

Hattiesburg Public Schools



Multi-Tiered System of Supports (MTSS)
Early Warning Systems (EWS)
Implementation Guide
2025-2026

HPSD Vision

To create a model teaching and learning environment that graduates **EVERY** student prepared for success in life, college, and the workforce.

HPSD Mission

To educate ALL students to become productive citizens of a dynamic global community.

DISTRICT GOALS

Goal 1: Academic Success

Every Student is proficient and showing growth in all assessed areas.

Goal 2: Effective and Committed Staff

Every classroom and department is led by caring, supportive, and highly effective staff.

Goal 3: Positive School Climate and Culture

All schools are safe, supportive, and welcoming.

Goal 4: Family and Community Engagement

All families and the community are informed, connected, and contribute to the success of our students and schools.

Goal 5: Fiscal Responsibility and Sustainable Resources

All District resources support the full implementation of the strategic plan.

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Tonsa Vaughn, Assistant Superintendent of Academic Programs

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Multi-Tiered System of Supports (MTSS) Implementation Guide

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Overview of MTSS: Multi-Tiered Systems of Supports

A multi-tiered system of supports is a framework for effective team-based problem solving. The multi-step process was designed to meet the academic, attendance, behavior, and social-emotional learning needs of all students as early as possible to ensure success. The goal of MTSS is to prevent failure and assist students in becoming successful learners.

What MTSS IS and What MTSS is NOT

MTSS IS ...	MTSS is NOT...
→ A prevention framework for school improvement made up of core components and features.	→ A program or curriculum.
→ For ALL students including those who need enrichment.	→ Just for struggling students or students with disabilities.
→ Data-driven, using multiple valid reliable data sources.	→ Based on assumptions, feelings, or unreliable data.
→ Collaborative team-based approach of all stakeholders.	→ The responsibility of one teacher or one specialist.
→ A framework that can be used to assist with special education decisions.	→ A pre-referral process for special education.
→ Designed to see learning as the ultimate goal.	→ Set students up for retention or suspension.
→ Using multiple data sources to make decisions on tier placement and movement.	→ Making Tier decisions based on one data source or no data.
→ Intervening and progress monitoring with fidelity as recommended by MDE.	→ Implementing it without actually “Doing It”
→ Data-based problem solving process beginning with Tier I.	→ Referring all students to Tier II or /tier III

MTSS Three-Tiered Instructional Model

The Mississippi State Board of Education's Policy 41.1 requires that districts and schools follow a three-tiered instructional model consisting of:

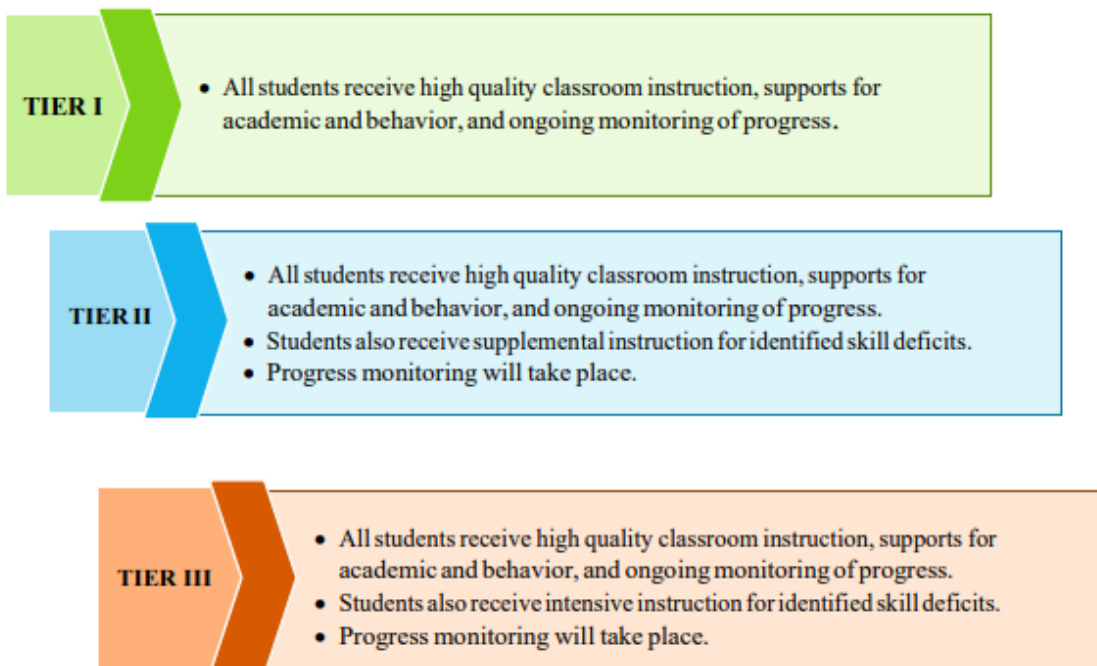
Tier I: High quality classroom instruction based on Mississippi standards

Tier II: Focused supplemental instruction

Tier III: Specific intensive interventions

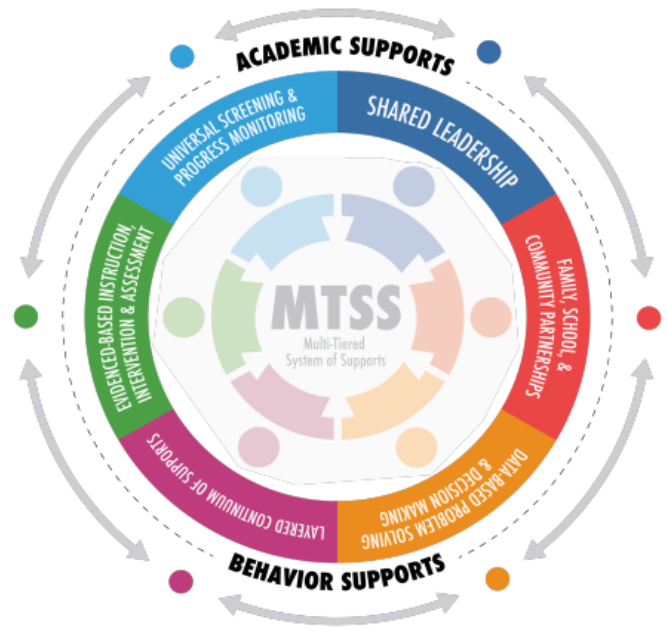
The Three Tier Instructional Model is designed to meet the academic and behavior needs of every student. It provides data-informed, evidence-based support of increasing intensity to target students' needs. The model is designed to allow early identification of students in need of supports as soon as the students fall behind. If Tier 1 and Tier 2 instruction is unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is responsible for developing interventions at Tier 2 and Tier 3. Each school must have a TST in place to implement the process developed by the Mississippi Department of Education.

Three Tier Instructional Model



MTSS Key Components

The Mississippi Multi-Tiered System of Supports (MTSS) framework is driven by key components that allow for a continuum of supports, working together to improve student academic and behavioral outcomes. The key components align the entire systems of supports to ensure effective team-based problem solving that is data-informed and evidence-based. MTSS key components consist of:



- Shared Leadership
- Family, School, and Community Partnerships
- Data-Based Problem Solving and Decision Making
- Layered Continuum of Supports (Tier I, Tier II, , Tier III)
- Evidence-Based Instruction, Intervention, and Assessment
- Universal Screening and Progress Monitoring

Shared Leadership- MTSS Team Structure

An effective team structure promotes shared decision-making with a common vision and purpose to achieve desired outcomes. It is critical to establish leadership teams (Teacher Support Teams, TST) to ensure effective implementation throughout the data-based, problem-solving, and decision-making process. Teacher Support Teams should hold regularly scheduled meetings to collaborate on the ongoing process of improving instruction, intervention, and assessment (**See School Shared Leadership Team Roles and Responsibilities sample on page**).

Data-Based Problem Solving and Decision Making

Data-based problem solving and decision-making is a critical component of the MTSS process that drives instruction and intervention. An integrated data collection system should be utilized to determine students' academic and behavioral needs. The data collection system should consist of state assessments, universal screeners, diagnostic assessments, progress monitoring, formative and summative assessments, attendance, office discipline referrals, and observations. All data must be collected and analyzed on ALL students throughout the school year.

The data-based problem solving and decision-making process consists of four steps that assist Teacher Support Teams in determining appropriate interventions within the three-tiered instructional model for academic and behavioral needs. Each step is necessary to ensure that students receive proper programming for interventions to increase student outcomes **(See Detailed Data-Based Problem Solving and Decision Making Steps on page)**.



MTSS Continuum of Supports (TIER I, TIER II, TIER III)

Students at all achievement levels have access to a layered continuum of supports. Each layer is designed to ensure that all students receive quality, equitable supports to meet their specific academic, behavioral, and social emotional needs.

Tier I-Universal Layer of Support- Tier I instruction is high quality classroom instruction aligned to the Mississippi College and Career-Readiness Standards (MS-CCR) for ALL students. Tier I is the key component in successful tiered instruction.

Tier II- Targeted Layer of Support (in addition to Tier I)-Tier II instruction is supplemental academic and behavioral supports for **SOME** implemented when assessment data indicates that a student is not making adequate progress from Tier I instruction alone.

Tier III- Intensive Layer of Support (in addition to Tiers I and II)-Tier III interventions are intensive, targeted academic and behavioral supports for a **FEW** students implemented when students are consistently falling behind and are not making adequate progress from Tier II instruction.

Family, School, and Community Partnerships

Communication among families, schools, and communities are an important component for student success. Research indicates that students are more successful when families and schools are connected. Family, school, and community partnerships help to increase students' motivation, attendance, and academic and behavioral outcomes. Providing information to families and community stakeholders is an effective way to encourage active involvement, facilitate support, and increase student achievement. Partnerships among these stakeholders are critical to the success of the MTSS process.

Teachers and school personnel should consistently communicate with parents of students on all academic and behavioral tier levels. Parents **MUST** be notified when students are placed on Tier. Parents are an important part of the Teacher Support Team and should serve as a participant in TST meetings. It is essential to share student progress with parents, provide ways to help their child at home, and follow up to see if additional supports are needed.

Evidenced-Based Instruction, Intervention, and Assessment

Section 8001(21)(A) of *The Every Student Succeeds Act* (ESSA) requires that all instructional practices and/or intervention activities or strategies are evidenced-based and geared toward improving outcomes for all students.

Universal Screening and Progress Monitoring

Universal screeners are used to determine if a student is likely to meet, exceed, or not meet benchmarks. A screener is given to establish a baseline and align instruction to the student's specific needs. Universal screener data is used to make decisions about interventions. I-Ready serves as Hattiesburg Public School's MDE approved screener for K-3 and is also used to assist in the MTSS process for grades 4-8. The Multi-Tiered System of Supports Screening Process is used as a guide for grades 4-12 (**Additional information on the Multi-Tiered System of Supports Screening Process for Grades 4-12 is located on page 31**).

Progress monitoring is a process used to assess and monitor a students' response to academic and behavioral instruction and interventions. Progress monitoring tools should align with deficit area(s) as indicated by data and measure the specific deficit areas for which students are receiving interventions. The frequency of progress monitoring will increase with the intensity of an intervention. Progress monitoring data should include multiple pieces of evidence and be used as one of the determining factors of tier placement. Progress monitoring data **MUST** be graphed or charted for each student and each instructional subject against the established goal to determine students' growth. Data is used to adjust the intensity and interventions based on the student's responsiveness.

Progress Monitoring Best Practices Recommendations	
Tier II- complete once every 2 weeks. Documented data reviews every 4 weeks. *Data points Must be documented in SEAS.	Tier III- complete once every week. Documented data reviews every 8 weeks. *Data points Must be documented in SEAS.
<ul style="list-style-type: none">- Establish a measurable goal before implementing progress monitoring.- Progress monitoring tools measure specific deficit area for which student is receiving intervention.	

Implementation of the Tier Process

The goal of MTSS is to improve the academic and behavioral outcomes for ALL students. To achieve this goal, each component of the MTSS framework must be implemented with fidelity. Fidelity is the commitment to follow all practices and procedures when providing interventions. Fidelity of the implementation and procedural components of MTSS should be measured regularly. The MTSS documentation packet includes fidelity (integrity) checks that should occur at regular intervals (at least 1 per 9 weeks) and must be completed by school administrators. To assist in the fidelity of implementing the MTSS process, a yearly calendar can be used to schedule regular meetings, fidelity checks, and data reviews (see Appendix for a sample implementation schedule).

HPS MTSS Implementation Non-Negotiables

- All students retained the previous school year **MUST** receive at least Tier II interventions until progress monitoring and summative data indicate that the student is on grade level and not continuing to fall behind.
- If attendance is an issue, complete a Tier I Intervention Plan addressing the interventions in place to improve attendance. If attendance does not improve, follow the guidelines of the school and district attendance policy. While academic and/or behavioral interventions may be in place, they cannot be delivered or monitored sufficiently if the student is not in attendance.
- Vision and Hearing **MUST** be checked **prior** to beginning Tier II interventions.
- A documented Tier I plan with data should be in place and presented to the TST for students who are referred to the Tier process (excludes 20 day prepopulated students and students K-4 identified through the MDE cut scores).

How Are Students Identified for Tier?

MSIS Intervention Screen (K-12)

The MSIS Intervention Screen is designed to ensure accurate reporting of student intervention data based on compliance with State Board policies. Students prepopulate on the MSIS Intervention Screen based on specific criteria. All students who prepopulate on the MSIS Intervention Screen roster must be referred to the Teacher Support Team within the first 20 days of school. A TST meeting and decision must occur before the 20th day of school. All students listed on the MSIS Intervention Screen roster must have documentation (MSIS 20 Day Recommendation form) showing a TST meeting occurred. Students who prepopulate are typically referred to as your 20 day students.

MSIS Intervention Screen Criteria:

1. Grades K-3: Student has failed one grade. Grades 4-12: Student has failed two grades.
2. A student failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year.
3. A student who did not score at the required achievement level on any part of the Grade 3 or Grade 7 statewide accountability assessment.
4. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.

