settings (e.g., at the library, playground, lunchroom).			
b. Follow rules (e.g., use outside voice, use inside voice) in different settings.			

## College and Career Readiness Anchor Standards for Science

Use the designated number codes below to indicate the student's current level of performance.

1= Needs Development    2= Developing as Expected    3= Advanced Development

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>SCIENTIFIC METHOD AND INQUIRY DOMAIN</b>			
<b>Engage in simple investigations.</b>			
1. Interact appropriately with familiar adults.			
2. Describe, compare, sort and classify, and order objects.			
3. Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).			
4. Explore materials, objects, and events and notice cause and effect.			
5. Describe and communicate observations, results, and ideas.			
6. Work collaboratively with others.			
<b>Use the five senses to explore and investigate the environment.</b>			
7. Name and identify the body parts associated with the use of each of the five senses.			
8. Describe similarities and differences in the environment using the five senses.			
<b>PHYSICAL SCIENCE DOMAIN</b>			
<b>Develop awareness of observable properties of objects and materials.</b>			
1. Manipulate and explore a wide variety of objects and materials.			
2. Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).			
3. Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).			
4. Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).			
<b>LIFE SCIENCE DOMAIN</b>			
<b>Acquire scientific knowledge related to life science.</b>			
1. Name, describe, and distinguish plants, animals, and people by observable characteristics.			
2. Describe plant, animal, and human life cycles.			
3. Describe the needs of living things.			
4. Compare and contrast characteristics of living and nonliving things.			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>EARTH SCIENCE DOMAIN</b>			
<b>Apply scientific knowledge related to earth science and space.</b>			
1. Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).			
2. Identify characteristics of the clouds, sun, moon, and stars.			
3. Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).			
<b>TECHNOLOGY DOMAIN</b>			
<b>Identify and explore a variety of technology tools.</b>			
1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.			
2. Use technology tools to gather and/or communicate information.			
3. With prompting and support, invent and construct simple objects or structures using technology tools.			

**College and Career Readiness Anchor Standards for Physical Development**

Use the designated number codes below to indicate the student's current level of performance.

**1 = Needs Development    2 = Developing as Expected    3 = Advanced Development**

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>GROSS MOTOR SKILLS DOMAIN</b>			
<b>Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.</b>			
1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).			
2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).			
<b>Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.</b>			
3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).			
4. Use various types of equipment (e.g., playground equipment, tricycles, slides).			



Competencies and Objectives	Observations		
	Fall	Winter	Spring
5. 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 DOMAIN</b>			
<b>Demonstrate competency in fine motor skills needed to perform a variety of physical activities.</b>			
1. 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>Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.</b>			
2. 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).			
3. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).			
<b>Participate in fine motor activity for self-expression and/or social interaction.</b>			
4. With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).			
5. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).			
<b>Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.</b>			
6. 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>Demonstrate an awareness and practice of safety rules.</b>			
1. With prompting and support, identify safety rules (e.g., classroom, home, community).			
2. With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.			
3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.			
<b>Demonstrate an emerging (developing) use of standard health practices.</b>			
4. With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
5. With prompting and support, participate in a variety of physical activities.			
6. With prompting and support, identify nutritious foods.			

**College and Career Readiness Anchor Standards for Creative Expression**

Use the designated number codes below to indicate the student's current level of performance.

1= Needs Development    2= Developing as Expected    3= Advanced Development

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>MUSIC DOMAIN</b>			
<b>Participate in music-related activities.</b>			
1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects.			
2. Sing a variety of short songs			
3. Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions).			
4. With prompting and support, identify fast and slow tempos and simple elements of music.			
5. With prompting and support, recognize a wide variety of sounds and songs from other cultures.			
<b>DANCE AND MOVEMENT DOMAIN</b>			
<b>Demonstrate understanding through the use of movement.</b>			
1. Create simple movements (e.g., twirl, turn around, skip, shake).			
2. Respond rhythmically to different types of music (e.g., fast, slow).			
<b>THEATRE AND DRAMATIC PLAY DOMAIN</b>			
<b>Engage in dramatic play throughout the day in a variety of centers.</b>			
1. Imitate roles (e.g., mother, baby, doctor) observed in own life experiences.			
2. Use available materials as either realistic or symbolic props.			
3. Make up new roles from experiences and/or familiar stories.			
4. Imitate characteristics of animals (e.g., the sounds animals make) and of people.			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>VISUAL ARTS DOMAIN</b>			
<b>Create and respond to visual art.</b>			
1. Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.			
2. Create artwork that reflects an idea, theme, or story.			
3. Describe own art work.			

**College and Career Readiness Anchor Standards for Social Studies**

Use the designated number codes below to indicate the student's current level of performance.

**1= Needs Development    2= Developing as Expected    3= Advanced Development**

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>FAMILY AND COMMUNITY DOMAIN</b>			
<b>Understand self in relation to the family and the community.</b>			
1. Identify self as a member of a family, the learning community, and local community.			
2. With prompting and support, identify similarities and differences in people.			
3. With prompting and support, describe some family traditions.			
4. Identify some similarities and differences in family structure, culture, ability, language, age and gender.			
<b>Understand the concept of individual rights and responsibilities.</b>			
5. With prompting and support, demonstrate responsible behavior related to daily routines.			
6. With prompting and support, explain some rules in the home and in the classroom.			
a. Identify some rules for different settings.			
b. Identify appropriate choices to promote positive interactions.			
7. With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).			
8. With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible).			
9. With prompting and support, describe a simple sequence of familiar events.			

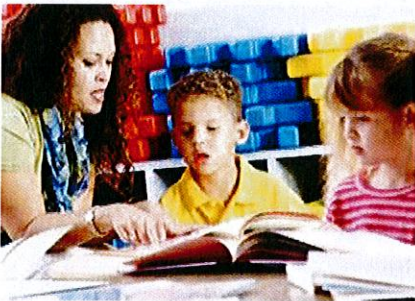


Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>OUR WORLD DOMAIN</b>			
<b>Understand the importance of people, resources, and the environment.</b>			
1. Treat classroom materials and the belongings of others with care.			
2. With prompting and support, identify location and some physical features of familiar places in the environment.			
3. 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).			
4. Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.			
5. Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, and conserving water).			
<b>HISTORY AND EVENTS DOMAIN</b>			
<b>Understand events that happened in the past.</b>			
1. With prompting and support, describe a simple series of familiar events.			
2. Recognize events that happened in the past.			



# Multi-Tiered System of Supports Documentation Packet

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**Intervention Services  
Office of Elementary Education and Reading  
Published 2015**

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## Recommendations for Documentation

