

The enclosed sample packet has been generated to clear up concerns about what documentation is needed from staff for Tier I and Tier II. The goal for Tier I and Tier II is to find the real problem and fix it. It is the classroom teacher's responsibility to take care of Tiers I and II.

When you as a teacher begin to see that a student is *struggling* or *failing* the assigned work, fill out Tier I as you implement Tier II.

TIER I (GOOD classroom instruction documentation for what you have done)

1. Fill out TST15, TST10, TST11A or TST11B
2. Include Lesson Plan/s with student names entered in TST Intervention section with interventions listed and the frequency noted.
3. ***All parent contacts*** should be recorded on TST4, even if student moves on to TST.
4. Chart Dog-This is the visual proof of where student stands (usually classroom grades or Discovery Education Assessment or MCT2, Office Referrals, etc). www.interventioncentral.com

****Principal will add classroom observations to this documentation TST14****

TIER II

1. TST17-Tier II documentation of student intervention-This is the summary sheet for the entire intervention and will end when a different intervention is implemented. (complete for each intervention)
2. Chart Dog-Progress Monitoring-This is visual proof of whether the intervention worked or did not work. Use STAR, AIMSweb probes, etc. to graph.
**It is important to compare/show where the student is in reference to the class, passing average, grade level expectancy, etc.
3. TST19-Calendar of Intervention- Show frequency, attendance and intervention
4. TST18-6-Weeks Documentation Checklist- Can be used in place of or in addition to the calendar.
5. AIMSWeb Graph- Progress monitoring www.aimsweb.com
6. TST16-Individual Work Narrative for Documentation- Work sample summary (what is included) *related to intervention*.
7. Actual Work Samples *related to intervention* (more is not better).
If the data shows that the student is progressing, continue the intervention and documentation of this intervention.
If the data shows that the student is not making progress, go back through 1-11 with another intervention before referring to TST for help.
8. Complete TST6 in its entirety.
9. Complete TST22.
10. Turn in all of the above documentation to the TST Chairman.

Alcorn School District

Tier One Documentation of Student Interventions

Student Jack Doe Grade 6 Date 3-2-09

Subject Area Reading SY: 08-09

date of completed form to move to tier II

Alternative strategies and interventions for improvement of student's skills have been implemented and the student has not made progress. (Documentation of student performance for the intervention must be attached to this sheet.)

Interventions	Area Addressed by Intervention (see key)	Results of Intervention (see rubric)	Dates Starting/Ending/or Continuing
Delivery of Instruction			
Explicit and systematic small group instruction within the regular classroom			
Instruction that has been broken down into manageable steps	LA6	2	1-8-09 / 3-2-09
Instruction has been provided using a different teaching strategy			
Instruction was provided using a different response mechanism.			
Student has been provided with additional practice activities.	LA5	1	1-8-09 / 2-15-09
Student has been provided with immediate and specific feedback.			
Preferential seating			
Explicit instruction using modeling and thinking aloud			
Guided practice w/ multiple opportunities to practice and review skills			
Teaching skills to mastery			
Corrective feedback when mistakes occur			
Instructional Grouping			
Small (3-5 students), similar-ability groups of students			
Instructional grouping based on assessment of instructional needs			
Student pairs w/ a higher performing student helping a struggling student	LA5	2	2-15-09 / 3-2-09
Instructional Materials/Technology			
Classroom materials w/ various difficulty levels for range of reading abilities in class			
Classroom-libraries w/ books-grouped-by reading levels			
Use of decodable texts that emphasize sound-symbol relationships			

Person Conducting Intervention: Ausie Cox

Position: 6th grade teacher

Alcorn School District

Use with:

Tier I Documentation of Student Interventions-Prior to Baseline Data Collection

KEY
(Area Addressed by Intervention)

LANGUAGE ARTS	MATHEMATICS
LA1 Phonemic Awareness (The understanding that spoken words are made of individual sounds.)	M1 Patterns
LA2 Phonics (Associating the sounds of spoken words to letter symbols)	M2 Operations
LA3 Vocabulary	M3 Data Collection
LA4 Fluency	M4 Word Problems
LA5 Listening Comprehension	M5 Counting
LA6 Reading Comprehension	M6 Comparing Numbers
LA7 Standard English Grammar	M7 Telling Time
LA8 Standard English Mechanics	M8 Counting Money
LA9 Others (specify)	M9 Fractions
	M10 Decimals
	M11 Others (specify)

RUBRIC
(Results of Intervention)

1 No improvement experienced from intervention-discontinue & try another intervention.
2 Little improvement experienced-continue & try another intervention.
3 Intervention produced grade level proficiency-continue intervention.