Teacher/Teacher Support Team Referral (K-12)

Students should be referred to the TST if progress monitoring data does not show adequate progress with high quality Tier I instruction. Multiple data sources (Diagnostic Assessments, Standards Mastery, Growth Monitoring, State Assessments, Early Warning Systems, Teacher Developed Formative and Summative Assessments) **MUST** be used to determine the need for additional supports and the Tier placement. Students who transfer into the district with supporting documentation should also be referred to MTSS.

Literacy Based Promotion Act (K-4)

The Literacy Based Promotion Act (LBPA), requires that intensive reading instruction and intervention begin for students immediately following the identification of a reading deficiency. Individual Reading Plans (IRP) should be created for Kindergarten and 1st - 4th grade students with a substantial reading deficiency. The TST will determine if a student's data supports that a reading deficiency is present, at which time an IRP will be created and the student will be placed on Tier.

School Failure Reports (K-12)

Failure reports are a critical component utilized to identify students in need of additional supports. School failure reports **MUST** be reviewed to identify students who are failing core classes during MTSS meetings to assist with student identification for MTSS.

End of Course Performance (9-12)

Students who are not on track to meet or fail to meet the End of Course subject (Algebra 1, English II, Biology I, and US History) area requirements should be referred to MTSS for additional support with meeting state graduation requirements.

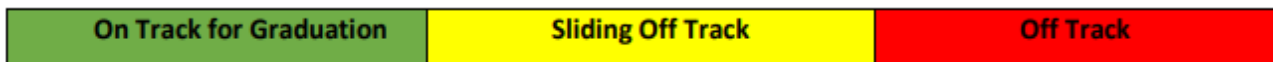
Early Warning System (EWS) (K-12)

Early Warning System uses readily available data to:

- Identify students at risk of missing key educational milestones,
- Recognize factors that are negatively impacting their learning and behavior and,
- Provide supports and interventions that help get students back on track for success in school and, ultimately, to graduation.

Data collected as part of the Early Warning System can be examined to better understand the needs of individual students, groups of students, or the whole school.

Early Warning Systems Indicators are utilized to identify students in need of interventions. Indicators include attendance, behavior, and course performance. Indicators assist schools in identifying students who are:



Indicators:


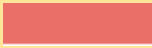

Attendance - Absences, tardies, and early check-outs cause students to fall behind in their coursework, resulting in falling grades. Poor attendance may indicate health, family, or other underlying issues.

Behavior - Misbehavior can indicate that a student is disengaged with the school environment. Outside influences should be considered when determining causal factors for behavioral issues.

Course Performance - Course failure and overall grade point average correlates with student probability of graduating from high school on time. Disengagement in the classroom is often indicated through poor course performance. Methods for improving teacher effectiveness should be considered when addressing engagement.

Recommendations for Teacher Support Team (TST) Referrals

The following assessment tool indicators provide guidance for tier placement. One assessment tool indicator does **NOT** dictate the tier placement. Multiple data sources **MUST** be used to make a final decision.

Recommended Best Practices for Teacher Support Team Referrals			
Assessment Tool	Watch	Tier II	Tier III
I-Ready	One Grade Level Below (lower end) Indicated by solid yellow bar on i-Ready 5 Level Placement 	Two Grade Levels Below Indicated by a solid red bar on i-Ready 5 Level Placement 	Three or More Grade Levels Below Indicated by a striped red bar on i-Ready 5 Level Placement 
Renaissance Star Early Literacy and Star Reading	On Watch	Intervention-Below the 25th Percentile	Urgent Intervention-Below the 10th Percentile
Early Warning Systems Attendance		3-5 days each quarter 10-18 full year	5 days each quarter 18 full year
Early Warning Systems Behavior		Referrals 1 each quarter 3-5 full year	Referrals 2 each quarter 6 full year
		Suspensions 0 each quarter 0-1 full year	Suspensions 1 each quarter 2 full year
Early Warning Systems Course Performance		6th-8th Report card grade of D	6th-8th Report card grade of D
		9th-12th Report card grade of F	9-12th Report card grade of F

Any K-4 students who do not meet the MDE Fall, Winter, and Spring cut scores should be referred to TST and considered for intensive interventions. See Appendix A for MDE intervention cut score guidance.

Hattiesburg Public School's District MTSS/EWS Team

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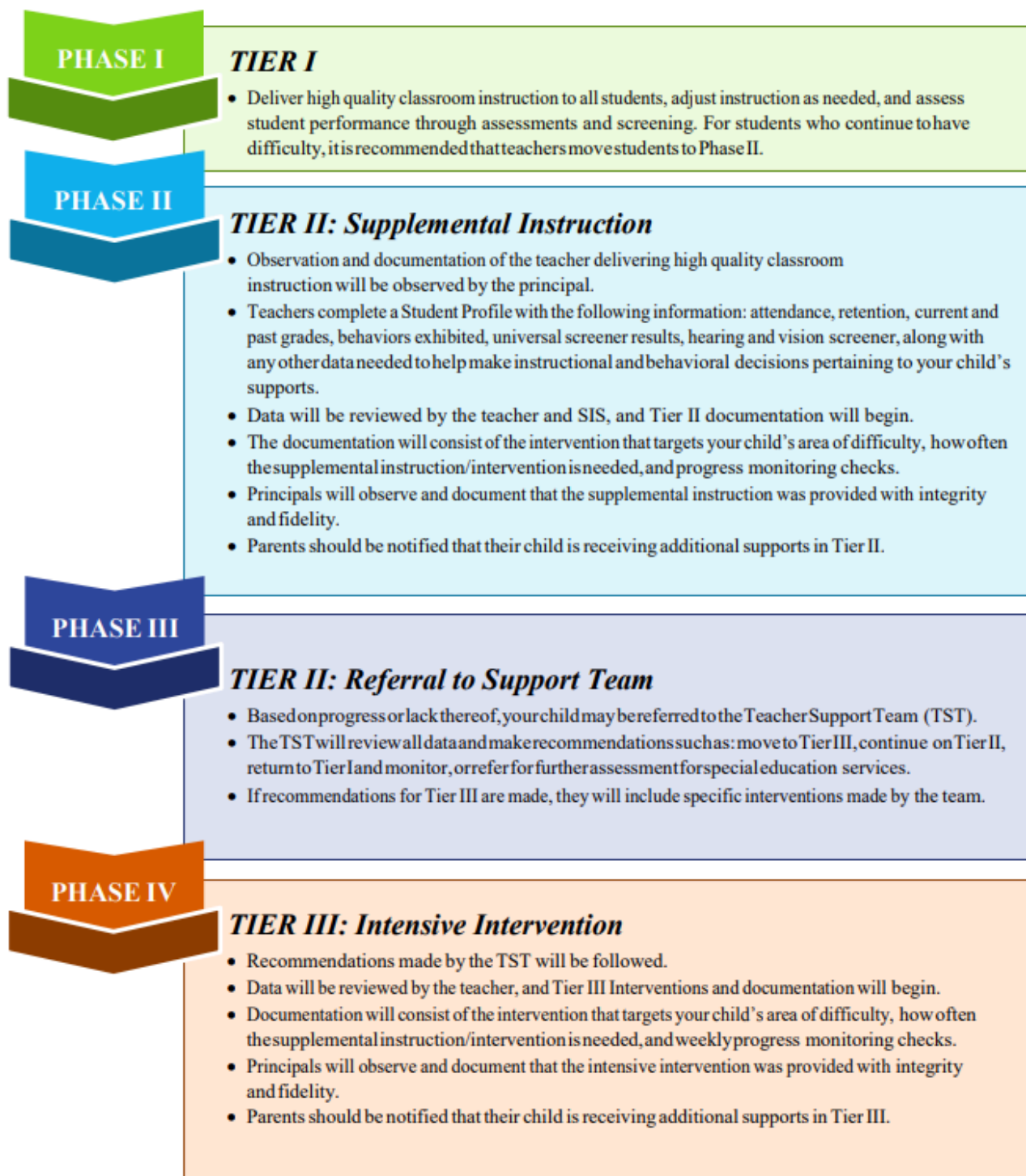
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What Does the MTSS/RTI Process Look Like At the School Level?

The Mississippi Department of Education recommends that districts follow the detailed model below to ensure appropriate interventions and supports are provided to all students.



High Quality Tier I Core Instruction

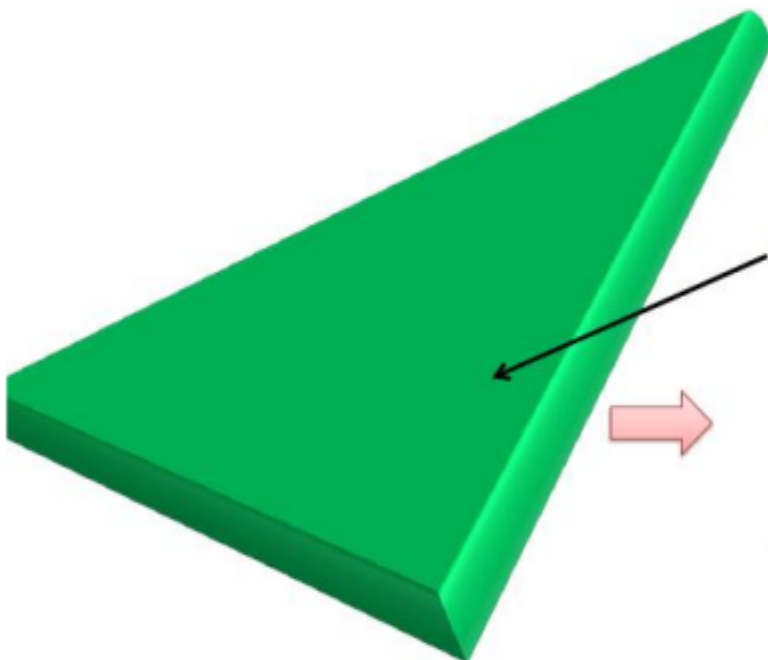
Tier I high quality core instruction is implemented at all three levels of the tier model. Tier I is the first level of prevention where 80% of students' needs are met. Tier I core instruction includes an evidence-based curriculum aligned to the Mississippi College and Career Readiness Standards (MCCRS). Tier I instruction should be differentiated and scaffolded based on students' specific needs. During Tier I instruction students should receive explicit modeling, guided practice, and independent practice of new skills (**HPS' "What Should Instruction Look Like"- Appendix B**). Effective classroom management, PBIS, and student engagement are also important factors of quality Tier I instruction. The MTSS documentation packet includes a Quality Tier I Instruction Teacher Growth Rubric that must be completed by administrators to indicate that students in need of Tiered instruction are receiving quality Tier I core instruction in the classroom prior to receiving MTSS support. If intervention numbers are high in individual classrooms, Tier I instruction must be evaluated.

Guiding Questions for Evaluating the Effectiveness of Tier I Instruction

- Are the classrooms and school environments conducive to learning?
- What percentage of students are achieving academic and behavioral expectations?
- Are systems in place to ensure quality classroom instruction?

GOAL: 100% of students achieve at high levels

TIER I: Core, Universal Academic and Behavior



Tier I: Implementation of High Quality classroom instruction aligned with the Teacher Growth Rubric.

Tier I: Implementing evidence-based programs and practices demonstrated to produce good outcomes for the majority of students.

Tier I: Effective if **at least** 80% of students are meeting benchmarks with access to Core Instruction.

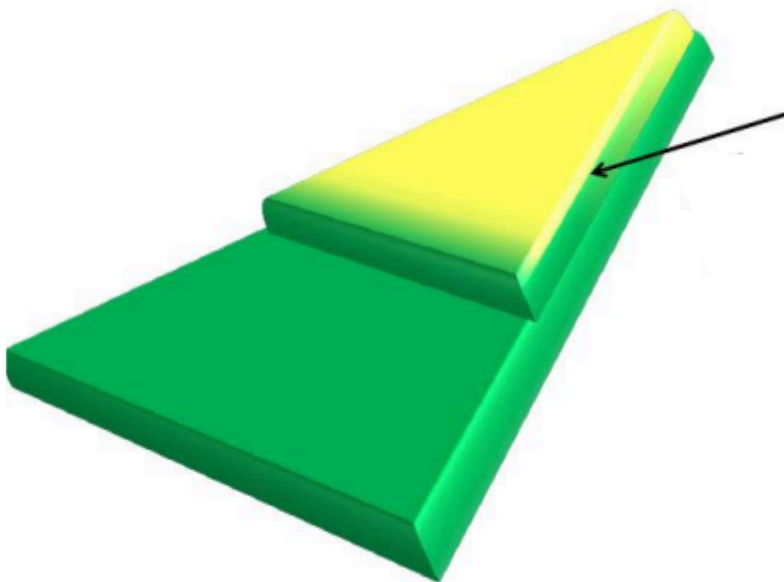
Tier I : Begins with clear goals:

1. What do we expect students to learn?
2. How will we know if and when they've learned it?
3. How to respond when some students don't learn?
4. How will we respond when some students have already learned?

Tier II Supplemental, Targeted Instruction

Tier II supplemental, targeted instruction is designed for students who are not successful with Tier I instruction and/or behavior management in the general classroom (**10-15% of the population**). This instruction is in addition to quality Tier I instruction. Hearing and vision screeners should take place to rule out any underlying problem that might be causing a lack of progress at Tier I. Tier II interventions should be evidenced based programs or strategies designed to focus on specific skill gaps closely aligned to core lessons. Interventions are conducted in one on one or small group settings 3-5 days per week for 20-30 minutes. Differentiation, modeling, multiple student responses, and immediate feedback are key components of Tier II interventions. Fidelity checks should be administered to ensure the integrity of the intervention. Tier II documented reviews occur every 4 weeks.

TIER II: *Supplemental, Targeted*



Tier II
For approx. **10-15%** of students

Core

+

Supplemental

Tier II: Supplemental instruction designed to achieve benchmarks.

Tier II: Effective if at least 70-80% of students improve performance.