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

Special Population Served	Required Components	Recommended Data Collector
<b>Students in General Education</b>  <b>Tier II</b>	<ol style="list-style-type: none"> <li>1. Section 1A</li> <li>2. Section 1B</li> <li>3. Section 2A &amp; 2B</li> <li>4. Appendix A</li> <li>5. Appendix D</li> <li>6. 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 * NOTE: Complete social/emotional/behavior checklist only if needed</li> <li>5. Classroom Teacher/Interventionist</li> <li>6. Classroom Teacher/Interventionist * NOTE: Complete checklist for Pre-K students only if needed</li> </ol>
<b>Students in General Education</b>  <b>Tier III</b>	<ol style="list-style-type: none"> <li>1. Section 1A</li> <li>2. Section 1B</li> <li>3. Section 2A &amp; 2B</li> <li>4. Section 3A</li> <li>5. Section 3B &amp; 3C</li> <li>6. Appendix A</li> <li>7. Appendix D</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 * NOTE: Skip IEP section</li> <li>6. Classroom Teacher/Interventionist * NOTE: Complete social emotional/behavior checklist only if behavior is identified as deficit area.</li> <li>7. Classroom Teacher/Interventionist</li> </ol>
<b>Students in Special Education</b>  <b>Intensive Interventions</b> <b>K-4</b>	<ol style="list-style-type: none"> <li>1. Section 1A</li> <li>2. Section 1B</li> <li>3. Section 3B &amp; 3C</li> <li>4. Appendix D</li> <li>5. Appendix E</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom Teacher/Counselor</li> <li>2. School Administrator</li> <li>3. Classroom Teacher/TST/IEP Team * NOTE: include IEP section Complete</li> <li>4. Classroom Teacher/ TST/IEP Team</li> <li>5. Classroom Teacher/Interventionist * Note: Complete only if 1st grade student applying for Good Cause Exemption</li> </ol>
<b>Students with Dyslexia</b>	<ol style="list-style-type: none"> <li>1. Section 1A</li> <li>2. Section 1B</li> <li>3. Section 2A &amp; 2B</li> <li>4. Section 3A</li> <li>5. Section 3B &amp; 3C</li> <li>6. Appendix C</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> <li>6. Teacher and Parent</li> </ol>
<b>English Language Learners (ELL)</b>	<ol style="list-style-type: none"> <li>1. Section 1A</li> <li>2. Section 1B</li> <li>3. Appendix B</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom Teacher/Counselor</li> <li>2. School Administrator</li> <li>3. ELL Teacher</li> </ol>

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. 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: Pre-K Student Profile or K-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 1B: Tier I High-Quality Classroom Observation** – Includes elements of Tier I instruction aligned to the M-STAR Teacher Evaluation Domains and Standards that 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: Tier II (Supplemental Instruction) Documentation** – Provides an efficient means of collecting and documenting information regarding classroom instruction, progress monitoring, parent notification, supplemental instruction, and social/behavioral interventions used to support and extend the critical elements of core instruction.
- **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: 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.

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 Interview Form 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: Literacy-Based Promotion Act Documentation** – Provides 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 F: 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.



**Section 1A: Pre-K Student Profile**      **Student Name:**

MSIS Number/ID:	School/Site:	District:	
Date of Birth:	Teacher:	Gender:	Race:

Parent/Guardian Name:	Phone:	Email:
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Street Address:

**College and Career Readiness Anchor Standards Performance**

*Instructions:* Indicate the total number of performance standards that were indicated as code 1 (needs development) in each domain on the College and Career Readiness Anchor Standards Observational and Performance Based Checklist for Four Year Old Children (Appendix F)

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

**Behavior**

*Instructions:* Check if documentation is applicable & 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  
\_\_\_\_\_

**Attendance**

School Year	Days Present / Absent
_____ / _____	
_____ / _____	
_____ / _____	

List last 3 schools attended and dates.

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

**Special Population**

*Instructions:* Check if applicable to student.

Special Education / IEP

- Initial Eligibility Date: \_\_\_\_\_

- Eligibility Category: \_\_\_\_\_

504

ELL (Appendix B)

Other \_\_\_\_\_

**Kindergarten Readiness Assessment Scores**

*Instructions:* 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		

**Screeener(s)**

*Instructions:* 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	Score	Score

**Hearing/Vision Screener**

Hearing		Vision	
Date		Date	
Pass/Fail		Pass/Fail	

Screener Name: \_\_\_\_\_

Recommended Cut Score: \_\_\_\_\_

Date	Score	Score	Score

Screener Name: \_\_\_\_\_

Recommended Cut Score: \_\_\_\_\_

Form Completed By:	Date of Completion:
--------------------	---------------------

**Section 1A: K-12 Student Profile** **Student Name:**

MSIS Number: \_\_\_\_\_ School: \_\_\_\_\_ District: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Gender: \_\_\_\_\_ Race: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_  
 Street Address: \_\_\_\_\_

**Course Performance**

*Instructions: If student is elementary: Indicate recent term grades in this table.*

Academic Area	T1	T2	T3	T4	Final
Reading					
Mathematics					
Science					
Social Studies					
Language Arts					

*Instructions: If student is secondary: Indicate recent SATP course grades.*

Academic Area	T1	T2	T3	T4	Final
Algebra I					
English II					
Biology					
U.S. History					

**Behavior**

*Instructions: Check if documentation is applicable & available.*

Social Emotional Issues (Appendix A)

Discipline Record

Total Number of Discipline Reports: \_\_\_\_\_

Total Number of Suspensions: \_\_\_\_\_

In School: \_\_\_\_\_

Out of School: \_\_\_\_\_

Additional behaviors that may impact performance

**Attendance**

School Year    Days Present / Absent

\_\_\_\_\_ / \_\_\_\_\_

\_\_\_\_\_ / \_\_\_\_\_

\_\_\_\_\_ / \_\_\_\_\_

List last 3 schools attended and dates.

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**Retention**

*Instructions: If applicable, indicate grade(s) and school year(s) below.*

Grade	School Year
_____	_____
_____	_____
_____	_____

**Special Population**

*Instructions: Check if applicable to student.*

Special Education / IEP

- Initial Eligibility Date: \_\_\_\_\_

- Eligibility Category: \_\_\_\_\_

504

ELL (Appendix B)

Dyslexia

Other \_\_\_\_\_

**Literacy-Based Promotion Act**

*Instructions: Complete this section only if the student completed 3rd grade after implementation of Literacy-Based Promotion Act (2014-2015)*

Attempts	Date	Score
1 <sup>st</sup> Attempt		
1 <sup>st</sup> Retest		
2 <sup>nd</sup> Retest		

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

**Universal Screener (K-8)**

*Instructions: Indicate score and screener used for each.*

**Reading**

Fall	
Winter	
Spring	

**Math**

Fall	
Winter	
Spring	

**Behavior**

Fall	
Winter	
Spring	

**Universal Screener (9 - 12)**

**Algebra 1**

Test Date:	Score:

**English II**

Test Date:	Score:

**Dyslexia Screener**

*Instructions: Indicate pass/fail and date of screening. If the student fails, begin interventions.*

K		
1 <sup>st</sup>		

**Hearing/Vision Screener**

Hearing		Vision	
Date		Date	
Pass/Fail		Pass/Fail	

**K-Readiness Assessment**

Recommended Score: 530

Scale Score	Date

**Biology**

Test Date:	Score:

**U.S. History**

Test Date:	Score:

**Reading**

Test Date:	Score:

Form Completed By: \_\_\_\_\_ Date of Completion: \_\_\_\_\_

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

**Section 1B: Tier I High-Quality Classroom Observation Form (Aligned with MSTAR)**

*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 a minimum of three (3) times per school year. 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 material. <b>Domain 3, Standard 8</b> <input type="checkbox"/> Content is at instructional level. <b>Domain 3, Standard 8</b> <input type="checkbox"/> Students answering questions correctly. <b>Domain 3, Standard 9</b> <input type="checkbox"/> Students ask questions. <b>Domain 4, Standard 13</b> <input type="checkbox"/> Teacher communicates expectations of lesson. <b>Domain 3, Standard 11</b> <input type="checkbox"/> Teacher questioning measures students' understanding of the prerequisite concepts. <b>Domain 3, Standard 7</b> <input type="checkbox"/> Teacher questioning measures students' understanding of new concepts. <b>Domain 3, Standard 9</b> <input type="checkbox"/> Teacher encourages students to think critically concerning previous concepts. <b>Domain 3, Standard 9</b> <input type="checkbox"/> Teacher encourages students to think critically concerning new concepts. <b>Domain 3, Standard 9</b> <input type="checkbox"/> Teacher reviews prerequisite knowledge needed for the lesson. <b>Domain 3, Standard 7</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 3, Standard 7 (mostly measured in planning domain)</b> <input type="checkbox"/> Teacher engagement with students varies as the needs of the students differ. <b>Domain 3, Standard 8</b> <input type="checkbox"/> Teacher provides guided practice and modeling in learning new concepts. <b>Domain 3, Standard 10</b> <input type="checkbox"/> Teacher uses concepts to support instruction (i.e., broad based ideas or principles). <b>Domain 3, Standard 7</b> <input type="checkbox"/> Teacher uses content to support instruction (i.e., incremental steps to an objective). <b>Domain 3, Standard 7</b> <input type="checkbox"/> Teacher groups students to work on instructional component. <b>Domain 3, Standard 8</b> <input type="checkbox"/> Teacher provides prompt feedback to students concerning performance. <b>(Addressed in Domain 5 – not observed domain) Domain 3, Standard 9</b> <input type="checkbox"/> Teacher assists students in preparation for assignments, long-range projects, and tests. <b>Domain 4, Standard 15</b>	<input type="checkbox"/> Use of smooth transitions; providing transition activities for students. <b>Domain 4, Standard 14</b> <input type="checkbox"/> Rules are communicated in the classroom. <b>Domain 4, Standard 16</b> <input type="checkbox"/> Procedures are communicated in the classroom. <b>Domain 3, Standard 11</b> <input type="checkbox"/> Use of active supervision component: scanning to monitor student behavior. <b>Domain 4, Standard 16</b> <input type="checkbox"/> Use of active supervision component: moving around the room to monitor student behavior. <b>Domain 4, Standard 11 and 16</b> <input type="checkbox"/> Use of active supervision component: interacting to monitor student behavior. <b>Domain 4, Standard 16</b> <input type="checkbox"/> Consequences for positive behavior. <b>Domain 4, Standard 16</b> <input type="checkbox"/> Consequences for negative behavior. <b>Domain 4, Standard 16</b>

**Observation Summary**

*Instructions:* School administrators, check the appropriate box below and identify recommendations if needed

- Teacher demonstrated traits of high-quality classroom instruction.
- Teacher demonstrated some traits of high-quality classroom instruction, and should implement the following recommendation(s) to enhance Tier I Instruction:

Description of recommendation(s)	Date to begin recommendation(s)
	Date to evaluate recommendation(s)

**Section 2A: Tier II (Supplemental Instruction) Documentation**

*Instructions: Teachers should complete this form for each student that did not respond to Tier I instruction. For students receiving more than one intervention in multiple academic or behavioral areas, teachers can duplicate this form.*

**Details of Intervention:**

Visit [www.mde.k12.ms.us/intervention](http://www.mde.k12.ms.us/intervention) *RtI Resource Links* for suggested strategies.

Student name:		Describe supplemental and/or small group strategies utilized – should be evidenced-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:			
Intervention start date:	Duration of intervention (in weeks):	Frequency of intervention:	Frequency of progress monitoring (Section 2B):  (MDE recommendation: 2x per month)
Name(s) and role(s) of individual(s) responsible for delivering intervention(s):		Based on progress monitoring data (Section 2B), student progress will be cumulatively reviewed on:  (MDE policy: no later than 8 weeks after start date)	

**Parental Notification:**

Parent(s) notified of Tier II intervention (circle one) Yes/No Date Notified

(For parent letter template, see Appendix D)

**Integrity Checks for Tier II Intervention(s)**

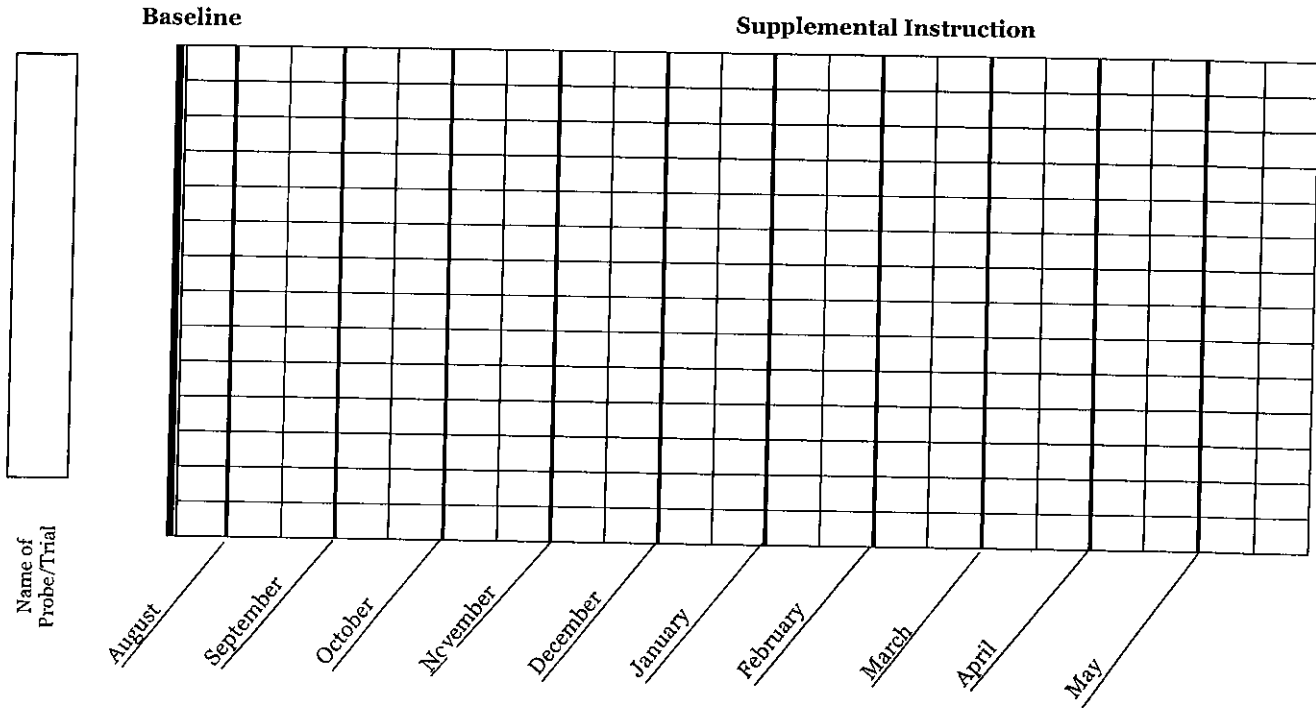
*Instructions: School administrators, check the box next to each item of quality implementation demonstrated during observation. Complete at least two (2) integrity checks at equal intervals during course of intervention.*

Integrity Check #1	Date:	Integrity Check #2	Date:
<input type="checkbox"/> The intervention is described in specific, measurable terms that can be progress monitored and evaluated. <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.		<input type="checkbox"/> The intervention is described in specific, measurable terms that can be progress monitored and evaluated. <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.	
(Signature and title of person completing integrity check)		(Signature and title of person completing integrity check)	



**Section 2B: Progress Monitoring and Evaluation for Tier II Interventions**

*Instructions:* Teachers should complete progress monitoring for interventions. 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.



**Documented Reviews for Tier II**

NOTE: MDE policy requires two (2) Tier II documented reviews, with the first documented review conducted no later than five (4) weeks after implementation and the cumulative documented review no later than 8 weeks after implementation.

*Instructions:* Teachers, 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.

**1<sup>st</sup> Documented Review** Date: \_\_\_\_\_ **Sufficient Progress Made? (circle one):** Yes / No  
 (to be completed no later than 4 weeks after starting intervention) (if no, an additional intervention form should be completed)

**Cumulative Documented Review** Date: \_\_\_\_\_ **Sufficient Progress Made? (circle one):** Yes / No  
 (to be completed no later than 8 weeks after starting intervention) (check one of the boxes below for final decision)

Adequate progress **was** made; intervention was successful in meeting student's needs. This student will be returned to Tier 1 (core instruction).