Example:

Interventions	Area Addressed by Intervention (see key)	Results of Intervention (see rubric)	Dates Start/End/or Continuing
Presentation Techniques			
Highlight key information	LA6	2	9-12/11-12
Reduce amount of information/skills taught			
Use detailed study guides, semantic maps, graphic organizers	LA6	3	11-13/Present

Alcorn School District Social/Emotional Issues Worksheet

Student Jack Doe School PES Date 3-2-09

STUDENT IS DISRUPTIVE IN CLASS:

- fidgets
- is overly active
- will 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 toward teachers and others in authority
- defiant or stubborn
- 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
- clingy with adults
- pretends to be ill

STUDENT HAS:

- been on runaway status
- been caught for 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
- had tobacco violations at school
- had drug/alcohol violations at school

TST 11B

Jack Doe
3-2-09

Learning Styles

This chart helps you determine your learning style; read the word in the left column and then answer the questions in the successive three columns to see how you respond to each situation. Your answers may fall into all three columns, but one column will likely contain the most answers. The dominant column indicates your primary learning style.

When you	Visual	Auditory	Kinesthetic & Tactile
Spell	Do you try to see the word? X	Do you sound out the word or use a phonetic approach?	Do you write the word down to find if it feels right?
Talk	Do you sparingly but dislike listening for too long? Do you favor words such as <i>see, picture, and imagine</i> ?	Do you enjoy listening but are impatient to talk? Do you use words such as <i>hear, tune, and think</i> ? X	Do you gesture and use expressive movements? Do you use words such as <i>feel, touch, and hold</i> ?
Concentrate	Do you become distracted by untidiness or movement? X	Do you become distracted by sounds or noises?	Do you become distracted by activity around you?
Meet someone again	Do you forget names but remember faces or remember where you met? X	Do you forget faces but remember names or remember what you talked about?	Do you remember best what you did together?
Contact people on business	Do you prefer direct, face-to-face, personal meetings? X	Do you prefer the telephone?	Do you talk with them while walking or participating in an activity?
Read	Do you like descriptive scenes or pause to imagine the actions?	Do you enjoy dialog and conversation or hear the characters talk?	Do you prefer action stories or are not a keen reader? X
Do something new at work	Do you like to see demonstrations, diagrams, slides, or posters? X	Do you prefer verbal instructions or talking about it with someone else?	Do you prefer to jump right in and try it?
Put something together	Do you look at the directions and the picture? X		Do you ignore the directions and figure it out as you go along?
Need help with a computer application	Do you seek out pictures or diagrams?	Do you call the help desk, ask a neighbor or growl at the computer? X	Do you keep trying to do it or try it on another computer?

Adapted from Colin Rose(1987). *Accelerated Learning*.

Last modified: March 28, 1998
Yannis Grammatis

(one of several weeks)

Lesson Plan

Teacher: <u>Audie Can</u>	Dates of Lesson Plan: <u>1-8-09 - 1-12-09</u>		
Competencies/Benchmarks: <u>2.11 apply figurative language to text</u>			
Grade Level: <u>6</u>	Subject: <u>Reading</u>	Unit: <u>NA</u>	Class Period: <u>8:00-8:50 am</u>
Cultural Diversity Activities: <u>NA</u>			
E.L.L. Interventions: <u>NA</u>			
T.S.T. Interventions: <u>Break story apart for good Dece. Pair them with story to work on reading the story & picking figurative language</u>			
Tech Prep Integration: <u>NA this week</u>			
Objectives	Procedures	Materials and Media	Assessment
<u>~~~~~</u> <u>~~~~~</u>	<u>~~~~~</u> <u>~~~~~</u>	<u>~~~~~</u> <u>~~~~~</u>	<u>~~~~~</u> <u>~~~~~</u>