Tier II: Has clear goals:

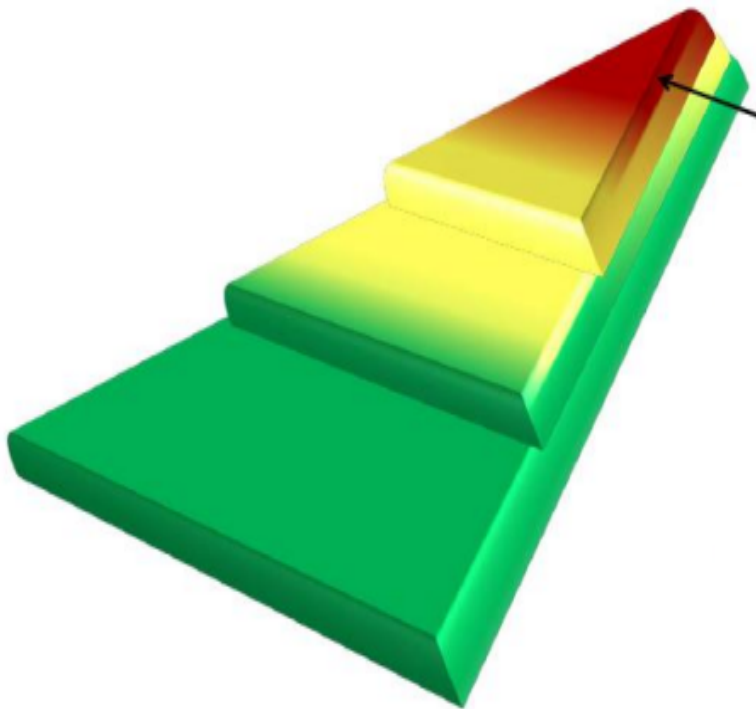
1. Where are students performing now?
2. Where do we want them to be?
3. How long do we have to get them there?
4. How much do they have to grow per year/monthly to get there?
5. What resources will move them at that rate?

If a significant number of students require Tier II instruction, the effectiveness of High Quality Tier I Core instruction must be evaluated.

Tier III Intensive Interventions

Tier III intensive interventions provide targeted specific instruction to meet students' individual needs in addition to Tier I and Tier II interventions (typically 1-5% of the population.) Intensive instruction is provided individually or in small groups. All Tier III intensive instruction should be evidence-based, determined by assessment data, and aligned to the core curriculum. Tier III interventions should be implemented 5 days a week for 30-60 minutes and progress monitored weekly. Fidelity checks should be administered to ensure the integrity of the intervention. Tier III documented reviews occur every 8 weeks.

TIER III: *Intensive, Individualized*



Tier III
For approx. 5-10% of students

Core

+

Supplemental

+

Intensive Individual Instruction

Tier III: Small group or individualized, systematic, and explicit instruction designed to achieve benchmarks.

Tier III: Increased frequency and duration (4-5 days per week, 30-60 min.) in addition to Tier II and Tier II to accelerate student response.

Tier III: Effective if there is progress towards benchmark and/or progress monitoring goals.

Tier III: Has clear goals:

1. Where are students performing now?
2. Where do we want them to be?

3. How long do we have to get them there?

4. What supports have been received?

5. What resources will move them at that rate?

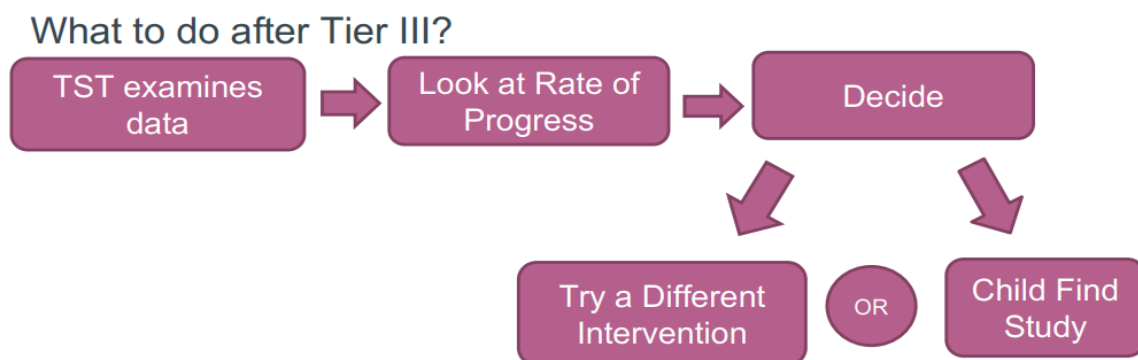
Any student who the TST determine need Tier III support who did not prepopulate on the MSIS Screen must be manually added to MSIS. These students are referred to as referral students.

Sample Red Flags to Consider For Moving to Tier III

- Student moves in from another district or area with interventions/services in place or has been provided in the past.
- Students move in and have significant gaps in learning.
- When more specialized assessment data is needed to determine the cause of the problem (ie. Child Find).
- Students have been referred to the TST in the past several times, specific strategies have been provided and there is still not much progress.
- Students have had significant medical trauma or mental health concerns or issues.
- Students who score below proficiency levels on standardized tests for multiple years.
- Students are functioning below proficiency level **on multiple assessments**.
- Student who requires excessive individualized instruction, re-teaching, and 1-on-1 assistance.
- Students do not meet grade-level standards and benchmarks in more than one academic area.
- Students appear unable to successfully participate in any academic activities.
- Students are potentially harmful to themselves or others.
- Student's behavior consistently interferes with the learning of self or others in the classroom, even with consistent Tier II intervention.
- Student's behavior significantly disrupts classroom functioning.
- Severe behavior problems have been seen over time.
- A student who is not on track for a Standard diploma after a year in Intensive Remediation.

Next Steps

When Tier interventions are **NOT** successful. All data must be reviewed to determine if the intervention plan should be revised, goals adjusted, or should the student be referred to the District Review Team (DRT) for a Child Find Study. (Note: The MTSS process is not a prereferral for the evaluation process.) If the student is referred to Child Find, a District Review Team meeting must be requested through email by your school's Child Find Coordinator, School Administrator, and/or the school's Psychometrist.



Exceptional Educational Services

Child Find

Child Find requires all school districts to identify, locate, and evaluate all children with disabilities, regardless of the severity of their disabilities. Students suspected of having a disability that are identified through Child Find must continue to receive high-quality classroom instruction and supports for academics and behavior. Any and all requests for comprehensive assessments should be submitted to the Office of Exceptional Children and Health Services, the school administrator, and/or the District Review Team.

Hattiesburg Public School implements ongoing efforts to locate, identify and evaluate all children from birth to twenty-one years of age residing within its jurisdiction, who are suspected of having a disability (regardless of the severity of that disability).

Child Find requirements apply to the following: highly mobile children (including migrant children); homeless children; children in private schools; children who are wards of the state; and children who may have a disability who are in need of special education even though they are advancing from grade to grade as well as those who are no longer in school who are within the specified age range who have not graduated with a diploma.

Child Find activities will not be limited by the total number of requests per year and are not limited to the time of year.

District Review Team (DRT)

The District Review Team (DRT) is designed to meet with schools once the school's team has submitted a request(s) for Child Find. The District Review Team consists of the Director of Exceptional Education, Case Manager, Psychometrists, and MTSS District Coordinator. This team ensures that all academic and behavioral components are aligned with IDEA. During DRT meetings all information contained on the MTSS Compliance Review Checklist along with the teacher narrative and any other pertinent data/information is reviewed to identify if there is a need to move forward with the Child Find process. All Child Find requests should be submitted to the school's Child Find Coordinator, Administrator, and/or your school's Psychometrist.

Section 504

Section 504 protects all students with disabilities from discrimination. It is defined as those having any physical or mental impairment that substantially limits one or more major life activities. All individuals who are eligible under the Individuals with Disabilities Education Act (IDEA) are also protected under Section 504. All individuals who have been determined to be eligible under Section 504 may not be eligible under IDEA. The educational program of HPSD shall be equally accessible to all students at each grade level.

Principals are responsible for working with the regular education teacher(s) to ensure the teacher:

- 1) Is aware of the requirements of the law
- 2) Makes appropriate accommodations in the instructional program and classroom environment to ensure that the student is given equal opportunity to participate in the educational objectives of his/her program (i.e. changing daily schedules, parent communication, providing PBIS, reorganizing the classroom.)

Language/Speech

Language/Speech is one of the thirteen disabilities recognized in the State of Mississippi. Kindergarten and 1st grade students are screened every school year to ensure that all students experiencing issues with language, articulation, fluency, or voice receive the appropriate services allowable by IDEA.

SPEECH LANGUAGE SCREENING

HPS ensures that students are screened for articulation, language, voice, and fluency disorders before the end of Grade 1.

Speech Language Screening Guidelines

1. If a student fails the screener, the parent or legal guardian will be notified of the results of the screener.
2. If a student fails the screener, the school district, at its discretion, may perform a comprehensive evaluation.

Gifted

The mission of the REACH Gifted Program is to address the needs of intellectually gifted children and provide the necessary instructional modifications to increase students' skills in:

- Autonomous learning
- Creative, productive thinking
- Metacognition
- Developing and maintaining healthy, positive, enriching relationships
- Developing appropriate expectations for and understanding of the self

Hattiesburg Public School offers the following options for Gifted and Advanced Students:

- The REACH Program
- Advanced Placement Courses
- Hattiesburg High School Dual Enrollment Program
- Middle College Program

Additional Considerations

Dyslexia

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge” (International Dyslexia Association, 2002).

Dyslexia Screening

The Mississippi State Department of Education’s House Bill 1046 mandates that each local school district screen **ALL** students for dyslexia in the spring of Kindergarten and the Fall of Grade 1 using a State Board of Education approved screener.

If a student fails the screener, the parent or legal guardian will be notified of the results of the screener. A failed screener does not provide a Dyslexia diagnosis. Students who fail the screener will also be referred to MTSS and the Teacher Support Team (TST) will determine if additional Tier II or Tier III supports are needed after reviewing all data, parent concerns, Dyslexia checklist (MTSS Documentation Packet), and teacher recommendations.

English Language Learners

Quality Tier I instruction is essential to the success of our English learners (ELs). When considering a referral to MTSS for English learners the TST should consider the following:

- The amount of time the student has been in the country. EL students need time to adjust to the new culture and expectations of our schools in addition to learning a new language.
- Similarities and differences among the ethnicities and national origins of the U.S and their native country.
- Students with lower levels of English proficiency will require more content area support.
- Multiple relevant data-consideration of all data including ELPT assessment should be examined to determine if the struggles are due primarily to academic, behavioral, or English language deficiencies.
- Interrupted schooling

Before Implementing Interventions For EL students:

- Consult with parents, general education teachers, EL teachers, and others who work with the student (EL teacher must be present in the TST meeting).
- Review all data (Diagnostics, Screeners, State Test, English Learner Proficiency Test (ELPT), Classroom Performance, etc.).
- Identify the specific deficit area and select an intervention that will best meet the needs of the deficit area.

Many of these issues may be addressed through the MTSS process. Determination of Tier placement must take into consideration the degree of deficiency and the specific academic and behavioral deficiency areas that will be addressed.

Literacy-Based Promotion Act (LBPA)

The Literacy-Based Promotion Act (LBPA) places an emphasis on grade-level reading skills for students in Kindergarten through 3rd grade. This act requires that students receive intensive reading instruction and interventions immediately following the identification of a reading deficiency. Reading deficiencies are determined by MDE approved screeners (cut scores) given three times a year.

Individual Reading Plans (IRP)

Individual Reading Plans (IRP) must be put in place for students in Kindergarten through 4th grade who are identified as having a substantial reading deficiency. The Teacher Support Team will use multiple data sources to determine if a reading deficiency is present. Students with an Individualized Educational Plan (IEP) who are identified as having a substantial reading deficiency will also receive an IRP. The general education teacher and the special education teacher should work collaboratively to develop, implement, and progress monitor the IRP. Students who passed to the 4th grade with a Good Cause Exemption should also receive an Individual Reading Plan. Parent notification is required at least three times a year for students who are identified as having a substantial reading deficiency. Parents should receive a Parent Read At Home Plan containing strategies to assist in achieving reading competency (IRP Checklist, Appendix D).

The following indicators are used for students in Kindergarten through 4th grade to identify students with a substantial reading deficiency. These students **MUST** be referred to the TST.

MDE Universal Screener Cut Scores for iReady Diagnostic

Fall, Winter, and Spring cut scores for intervention

Grade	Fall	Winter	Spring
K	295	320	344
1	347	374	401
2	419	441	463
3	474	491	507
4	496	508	519

STAR Early
Literacy,
STAR
Reading

Intervention	Below 25 th percentile
Urgent Intervention	Below 10 th Percentile

Literacy-Based Promotion Act and 3rd Grade

At the end of 3rd grade, students take the reading portion of the Mississippi Academic Assessment Program (MAAP) English Language Arts test to determine whether they qualify for promotion to the 4th grade. Students must score at level 3 or higher to qualify for promotion. Students who score below a level 3 received a “*Did Not Meet*” Requirement will have two opportunities to retest, once before the end of the school year and once over the summer. Students who do not meet the 3rd grade requirement will remain in 4th grade unless they meet the qualifications for Good Cause Exemption.

Students who receive a “*Did Not Meet*” Requirement and are retained in 3rd grade must be brought before the Teacher Support Team and considered for additional supports. The Teacher Support Team should discuss all data from the previous school year (i.e., Questar reports, diagnostic assessments, screener, etc) to determine the appropriate level of support for students. The following guiding questions should be considered when determining support levels.

- What additional data points are available to determine the student’s individual needs?
- Did the student perform significantly below the mean score for the class/school?
- Has the student been receiving interventions? If so, what supports and how long have they been in place?
- What additional supports or interventions are needed in either academics or behavior for the student to be successful?
- Has the student been referred to the District Review Team (DRT) or is the student awaiting a comprehensive assessment?
- Is the student receiving special education services? Do they have an IEP or 504 plan? Should the IEP or 504 committees meet to ensure the student is being provided a Free Appropriate Public Education (FAPE)?
- What additional services is the child receiving: dyslexia therapy, speech language therapy, and/or English Learner (EL) services, etc.? Have these providers been included in the Teacher Support Team meetings?