Adequate progress **was not** made; intervention was somewhat successful in meeting student's needs. Intervention will continue and be re-evaluated on: \_\_\_\_\_.

Adequate progress **was not** 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 & 2B - Tier II documentation form).

Adequate progress **was not** made; intervention did not meet student's needs. Student will be referred to Teacher Support Team (TST) for 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 at the end of the scheduled Tier I intervention(s) and further supports needed. Attach completed Section 1A, 1B, 2A & 2B.*

**TO: Teacher Support Team Chair or LSC**

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 4300. 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 1-3: Student has failed one grade.
- Grades 4-12: Student has failed two grades.
- Student failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year.
- Student scored at the "lowest level" on the grade 3 or grade 7 state assessment.
- A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act. (Attach Appendix E)

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

**Referral Meeting Details:**

NOTE: By signing here, TST members 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	Title
	Principal

**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: Reading ____ / Math ____ Language Arts ____ / Other ____</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 (Multidisciplinary Evaluation Team chairperson will determine meeting date.)</li> </ul>
--	---

<b>Section 3B: Tier III (Intensive Intervention) Documentation</b>	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 4<sup>th</sup> grade students requiring intensive intervention after a Good Cause Exemption promotion or for Intensive Reading interventions for Special Education students (K-2) and English Language Learners (ELLs).*

**Details of Intervention:** Visit [www.mde.k12.ms.us/intervention](http://www.mde.k12.ms.us/intervention) *RtI Resource Links* for suggested strategies.

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:			
Intervention start date:	Duration of intervention (in weeks):	Frequency of intervention:	Frequency of progress monitoring (Section 2B):
			(MDE recommendation: weekly)
Name(s) and role(s) of individual(s) responsible for delivering intervention(s):		Based on progress monitoring data (Section 2B), student progress will be cumulatively reviewed on:	
		(MDE policy: no later than 16 weeks after start date)	

**Parental Notification:**

Parent(s) notified of Tier III intervention (circle one): **Yes / No** Date Notified: \_\_\_\_\_  
 (For parent letter template, see Appendix D)

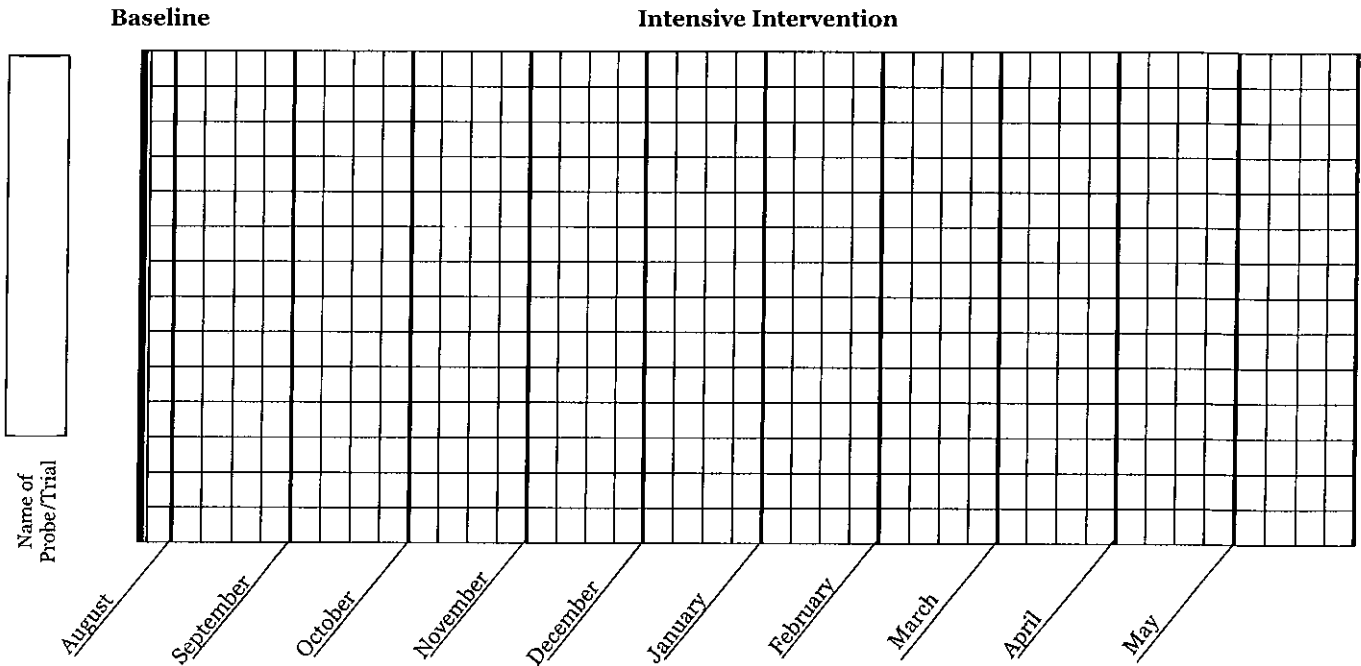
**Integrity Checks for Tier III Intervention(s)**

*Instructions: School administrators, check the box next to each part of quality implementation demonstrated during observation. Complete at least two (2) integrity checks at equal intervals during course of intervention.*

<b>Integrity Check #1</b> Date: _____	<b>Integrity Check #2</b> Date: _____
<input type="checkbox"/> The intervention is described in specific, measurable terms that can be progress monitored and evaluated. <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.	<input type="checkbox"/> The intervention is described in specific, measurable terms that can be progress monitored and evaluated. <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.
(Signature and title of person completing integrity check)	(Signature and title of person completing integrity check)

**Section 3C: Progress Monitoring and Integrity Checks for Tier III Interventions**

*Instructions:* Teachers should complete progress monitoring for interventions. If so recommended, the teacher establish a baseline by administering three (3) probes or trials, selecting the median, and marking the baseline by plotting 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.



**Documented Reviews for Tier III**

NOTE: MDE policy requires 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 16 weeks after implementation.

*Instructions:* TST members, use the graph above and documented reviews boxes below to evaluate the effectiveness of the intervention(s) and to determine the next steps of this student's intervention based on his/her progress.

<b>1<sup>st</sup> Documented Review Date:</b> (to be completed no later than 8 weeks after starting intervention)	<b>Sufficient Progress Made? (circle one) Yes / No</b> (If no, an additional intervention form should be completed)
--	--

<b>Cumulative Documented Review Date:</b> (to be completed no later than 16 weeks after starting intervention)	<b>Sufficient Progress Made? (circle one) Yes / No</b> (circle one of the boxes below for final decision)		
<input type="checkbox"/> Adequate progress was 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"/> Adequate progress was <u>not</u> 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 Sections 3B & 3C - should be completed).	<input type="checkbox"/> Adequate progress was <u>not</u> 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.  Enter Eligibility Category _____



## Appendix A: Social/Emotional Worksheet

*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 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
- reports fears or phobias (such as fear of coming to school)

### 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

### MOTIVATION:

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

### CLASSROOM PREPAREDNESS:

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

### 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)**

*Instructions:* This form should be completed by the individual responsible for providing the instruction program for the LEP students and the classroom teacher.

Language first spoken		Language spoken in home		Additional languages	
Date of entry into U.S.		Immigrant Status (< 3 years)			
Parent/guardian name					
Phone	Home	Work	Cell		
Home/School communication to parent/guardian requested in:		English	Native Language	Oral	Written

**Academic History Prior to Entering Current District**

Age Started School		Years in Preschool/K		Years in 1-5		Retained in grades	
Last Grade Completed		Interrupted Education		Limited Schooling		No formal Schooling	
Has the student been referred for Special Education?				Does the child have an IEP?			