Alcorn School District Parent Contact Log

Student Jack Doe Grade 6 SY 2008-09 School RES

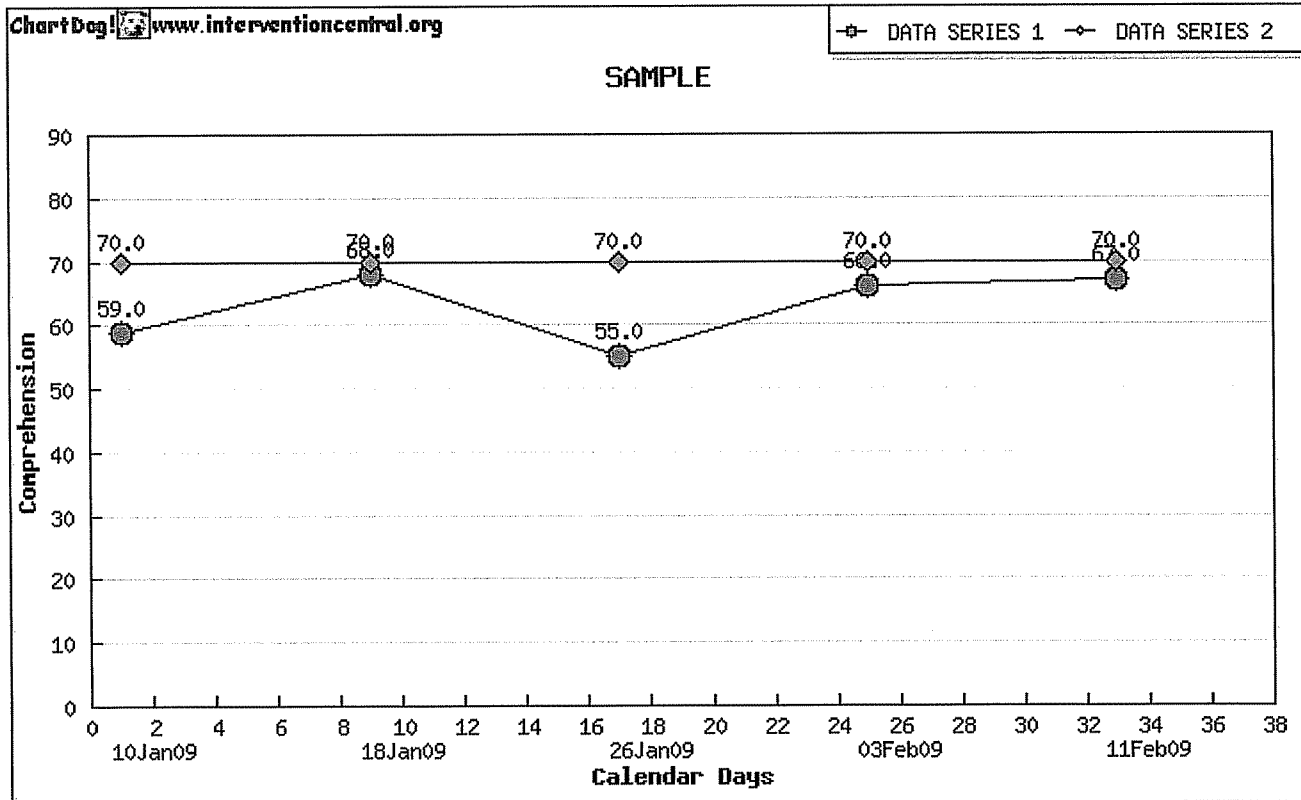
Date	Parent/Guardian	In Person	Phone	Email	Letter	Topic of Discussion
8-6	Bob				X	welcome letter
9-24	Bob	X				parent conference ^{BD}
10-31	Bob			X		sent progress report
12-16	Bob				X	letter indicating trouble areas
1-30	Bob	X				parent conference ^{BD}
						continue to be
						presented throughout
						this presented throughout year.
						held at school
						for the school

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ChartDog 2.0

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Data Table

Obsv#	Date	Series 1	Series 2	Obsv#	Date	Series 1	Series 2
Phase Change				4	3 February 2009	66	70
1	10 January 2009	59	70	5	11 February 2009	67	70
2	18 January 2009	68	70				
3	26 January 2009	55	70				

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Alcorn School District Classroom Observation of Tier I Instruction

Teacher: Justie Ear Observer: Bill Skye

Page 2 of 3
not included

Observation Number Date: 1 2 3 4 5 6

Please rate the following statements:

- 0- I see no evidence of this (i.e. < 10% of observation period)
- 1- I see little evidence of this (i.e. 10-25% of observation period)
- 2- I see some evidence of this (i.e. 25-50% of observation period)
- 3- I see some evidence of this (i.e. 50-75% of observation period)
- 4- I see good evidence of this (i.e. 75-90% of observation period)
- 5- I see great evidence of this (i.e. >90% of observation period)

	1 st 6 weeks	2 nd 6 weeks	3 rd 6 weeks	4 th 6 weeks	5 th 6 weeks	6 th 6 weeks
I. HIGH QUALITY CLASSROOM INSTRUCTION AND CLASSROOM MANAGEMENT						
A. Effective Classroom Management						
1. Classroom Arrangement						
2. Efficient Time Management						
3. Smooth Transitions						
4. Clear expectations are established and visible in the classroom						
5. Use of Active Supervision components to monitor student behavior						
6. Consequences for positive and negative behavior						
7. Clear learning goals communicated through visual or auditory means						
B. High student engagement with the material						
1. Students exposure time to the material is high						
2. Content is significant, worthwhile, and appropriate						
3. Students are engaged with content						
C. Providing successful experiences						
1. Students have many opportunities to succeed						
2. Students are succeeding in their opportunities						
D. Academic teacher orientation						
1. Majority of the classroom time on curriculum based learning activities						
E. High teacher expectations of the pupils						
1. Teacher expects, and projects those expectations, that all children can master each stage of the curriculum						
High proportion of whole-class teaching						
1. The teacher is responsible for information to be distributed						
2. Learning is primarily through the teacher's instruction						
G. Culture conducive to learning						
1. All parties in the classroom feel free to question in order to gain understanding						