Intervention Tips for Retained 3rd Graders

Students retained in 3rd grade will receive more intensive reading intervention services including:

- Reading instruction provided by a high-performing teacher
- 90 minutes of dedicated time each day for intensive reading instruction
- Research-based reading instruction that addresses the five components of reading
- Frequent progress monitoring to help ensure students are on track for grade-level reading
- A Read-At-Home Plan outlined in a parental contract

Good Cause Exemption

Good cause exemptions “exempt” some students from being retained in 3rd grade. The good cause exemptions apply to:

- Students with limited English proficiency with less than two years instruction in English Language Learner program.
- Students with disabilities whose individual education plan (IEP) indicates that participation in statewide accountability assessment program is not appropriate.
- Students with a disability whose IEP or Section 504 plan indicates the student has received intensive remediation for two years but still demonstrates deficiency in reading or was previously retained in kindergarten, 1st, 2nd or 3rd grade.
- Students who demonstrate an acceptable level of reading proficiency on an MDE approved alternative standardized assessment.
- Students who have received intensive intervention in reading for two or more years but have been previously retained in kindergarten, 1st, 2nd or 3rd grade for a total of two years and have not met exceptional education criteria.

Good Cause Exemption Protocols and Procedures

- The Good Cause Exemption Packet revised during the 2023-2024 school year will be used to complete all candidate submissions.
 - All submissions must be typed, and checked by designated District official(s) prior to obtaining the parent’s signature.
- Under NO circumstances should a parent or guardian be told that a student will receive a Good Cause until it is determined and approved by the Superintendent.
- Please be aware that just because a Good Cause Packet is submitted does not mean that the student(s) will automatically receive a Good Cause. All decisions are based on the completion of the required documentation to support a Good Cause. ALL final decisions are left to the discretion of the Superintendent.

MTSS at the Secondary Level

MTSS is designed to meet the needs of all students through appropriate instruction and intervention. MTSS at the secondary level focuses more on graduation and ensuring that “Every Student Graduates High School Ready for College and Career”. MTSS on the secondary level utilizes a systematic process to improve the educational approaches through the integration of evidence-based practices across multiple content areas. State Board Policy 41.1 and district/school-based initiatives work together cohesively to promote academic and behavioral achievement among students.

Early Warning System (EWS)

The Early Warning System is a critical component that is implemented in conjunction with MTSS at the secondary level. Early Warning Systems were developed to identify students in need of assistance to reach graduation to exit high school ready for college and career. EWS ensures that at-risk students are identified and provided support through EWS action codes and/or MTSS to get students back on track for academic success.

Early Warning System Indicators

Attendance

Attendance (Elementary, Middle and High Schools)		
Status	Threshold: Number of Days Absent	
	Each Grading Period	Full Year
Off-track	5 days	18 days
Sliding off-track	3-5 days	10-18 days
On track to graduate	2 days or less	9 days

Source: www.kidscount.ssrc.msstate.edu

Behavior

Behavior (Elementary, Middle and High Schools)				
Status	Number of Office Referrals		Number of Days Suspended	
	Each Quarter	Full Year	Each Quarter	Full Year
Off-track	2	6	1	2
Sliding off-track	1	3-5	0	0-1
On track to graduate	0	0-2	0	0-1

Source: Johns Hopkins University, 2019

Course Performance

Elementary School

Course Performance (Elementary Schools):		
Status	Thresholds	
	Math and Language Arts Grades PreK-5	Third Grade Reading Test (Literacy Based Promotion Act)
Off-track	Report card grade of U or F	Failed Third Grade Reading Test Below grade level on LBPA required K-3 universal screener Failed Dyslexia Screener K-1
Sliding off-track	Report card grade of N or D	Good Cause Promotion Transfer from Grade 3 to Grade 4
On track to graduate	Report card grade of E, S or A, B or C	Passed Third Grade Reading Test

Source: Johns Hopkins University, 2019

Middle and High School

Course Performance (Middle and High Schools):		
Status	Thresholds	
	Math and English, Middle School, Grades 6-8	Core Courses* High School, Grades 9-12
Off-track	Report card grade of F Levels 1 and 2 on the ELA and/or Math state assessment	Report card grade of F
Sliding off-track	Report card grade of D	Report card grade of D
On track to graduate	Report card grade A, B, or C	Report card grade A, B, or C
<i>Source: Johns Hopkins University, 2019</i>		

Retention

Retention:		
Status	Threshold: Retention	
	PreK-Grade 3	Grades 4-12
Off-track	Failed one grade	Failed 1 or more grades
Sliding off-track	Scored N or D in math or reading	Failed one grade
On track to graduate	Never retained	Never retained
<i>Source: Editorial Projects in Education Research Center (2004)</i>		

Behavior

MTSS provides guidelines and supports for behavioral instruction and interventions through the Positive Behavioral Supports and Intervention (PBIS) framework. MTSS behavior follows a three-tier model designed to improve the outcome of ALL students. The goal of behavior is to provide a positive, predictable, safe learning environment that enhances students' social-emotional, behavioral, and academic growth.

Tier I

Tier I best practices are implemented school-wide and included in every classroom for ALL students. It includes the development of school-wide expectations, classroom rules, a reinforcement and consequence systems, and a consistent office discipline referral system. Effective classroom management plans should be in place and implemented consistently with all students.

- **Connect**
 - Enhance relationships among educators, students, and families to promote effective communication during disrupted learning.
 - Check-in with students daily and with families regularly to identify support needs.
- **Screen**
 - Screen to identify students who need more support.
- **Support**
 - Establish a safe environment.
 - Teach, prompt, and acknowledge predictable routines and positive expectations.
 - Bridge expectations across the school, home, and community settings.
- **Monitor**
 - Monitor implementation, health, safety, and academic needs for all students.
 - Identify students who require more support (Tier II or Tier III) over time.

Tier II

Tier II behavior is focused on supplemental supports implemented for students who are not making progress with Tier I supports (typically 15-20% of the population). Tier II is designed to reduce current incidents of problem behaviors for students identified as “as risk” for engaging in behavior problems. Unsuccessful behaviors identified at Tier II include external behaviors (ex: physical aggression and not following rules. It also includes less noticeable external and internal behaviors such as being off task, difficulty with peer relationships,

sleeping in class, etc. Interventions at Tier II include an individualized reinforcement and consequence system, check-in and check-out, check and connect, behavior contract, social skills groups etc. During Tier II a Target Support Plan (TSP) or Targeted Behavior Plan must be implemented and progress monitored with fidelity.

Tier III

Tier III behavior is intensive supports implemented for students who are not successful with Tier I and Tier II behavior supports. Tier III behavior supports are individualized to meet students' specific needs. During this stage of Tier, a functional behavioral assessment (FBA) is conducted to develop a behavior support plan (BSP). The behavior support plan is implemented and monitored for success. If the student is unsuccessful at Tier III, the student will be referred to the Office of Exceptional Children and Health Services.

Addressing Attendance

Chronic absence may be a signal that a student needs intervention and support. School districts that are experiencing high student absenteeism should follow a Multi-Tiered Support System (MTSS) framework. MTSS guides districts to use interventions, just like resources used for academics and behavior, which correspond to the intensity of the students' needs. Building social-emotional learning (SEL) with students and families is crucial for creating a supportive educational environment and fostering reasons for students to attend school. The MS Department of Education's commitment to provide comprehensive support to all students has developed this guidance document to outline the MTSS framework for addressing chronic absenteeism. MTSS provides a structured approach to identifying, intervening, and supporting students at various levels of need, ensuring that every student receives the appropriate assistance to overcome attendance barriers and thrive academically and behaviorally. The MTSS framework for attendance is structured around three tiers, each with specific interventions and support mechanisms tailored to meet the diverse needs of our student population.

Underlying Factors

Underlying factors that contribute to absences normally fall into four distinct groups:

- barriers to attendance
- aversion to school
- disengagement from school
- misconceptions about the impact of absences.

***Absences have an adverse impact on academic and behavioral success. Students who miss 10% or more of school days for any reason (excused, unexcused, or suspensions) are considered chronically absent and at risk for falling behind academically. Parents and students should be made aware of the impact absenteeism has on the success of academics and behavior. If attendance is the root cause of the student's academic deficits, the student should be placed on an attendance plan and monitored for success.

BARRIERS	AVERSION	DISENGAGEMENT	MISCONCEPTIONS
<ul style="list-style-type: none"> Chronic and acute illness Family responsibilities or home situation Trauma Unreliable transportation Housing and food insecurities Inequitable access to needed services Lack of predictable schedule for learning Community violence 	<ul style="list-style-type: none"> Struggling academically and / or behaviorally Unwelcoming school climate Social and peer challenges Anxiety Biased disciplinary and suspension practices Undiagnosed disability Caregiver experienced negative educational experiences 	<ul style="list-style-type: none"> Lack of challenging, culturally responsive instruction Boredom No meaningful relationships to adults in the school Lack of enrichment opportunities Lack of academic and behavior support Failure to earn credits Lack of conflict resolution skills 	<ul style="list-style-type: none"> Absences are only a problem if they are unexcused Missing 2 days a month does not affect learning Inaccurate record keeping which cause an underestimate of TOTAL absences Parent or school personnel assumptions that the student must stay home for any symptom of illness Attendance only matters in older grades Suspensions do not count as absences

[Root Causes - Attendance Works](#)

[Attendance Works](#) provides a free worksheet to help districts identify the likely causes of absenteeism for students who are chronically absent.

[teacher-attendance-strategy-worksheet-rev-10-16-19.pdf \(attendanceworks.org\)](#)

Tiered Intervention

Tier I: Quality Classroom Instruction

At Tier I, the focus is on universal strategies that promote positive attendance habits for all students.

1. Establishing clear attendance expectations and communicating them to students, parents/guardians, and staff.
2. Identifying at-risk students early through data analysis and attendance monitoring.
3. Implementing a school-wide attendance tracking system to monitor student attendance patterns and identify trends. [early_warning_system_benton_final2.pdf \(mdek12.org\)](#)
4. Providing incentives and recognition for students with exemplary attendance records.

5. Conducting regular attendance reviews to identify students who may need additional support.

Tier II: Supplemental Instruction

Students who demonstrate inconsistent attendance or are at risk of chronic absenteeism receive targeted interventions at Tier II. Chronic absenteeism is defined as missing 10% or more for any reason including excused, unexcused, and/or suspensions. These interventions may include but are not limited to:

1. Developing individualized attendance plans in collaboration with students, parents/guardians, teachers, and support staff.
2. Providing access to support services such as counseling, mentoring, and tutoring to address underlying factors that contribute to attendance issues.
3. Implementing attendance contracts or agreements to establish clear expectations and consequences for continued absences.
4. Collecting progress monitoring data daily and examining on a bi-weekly basis at minimum.
5. Following five weeks of monitored implementation (including one week of baseline data), the plan will be reviewed by the TST team to determine the need to continue or modify. Document outcomes using the Meeting Summary Sheet. ([MTSS Documentation Packet](#))

Tier III: Intensive Intervention

Students with chronic absenteeism, implementations of Tier II interventions are unsuccessful, and/or students immediately moved to Tier III will receive intensive intervention support.

1. Notify the parent/guardian.
2. Conduct the Hearing/Vision screening.
3. Conduct a Functional Behavior Assessment to identify root causes of chronic absenteeism and develop targeted intervention strategies. ([Center on PBIS | Resource: Tier 3 Brief Functional Behavior Assessment \(FBA\) Guide](#))
4. Complete student anxiety assessments for root cause of avoidance. [sras-child-version.pdf \(schoolavoidance.org\)](#)

5. Complete Appendix A from the MTSS Documentation Packet: Social/Emotional Worksheet
6. Engage community resources and partnerships to address complex social, emotional, and environmental factors impacting attendance.
7. Provide ongoing monitoring and support through a designated attendance team consisting of school staff, counselors, social workers, and community agencies.
8. Collaborate with relevant agencies and organizations to ensure continuity of support beyond the school setting.
9. Collect data daily, and progress monitor weekly.