**Academic Achievement Level History**

Subject	Below Level	On or Above Level	Method Used to Determine Level	Information Not Available
Math				
Reading				
Writing				

**Language Proficiency Test Information**

Test	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
LAS LINK Speaking															
LAS LINK Listening															
LAS LINK Reading															
LAS LINK Writing															
Composite SCORE															

**ELL Service**

Date Identified LEP		Date Entered ELL Program	
Student will receive Direct ESL Pull-out Services for		Minutes	Days a week
Student will be placed in an ESL English Class for on Credit (Grades 6-12 only)		Year	Semester
Student will be placed on monitoring Status		Comments:	
Parents Declined Services (school is still obligated to serve)		Comments:	
<b>With regular school attendance and parental support</b> it is anticipated that the student will exit from services for Limited English Proficiency to <b>monitoring status</b> in _____ years. (This is a goal not a required exit date.)			
Comments:			
Date Exited from LEP Status			
Expected Date of Graduation (Grades 9-12 only)			

**Appendix B (continued): Language Service Plan (for Students with Limited English Proficiency)**

**Participation in the state-required assessment and accountability system**

Date of entry to an English Speaking School	
<b>The student will participate in the following:</b>	
	LAS LINKS Screener
	Annual English Language Proficiency Assessment
	State-Required Assessment and Accountability Program
	Accommodations will be Provided *
	Accommodations will no longer be provided when the student is proficient on the state adopted English Language Proficiency Test (ELPT) and the state administered exams.

\*The Accommodations/ Modifications below are appropriate if consistent with the ongoing normal delivery of classroom instruction.

Accommodations:		
	Use of memory aids, fact charts, resource sheets, and/or abacus	
	Provide cues (e.g., arrows and stop signs) on answer document in pencil	Administer the test over several days
	Highlight key words or phrases in directions (e.g., complete sentences, show your work)	Native language word-to-word dictionaries (no definitions)
	Read the test directions (but not the test items) to individual students or the group – repeating and/or paraphrasing the directions, if needed.	Individual test administration
	Dictation of answers to test administrator/proctor (scribe) in English only	OTHER:

- See English Language Learner Testing Accommodations Manual for further guidance.

**Instructional Methods in the Regular Classroom**

To meet the needs of this child, the following are recommendations for use in regular classroom instruction:

*Paraphrasing or repeating directions in English	Print instead of using cursive; Type all notes, tests, handouts
*Personal cueing*	Use high interest/low vocabulary text material
*Read the test directions (but not the test items) to individual students or the group – repeating and/or paraphrasing the directions, if needed.	Use overhead and provide students with copies of teacher transparencies/notes/lectures
*Dictation of answers to test administrator/proctor (scribe) in English only	Make instruction visual – graphic organizers, pictures, maps, graphs... to aid understanding
*Reader (oral administration)	Highlight/color code tasks, directions, letters home
*Native language word-to-word dictionaries /Electronic word-to-word dictionaries (no definitions)	Pair ELs with English speaking “Study Buddy” for assistance
OTHER*:	Seat student in close proximity to teacher, w/ Study Buddy
Present questions in same phrasing as learning/review	Check for comprehension often
Reduced and/or modified class & homework assignments	Ask questions that allow student to answer successfully
Modified assessments (i.e. oral)	Allow student opportunities to read aloud successfully
Break tasks/directions into subtasks	Use manipulatives
Increase wait time	Use books on tape
Additional time to complete assignments and tests	Record material for student listening
ESS (Extended School Services)	Vocabulary matching/fill-in-the-blank exercises w/ words
Face student when speaking – speak slowly	Label items in the room
Other programming accommodations to address individual strengths and needs:	

**Persons involved in the development of the Language Service Plan:**

	Principal		Parent
	School /District ELL Coordinator		Parent
	ELL Teacher		Student
	Teacher		Interpreter
	Teacher		Date

**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.

<b>Student:</b>		<b>Teacher:</b>	<b>Date:</b>
<b>YES</b>	<b>NO</b>	<b>Academic Potential</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>	
		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>	
		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>	
		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>	
		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.

<b>Student:</b>		<b>Teacher:</b>	<b>Date:</b>
<b>YES</b>	<b>NO</b>	<b>Academic Potential</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>	
		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 comprehends text when read aloud by others?	
		9. Does the student lack fluency when reading aloud?	
		<b>Alphabet and Spelling</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 when spelling?	
		13. Does the student make frequent spelling errors that involve changing the order of the letters within the word?	
		<b>Handwriting Skills</b>	
		14. Does the student avoid writing?	
		15. Is the student's handwriting often illegible?	
		16. Does the student have problems summarizing and outlining?	
		<b>Other</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 hesitate when answering direct questions?	

**Appendix C: Dyslexia Parent 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.

<b>Student:</b>		<b>Teacher:</b>	<b>Date:</b>
<b>Yes</b>	<b>No</b>		
		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

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, [child's 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 will be in this tier for up to 10 weeks before final progress is determined and further support is provided, if needed.
- Tier III**, best described as intensive interventions that occur daily and with the guidance of the Teacher Support Team. Your child will 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]

[If referring to Tier III]

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 [child's 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: Literacy-Based Promotion Act Documentation

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

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

Read at Home Plan sent to parents/guardians.

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

### 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 Language 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 reflects that the individual student has received intensive remediation for 2 years but still demonstrates a deficiency in reading and 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.

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

Principal reviewed and discussed recommendations with the teacher and parent.

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

Principal submitted documentation to superintendent.

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

Decision of Superintendent:

**Accept / Reject**

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

*Instructions:* Check if retained or promoted.

**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 B: Observational and Performance Based Early Childhood Checklists (aligned to the Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children)**

Child's Name: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_

School/Center Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Use the designated number codes below to indicate the student's current level of performance.  
 1= Needs Development    2= Developing as Expected    3= Advanced Development

**College and Career Readiness Anchor Standards for English Language Arts**

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>READING STANDARDS FOR LITERATURE</b>			
1. With prompting and support, ask and/or answer questions with details related to a variety of print materials.			
2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media).			
3. With prompting and support, identify some characters, settings, and/or major events in a story.			
4. Exhibit curiosity and interest in learning words in print.			
a. Develop new vocabulary from stories.			
b. Identify environmental print.			
5. With prompting and support, interact with common types of texts.			
6. With prompting and support, identify the role of the author and illustrator.			
7. With prompting and support, make connections among self, illustrations, and the story.			
8. No developmentally appropriate standard.			
9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories.			
10. 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.			
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>			
1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials.			