Alcorn School District
TIER TWO
Documentation of Student Interventions

*This is a
summary page
for intervention.*

Student Jack Doe Subject Area Reading Grade 6 Date 3-30-09

Alternative strategies and interventions for improvement of the student's skills have been implemented and the student has not made progress. (Documentation of student performance must be provided.)

Referring Problem based on Mississippi Curriculum Frameworks or Behavioral Concerns:

Competency 2 - Reading Comprehension Tests

Intervention for Problem:

Student will be pulled for 30 minutes twice a week to work with Jack with comprehension vocabulary

Data:

Date of Baseline Data	Data	Dates Intervention Started/Ended	Date of Referral to TST
2-15-09	See Attached Data Documentation Checklist and Graph	2-15-09 3-30-09	4-1-09

Person(s) Completing Intervention: Susie Ear Position(s): classroom teacher

TST Person Overseeing Intervention (if appropriate): Bice Alby Position: TST

Notes: Baseline & Weekly data requires the graphing or charting of student performance. Complete this for each intervention tried.

Powered by JGraph!

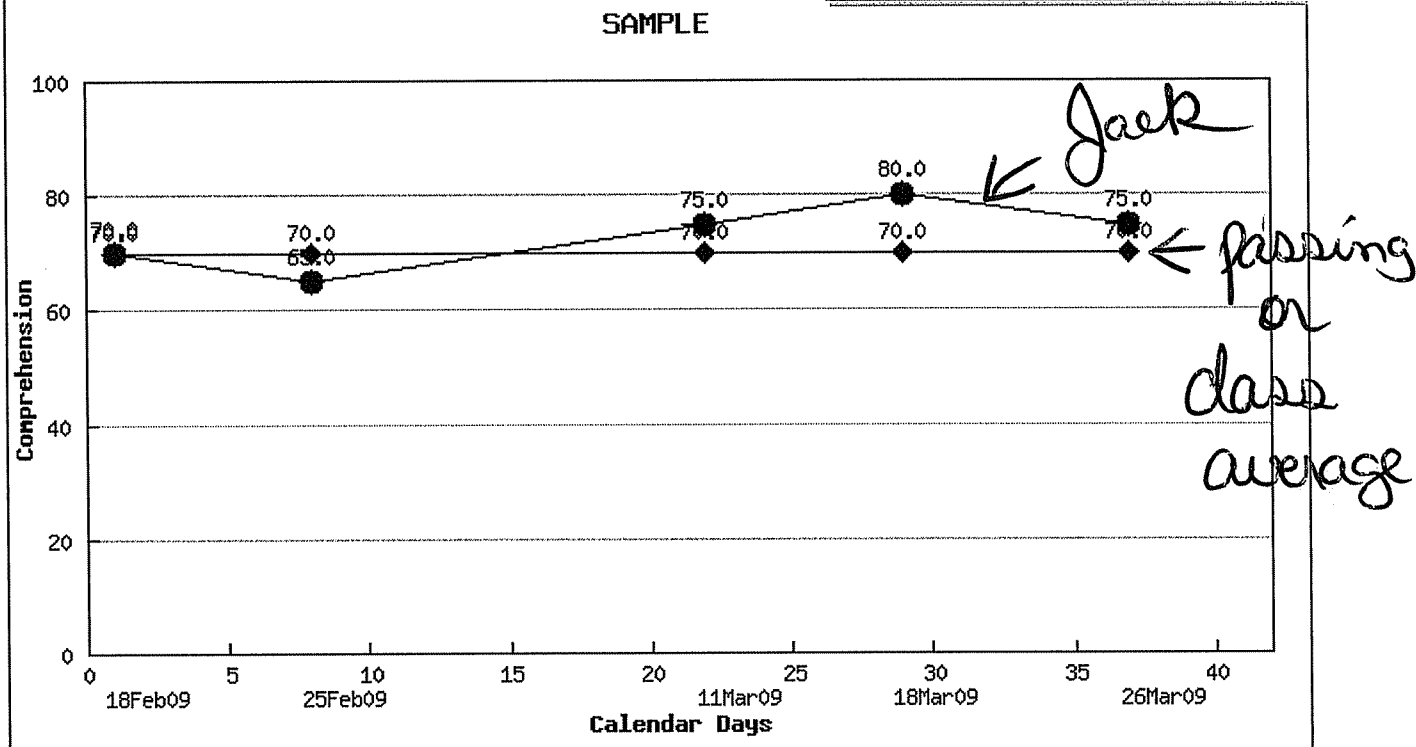


ChartDog 2.0

A service of www.interventioncentral.org

ChartDog! www.interventioncentral.org

◆ DATA SERIES 1 ▲ DATA SERIES 2



Data Table

Obsv#	Date	Series 1	Series 2
Phase Change			
1	18 February 2009	70	70
2	25 February 2009	65	70
3	11 March 2009	75	70

Obsv#	Date	Series 1	Series 2
4	18 March 2009	80	70
5	26 March 2009	75	70

