

Turtle Mountain Community Schools

LEA MTSS Behavior Essential Skills Playbook

(Including Positive Behavior Intervention Systems (PBIS) and Tiered Systems of Support for Behavior Essential Skills)

Category	Resource Link	Document
MTSS Behavior Essential Skills Overview	What is Behavior Essential Skills	Definition and Vision  What is MTSS Behavior Essential Skills MTSS (Tiered Systems of Support for Behavior Essential Skills) is a way for schools to increase positive behavior, with teaching of these essential skills. Turtle Mountain Community Schools make and have a variety of ways to help students learn and improve their behavior. The goal of MTSS is to help students learn and improve their behavior. The goal of MTSS is to help students learn and improve their behavior. Vision Statement - Behavior Essential Skills Teaching
	How are Behavior Essential Skills and PBIS Connected	Vision - Behavioral Essential Skills  Turtle Mountain Community Schools Positive Behavior Intervention System (PBIS) Vision Statement "The Turtle Mountain Community Schools will develop our children and our most precious resource, our collective goal is to foster positive behaviors through the 7 Teaching and Learning, Leadership, and Life Skills (TLLS) and to ensure that all students are successful in our schools." Connecting PBIS/Behavior Essential Skills  How are Behavior Intervention and PBIS Connected? PBIS and TLLS are two different systems, but they are connected. PBIS is a system of support for students who have behavior problems. TLLS is a system of support for students who have learning problems. Both systems are designed to help students learn and improve their behavior. The goal of PBIS is to help students learn and improve their behavior. The goal of TLLS is to help students learn and improve their behavior. ☐ Understanding Behavior Intervention ☐ Understanding Behavior Essential Skills These two systems are connected and the TLLS system is designed to help students learn and improve their behavior. The goal of PBIS is to help students learn and improve their behavior. The goal of TLLS is to help students learn and improve their behavior. Information updated from 2023, 2024

Key Components of An Effective PBIS System

LEA Team Members

Goals of the MTSS Behavior Teams

Key Components - PBIS Program

Key Components of An Effective PBIS System



Turtle Mountain Schools 2022-23 LEA PBIS Team



Chancellor: Michaela Smith, Vice-Chancellor: Michaela Smith, Vice-Chancellor: Michaela Smith, Vice-Chancellor: Michaela Smith, Vice-Chancellor: Michaela Smith, Vice-Chancellor: Michaela Smith



Middle School Team Members: Carly Adams, David Adams, David Adams, David Adams



High School Team Members: Ryan Adams, Ryan Adams, Ryan Adams, Ryan Adams, Ryan Adams, Ryan Adams, Ryan Adams, Ryan Adams



TMCS LEA PBIS TEAM GOALS 2022-23

GOAL 1: To create & implement an actionable school-wide plan for teaching and modeling the 7 Teachings to all stakeholders

GOAL 2: Build capacity and participation of internal and external stakeholders on the importance and their role in implementation of PBIS

GOAL 3: Create a Strategic Plan K-12 with 5 specific measurable goals and outcomes to be implemented with fidelity

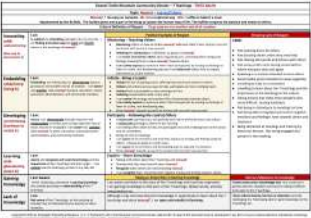
Stakeholder Letter - Explaining MTSS Behavior Essential Skills & PBIS

Adult Modeling of 7 Teachings - Proficiency Scales

(It is essential for students to see adults modeling the 7 teachings. In order to build collective agreement on what the 7 teachings look like for adults, we created the Adult Proficiency Scales.)

Understanding the 7 Grandfather Teachings

Adult Behavior Modeling- 7 Teaching Proficiency Scales



Gifts of the 7 Grandfathers



Clear Behavior Expectations and Tiered Intervention Supports

Elementary School Expectations (PBIS Positive Behavior Intervention Systems)

Middle School/High School Expectations (PBIS Positive Behavior Intervention Systems)

Teachings by the Month (Lunar Moons)

Elementary Expectations



MS/HS Expectations



Teachings



TMES
TMMS
TMHS

MTSS Behavior – Tiered Support (HS, MS, Elem) High School

[illegible][illegible]