Competencies and Objectives	Observations		
	Fall	Winter	Spring
2. With prompting and support, identify the main topic/idea and retell some details using diverse media.			
3. 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).			
4. Exhibit curiosity and interest about words in a variety of informational texts.			
5. With prompting and support, identify the front cover, back cover, and title page of a book.			
6. With prompting and support, identify the role of the author and illustrator in informational text.			
7. With prompting and support, make connections between self and text and/or information and text.			
8. With prompting and support, explore the purpose of the informational text as it relates to self.			
9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.			
10. 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).			
<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>			
<b>Print concepts</b>			
1. With prompting and support, demonstrate understanding of conventions of print.			
a. Recognize an association between spoken and written words.			
b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.			
c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.			
d. Differentiate letters from numbers.			
e. Recognize words as a unit of print and understand that letters are grouped to form words.			
f. Understand that print moves from left to right, top to bottom, and page by page.			
g. Understand that words are separated by spaces in print.			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>Phonological Awareness</b>			
2. With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.			
a. Engage in language play.			
b. Explore and recognize rhyming words.			
c. Demonstrate awareness of the relationship between sounds and letters.			
d. Demonstrate an understanding of syllables in words (units of sounds) by clapping, stomping, and finger tapping.			
e. With prompting and support, isolate and pronounce initial sounds in words.			
f. Demonstrate an awareness of ending sounds in words.			
3. With prompting and support, demonstrate emergent phonics and word analysis skills.			
a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.			
b. Recognize own name, environmental print, and some common high-frequency sight words.			
<b>Fluency</b>			
4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).			
<b>WRITING STANDARDS</b>			
<b>Text types and purposes</b>			
1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes.			
a. Explore and experiment with a combination of written representations (e.g. scribbles, drawings, letters, and dictation) to express an opinion.			
b. Explore and experiment with a combination of written representations (e.g. scribbles, drawings, letters, and dictation) and describe own writing.			
c. Explore and experiment with a combination of written representations (e.g. scribbles, drawings, letters, and dictation) to tell about events or stories.			
2. No developmentally appropriate standard.			
3. No developmentally appropriate standard.			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>Production and distribution of writing</b>			
4. No developmentally appropriate standard.			
5. 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.			
6. 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>Research to build and present knowledge</b>			
7. 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.			
8. With prompting and support, recall information from experiences to answer questions.			
9. No developmentally appropriate standard.			
<b>Range of Writing</b>			
10. No developmentally appropriate standard.			
<b>SPEAKING AND LISTENING SKILLS</b>			
<b>Comprehension and Collaboration</b>			
1. 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.			
a. Engage in voluntary conversations (e.g. turn-taking, listening attentively, being aware of others' feelings).			
b. Engage in extended conversations.			
2. With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.			
3. With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.			
<b>Presentation of knowledge and ideas</b>			
4. With prompting and support, describe familiar people, places, things, and events.			
5. With prompting and support, add drawings or other visual displays to descriptions.			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
6. With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.			
<b>LANGUAGE STANDARDS</b>			
<b>Conventions of Standard English</b>			
1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.			
a. Use frequently occurring nouns and verbs.			
b. Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes).			
c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).			
d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).			
e. Produce and expand complete sentences in shared language activities.			
2. With prompting and support, demonstrate awareness of the conventions of standard English.			
a. Write first name, capitalizing the first letter.			
b. Attempt to write a letter or letters to represent a word.			
c. Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships.			
<b>Knowledge of Language</b>			
3. No developmentally appropriate standard			
<b>Vocabulary Acquisition and Use</b>			
4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.			
a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).			
5. With guidance and support, explore word relationships and word meanings.			
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.			
b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).			
c. Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth)			
5. 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.			

**College and Career Readiness Anchor Standards for Mathematics**

Use the designated number codes below to indicate the student's current level of performance.  
**1= Needs Development    2= Developing as Expected    3= Advanced Development**

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>COUNTING AND CARDINALITY DOMAIN</b>			
<b>Know number names and the count sequence.</b>			
1. With prompting and support, recite numbers 1 to 30 in the correct order.			
2. With prompting and support, recognize, name, and attempt writing numerals 0-10.			
<b>Count to tell the number of objects.</b>			
3. With guidance and support, understand the relationship between numerals and quantities.			
a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.			
b. Match quantities and numerals 0-5.			
4. Count many kinds of concrete objects and actions up to 10, using one to one correspondence; and, with guidance and support, count up to 7 things in a scattered design.			
a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.			
<b>Compare numbers.</b>			
5. Use comparative language (e.g., <i>more than</i> , <i>less than</i> , <i>equal to</i> , <i>same</i> , and <i>different</i> ) to compare objects, using developmentally appropriate pre-kindergarten materials.			
<b>OPERATIONS AND ALGEBRAIC THINKING DOMAIN</b>			
<b>Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.</b>			
1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.			



Competencies and Objectives	Observations		
	Fall	Winter	Spring
2. With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.			
3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials			
a. Duplicate and extend simple patterns using concrete objects.			
<b>MEASUREMENT AND DATA DOMAIN</b>			
<b>Describe and compare measurable attributes.</b>			
1. 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> ).			
2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., <i>bigger, longer, taller, heavier, same weight, same amount</i> ).			
a. Use nonstandard units of measurement.			
b. Explore standard tools of measurement.			
<b>Classify objects and count the number of objects in each category.</b>			
3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).			
<b>GEOMETRY DOMAIN</b>			
<b>Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>			
1. With guidance and support, correctly name shapes.			
2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.			
3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.			
<b>Analyze, compare, create, and compose shapes.</b>			
4. With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, and pattern blocks).			
5. 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).			

## College and Career Readiness Anchor Standards for Approaches to Learning

Use the designated number codes below to indicate the student's current level of performance.

1= Needs Development    2= Developing as Expected    3= Advanced Development

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>PLAY DOMAIN</b>			
<b>Engage in play.</b>			
1. Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.			
2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).			
3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).			
4. Demonstrate active engagement in play.			
<b>CURIOSITY AND INITIATIVE DOMAIN</b>			
<b>Demonstrate curiosity and initiative.</b>			
1. Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.			
2. Ask questions to seek new information.			
3. Make independent choices.			
4. Approach tasks and activities with flexibility, imagination, and inventiveness.			
<b>PERSISTENCE AND ATTENTIVENESS DOMAIN</b>			
<b>Demonstrate persistence and attentiveness.</b>			
1. Follow through to complete a task or activity.			
2. Demonstrate the ability to remain engaged in an activity or experience.			
3. 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).			
<b>PROBLEM-SOLVING SKILLS DOMAIN</b>			
<b>Demonstrate problem-solving skills.</b>			
1. Identify a problem or ask a question.			
2. 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).			
3. Apply prior learning and experiences to build new knowledge.			

**College and Career Readiness Anchor Standards for Social and Emotional Development**

Use the designated number codes below to indicate the student's current level of performance.

**1= Needs Development    2= Developing as Expected    3= Advanced Development**

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>SOCIAL DEVELOPMENT DOMAIN</b>			
<b>Build and maintain relationships with others.</b>			
1. Interact appropriately with familiar adults.			
a. Communicate to seek out help with difficult task, to find comfort, and to obtain security.			
b. Engage with a variety of familiar adults for a specific purpose.			
2. Interact appropriately with other children.			
a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).			
b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).			
c. Ask permission to use items or materials of others.			
d. Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.").			
3. Express empathy and care for others.			
a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).			
b. Offer and accept encouraging and courteous words to demonstrate kindness.			
c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad.").			
<b>Work productively toward common goal and activities.</b>			
4. Participate successfully as a member of a group.			
a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).			
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).			
c. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
5. Join ongoing activities in an acceptable way.			
a. Express to others a desire to play (e.g., say, "I want to play.").			
b. Lead and follow.			
c. Move into group with ease.			
6. Resolve conflict with others.			
a. 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.").			
b. With prompting and support, use courteous words and actions (e.g., say, "Please give me the book." "I'm sorry I stepped on your mat.").			
<b>EMOTIONAL DEVELOPMENT DOMAIN</b>			
<b>Demonstrate awareness of self and capabilities.</b>			
1. Demonstrate trust in self.			
a. 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. Identify own emotions (e.g., say, "I feel...") and express pride in accomplishments (e.g., "I did it!").			
2. Develop personal preferences.			
a. Express independence, interest, and curiosity (e.g., say, "I can...", "I choose..." "I want...").			
b. Select and complete tasks (e.g., finish a puzzle or drawing).			
3. Show flexibility, inventiveness, and interest in solving problems.			
a. Make alternative choices (e.g., move to another area when a center is full).			
b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).			
4. Know personal information.			
a. Describe self, using several basic characteristics (e.g., gender, age, hair color, eye color).			
b. Refer to self by first and last name.			
c. Know parents'/guardians' names			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>Recognize and adapt expressions, behaviors, and actions.</b>			
5. Show impulse control with body and actions.			
a. Control own body in space (e.g., move safely through room without harm to self or others).			
b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).			
c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).			
6. Manage emotions.			
a. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).			
b. With prompting and support, recognize emotions (e.g., "I am really mad.").			
c. With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, "This story makes me happy.").			
d. 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.").			
7. Follow procedures and routines with teacher support.			
a. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).			
b. Use materials with care and safety (e.g., use scissors to cut paper).			
c. Take turns sharing information with others (e.g., interact during group time).			
8. Demonstrate flexibility in adapting to different environments.			
a. Adjust behavior in different settings (e.g., at the library, playground, lunchroom).			
b. Follow rules (e.g., use outside voice, use inside voice) in different settings.			