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Jack Dee

08-09 SY

Student Name:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			9-23 ①	9-24 ①	9-25 ②	
	9-28 ①	9-29 ①	9-30 ①	10-1 ①	10-2 ②	
	9-9:30 10-5 ①	10-6 ①	10-7 ①	10-8 absent	10-9 ②	
	9-9:30 10-12 ①	10-13 ①	10-14 ①	10-15 ①	10-16 ②	
	9-9:30 10-19 ①	10-20 ①	10-21 ①	10-22 ①	10-23 ②	
	9-9:30	→	→	→	→	

Tier II or Tier III Interventions: (Circle one) List intervention/s below.

1. reteach vocabulary related to compreh. of a story
2. progress monitor (AIMSweb - Maze, Level ...)

3. (3)

This can be used in place of the calendar.

6-Weeks Documentation Checklist

Student _____ SY: _____
 Subject _____

1. Objective/Intervention _____

First	Second	Third	Fourth	Fifth	Sixth	Place grade in box.																								
						(Circle Appropriate Period)																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	

2. Objective/Intervention _____

First	Second	Third	Fourth	Fifth	Sixth	Place grade in box.																							
						(Circle Appropriate Period)																							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

3. Objective/Intervention _____

First	Second	Third	Fourth	Fifth	Sixth	Place grade in box.																							
						(Circle Appropriate Period)																							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30



Alcorn SD

HELP | LOGOUT
Year: 2009-2010

← Back E-Mail PDF

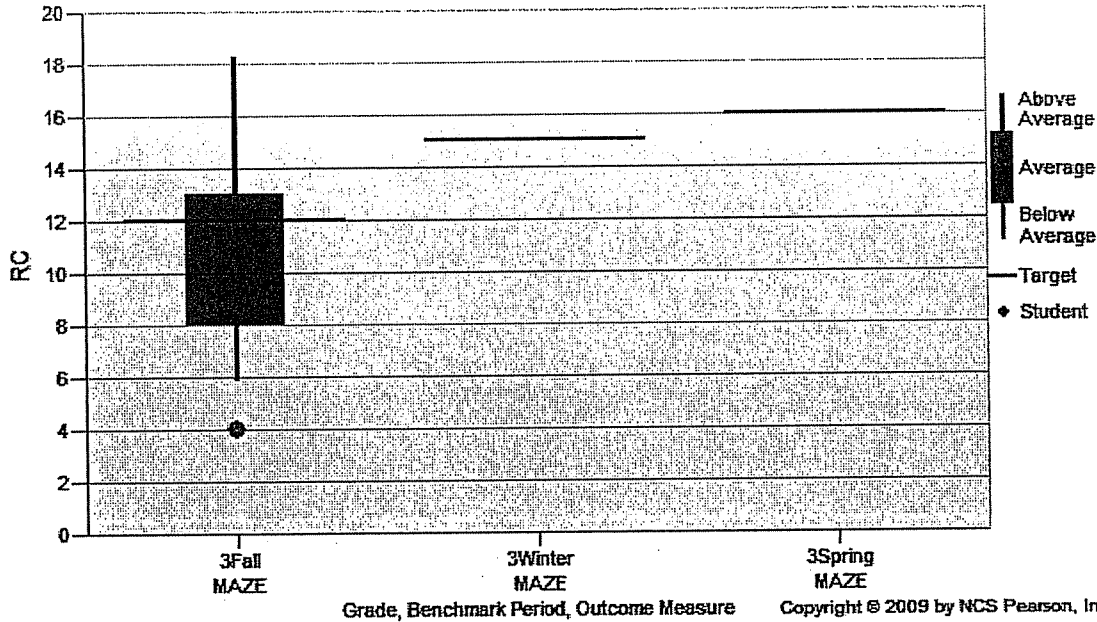
Report Options (Expand)