Collaboration and Monitoring:

Effective implementation of MTSS for attendance requires collaboration among all stakeholders, including students, parents/guardians, teachers, nurses, administrators, and community partners. Regular monitoring and evaluation of interventions are essential to gauge effectiveness and make necessary adjustments to support student success. The Early Warning System (EWS) is an MDE resource for school districts to use for collaboration and monitoring attendance. [early_warning_system_benton_final2.pdf \(mdek12.org\)](https://www.mdek12.org/early_warning_system_benton_final2.pdf)

Attendance Strategies by Tiers		
TIER I	TIER II	TIER III
<ul style="list-style-type: none"> • Establish Clear Attendance Policies: Ensure that there are clear and consistent attendance policies in place that outline expectations for attendance, consequences for absenteeism, and procedures for reporting absences. • Promote a Positive School Climate: Foster a positive and supportive school environment where students feel valued, engaged, and connected to their peers and staff. • Build Relationships: Develop positive relationships with students by getting to know them individually, showing empathy, and providing encouragement and support. 	<ul style="list-style-type: none"> • Check-In/ Check-Out System: Implement a daily check-in/check-out system where students start and end their day by meeting with a designated staff member. This provides an opportunity for brief monitoring and encouragement. • Attendance Contracts: Develop personalized contracts with students and their families outlining attendance goals, expectations, and consequences. Review and/or revise bi-weekly. • Attendance Mentoring: Assign a mentor or trusted staff member to check in with the student regularly to discuss attendance challenges, identify barriers, and provide support and encouragement. 	<ul style="list-style-type: none"> • Functional Behavior Assessment: Develop to identify root causes of chronic absenteeism. • Individualized Behavior Plan for Attendance: Develop personalized plans for students with chronic absenteeism, outlining specific attendance goals, strategies to overcome barriers, and support services needed. These plans are created collaboratively with the student, family, and school personnel. • Mentoring and Counseling Programs: Assign students with chronic absenteeism a mentor or counselor who provides one-on-one support and guidance. The mentor or counselor can help identify underlying issues contributing to absenteeism, provide resources, and offer

<ul style="list-style-type: none"> • Attendance Awareness Campaigns: Conduct regular attendance awareness campaigns to highlight the importance of attendance and educate students about the consequences of chronic absenteeism. (<i>Organize Attendance and Engagement Campaigns That Reach Families With Young Children - Attendance Works</i>) • Early Identification and Intervention: Implement systems for early identification of attendance problems and intervene promptly to address issues before they escalate. This may involve monitoring attendance data regularly and reaching out to students who show signs of chronic absenteeism. • Provide Supportive Services: Offer support services to address the underlying reasons for attendance problems, such as transportation assistance, access to counseling or mental health services, and academic support. • Engage Families and Communities: Involve families and communities in promoting regular attendance by communicating with parents/guardians about the importance of attendance, providing resources and support for families facing barriers to attendance, and collaborating with community organizations to address attendance issues. 	<ul style="list-style-type: none"> • Positive Reinforcement: Implement a system of positive reinforcement to recognize and reward students who demonstrate improved attendance. This could include incentives such as certificates, privileges, or small rewards. • Family Engagement: Work closely with families to address underlying issues contributing to attendance problems. This may involve home visits, parent meetings, or connecting families with community resources for additional support. • Academic Support: Offer additional academic supports during or after school hours to help address the students' deficits; catch up on missed work and stay engaged in their learning. • Behavioral Interventions: Address any behavioral issues that may be contributing to attendance problems through targeted interventions such as behavior contracts, counseling, or social skills training. • Peer Support/Mentoring Groups: Facilitate peer support groups where students can discuss attendance challenges, share strategies for improving attendance, and provide encouragement to one another. 	<p>encouragement to improve attendance.</p> <ul style="list-style-type: none"> • Home Visits: Conduct home visits to better understand the root causes of a student's absenteeism and to establish rapport with the student and their family. Home visits can also be used to connect families with community resources and support services. • Family Engagement and Support: Involve parents and guardians in developing strategies to improve their child's attendance. Offer workshops, training sessions, and resources to help families address challenges related to attendance, such as transportation issues, health concerns, or family stressors. • Attendance Contracts: Create formal agreements between the student, family, and school outlining attendance expectations, consequences for continued absences, and support services available. Attendance contracts often include rewards for improved attendance and consequences for non-compliance. • Incentive Programs: Implement incentive programs to motivate students to improve their attendance. Rewards can include recognition, privileges, or tangible rewards such as gift cards or school supplies.
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<ul style="list-style-type: none"> • Use Incentives and Recognition: Implement incentive programs or recognition initiatives to reward students or employees for good attendance and punctuality. This can include incentives such as certificates, prizes, or special privileges. • Monitor and Analyze Data: Regularly monitor attendance data to identify trends, patterns, and areas for improvement. Use data analysis to inform decision-making and tailor interventions to meet the specific needs of students. • Professional Development: Provide training and professional development opportunities for staff on strategies for promoting attendance, building relationships with students, and effectively addressing attendance issues. 	<ul style="list-style-type: none"> • Attendance Improvement Plans: Develop individualized attendance improvement plans for students, setting specific goals and outlining strategies for improvement in collaboration with students, families, and relevant school staff. • Data Monitoring and Analysis: Continuously monitor attendance data to identify trends, patterns, and areas for intervention. Use this information to adjust and refine Tier II interventions bi-weekly. 	<ul style="list-style-type: none"> • Academic Support and Catch-Up Programs: Provide additional academic support and resources to help students catch up on missed work due to absences. Offer tutoring, extended learning opportunities, and flexible scheduling to accommodate students' needs. • Health and Wellness Services: Ensure students have access to necessary health and wellness services, including medical care, mental health support, and resources for managing chronic health conditions that may impact attendance. • Legal and Truancy Interventions: In cases where chronic absenteeism persists despite other interventions, involve legal and truancy interventions, such as court involvement or referrals to social services, to address underlying issues and ensure compliance with attendance requirements.
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It is important to remember that interventions must be tailored to meet the unique needs of each student and require ongoing evaluation and adjustment to be effective. Additionally, collaboration between school staff, families, and community partners is essential for successful implementation of Tier II and Tier III attendance interventions.

****Child Find is the ongoing obligation to identify, locate, and evaluate all children suspected of disabilities who need special education and related services as a result of those disabilities.**

Universal Screening Process

Universal screening process is used to immediately identify students at risk for school failure and are in need for additional support. Screening data should be compared to all other reliable data sources (Comprehensive Assessments, Benchmark Assessments, Standards Mastery, Growth Monitoring, Formative/Summative Assessments, classroom performance, teacher observations) to determine if students' have a substantial deficiency. Students identified as "at-risk" on multiple pieces of data should be administered a diagnostic or survey level assessment to determine specific intervention needs. Universal screeners are administered three times per year. I-Ready is Hattiesburg Public School's MDE approved universal screener. Renaissance Star Early Literature is also administered to students in Kindergarten three times per year.

Universal Screening/Benchmark Assessments	
WHO	All Students
WHEN	Three times per year (Fall, Winter, Spring)
HOW	Academics- iReady Reading/Math (K-8) Behavior- Student Risk Screening Scale-SRSS (twice per year) Early Warning System (all grades).
DOCUMENT	Classroom differentiation strategies and instructional adjustments to meet the needs of all students. Additional data to support the need for Tier II/III interventions in any skill area.
ANALYZE	Determine if there is a significant deficit based on data points.

Diagnostic Assessments

Diagnostic Assessments are used to assess specific skills or components of reading such as phonemic awareness, phonics skills, and fluency. Diagnostic Assessments assist with drilling down to specific skills based on results from the Universal Screener. The results of diagnostic assessments are used to inform instruction and intervention. Examples of Diagnostics Assessments include Dibels, Quick Phonics Screener, Phonological Awareness Skills Test (PAST), and Really Great Reading's Complementary Assessments. All students may not need this in-depth reading assessment.

Identifying Deficit Areas

The following indicators may be used to identify students' deficit areas.

iReady Reading Difficulty Indicator Cut Scores- K-8

iRDI Cut Scores

Most districts and schools are interested in understanding which students may be struggling as readers. To do so, Curriculum Associates has identified specific *i-Ready Diagnostic* for Reading scores for each testing window and grade that may be considered indicators of possible reading difficulty that could require further investigation (see Table 1).

Table 1: iRDI Cut Scores

Students below these cut scores may have reading difficulties that require further investigation.

Grade	BOY* Diagnostic/Fall Cut	MOY* Diagnostic/Winter Cut	EOY* Diagnostic/Spring Cut
K	295	320	344
1	347	374	401
2	419	441	463
3	474	491	507
4	496	508	519
5	542	552	562
6	566	573	580
7	583	589	595
8	594	600	606

If interested in gauging the distribution of students who would fall above and below these cut scores for each grade, use the percentile ranking corresponding to each cut score, based on *i-Ready's* national norms (see Table 2):

Table 2: Percentile Corresponding to Each iRDI Cut Score

Grade	BOY* Diagnostic/Fall Cut	MOY* Diagnostic/Winter Cut	EOY* Diagnostic/Spring Cut
K	3rd	7th	10th
1	10th	11th	14th
2	24th	22nd	22nd
3	30th	28th	30th
4	25th	22nd	24th
5	38th	36th	37th
6	45th	43rd	42nd
7	45th	42nd	41st
8	42nd	39th	38th

*BOY = Beginning of Year; MOY = Middle of Year; EOY = End of Year.

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Identifying Deficit Areas

The following indicators may be used to identify students' deficit areas.

iReady Math Difficulty Indicator Cut Scores- K-8

IMDI Cut Scores

For districts and schools that want to understand which students are struggling in mathematics, Curriculum Associates has identified specific *i-Ready Diagnostic for Mathematics* scores for each testing window and grade. When a student has an overall mathematics score less than the corresponding score shown in the table, that could be an indicator of a possible mathematics difficulty that could require further investigation (see Table 1).

Table 1: Recommended IMDI Cut Scores

Students below these cuts may have math difficulties that require further investigation.

Grade	BOY* Diagnostic/Fall Cut	MOY* Diagnostic/Winter Cut	EOY* Diagnostic/Spring Cut
K	318	334	350
1	347	365	383
2	387	402	416
3	413	427	440
4	434	446	457
5	450	459	468
6	465	472	479
7	480	487	493
8	493	498	503

To gauge the distribution of students who would fall above and below these cut scores for each grade, use the percentile ranking that corresponds to each cut score, based on *i-Ready's* national norms (see Table 2).

Table 2: Percentile Corresponding to Each IMDI Cut Score

Grade	BOY* Diagnostic/Fall Cut	MOY* Diagnostic/Winter Cut	EOY* Diagnostic/Spring Cut
K	15th	15th	16th
1	15th	14th	19th
2	26th	27th	30th
3	31st	27th	28th
4	26th	27th	26th
5	25th	24th	26th
6	31st	30th	30th
7	33rd	35th	37th
8	40th	41st	43rd

*BOY = Beginning of Year (Diagnostics completed between the beginning of the school year and November 15); MOY = Middle of Year (Diagnostics completed between November 16 and March 1); EOY = End of Year (Diagnostics completed between March 2 and the end of the school year).

Intervention Supports for Academics and Behavior:

EWS School-Wide Supports/Strategies (See EWS Action Code Document for Additional Supports)		
Attendance	Behavior	Course Performance
<input type="checkbox"/> Student Conference <input type="checkbox"/> Parent Contact <input type="checkbox"/> Parent Meeting <input type="checkbox"/> Incentives <input type="checkbox"/> Counselor Referral <input type="checkbox"/> Mentor <input type="checkbox"/> Attendance Letters/Contracts Home Visit <input type="checkbox"/> SARB	<input type="checkbox"/> Classroom Reward System (PBIS) <input type="checkbox"/> Individual Self Check System <input type="checkbox"/> Leadership Role <input type="checkbox"/> Teacher/Outside Mentor <input type="checkbox"/> Counselor Referral <input type="checkbox"/> Check In/Out <input type="checkbox"/> Check and Connect <input type="checkbox"/> Behavior Contract <input type="checkbox"/> MTSS/TST Referral	<input type="checkbox"/> Tutoring (Teacher) <input type="checkbox"/> Tutoring (Peer) <input type="checkbox"/> Teacher Mentor <input type="checkbox"/> Student Conference <input type="checkbox"/> Parent Conference <input type="checkbox"/> Classroom Modifications <input type="checkbox"/> Classroom Reward System (PBIS) <input type="checkbox"/> Counselor Referral <input type="checkbox"/> MTSS/TST Referral
Targeted (Tier 2) Intervention Resources		
ELA	Math	Behavior
<input type="checkbox"/> iReady Learning Paths <input type="checkbox"/> Ready Tools for Instruction <input type="checkbox"/> iReady Tools for Scaffolding Comprehension (3rd-8th) <input type="checkbox"/> Cars and Stars <input type="checkbox"/> Heggerty Phonemic Awareness <input type="checkbox"/> Saxon Phonics and Spelling <input type="checkbox"/> Advance Word Study (3rd and 8th grade) <input type="checkbox"/> Florida Center for Reading Research <input type="checkbox"/> Ready Reading <input type="checkbox"/> Free Reading (freereading.net) <input type="checkbox"/> USA Test Prep (secondary) <input type="checkbox"/> Imagine Edgenuity (secondary)	<input type="checkbox"/> iReady Learning Paths <input type="checkbox"/> Ready Tools for Instruction <input type="checkbox"/> Ready Math <input type="checkbox"/> Xtra Math <input type="checkbox"/> Freckle <input type="checkbox"/> Math Nation (secondary)	<input type="checkbox"/> Intervention Central <input type="checkbox"/> PBIS.com <input type="checkbox"/> PBS World
Targeted (Tier 3) Intervention Resources		
ELA	Math	Behavior
<input type="checkbox"/> Phonics For Reading (3rd and up) <input type="checkbox"/> iReady Literacy Task <input type="checkbox"/> Heggerty Phonemic Awareness <input type="checkbox"/> Saxon Phonics and Spelling <input type="checkbox"/> West Virginia Phonics <input type="checkbox"/> Easy CBM <input type="checkbox"/> TPRI.org <input type="checkbox"/> Advanced Word Study <input type="checkbox"/> Ready Reading (can be used with increased duration and frequency) <input type="checkbox"/> Florida Center for Reading Research	<input type="checkbox"/> Intervention Central <input type="checkbox"/> Easy CBM <input type="checkbox"/> Freckle <input type="checkbox"/> Ready Math (can be used with increased duration and frequency) <input type="checkbox"/> Xtra Math <input type="checkbox"/> Bridges in Mathematics	<input type="checkbox"/> Intervention Central <input type="checkbox"/> PBIS.com <input type="checkbox"/> PBS World

MTSS Documentation Packet

State Board Policy 41.1 requires school districts to complete the MTSS documentation packet for all students in the Tier process. The documentation packet was designed as a way to reflect on policies, and classroom, school, and district level practices to improve student outcomes. All documentation must be submitted in the student's cumulative folder upon promotion or transfer to a new school (MTSS cumulative folder insert sheet).

HPSD requires MTSS documentation for all Tier II and Tier III students for academic (ELA, math) and behavior.

SEAS Attain MTSS Portal

Hattiesburg Public Schools will house all MTSS documentation in the SEAS Attain MTSS portal.

MTSS and Distance Learning

Hattiesburg Public School District is committed to its goal of academic success for **ALL** students. Providing interventions, accommodations, or modifications through distance learning is important in the continued success of students. MTSS through distance learning requires collaboration among families and school staff, dedication, and motivation.

What Can Interventions Look Like With Distance Learning?