## College and Career Readiness Anchor Standards for Science

Use the designated number codes below to indicate the student's current level of performance.

1= Needs Development    2= Developing as Expected    3= Advanced Development

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>SCIENTIFIC METHOD AND INQUIRY DOMAIN</b>			
<b>Engage in simple investigations.</b>			
1. Interact appropriately with familiar adults.			
2. Describe, compare, sort and classify, and order objects.			
3. Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).			
4. Explore materials, objects, and events and notice cause and effect.			
5. Describe and communicate observations, results, and ideas.			
6. Work collaboratively with others.			
<b>Use the five senses to explore and investigate the environment.</b>			
7. Name and identify the body parts associated with the use of each of the five senses.			
8. Describe similarities and differences in the environment using the five senses.			
<b>PHYSICAL SCIENCE DOMAIN</b>			
<b>Develop awareness of observable properties of objects and materials.</b>			
1. Manipulate and explore a wide variety of objects and materials.			
2. Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).			
3. Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).			
4. Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).			
<b>LIFE SCIENCE DOMAIN</b>			
<b>Acquire scientific knowledge related to life science.</b>			
1. Name, describe, and distinguish plants, animals, and people by observable characteristics.			
2. Describe plant, animal, and human life cycles.			
3. Describe the needs of living things.			
4. Compare and contrast characteristics of living and nonliving things.			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>EARTH SCIENCE DOMAIN</b>			
<b>Apply scientific knowledge related to earth science and space.</b>			
1. Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).			
2. Identify characteristics of the clouds, sun, moon, and stars.			
3. Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).			
<b>TECHNOLOGY DOMAIN</b>			
<b>Identify and explore a variety of technology tools.</b>			
1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.			
2. Use technology tools to gather and/or communicate information.			
3. With prompting and support, invent and construct simple objects or structures using technology tools.			

**College and Career Readiness Anchor Standards for Physical Development**

Use the designated number codes below to indicate the student's current level of performance.

1= Needs Development    2= Developing as Expected    3= Advanced Development

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>GROSS MOTOR SKILLS DOMAIN</b>			
<b>Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.</b>			
1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).			
2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).			
<b>Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.</b>			
3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).			
4. Use various types of equipment (e.g., playground equipment, tricycles, slides).			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
5. 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 DOMAIN</b>			
<b>Demonstrate competency in fine motor skills needed to perform a variety of physical activities.</b>			
1. 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>Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.</b>			
2. 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).			
3. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).			
<b>Participate in fine motor activity for self-expression and/or social interaction.</b>			
4. With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).			
5. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).			
<b>Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.</b>			
6. 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>Demonstrate an awareness and practice of safety rules.</b>			
1. With prompting and support, identify safety rules (e.g., classroom, home, community).			
2. With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.			
3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.			
<b>Demonstrate an emerging (developing) use of standard health practices.</b>			
4. With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
5. With prompting and support, participate in a variety of physical activities.			
6. With prompting and support, identify nutritious foods.			

**College and Career Readiness Anchor Standards for Creative Expression**

Use the designated number codes below to indicate the student's current level of performance.  
**1= Needs Development    2= Developing as Expected    3= Advanced Development**

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>MUSIC DOMAIN</b>			
<b>Participate in music-related activities.</b>			
1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects.			
2. Sing a variety of short songs			
3. Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions).			
4. With prompting and support, identify fast and slow tempos and simple elements of music.			
5. With prompting and support, recognize a wide variety of sounds and songs from other cultures.			
<b>DANCE AND MOVEMENT DOMAIN</b>			
<b>Demonstrate understanding through the use of movement.</b>			
1. Create simple movements (e.g., twirl, turn around, skip, shake).			
2. Respond rhythmically to different types of music (e.g., fast, slow).			
<b>THEATRE AND DRAMATIC PLAY DOMAIN</b>			
<b>Engage in dramatic play throughout the day in a variety of centers.</b>			
1. Imitate roles (e.g., mother, baby, doctor) observed in own life experiences.			
2. Use available materials as either realistic or symbolic props.			
3. Make up new roles from experiences and/or familiar stories.			
4. Imitate characteristics of animals (e.g., the sounds animals make) and of people.			

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>VISUAL ARTS DOMAIN</b>			
<b>Create and respond to visual art.</b>			
1. Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.			
2. Create artwork that reflects an idea, theme, or story.			
3. Describe own art work.			

<b>College and Career Readiness Anchor Standards for Social Studies</b>
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Use the designated number codes below to indicate the student's current level of performance.  
**1= Needs Development    2= Developing as Expected    3= Advanced Development**

Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>FAMILY AND COMMUNITY DOMAIN</b>			
<b>Understand self in relation to the family and the community.</b>			
1. Identify self as a member of a family, the learning community, and local community.			
2. With prompting and support, identify similarities and differences in people.			
3. With prompting and support, describe some family traditions.			
4. Identify some similarities and differences in family structure, culture, ability, language, age and gender.			
<b>Understand the concept of individual rights and responsibilities.</b>			
5. With prompting and support, demonstrate responsible behavior related to daily routines.			
6. With prompting and support, explain some rules in the home and in the classroom.			
a. Identify some rules for different settings.			
b. Identify appropriate choices to promote positive interactions.			
7. With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).			
8. With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible).			
9. With prompting and support, describe a simple sequence of familiar events.			



Competencies and Objectives	Observations		
	Fall	Winter	Spring
<b>OUR WORLD DOMAIN</b>			
<b>Understand the importance of people, resources, and the environment.</b>			
1. Treat classroom materials and the belongings of others with care.			
2. With prompting and support, identify location and some physical features of familiar places in the environment.			
3. 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).			
4. Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.			
5. Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, and conserving water).			
<b>HISTORY AND EVENTS DOMAIN</b>			
<b>Understand events that happened in the past.</b>			
1. With prompting and support, describe a simple series of familiar events.			
2. Recognize events that happened in the past.			

# Appendix G

## ***Academic and Behavior Interventions Resources and Strategies***

***Strategies and interventions that can be provided at each level of the multi-tiered system of supports.***

## Tier I (Examples)

Academics	MS College and Career Readiness Standards
	Other Core Curriculum Materials
	Differentiated Instruction
Behavior	Positive Behavior and Support System
	Check In and Check Out
	Individual and/or Group Counseling
	Social Skills Sessions

## Differentiated Instruction Strategies

Strategy for Differentiation	Primarily Used to Differentiate	Example
Tiered Assignments	Readiness	Give assignments for various ability levels.
Tiered Products	Readiness, Interest	Assess projects for various ability levels.
Drilled-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 dilemma.
Alternative Assessments	Readiness	Allow student to write a poem rather than take a test on the poem's components.
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 students 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, and practice while others are still working on their assignments.'