Progress Monitoring from AIMSweb

FILTER:
Comparison: Alcorn County
Reporting Method: AIMSweb Defaults - Norm Referenced
MAZE - 10,25,50,75,90 percentile calculated at the district level

Teacher: **Student:**
Scores for 2009-2010 School Year
 Alcorn County -

COMPILED FOR ALCORN COUNTY
 MAZE - Comprehension



5

Benchmark Comparison: Alcorn County

Subject/Measure	Year	Score	Percentile	Performance Level	Instructional Recommendation
MAZE - Comprehension (MAZE)	2009-2010	3	4.0	Well Below Average	Begin Immediate Problem Solving (Alcorn County District Fall percentiles)

scored 4 Responses Correct (RC) from Grade 3 Probes at the Fall Benchmark. Currently, 's score is Well Below Average compared to Alcorn County District Fall percentiles. This was a score at the 4 percentile compared to other students in the Alcorn County District.

[View Multi-Year Chart](#)

1. Based upon the passage, which event can readers infer happened first?

- A. Talented performers appeared in movies.
- B. Special theaters were built.
- C. B. F. Keith became a legend.
- D. Bob Hope worked in radio and television.

2. Read the following sentences from the passage "The Rise and Fall of Vaudeville."

People went to see movies more often than stage shows. Movies were less expensive and more widely shown. In fact, movies had replaced stage acts in many of the vaudeville halls.

X Based upon the sentences from the passage, what can the reader conclude about why movies replaced vaudeville?

- F. Many vaudeville performers became movie stars.
- G. People no longer found vaudeville entertaining.
- H. Money was a great concern to people at the time.
- J. Entertainers grew tired of performing on stage.

3. Read lines 25–37 from "The Rise and Fall of Vaudeville."

X A student has written this summary of the lines.

Vaudeville became popular because Americans had increased amounts of time and money and the shows appealed to many people. Entertainment became a business designed both for audience enjoyment and for profit. One man who excelled at this business was B. F. Keith, known as the father of vaudeville.

In completing the summary, the student will include information from which of the following sentences?

- A. His success in vaudeville made him a legend.
- B. Vaudeville offered enough variety to cross the lines of age, class, and gender.
- C. Vaudeville shows were organized and run by theater owners and businessmen.
- D. With the rise of vaudeville, entertainment became a big business for the first time.

1. Which sentence from the passage justifies the idea that the name given to the dwarf planet Eris was somehow fitting in relation to the change in Pluto's status?

- X
- A. Each new fact changes what people thought they already knew.
 - B. Eris is larger in diameter than Pluto.
 - C. Many people protested the change.
 - D. Science must deal with new discoveries all the time.

2. Which statement justifies the author's concern that Pluto's reclassification as a dwarf planet is not a view that the majority of space scientists share?

- X
- F. Members of the IAU voted that the dwarf planet Eris should be considered a planet, too, thus preserving Pluto's status as a planet.
 - G. Only four hundred of the nine thousand members of the IAU actually voted that Pluto should be defined as a dwarf planet instead of a planet.
 - H. The recent discovery of large objects orbiting the sun beyond Neptune shows that Pluto should be a planet, not a dwarf planet.
 - J. Pluto has not changed or moved in the sky since it was defined as a dwarf planet; therefore, the change serves no scientific purpose.

3. Which text structure does the author use in this passage?

- X
- A. Compare/contrast
 - B. Order of importance
 - C. Cause/effect
 - D. Procedure

Mark your answers for questions 28–30 on your answer document. Mark only one answer for each question. You may write in your test booklet, but you must mark your answers on your answer document.

4. Read the following sentences.

Max sat watching the hands of the clock move on the last afternoon of school. He thought to himself, "This is like watching grass grow."

What does the simile "like watching grass grow" tell you about what Max is thinking?

- F. He is amazed by how slowly time is passing.
- G. He knows that the afternoon will end soon.
- H. He is thinking about a grassy meadow.
- J. He knows he has to go mow the lawn.

5. Read the following sentence.

The teachers were unyielding in their demand for excellent performance from their students.

Based on the prefix un-, what does unyielding mean in this sentence?

- A. Fair
- B. Clear
- C. Mistaken
- D. Determined

6. Read the following dictionary entry.

singular ('sin-gyə -lər) *adj* 1. being only one 2. superior or remarkable 3. unusual or odd

Based upon the dictionary entry above, which of the following sentences does not use the word singular correctly?