- In Person Learning- small group evidence-based interventions with explicit instruction in the deficit areas designed to ensure a tiered level of support is delivered to all students. Progress monitoring may be conducted as recommended for in person learning.
- At Home Learning- small group or one on one teacher delivered evidence-based interventions with explicit instruction may be implemented through HPS' online platform - Schoology. Progress monitoring may be conducted digitally with a virtual proctor that can sit with the student as they are completing the assignment or assessment. Communicate with parents the importance of students' attendance for online instruction and completing assessments/assignments on their own. Help parents understand that teachers are using this information to design interventions that best meet the students' needs.
- Hybrid Learning- complete interventions and progress monitoring assessments in a small group or one on one setting on students' day of face-to-face instruction. Students can be provided additional practice via Schoology on virtual learning days.

MTSS Through Distance Learning Tips

- Remain focused on the child and provide the support that will benefit their overall success for the future.
- The interventionist should reach out to each parent so they understand what will be conducted during the intervention time.
- Choose an appropriate intervention to be conducted. This should be an intervention that the parents can easily access at home.
- The interventionist should conduct parent training, so the parents understand the components of the intervention program. This is an opportunity to demonstrate the importance of students completing their work on their own.
- The quality of the assignments should provide meaningful work with scaffolding provided as needed for the student.

HPSD MTSS Expectations

The documents listed below provide guidance on Hattiesburg Public Schools MTSS expectations:

- Beginning of the Year Procedures
- MTSS Documentation Housing Expectations
- Compliance Review Checklists
- MTSS Meeting Protocols
- Scheduling Intervention Times
- Tier II RTI Documentation
- EOY Closeout Procedures

Examples of these expectations can be found on the following pages 45-53.



Hattiesburg Public Schools

MTSS Beginning of the Year Procedures

2024-2025

1. Review MTSS files in SEAS, ensure all files are complete, label files SY2023-2024, lock all files, and complete the MTSS/RTI Exit Packet.
2. Tier II and Tier III will be housed in SEAS. Email the names of teachers who need SEAS accounts.
3. Share your school's MTSS plan with Mrs. McNair
 - The plan must include set meeting days and times, the school's MTSS team, and an intervention schedule.

4. Schedule an MTSS training for all teachers/staff who will participate in the MTSS process.

5. Review MSIS 20 day student list, schedule a meeting date before the 20th day of school (**August 29th**). **Provide Mrs. McNair with your 20 day meeting date.**

(**Elementary only**-review the 3rd grade list of students who did not meet state requirements and students who were granted Good Cause Exemption. These students will also be discussed during the 20 day meeting.)

6. Gather all available data on 20 day students to be reviewed at the 20 day meeting.

7. After decisions are made on 20 days students complete the following:

- Complete the 20 Day MSIS Recommendation Form (**on ALL prepopulated students**)
- Develop an intervention plan (complete MTSS documents)
- Obtain a hearing and vision screener
- Obtain a baseline probe
- Develop an intervention schedule
- Begin interventions

8. Review Students who were tiered during the 2024-2025 school year. Review multiple sources of **ALL** available data (state assessment data, current school year's BOY Diagnostic and K-Readiness, iReady historical data, benchmarks, etc... to determine if the student needs MTSS support this school year.

Be mindful of student requirements for 3rd grade Good Cause

9. Elementary K-4- Identify students in need of an Individual Reading Plan (IRP) based on MDE cut scores once screeners are complete. **Be sure to review all available data pieces.**

10. Complete the required MTSS School Roster.

11. **Interventions for 20-day students and returning Tier III students who will continue Tier III must begin by September 9, 2024. Meet on other MTSS candidates and begin Tier interventions.**

Hattiesburg Public School District

MTSS Academic Compliance Review Checklist

Student: _____ Grade: _____ School: _____

Component	Yes	No	Comments	Date Completed	Follow-Up Needed
GENERAL					
Confidentiality Form					
Student Learning Style Inventory					
Hearing & Vision Screening					
Section 1B,1C: Student Profile					
TIER I					
Section 1D:Quality Tier 1 Instruction					
Tier I Classroom Intervention Checklist/Data					
TIER II					
Section 3A:Teacher Support Team Referral and Meeting					
Appendix D:Tier II Parent Notification/Communication					
Section 2A: Tier II Documentation			1st _____ 2nd _____ 3rd _____ 4th _____		
Section 2B: Tier II Integrity Checks					
Section 2C: Progress Monitoring and Evaluation for Tier II Interventions					
TIER III					
Section 3A Teacher Support Team Referral and Meeting					
Appendix D: Tier III Parent Notification/Communication					
Section 3B: Tier III Documentation					
Section 3C: Tier III Integrity Checks			1st _____ 2nd _____ 3rd _____ 4th _____		
Section 3D: Progress Monitoring and Evaluation for Tier III Interventions					
Section 3B: Tier III Documentation					
ADDITIONAL DOCUMENTATION/APPENDICES					
Appendix E: Individual Reading Plan/MTSS Alignment Checklist(<i>if applicable</i>)					

Component	Yes	No	Comments	Date Completed	Follow-Up Needed
Appendix C: Dyslexia Checklist for Teachers and Parent Interview					
Appendix B: Language Service Plan (<i>if applicable</i>)					
Cumulative Folder Insert					
Student Grades (Report Card)					
Universal Screener Results					

Notes:

Signature of Reviewer _____ Date _____

MTSS Behavior Compliance Review Checklist

Student: _____ Grade: _____ School: _____

Component	Yes	No	Comments	Date Completed	Follow-Up Needed
GENERAL					
Confidentiality Form					
Hearing & Vision Screening					
Student Strengths Checklist					
Appendix A: Social Emotional Worksheet					
Section 1B,1C: Student Profile					
TIER I					
Section 1D: Quality Tier 1 Instruction					
TIER II					
Behavioral Referral					
Target Support Plan for Tier II					
Appendix D: Tier II Parent Notification/Communication					
Section 2A: Tier II Documentation					
Section 2B: Tier II Integrity Checks			1st _____ 2nd _____ 3rd _____ 4th _____		
Section 2C: Progress Monitoring and Evaluation for Tier II Interventions					
TIER III					
Section 3A/3B Teacher Support Team Referral and Meeting					
Appendix D: Tier III Parent Notification/Communication					
Section 3C: Tier III Documentation					
Section 3D: Tier III Integrity Checks			1st _____ 2nd _____ 3rd _____ 4th _____		
Section 3E: Progress Monitoring and Evaluation for Tier III Interventions					
Behavior Intervention Plan for Tier III					
Section 3G BIP Integrity Checks for Tier III					
Section 3H BIP Progress Monitoring and Evaluation for Tier III Behavior					
ADDITIONAL DOCUMENTATION/APPENDICES					
Component	Yes	No	Comments	Date Completed	Follow-Up Needed
Cumulative Folder Insert					
Student Grades (Report Card)					
Universal Screener Results					

Notes:

This is only a snapshot, do not duplicate. Hard copies will be provided.

Signature of Reviewer _____ Date _____

This is only a snapshot, do not duplicate. Hard copies will be provided.

Scheduling Intervention Time

Intervention schedules should be aligned to ensure that students are receiving high-quality classroom instruction as well as time for intervention support.

Tier I Scheduling Guidance

- Whole group and small group instruction (PreK-12)
- Differentiated instruction based on student needs
- Follow HPS's policy for instructional minutes

Tier II and Tier III Scheduling Guidance

Within the Classroom

Tier II interventions may be implemented within the classroom by the classroom teacher or other staff members who are highly trained in the intervention.

Interventions may be implemented through small groups, or individual students may be pulled at an appropriate time.

Walk-to-Learn

Tier III interventions may be implemented in small groups outside of the classroom by the interventionist. If no interventionist is on staff interventions may be implemented by a highly qualified teacher or trained professional.

Walk-to-Learn can also be utilized to regroup classes across a team or grade level to form groups based on students' needs to provide enrichment opportunities by teachers or other personnel.

Sample Scheduling Approaches for Middle School and High School

30 Minute Period/Block

A 30 minute period of time is scheduled for students to receive intervention, remediation, or enrichment.

Examples of 30 Minute Period Schedules

- Six 50 or 55 minute periods with one 30 minute period
- Seven 45 or 47 minute periods with A 30 minute period
- Four 85 minute blocks with one 30 minute block

Sample 50 Minute Agenda

Timeframe	Monday	Tuesday	Wednesday	Thursday	Friday
<i>5 minutes Bell Work or Entrance Ticket</i>	Bell Work	Entrance Ticket	Bell Work	Entrance Ticket	Bell work
<i>8 minutes Model (I do)</i>	Direct Instruction Model (I do)	Direct Instruction Model (I do)	Direct Instruction Model (I do)	Direct Instruction Model (I do)	Direct Instruction Model (I do)
<i>20 Minutes Guided Practice (We do)</i>	Guided Practice (We do)	Guided Practice (We do)	Guided Practice (We do)	Guided Practice (We do)	Guided Practice (We do)
<i>12 Minutes Independent (You do)</i>	Independent Practice (You do) Tier	Independent Practice (You do) Tier	Independent Practice (You do) Tier	Independent Practice (You do) Tier	Assess students if needed
<i>5 Minutes Review/Closure Review Assessment</i>	Exit Ticket or Review	Exit Ticket or Review	Exit Ticket or Review	Exit Ticket or Review	
<i>Focus Standard</i>					

Sample 75 Minute Agenda

Timeframe	Monday	Tuesday	Wednesday	Thursday	Friday
3 Minutes Bell Work <i>What state tested item example are you using?</i>	Bell Work	Bell Work	Bell Work	Bell Work	Bell Work
3 Minutes Review	Review Bell Work to clear up misconceptions.	Review Bell Work to clear up misconceptions.	Review Bell Work to clear up misconceptions.	Review Bell Work to clear up misconceptions.	Review Bell Work to clear up misconceptions.
10 Minutes Direct Instruction <i>What artifacts are you using to model?</i>	Direct Instruction Model (I do)	Direct Instruction Model (I do)	Direct Instruction Model (I do)	Direct Instruction Model (I do)	Direct Instruction Model (I do)
25 Minutes Guided Practice <i>What resources are you using for guided practice</i>	Guide Practice (We Do)	Guide Practice (We Do)	Guide Practice (We Do)	Guide Practice (We Do)	Guide Practice (We Do)
15 Minutes Independent Practice <i>What are you using for independent practice?</i>	Independent Practice (You do) Tier	Independent Practice (You do) Tier	Independent Practice (You do) Tier	Independent Practice (You do) Tier	Independent Practice (You do)
15 Minutes Assessment or Continued Instruction	Assessment/Exit Ticket/Quiz/Continued Independent	Assessment/Exit Ticket/Quiz/Continued Independent	Assessment/Exit Ticket/Quiz/Continued Independent	Assessment/Exit Ticket/Quiz/Continued Independent	Assessment/Exit Ticket/Quiz/Continued Independent
3 Minutes Closure	Review today lesson or exit ticket	Direct Instruction Model (I do)	Review today lesson or exit ticket	Review today lesson or exit ticket	Review today lesson or exit ticket
Focus Standards					

MTSS Meeting Protocols

The MTSS/TST team is required to meet on all Tier II and Tier III academic (ELA and Math) and Behavior students. It is recommended that MTSS/TST meetings occur at a minimum twice a month with documented reviews for Tier II every four weeks and documented reviews for Tier III every eight weeks.

The following items should be available at each meeting:

- Sign In Sheet
- Meeting Agenda
- Confidentiality Form (sign once by each person in attendance)
- MTSS Binders
- Quantitative Data showing students progress
- Progress Monitoring and Assessment Data
- Student work samples



**Sample MTSS Meeting Agenda
Wednesday, September 13, 2023**

- 1. Sign In**
- 2. Meeting Purpose**
 - a. The purpose of today’s meeting is to discuss the academic/behavioral progress of each student looking at recent data to determine the next steps.
- 3. Confidentiality Statement**
- 4. Referrals**
- 5. Review and Discuss Student Data (2-3 minutes per student)**
 - a. Hearing/Vision-** Has a hearing and vision screener been conducted to rule out hearing and vision impairment? Attendance- Does the student miss school often?
 - b. Parent Notification**
 - c. Driving Questions for Data Discussions** (Data- Diagnostics, State Test Scores, Screeners, Progress Monitoring, Growth Monitoring, Teacher Standard Aligned Formative/Summative Assessments, etc...)

Define the problem/identify the goal

 - What do we want students to know and be able to do?
 - Why is the gap occurring? Why is the student not achieving the desired academic or behavioral outcomes?
 - What is the student’s scale score? Did the student increase or decrease? How many grade levels behind?
 - What does the student’s progress monitoring data look like? Is the student increasing or decreasing?
 - What are the student’s current grades? Is he or she failing?

Develop and Implement a Plan

 - What are we going to do about it?
 - Will the student be placed on tier?
 - Has the student received quality Tier I?
 - What instruction and supports will be used?

Evaluate the Plan

 - Is the intervention working? If so, what's the next step? If not, how will the intervention/instruction be adjusted to support the student’s needs?
 - d. Any other relevant information**
- 6. Important Dates/Reminders**
 - a.
 - b.
- 7. Questions, Comments, Concerns**

NOTES: _____

RTI DOCUMENTATION FORM

STUDENT: _____

DATE: _____

INTERVENTIONIST: _____

PROGRESS MONITORING TOOL: _____

Goal(s): _____

	DATE	M	T	W	T	F	Skills/Activities	Comments	PM DATA
WEEK									
WEEK									
WEEK									
WEEK									
WEEK									
WEEK									

Hattiesburg Public Schools

MTSS End of the Year Close-Out Procedures

2024-2025

1. Double check **ALL** tier documentation for corrections- see compliance review checklists.
2. Update and double check the MTSS Roster spreadsheet to ensure all students from the school year are listed (including students who moved tiers or may have been evaluated-please indicate in the notes).
3. Complete Form 3G End of the Year MTSS Tier Information on each student. (**share an electronic copy of all 3G forms Mrs. McNair in a Google Folder.**)
4. **Print and compile ALL student files from the MTSS portal. Each student listed on the roster should have a file (including students who may have withdrawn or transferred throughout the year). Store student files in a safe place.**
5. Transferring of Tier Folders-All completed Tier folders of students who are promoted must be transferred to the proper schools no later than **May 16, 2025**.
 - **All completed 5th grade tier folders** (academic and behavior) must be delivered or sent by the pony to Hattiesburg Steam Academy to Mrs. Shawana Johnson.
 - **All completed 6th grade tier folders** (academic and behavior) must be delivered to Burger Middle School to Felecia Walker.
 - **All completed 8th grade tier folders** (academic and behavior) must be delivered or sent by the pony to Hattiesburg High School to Harmony Albert.