## Tier II

Academics	Small group target instruction (3-6)
	Technology Assisted programs i.e. Classworks
	The Saavy's Teacher Guide <a href="http://www.jimwrightonline.com/pdffdocs/brouge/rdngManual.PDF">http://www.jimwrightonline.com/pdffdocs/brouge/rdngManual.PDF</a>
	<a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a>
Behavior	Positive Behavior and Support System
	Check In and Check Out
	Individual and/or Group Counseling
	Social Skills Sessions
	The Saavy's Teacher Guide: Selected Guide for Behavioral Interventions <a href="http://www.jimwrightonline.com/pdffdocs/brouge/behIntvIdeas.PDF">http://www.jimwrightonline.com/pdffdocs/brouge/behIntvIdeas.PDF</a>

## Tier III

Academics	Intensive Small group
	Individualized Instruction
	Technology Assisted Programs i.e. Classworks
	The Saavy's Teacher Guide <a href="http://www.jimwrightonline.com/pdffdocs/brouge/rdngManual.PDF">http://www.jimwrightonline.com/pdffdocs/brouge/rdngManual.PDF</a>
Behavior	Positive Behavior and Support System
	Functional Behavior Assessment
	Behavior Support Plan
	Frequency of Interventions
	The Saavy's Teacher Guide: Selected Guide for Behavioral Interventions <a href="http://www.jimwrightonline.com/pdffdocs/brouge/behIntvIdeas.PDF">http://www.jimwrightonline.com/pdffdocs/brouge/behIntvIdeas.PDF</a>

## Response to Intervention Resources

### General

**Mississippi Department of Education Response to Intervention web site** <http://www.mde.k12.ms.us/ESE/links/response-to-intervention-teacher-support-team>

*This site describes the role of the Department of Intervention Services and includes general information on the RtI process. It also contains RtI Resources for teacher and school use.*

**National Center on Response to Intervention** <http://www.RTI4Success.org>

*This site has a variety of resources including information about universal screeners, progress monitoring, interventions, papers and presentations on RtI topics, and a discussion forum.*

**Understood.org** <https://www.understood.org/en/school-learning/special-services/rti>

*This site includes basic resources on RtI (information about the three tiers, What RtI should and should not include, and questions to ask your school about RtI). It also has a "Parenting Coach" that gives parents practical ideas for social, emotional, and behavioral challenges based on the child's issue and grade level.*

**Identifying and Implementing Educational Practices Supported By Rigorous Evidence: A User Friendly Guide**

<http://www.ed.gov/rschstat/research/pubs/rigorous/vid/index.html>

*This site links to publication that provides educational practitioners with user-friendly tools to distinguish practices supported by rigorous evidence from those that are not.*

**Response to Intervention Blueprints: School Level** <http://goo.gl/oyLLpV>

*This pdf document is one of three documents that provides concrete guidance and a framework around which the implementation of RtI can be built. This particular document is meant for use at the school level.*

**Response to Intervention Blueprints: District Level** <http://www.centeroninstruction.org/files/DISTRICT.pdf>

*This pdf document is one of three documents that provides concrete guidance and a framework around which the implementation of RtI can be built. This particular document is meant for use at the district level.*

**A Cultural, Linguistic, and Ecological Framework for Response to Intervention with English Language Learners**

[http://www.centeroninstruction.org/files/Framework\\_for\\_RTI.pdf](http://www.centeroninstruction.org/files/Framework_for_RTI.pdf)

*This pdf document discusses the benefits of the RtI process for ELL learners.*

**Promising Practice Network** <http://www.promisingpractices.net>

*This site provides quality evidence-based information about what works to improve the lives of children, families, and communities. A wide variety of programs are reviewed including academic, behavioral, physical and mental development, after school, and mentoring.*



**National Center on Student Progress Monitoring** <http://www.studentprogress.org/chart/chart.asp>

*This site includes a chart detailing the results of the review of progress monitoring tools for General Outcome Measures (GOMs) and Mastery Measures (MMs), as well as supplemental resources on RtI.*

**National Center for Culturally Sensitive Educational Systems** <http://www.nccrest.org/publications/tools.html>

*This site contains links to the Mississippi Cultural Responsivity Matrix – A Teacher’s Self-study Guide for Culturally Responsive Teaching Practices in Grade K-6 and Equity in Special Education Placement: A School Self- Assessment Guide for Culturally Responsive Practice, as well as other links meant to support equity for all students.*

### **Interventions**

**Best Evidence Encyclopedia (BEE)** <http://www.bestevidence.org/>

*This site includes detailed program overviews and reviews, broken down into categories: Mathematics programs, Reading programs, Science programs, Comprehensive School Reform programs, and Early Childhood programs. In each program category, there are program ratings; you can find top-rated programs for school or district use – these have strong or moderate evidence of effectiveness – as well as limited evidence programs and other programs.*

**What Works Clearinghouse** <http://ies.ed.gov/ncee/wwc/>

*This site publishes reviews on the research of different programs, products, practices, and policies in education and tries to answer the question “What works in education?” based on high-quality research. The goal of the site is to provide educators with the information they need to make evidence-based decisions.*

**Intervention Central** <http://www.interventioncentral.org>

*This site includes ideas for both academic and behavioral interventions, as well as information on curriculum based measures and a Behavioral Intervention Planner.*

### **Early Childhood**

**Frameworks for Response to Intervention in RtI: Description and Implications** <http://www.naeyc.org/files/naeyc/RTI%20in%20Early%20Childhood.pdf>

*This pdf document defines the frameworks for RtI in Early Childhood Education and was made to promote a broad understanding and discussion of the topic.*

**Roadmap to Pre-K RtI** <http://goo.gl/3dTF1LN>

*This pdf document details the implementation of RtI in pre-k classrooms in order to prevent early delays from becoming language, literacy, and academic learning difficulties.*

## Literacy

**Florida Center for Reading Research (FCRR)** <http://www.fcrr.org/>

*The FCRR site explores all aspects of reading research – basic research into literacy- related skills for typically developing readers and those who struggle, studies of effective prevention and intervention, and psychometric work on formative assessment.*

**FCRR Interventions for Struggling Readers** <http://www.fcrr.org/interventions/index.shtml>

*This site details progress monitoring to improve reading instruction and interventions for struggling readers.*

**FCRR Selecting Research-Based Reading Programs** <http://www.fcrr.org/profDev/profDevSelectingPrograms.shtml>

*This site is intended to assist educators in choosing reading and professional development programs. The resources can be used at the school and district level.*

**Early Literacy Resources** <http://www.free-reading.net>

*This site contains activities and intervention materials for the following early literacy skills, including: print concepts, phonological awareness, letter sounds, sounding out, word recognition, etc. The site is primarily useful for Tier 1 and Tier 2 interventions.*

**Improving Adolescent Literacy: Effective Classroom and Intervention Practices [Grades 4–12]**

<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8>

*This site links to a pdf document that presents strategies for classroom teachers and specialists to use in increasing the reading ability of adolescent students.*

## Behavior

**Positive Behavioral Interventions and Supports (PBIS) National Technical Assistance Center** <http://www.pbis.org/>

*This site is meant to define, develop, implement, and evaluate PBIS frameworks and emphasizes the impact of implementing PBIS on social, emotional, and behavioral outcomes for students with disabilities.*

**PBIS Videos** <http://www.pbis.org/media/videos>

*This page contains several videos that are useful for staff introduction and training on PBIS.*

**Functional Behavior Assessment** <http://cecp.air.org/fba/>

*This site has resources needed to understand functional behavioral assessments (FBAs) and behavioral intervention plans (BIP), as well as their impact on addressing students' problem behaviors.*

**Reducing Behavior Problems in the Elementary Classroom** [http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior\\_pg\\_092308.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior_pg_092308.pdf)

*This site links to a pdf guide that is designed for elementary school educators and school- and district-level administrators. It offers prevention, implementation, and school-wide strategies that can be used to reduce problem behaviors.*