- F. We went the wrong way driving home and had quite a singular experience when a moose ran onto the road next to us.
- G. John's chopping three truckloads of wood in one afternoon was a singular achievement.
- H. The gymnast's perfect scores in all events marked a singular moment in her career.
- J. Estella's singular version of the hymn was identical to the version her aunt had sung just a week earlier.

Read the following poem "Different Worlds." Then answer questions 11–14 based upon the poem. You may turn back to the poem as you answer questions. You may write in your test booklet, but you must mark your answers on your answer document.

Different Worlds

A city rainbow, made of neon signs and traffic lights
Shining ever brightly against the night sky,
Guides travelers to movies, stores, and other sites
That will entertain, educate, or inspire.

- 5 A country rainbow, made of colors and cast
Over a field after a new rain's fall,
Guides travelers to small towns the highways passed
To rest, visit, or hear the blue jay's song.

- 10 Crowding the city, people scurry
Back and forth along the busy streets.
The country knows nothing of such hurry
Until harvest time comes.

- 15 The music of each place is a song without words—
The city's chorus of cars and airplanes,
The country's chorus of crickets and birds.
These concerts, unique and strangely beautiful,
Fill the air of these very different worlds.

11. Based upon line 12, "Until harvest time comes," which of the following can the reader infer makes the city and country alike?

- A. The colors
- B. The pace
- C. The people
- D. The sound

12. Which line from the poem contains alliteration?

- F. A country rainbow, made of colors and cast
- G. To rest, visit, or hear the blue jay's song.
- H. Crowding the city, people scurry
- J. These concerts, unique and strangely beautiful,

Read the following paragraph from a report on calendars. Then answer questions 50–51 based upon the report.

Calendars have been around for thousands of years. Early people used the seasons and changes in the position of the sun and moon to measure the passage of time. As far back as 10,000 years, the Egyptians had a calendar similar to the ones we use today. The Egyptian calendar had 12 months but used only 360 days for a year. Each Egyptian month had 30 days. Although the Egyptians had devised a good calendar, they may not have known that the earth's orbit around the sun is 365 $\frac{1}{4}$ days. As a result, the Egyptian calendar lost a few days each year.

1. Which of the following sentences adds a supporting detail to the main idea of the paragraph?

- F. The Egyptians divided the daytime into 12 hours and the nighttime into another 12.
- G. During the day they used a sundial to measure time, and at night they used the stars.
- H. Their calendar was divided into three seasons that corresponded with the cycles of the Nile.
- J. The Egyptians also used water clocks to measure the passing of time.

2. Which informational text can the student add to the report that clearly expresses a supporting detail that includes a solution to a problem?

- A. The beginning of the year was marked by the emergence of the star Sirius.
- B. Holidays and festivals are special days to celebrate the coming of a new year or to honor heroes.
- C. For much of Egyptian history, the months were numbered rather than referred to by individual names.
- D. Eventually five days of public holidays were added to the calendar to bring the year to three hundred sixty-five days.

**Alcorn School District
STUDENT DATA FORM**
(to be completed at time of Referral to TST)

Student Name Jack Doe MSIS Number 0000000000
 School PES SY: 08-09 Grade 6 DOB 1-1-96
 Mother _____ Phone _____
 Father _____ Phone _____
 Address(es) _____

The above named student is in need of TST effort to improve his/her overall academic performance.

I have observed problems that interfere with _____ in the following area(s):

- _____ Academic performance, low or failing grades
- _____ Behavior and/or discipline
- _____ Other, specify _____

Comments _____

This should be completely filled out.

A. CUMULATIVE RECORD REVIEW - Each area should be addressed –OR – indicate as not applicable (NA)

ATTENDANCE	SCREENING	MOST RECENT ACADEMIC GRADES																																				
1. Last Year Days Present: _____ Days Absent: _____ 2. Total days missed since student began school: _____ 3. List schools attended: _____ _____ _____ 4. Retentions Yr(s) _____ Gr(s) _____ 5. Previous enrollment in Spec. Education Programs/Section 504: _____ _____	1. Hearing Date: _____ Results: _____ Recheck Needed: _____ 2. Vision Date: _____ Results: _____ Recheck Needed: _____	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Letter GR</th> <th style="text-align: center;">Inst. Level</th> <th style="text-align: center;">Grd Period</th> </tr> </thead> <tbody> <tr> <td>1. Language Arts</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>2. English</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>3. Math</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>4. Spelling</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>5. Science</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>6. Social Studies</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>7. Health/PE</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>8. Other</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> </tbody> </table>		Letter GR	Inst. Level	Grd Period	1. Language Arts	_____	_____	_____	2. English	_____	_____	_____	3. Math	_____	_____	_____	4. Spelling	_____	_____	_____	5. Science	_____	_____	_____	6. Social Studies	_____	_____	_____	7. Health/PE	_____	_____	_____	8. Other	_____	_____	_____
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1. Language Arts	_____	_____	_____																																			
2. English	_____	_____	_____																																			
3. Math	_____	_____	_____																																			
4. Spelling	_____	_____	_____																																			
5. Science	_____	_____	_____																																			
6. Social Studies	_____	_____	_____																																			
7. Health/PE	_____	_____	_____																																			
8. Other	_____	_____	_____																																			