References and Resources

- **Access for All Guide**
<https://mdek12.org/OAE/2019-Access-for-All-Guide>
- **Attendance Works**
<https://www.attendanceworks.org/>
- **Compulsory School Attendance**
<https://www.mdek12.org/chronicabsenteeism>
- **Developing an IRP Webinar**
<https://register.gotowebinar.com/recording/8955695212455864067>
- **Dyslexia**
<https://mdek12.org/OAE/OEER/Dyslexia>
- **Establishing Performance Goals for Intervention Students**
<https://mtss4success.org/>
- **Family Guides to Success**
English-<https://www.mdek12.org/OAE/OEER/FamilyGuidesEnglish>
Spanish- <https://www.mdek12.org/OAE/OEER/FamilyGuidesSpanish>
- **Home Reading Helper**
<https://www.homereadinghelper.org/>
- **Intervention Central**
<https://www.interventioncentral.org/>
- **Evidenced Based Literacy Strategies**
<https://fcrr.org/>
- **Math Mammoth**
https://www.mathmammoth.com/complete/placement_tests
- **Mississippi Department of Education- Intervention Services**
<https://www.mdek12.org/OAE/OEER/InterventionServices>
- **Mississippi Early Warning Systems**
<https://www.mdek12.org/sites/default/files/early-warning-system-benton-final.pdf>
Appendix A

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 the intervention(s), a second review must be conducted to determine whether the intervention(s) is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.
5. In accordance with the Literacy-Based Promotion Act of 2013, each public-school student who exhibits a substantial deficiency in reading at any time, as demonstrated through:
 - a. performance on a reading screener approved or developed by the MDE, or
 - b. locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
 - c. statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency. A student who was promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act must be given intensive reading instruction and intervention. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.
6. A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their first-grade year. The screening must include the following components:
 - a. Phonological awareness and phonemic awareness;
 - b. Sound symbol recognition;
 - c. Alphabet knowledge;
 - d. Decoding skills;
 - e. Encoding skills; and
 - f. Rapid naming (quickly naming objects, pictures, colors, or symbols (letters or digits) aloud.
7. All students in Kindergarten and grades 1 through 3 shall be administered a state-approved screener within the first 30 days of school and repeated at mid-year and at the end of the school year, to identify any deficiencies in reading. **EXCEPTION: Students in grade 3 who are not identified for intervention on mid-year screeners are not required to be screened again at the end of the school year.** In addition to failure to make adequate progress following Tier 1 and Tier 2,

students will be referred to the TST for interventions as specified in Response to Intervention guidelines developed by MDE if any of the following events occur:

- a. Grades K-3: A student has failed one (1) grade;
 - b. Grades 4-12: A student has failed two (2) grades;
 - c. A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year;
 - d. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment; or
 - e. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.
8. Referrals to the TST must be made within the first twenty (20) school days of a school year if the student meets any of the criteria a-e stated above in Paragraph 7.
9. School districts must complete, at a minimum, documentation as required for all students in Tier 2 or Tier 3. All Tier 3 documentation must accompany the student's cumulative folder upon promotion or transfer to a new school.

Source: Miss. Code Ann. §§ 37-177-1, et seq., (Revised 12/2018)

Appendix B

School Shared Leadership Team Roles and Responsibilities (Sample)	
Administrator	Counselor
<ul style="list-style-type: none"> • Supports the protocol for the MTSS process • Ensures fidelity and integrity of the process (completes integrity checks) • Monitors staff • Attends meetings regularly • Identifies and locates resources • Sets schedules for regular meetings 	<ul style="list-style-type: none"> • Coordinates and facilitates the school's behavior intervention program • Uses Tier I behavior screeners to identify behaviors and design behavior interventions • Provides group and individual counseling • Early Warning Systems • Promotes equity for ALL students
Interventionist	Lead Teacher/Instructional Specialist
<ul style="list-style-type: none"> • Coordinates and facilitates the school's academic intervention program • Implements Tier III intensive interventions • Collaborates with teachers to identify student needs • Assists teachers with collection and analysis of student data 	<ul style="list-style-type: none"> • Collaborates with teachers in the schoolwide implementation of MTSS • Trains and provides ongoing coaching to leadership teams and teachers on MTSS framework and procedures • Supports teachers in identifying student needs and providing appropriate interventions
General Education Teacher	Special Education Teacher or Representative
<ul style="list-style-type: none"> • Provides high quality Tier I instruction to ALL students • Screens and provide progress monitoring to determine instructional needs and measure student progress • Differentiates instruction to support students at ALL levels • Combines classroom instruction with additional necessary supports 	<ul style="list-style-type: none"> • Serves as an advocate, connector, and collaborator • Develops IEPs • Provides instruction (co-teaching) • Coordinates program implementation across many students
Parent	Additional Team Members
<ul style="list-style-type: none"> • Provides information to the team and participates in problem-solving <ul style="list-style-type: none"> • Assists in prioritizing concerns <ul style="list-style-type: none"> • Participates in intervention development, implementation, and effectiveness of the intervention 	<p>Additional team members may include anyone who provides other related services (English Learner, Speech Language Pathologist, School Nurse, Dyslexia Therapist, etc.)</p>

Appendix C

Data-Based Problem Solving and Decision Making Steps

<p>STEP 1 Define the Problem/Identify the Goal</p>	<p>STEP 2 Analyze the Problem</p>	<p>STEP 3 Develop and Implement the Plan</p>	<p>STEP 4 Evaluate the Plan</p>
<p>What do we want students to know and be able to do? Define the problem or goal by determining the difference between what is expected and what is occurring.</p> <p>In the area of academics, “What we expect students to know and do,” is driven by the Mississippi College and Career Readiness Standards that guide instruction at each grade and subject area.</p> <p>In the area of behavior, “What we expect students to know and do,” is guided by district and school-wide expectations and PBIS plan.</p> <p>Guiding Questions for Problem identification:</p> <ul style="list-style-type: none"> • Is there a difference between the student’s current level of performance and expected level of performance? • Is there a difference between the student’s level of performance and their peer’s performance? • Is the student(s) receiving quality Tier I instruction? 	<p>Why is the gap occurring? Why is the student not achieving the desired academic or behavioral outcomes?</p> <p>Analyze the problem using data to determine the possible barriers to the student doing and/or knowing what is expected. Generate hypotheses (reasons) that are grounded in evidence. Use data to confirm or disprove the hypotheses.</p> <p>Guiding Questions for Analyzation:</p> <ul style="list-style-type: none"> • Why is/are the desired goal(s) not occurring? • What are the barriers to the student doing and knowing what is expected? • Does the problem reflect a skill deficit (i.e., “can’t do vs “won’t do”) 	<p>What are we going to do about it?</p> <p>Develop and implement a plan based on the Teacher Support Team’s problem analysis (what, who, when, how, where, how long). All interventions must be evidence-based and implemented with integrity. Develop a performance goal and intervention plan to achieve the goal. Determine how the student’s progress will be monitored at suggested intervals and implement integrity checks to ensure the fidelity of the process.</p> <p>Guiding Questions for Development and Implementation:</p> <ul style="list-style-type: none"> • What instruction and supports will be used? • What resources (initial and ongoing) are needed to support the implementation of the plan? • How will the sufficiency and effectiveness of Tier II and Tier III learning supports be monitored over time? • How will fidelity be monitored over time? 	<p>Is it working?</p> <p>Evaluate how the student has responded to the plan. The Teacher Support Team should use data gathered from progress monitoring, diagnostic assessments, and other sources to determine the effectiveness of the plan. Student outcomes will determine changes to the plan.</p> <p>Guiding Questions for Evaluating the Plan:</p> <ul style="list-style-type: none"> • Have planned learning supports at Tier II and Tier III been effective? • If so, what is the next step? • If not, how will the instruction/intervention plan be adjusted to support the students’ or group of students’ progress?

Appendix D

Identifying Students in Need of Intervention and Individual Reading Plans (IRPs)

Updated (September 2021)

MDE-Approved Screeners	Areas Assessed	Intervention Guidance <i>This guidance should be used to identify students in need of an Individual Reading Plan (IRP).</i>				Additional Guidance <i>Technical manuals and additional resources may be found by visiting these websites</i>																								
FAST	FAST earlyReading (K-1) Concept of Print Phonemic Awareness Phonics Decoding FAST Adaptive Reading (K-12) Concepts of Print Phonological Awareness Phonics Orthography and Morphology Vocabulary Comprehension	<table border="1" style="width: 100%;"> <tr> <td data-bbox="831 704 1268 776">High Risk 15th percentile and below</td> </tr> <tr> <td data-bbox="831 776 1268 847">Some Risk 15th percentile and below 40th percentile</td> </tr> </table>				High Risk 15 th percentile and below	Some Risk 15 th percentile and below 40 th percentile	FAST Technical Manual																						
High Risk 15 th percentile and below																														
Some Risk 15 th percentile and below 40 th percentile																														
i-Ready	i-Ready Screener (K-8) covers the following reading domains: Phonological Awareness (K-1) Phonics High-Frequency Words Vocabulary Comprehension: Literature Comprehension: Informational Text	Fall, Winter, and Spring cut scores for intervention <table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #d9ead3;"> <th data-bbox="831 1097 995 1133">Grade</th> <th data-bbox="995 1097 1159 1133">Fall</th> <th data-bbox="1159 1097 1323 1133">Winter</th> <th data-bbox="1323 1097 1486 1133">Spring</th> </tr> </thead> <tbody> <tr> <td data-bbox="831 1133 995 1169">K</td> <td data-bbox="995 1133 1159 1169">295</td> <td data-bbox="1159 1133 1323 1169">320</td> <td data-bbox="1323 1133 1486 1169">344</td> </tr> <tr> <td data-bbox="831 1169 995 1205">1</td> <td data-bbox="995 1169 1159 1205">347</td> <td data-bbox="1159 1169 1323 1205">374</td> <td data-bbox="1323 1169 1486 1205">401</td> </tr> <tr> <td data-bbox="831 1205 995 1240">2</td> <td data-bbox="995 1205 1159 1240">419</td> <td data-bbox="1159 1205 1323 1240">441</td> <td data-bbox="1323 1205 1486 1240">463</td> </tr> <tr> <td data-bbox="831 1240 995 1276">3</td> <td data-bbox="995 1240 1159 1276">474</td> <td data-bbox="1159 1240 1323 1276">491</td> <td data-bbox="1323 1240 1486 1276">507</td> </tr> <tr> <td data-bbox="831 1276 995 1312">4</td> <td data-bbox="995 1276 1159 1312">496</td> <td data-bbox="1159 1276 1323 1312">508</td> <td data-bbox="1323 1276 1486 1312">519</td> </tr> </tbody> </table>				Grade	Fall	Winter	Spring	K	295	320	344	1	347	374	401	2	419	441	463	3	474	491	507	4	496	508	519	i-Ready Central
Grade	Fall	Winter	Spring																											
K	295	320	344																											
1	347	374	401																											
2	419	441	463																											
3	474	491	507																											
4	496	508	519																											
Istation (ISIP)	ISIP Early Reading (Prek-3rd grade) provides growth information in the five critical	Tier 2	At some risk of not meeting	40 th percentile	ISIP Technical Manual																									

Appendix E

(This is a sample month-by-month guide to implementing MTSS, additional tasks may be required based on the Hattiesburg Public Schools MTSS process.)



Teacher Support Team Timeline

August

- Review MSIS list (first 20 day students)
- Schedule meeting before the 20th day of school
- Review all available data on students who ended the year on Tier II or Tier III
- Begin developing an intervention schedule
- Obtain a master schedule to assist in developing intervention schedule

September

- Ensure all students have been met on that generated on the MSIS List
- Utilize Section 3A of the MTSS documentation packet
- All TST members should be present at these meetings (principal, assistant principal, counselor, interventionist, classroom teacher, speech pathologist, ...)
- Recommendations should be made (Continue in Tier III, move to Tier II interventions, or move to Tier I and continue monitoring)
- Students begin documented intervention time
- Notify parents as students are being placed in Tier II and Tier III interventions
- Utilize appendix D in the documentation packet if you need a sample parent letter

October

- Review student data that is provided from 9 week grades to make decisions about students who may need additional Tier II Interventions
- Schedule meetings for students who may need to be referred to tst for Tier II or Tier III interventions
- Schedule documented review meetings for students receiving Tier II (conducted no later than four weeks after implementation)
- Student Profile sheet should be completed for the TST meeting
- Work samples should be provided
- Tier I High-Quality Classroom Observation Form should be completed by the administration
- Section 2A, 2B, and 2C should be completed and brought to the meeting for students receiving Tier II Interventions
- Section 3B, 3C, and 3D should be completed and brought to the meeting for students receiving Tier III Interventions
- Any relevant data should be brought to the meeting to help guide the decision-making process for intervention supports

November

- Conduct meetings for the cumulative documented review for Tier II students (conducted no later than eight weeks after implementation)
- Conduct TST meetings for the first documented review for Tier III students (conducted no later than eight weeks after implementation)

December

- Conduct documented review meetings for students receiving Tier II Interventions
- Compile intervention data to show student growth over the semester

January

- Conduct documented review meetings for students receiving Tier II and TST meetings for students receiving Tier III Interventions

February

- Conduct documented review meetings for students receiving Tier II Interventions

March

- Conduct documented review meetings for students receiving Tier II and TST meetings for students receiving Tier III Interventions

April

- Conduct documented review meetings for students in Tier II Interventions

May

- Conduct documented review meetings for students receiving Tier II and TST meetings for students receiving Tier III Interventions
- Schedule a date that will be your last day for interventions
- Compile intervention data to show student growth over the semester and school year
- Gather information on students in Tier II and Tier III to transfer to feeder school for students transitioning to the next school (moving from elementary to middle school)
- This information can be documented on a specific form to be kept in the cumulative folder and copied to send to the feeder school
- Schedule a meeting with the interventionist at the feeder school to provide them with information on the students who will be at their school the next school year

TST Reminders:

- The Social/Emotional Worksheet should be completed only on students to determine if they are in need of Tier II or Tier III behavioral interventions
- When completing the Student profile sheet ensure that all information is completed and all relevant information is attached to the documentation packet (attendance record, discipline record, outside testing reports, ...)
- Note the changes that have been made to the documentation packet. It is now fillable and located on our website
- Appendix D is the sample parent letter. There is now a letter for Tier II and a separate letter for Tier III. You can use this letter or adapt it and send your own. It is recommended to keep parents aware of any changes that are made during the intervention process.