	1. Core 21 (21 credits)	2. Core 22 (22 credits)	3. Core 23 (23 credits)
English	- English I - English II - English III - English IV - English V - English VI - English VII - English VIII - English IX - English X - English XI - English XII	- English I - English II - English III - English IV - English V - English VI - English VII - English VIII - English IX - English X - English XI - English XII	- English I - English II - English III - English IV - English V - English VI - English VII - English VIII - English IX - English X - English XI - English XII
Mathematics	- Math I - Math II - Math III - Math IV - Math V - Math VI - Math VII - Math VIII - Math IX - Math X - Math XI - Math XII	- Math I - Math II - Math III - Math IV - Math V - Math VI - Math VII - Math VIII - Math IX - Math X - Math XI - Math XII	- Math I - Math II - Math III - Math IV - Math V - Math VI - Math VII - Math VIII - Math IX - Math X - Math XI - Math XII
Science	- Science I - Science II - Science III - Science IV - Science V - Science VI - Science VII - Science VIII - Science IX - Science X - Science XI - Science XII	- Science I - Science II - Science III - Science IV - Science V - Science VI - Science VII - Science VIII - Science IX - Science X - Science XI - Science XII	- Science I - Science II - Science III - Science IV - Science V - Science VI - Science VII - Science VIII - Science IX - Science X - Science XI - Science XII
History	- History I - History II - History III - History IV - History V - History VI - History VII - History VIII - History IX - History X - History XI - History XII	- History I - History II - History III - History IV - History V - History VI - History VII - History VIII - History IX - History X - History XI - History XII	- History I - History II - History III - History IV - History V - History VI - History VII - History VIII - History IX - History X - History XI - History XII
Physical Education	- Physical Education I - Physical Education II - Physical Education III - Physical Education IV - Physical Education V - Physical Education VI - Physical Education VII - Physical Education VIII - Physical Education IX - Physical Education X - Physical Education XI - Physical Education XII	- Physical Education I - Physical Education II - Physical Education III - Physical Education IV - Physical Education V - Physical Education VI - Physical Education VII - Physical Education VIII - Physical Education IX - Physical Education X - Physical Education XI - Physical Education XII	- Physical Education I - Physical Education II - Physical Education III - Physical Education IV - Physical Education V - Physical Education VI - Physical Education VII - Physical Education VIII - Physical Education IX - Physical Education X - Physical Education XI - Physical Education XII
Art	- Art I - Art II - Art III - Art IV - Art V - Art VI - Art VII - Art VIII - Art IX - Art X - Art XI - Art XII	- Art I - Art II - Art III - Art IV - Art V - Art VI - Art VII - Art VIII - Art IX - Art X - Art XI - Art XII	- Art I - Art II - Art III - Art IV - Art V - Art VI - Art VII - Art VIII - Art IX - Art X - Art XI - Art XII
Music	- Music I - Music II - Music III - Music IV - Music V - Music VI - Music VII - Music VIII - Music IX - Music X - Music XI - Music XII	- Music I - Music II - Music III - Music IV - Music V - Music VI - Music VII - Music VIII - Music IX - Music X - Music XI - Music XII	- Music I - Music II - Music III - Music IV - Music V - Music VI - Music VII - Music VIII - Music IX - Music X - Music XI - Music XII
Foreign Language	- Foreign Language I - Foreign Language II - Foreign Language III - Foreign Language IV - Foreign Language V - Foreign Language VI - Foreign Language VII - Foreign Language VIII - Foreign Language IX - Foreign Language X - Foreign Language XI - Foreign Language XII	- Foreign Language I - Foreign Language II - Foreign Language III - Foreign Language IV - Foreign Language V - Foreign Language VI - Foreign Language VII - Foreign Language VIII - Foreign Language IX - Foreign Language X - Foreign Language XI - Foreign Language XII	- Foreign Language I - Foreign Language II - Foreign Language III - Foreign Language IV - Foreign Language V - Foreign Language VI - Foreign Language VII - Foreign Language VIII - Foreign Language IX - Foreign Language X - Foreign Language XI - Foreign Language XII
Electives	- Elective I - Elective II - Elective III - Elective IV - Elective V - Elective VI - Elective VII - Elective VIII - Elective IX - Elective X - Elective XI - Elective XII	- Elective I - Elective II - Elective III - Elective IV - Elective V - Elective VI - Elective VII - Elective VIII - Elective IX - Elective X - Elective XI - Elective XII	- Elective I - Elective II - Elective III - Elective IV - Elective V - Elective VI - Elective VII - Elective VIII - Elective IX - Elective X - Elective XI - Elective XII