TST6

B. TEACHER OBSERVATIONS-For each area, rate the student in comparison to classmates using scale from 0 to 5. (If NA-use 0; in lowest 10%-use 1; below average-use 2; average-use 3; above average-use 4; in highest 10%-use 5)

<p>Physical & Communication</p> <p><input type="checkbox"/> General appears healthy</p> <p><input type="checkbox"/> Normal energy level</p> <p><input type="checkbox"/> Gross motor coordination</p> <p><input type="checkbox"/> Fine motor coordination</p> <p><input type="checkbox"/> Speech (articulation)</p> <p><input type="checkbox"/> Spoken language</p> <p><input type="checkbox"/> Written language</p>	<p>Participation</p> <p><input type="checkbox"/> Attends school regularly</p> <p><input type="checkbox"/> Arrives on time for class</p> <p><input type="checkbox"/> Completes assignments</p> <p><input type="checkbox"/> Concentrates and able to attend</p> <p><input type="checkbox"/> Participates in class</p> <p><input type="checkbox"/> Functions independently</p> <p><input type="checkbox"/> Follows directions</p>
<p>Social</p> <p><input type="checkbox"/> Age appropriate self-help skills</p> <p><input type="checkbox"/> Displays feelings appropriate to situation</p> <p><input type="checkbox"/> Sensitive to social culture</p> <p><input type="checkbox"/> Relates well to adults</p> <p><input type="checkbox"/> Relates well to peers</p>	<p>Related Concerns</p> <p><input type="checkbox"/> Aberrant behavior for age or school setting</p> <p><input type="checkbox"/> Substance abuse</p> <p><input type="checkbox"/> Inappropriate peer contacts</p> <p><input type="checkbox"/> Personal hygiene</p> <p><input type="checkbox"/> Dress appropriate to climate</p>

C. ENVIRONMENTAL, CULTURAL OR ECONOMIC FACTORS-Check all factors that apply to the student. Use available records, interviews with parents, and other resources to obtain data.

<p>Environmental</p> <p><input type="checkbox"/> Limited experiential background</p> <p><input type="checkbox"/> Irregular attendance (absent at least 23% of the time in a grading period for reasons other than verified personal illness)</p> <p><input type="checkbox"/> Transiency in elementary school years (at least two moves in a single year)</p> <p><input type="checkbox"/> School readiness as compared to peer group</p>	<p>Cultural & Economic Disadvantage</p> <p><input type="checkbox"/> Child has limited involvement in organizations and activities of any culture</p> <p><input type="checkbox"/> Geographic isolation</p> <p><input type="checkbox"/> Low family income at subsistence level</p> <p><input type="checkbox"/> Family unable to afford enrichment materials and/or experiences</p>
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General Comments

Please attach a copy of latest MCT or SATP student score report(s).

Use this if student is an English Language Learner

Please complete as part of the Tier II Student Data Form if appropriate

Student Name _____

School _____

Grade _____

ENGLISH LANGUAGE LEARNER

How long has the student spoken English?

Is there a language other than English spoken by the student?

Is there a language other than English spoken in this student's home?

(If the above information indicated the student has not always had English as their primary language, please address the following questions.)

What is the student's current proficiency level in English? _____

ELL services or assistance provided, if any

SY: 2008-09

REQUEST TO THE SCHOOL TEACHER SUPPORT TEAM

MSIS Number: 000 414141 Social Security Number: NA
 Student Name: Jack Doe Grade: 6
 Teacher: Jessie Ear School: PES
 Person Requesting Referral: Jessie Ear

TO: Teacher Support Team Chair

I request that the above named student be reviewed by the TST to assist in providing interventions in an effort to improve his/her overall academic 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
- Speech, articulation
- Language
- Medical
- Other, specify _____

OR

Referral of student is made based upon Mississippi State Board Policy IEI. These referrals must be made within the first twenty (20) 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 twenty (20) days in the current school year.

TST Chair to initial and date receipt of referral	<u>700 4-1-09</u>
Referring teacher to initial receipt of the Student Data Form	<u>J.E</u>
Date for student to be brought to the TST (must be within two (2) weeks)	<u>4-4-09</u>