Appendix F

<h3>What Should Instruction Look Like in the HPS?</h3>	
Engagement	<ul style="list-style-type: none"> ● Students are actively engaged in instructional activities/strategies that will result in student proficiency rather than students being simply on-task. ● Students are asking questions and/or responding to questions ● Activities are attention-span appropriate for students. <i>(Research states that after 15-20 minutes, engagement decreases unless the activity is changed.)</i>
Lesson Plan/Planning	<p>See the HPS Lesson Plan Template https://docs.google.com/document/d/1g_OSo3C8Iw08Ot_j2-m5eDicECwS6N7c1Lfi_umx7tEQ/edit?usp=drive_link</p>
Essential Standards/Objective Reference Scaffolding Documents (ELA and Math)	<p>The essential objective is the standard/objective/skill that is necessary for student proficiency in a grade and content area.</p> <p>The essential standard/objective is:</p> <ul style="list-style-type: none"> ● written in plans ● written on the board ● verbalized to students ● referenced throughout the lesson ● integrated into the lesson with sample test items that match the objective ● deconstructed to reveal essential vocabulary, each essential skill, and how to put those skills together in order to demonstrate proficiency in that grade and content area. ● informed by analyzing both the essential objectives, the scaffolding documents, and the state-released sample items in order to discover the information or skills students must know and as well as what they must do with the information or skills to demonstrate proficiency ● taught and mastered by engaging students in instructional tasks and activities at the necessary level of difficulty
Sample items integrated into lessons Sample items used to INFORM lessons	<ul style="list-style-type: none"> ● MAAP/EOC/ACT sample items/exemplar items are used for: <ul style="list-style-type: none"> ○ Bell Ringers ○ Pre-assessing/diagnosing learning gaps to scaffold instruction ○ planning and delivering instruction at the required level of difficulty ○ checking for understanding ○ connecting what the students are learning to how they will be assessed ○ building formative and summative assessments
Maximizing Academic Learning Time	<p>The actions of each teacher and support staff maximize academic learning time for all students by:</p> <ul style="list-style-type: none"> ● Teaching bell to bell ● Instructing students using research-based “best practice” strategies ● Meeting individual needs through differentiation and scaffolding instruction

	<ul style="list-style-type: none"> ● Providing additional explicit instruction for students with learning gaps ● Using a variety of grouping strategies to meet student needs ● Attending to routine tasks quickly and efficiently ● Having handouts and materials readily available ● Having routines in place and using them for every activity ● Having smooth transitions ● Monitoring and moving among groups as students work ● Having an effective classroom management plan ● Providing positive and appropriate feedback to students
<p>Lesson Line Components</p>	<ul style="list-style-type: none"> ● Bell Ringer- An instructional activity (such as a question in the format of the state assessment) that immediately engages students in essential instruction when entering class (at the bell). It should mirror the rigor (at a minimum) of the state sample test items. ● Set, hook, or focus-An activity, question, or discrepant event designed to “grab” the learners’ attention and “hook” them for the lesson ● Modeling by the teacher-The teacher models or shows students exactly what the learning expectations are and gives step by step instructions for skills or tasks (i.e. working a problem, conducting an experiment, writing a detailed paragraph, think-alouds while reading, etc.) (<i>I Do</i>) ● Guided practice-Students practice a skill with the teacher or peer guidance until they are proficient in the skill (i.e. working word problems, conducting experiments, gathering data, writing a persuasive paragraph, literacy groups, etc.) (<i>We Do, Partners, & Small Groups</i>) ● Independent practice-Students work independently on a skill that they have practiced enough to become proficient. The teacher monitors but does not intervene unless the students show that they are not proficient in a skill. The teacher then provides explicit instruction and monitors progress until proficiency is met. (<i>You Do</i>) ● Intervention-Targeted assistance based on progress monitoring; intensive instruction specifically designed to meet the individual needs of students; instruction, activity, or task designed to improve the child’s developmental or behavioral performance. ● Enrichment- Substantive and rigorous curriculum that is designed to challenge students’ minds and enhance their knowledge ● Appropriate closure, review, or summary of the lesson-At the end of a lesson, a way for students to briefly reflect on learning that has just occurred (i.e. writing three things they learned and three things they still wonder about, drama, songs, think-pair-share, game that reviews the lesson)
<p>Bell Ringers</p>	<ul style="list-style-type: none"> ● Bell Ringer- An instructional activity (such as a question in the format of the state assessment) that immediately engages students in essential instruction when entering class (at the bell). It should mirror the rigor (at a minimum) of state sample test items. <ul style="list-style-type: none"> ○ Students answer an open-ended question rather than a M/C ○ If given M/C, students justify answers.

	<ul style="list-style-type: none"> ○ If given M/C, students (more than one) give a rationale for each correct and/or incorrect answer, with discussion as needed to clarify information. ○ Strategies for eliminating answers are taught. ○ Students are taught to reason through the answers. ○ Students are taught to self-assess, deciding why they chose a wrong answer if they missed the Bell Ringer.
<p>Teacher Questioning</p> <p><i>The teacher should not answer his or her own questions. Students do not have to engage in cognitive processing if the teacher answers the questions.</i></p>	<ul style="list-style-type: none"> ● Students are asked questions at their level of learning but are also asked higher level questions to move them to the state-required level of difficulty. ● Questions are asked at all levels of Bloom’s Taxonomy or Webb’s Depth of Knowledge to monitor student understanding. ● Bloom’s Taxonomy <ul style="list-style-type: none"> ○ Knowledge-Recalls information or data ○ Comprehension-Understands the meaning; being able to state an answer in one’s own words ○ Application-Uses a concept in a new situation; making a connection between what was learned and something in the real world or making connections from a concept in one subject to the same concept in another subject ○ Analysis-Takes apart information to understand and make sense of the organizational structure ○ Synthesis-Creates something new from the former; puts parts together to make a whole with emphasis on new meaning or structure ○ Evaluation-Makes judgments about the value of ideas, materials, pieces of work ● Webb’s Depth of Knowledge <ul style="list-style-type: none"> ○ Level One-Recall ○ Level Two-Skill/Concept ○ Level Three-Strategic Thinking ○ Level Four-Extended Thinking ● Teacher systematically balances the following types of responses <ul style="list-style-type: none"> ○ Choral, whole group ○ Ask, pause, call ○ Visual Cues <ul style="list-style-type: none"> ■ Examples are thumbs up to agree or thumbs down to disagree, craft sticks painted different colors for yes or no (green on one end for agree and red on the other end for disagree), or note cards with yes, no, or unsure. ○ Randomly selected students or groups <ul style="list-style-type: none"> ■ Teachers should have a method for randomly calling on students so that no student is excluded from answering questions. An example is having a craft stick with each student’s name on it. The sticks are stored in a container, and the teacher randomly selects a stick when a question is asked.

	<p>That student answers the question.</p> <ul style="list-style-type: none"> ○ Students calling out-This may be appropriate at specific times, but <u>if this method of answering questions is employed often, many students never participate and engagement is low.</u>
Students' Questions	<ul style="list-style-type: none"> ● Student input is solicited. ● Students' questions are answered with positive feedback. ● Questions are probed for student understanding. ● Student questions indicate that they understand the concepts being taught or that misconceptions are clarified by the teacher and support staff. ● Students learn to ask each other academic questions.
Routines and Procedures	<ul style="list-style-type: none"> ● The teacher quickly takes care of routine tasks such as calling the roll, recording absentees, etc. Students are working on instructional activities while the tasks are performed. ● Procedures are in place for each type of activity and task and students have been taught the routine. ● Students know the routine and follow it with minimal time lost in instruction. ● Transitions between activities are quick and efficient. ● There is no "down" time or gaps between activities. ● The teacher instructs students for the entire class period.
Classroom Management	<ul style="list-style-type: none"> ● Rules and consequences are reasonable and prudent and are posted in the classroom. ● Consequences are consistently applied. ● Teacher offers positive comments on appropriate behavior. ● Positive behavior plans are in place for students who present significant behavior challenges.
Teacher/Student interactions	<ul style="list-style-type: none"> ● Students are always treated with respect. ● Interactions encourage students to ask questions and take academic risks without fear of reprisal. ● Interactions build a community of learners.
Use of technology	<p>SAMR Model for Technology Integration Hattiesburg Public Schools educators implement Dr. Rueben Puentedura SAMR model to support and enable teachers to design, develop and infuse digital learning experiences.</p> <ul style="list-style-type: none"> ● Technology should enhance instruction not take away from instruction. ● Implement SAMR model to determine the effective use of technology

Appendix G

DATE

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

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

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

APPENDIX E | Individual Reading Plan

READING INSTRUCTION PROGRAM

What evidence-based program will be used to deliver explicit, systematic core reading instruction during the required 90-minute reading block?

What evidence-based program will be used to deliver explicit, systematic reading intervention in addition to the required 90-minute reading block?

Indicate the areas addressed by the core reading program:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Additional supplemental materials (if applicable):

PARENTAL SUPPORT *(Parent Read-at-Home Plan)*

Target deficit area(s):

The following strategies are recommended for parents/families to use in assisting the student to achieve reading competency:

Written Parental Notification Received

Parent Read-at-Home Plan Received

PARENT SIGNATURE:

DATE:

PARENT SIGNATURE:

DATE:

ADDITIONAL SERVICES

Indicate any additional services the teacher deems available and appropriate to accelerate the student's reading skill development, if applicable:

Appendix H

What if the student is failing or projected to fail for the 9 weeks?

Contact parent/guardian to discuss student's performance.

Teacher implements Tier I interventions (small group/one on one differentiated instruction/remediation) for at least 6 weeks. Documentation/artifacts must be provided to support implementation of quality Tier I.

If intervention was successful, revise and continue Tier I intervention plan.

If intervention was unsuccessful and the following checklist has been completed. Refer to TST.

- ✓ Remediating student was not successful
- ✓ You contacted parent and have proof of a parent conference or attempt of a parent conference
- ✓ Counselor have been notified
- ✓ Parent was sent an "At Risk Failure Notice"
- ✓ Student is still failing your class



MTSS Flowchart



What if Tier I did not work and student is still failing my class?

Academics

Teacher completes MTSS referral form 3A

Tier II Referral Steps:

- Refer students to get a hearing and vision screener
- Complete student K-8/9-12 profile
- Continue quality Tier I instruction, intervention, and, remediation
- TST will meet, review all data/documentation, and make a decision

If student is placed on Tier II

- Interventions will be implemented for Tier II 3 days a week for 8 weeks, with progress monitoring occurring every 2 weeks

If student is not placed on Tier II

- Continue Tier I plan

Behavior

Tier I

- Contact parent/guardian to discuss student's behavior.
- Implement classroom management plan/PBIS, document details of behavior, and provide evidence of strategies implemented.
- Refer student to counselor

If Tier I is unsuccessful implement steps on HPSD's Teacher Support Team Behavior Process Guide.

Things to Remember

- Be proactive! Students should not fail your class and have not been referred to MTSS.
- We must contact parents. If you are unsuccessful with contacting parents, please contact the student's counselor and **follow up with the counselor.**
- A student sleeping in class is not a reason to fail a student. Remember to document the behavior plan, and refer to TST. Remember to utilize the problem solving steps, contact parents, and refer to the counselor.
- Progress monitoring for Tier II students **MUST** be completed biweekly.
- Tier II does not replace Tier I.
- MTSS is a team decision making process. Do not enter any students into ELS until the student has been brought before the TST team.
- Consistency is KEY.

Appendix I

EARLY WARNING SYSTEMS ACTION CODES	
Actions Appropriate for Impacting Attendance, Behavior, and/or Course Performance	CODE
Assign Case Manager	D1
Assign Staff Member Advocate	D2
Talk to Parents/Call Home	D3
Check In/Out	D4
Praise Journal	D5
Positive Action (PBIS)	D6
Behavior Contract	D7
Self Monitoring	D8
Actions Appropriate for Impacting Attendance	CODE
1st Period Check-in	A1
Individual Counseling	A2
Small Group Counseling	A3
Exit Conversation	A4
School Attendance Officers	A5
Actions Appropriate for Impacting Behavior	CODE
School-Home Note System/Emails	B1
Differential Reinforcement	B2
Positive Peer Reporting	B3
Social Skills Training	B4
Individual Counseling	B5
Small Group Counseling	B6
Peer Mediator	B7
Service Learning	B8
MET/SAT Referral - Tier System	B10
PBIS - Positive Behavior Intervention System	B11
Actions Appropriate for Course Performance	CODE
Tutoring	C1
Late Homework Policy	C2
Additional Study Time	C3
MTSS Referral - Tier System	C6



Strong ■ **Leaders** ■ **Resilient** ■ **Persistent** ■ **Unified**