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Tier 1 Behavior Teaching

[Smudging Video](#)

Talking Circles
[Information and Procedure Resources](#)

[Talking Circle Question Prompts](#)

Tier 2 Behavior Supports

[Check - In/Check Out](#)
 Adapted from: From Michigan's Behavior and Learning Support Initiative
[Check In Video](#)

Smudging Video



Talking Circle “Why” and Procedures



Talking Circle Prompts



Check in/Check out



Parent Notification Check in Check Out

Check in/Check Out Form - MS/HS

Check in/Check Out Form - Elem

Check in Check out VS Check and Connect

[Learn More about Check and Connect Video](#)

Parent Notification Letter



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It participants, and other staff, report to their designated ECHO facilitators. Real-time quality assurance activities are critical. During the 2012 Academic year, we include our experience with the program in our curriculum, and we are working to ensure that we are able to improve the program's effectiveness.

[illegible]

Thank you for being a partner with us in our continuing support of a growing, but hard education sector for your district!

1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 2680, 26

David, a nonmember

Check-in/Check-out Form



Middle School and High School Check & Check Out Daily Progress Chart

Student Name: _____ Teacher Name: _____

Parental Consent

I have read and understand the purpose of this chart and agree to its use.

Signature: _____

Date: _____

Teacher/Student	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9	Class 10	Class 11	Class 12
Teacher	1	2	3	4	5	6	7	8	9	10	11	12
Student	1	2	3	4	5	6	7	8	9	10	11	12
Teacher	1	2	3	4	5	6	7	8	9	10	11	12
Student	1	2	3	4	5	6	7	8	9	10	11	12
Teacher	1	2	3	4	5	6	7	8	9	10	11	12
Student	1	2	3	4	5	6	7	8	9	10	11	12
Teacher	1	2	3	4	5	6	7	8	9	10	11	12
Student	1	2	3	4	5	6	7	8	9	10	11	12
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Student	1	2	3	4	5	6	7	8	9	10	11	12
Teacher	1	2	3	4	5	6	7	8	9	10	11	12
Student	1	2	3	4	5	6	7	8	9	10	11	12
Teacher	1	2	3	4	5	6	7	8	9	10	11	12
Student	1	2	3	4	5	6	7	8	9	10	11	12
Teacher	1	2	3	4	5	6	7	8	9	10	11	12
Student	1	2	3	4	5	6	7	8	9	10	11	12
Teacher	1	2	3	4	5	6	7	8	9	10	11	12
Student	1	2	3	4	5	6	7	8	9	10	11	12
Teacher	1	2	3	4	5	6	7	8	9	10	11	12
Student	1	2	3	4	5	6	7	8	9	10	11	12
Teacher	1	2	3	4	5	6	7	8	9	10	11	12
Student	1	2	3	4	5	6	7	8	9	10	11	12
Teacher	1	2	3	4	5	6	7	8	9	10	11	12
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Teacher	1	2	3	4	5	6	7	8	9	10	11	12
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Teacher	1	2	3	4	5	6	7	8	9	10	11	12
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Teacher	1	2	3	4	5	6	7	8	9	10	11	12
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Teacher	1	2	3	4	5	6	7	8	9	10	11	12
Student	1	2	3	4	5	6	7	8	9	10	11	12
Teacher	1	2	3	4	5	6	7	8	9	10	11	12
Student	1	2	3	4	5	6	7	8	9	10	11	12
Teacher	1	2	3	4	5	6	7	8	9	10		

Check and Connect Vs Check in Check Out



Check and Connect vs Check in Check Out

[illegible]

Chaperon-backpack and supports a number of useful tools: the students' course guides, several of the pertinent textbooks will be slotted in, looking in. Throughout the day the student will receive feedback from teachers about the progress of work. At the end of the day the student will meet with their mentor and receive feedback about their day. The student will receive daily in and for student feedback on the day's work. The teacher will meet with students and use a wide variety of tools to

The goals of the U.S. and North Korea include:

at improving the utilization of the already available information technology, to better educate, feed, and dress animals in a sustainable

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These outcomes suggest an alternative way to improve the effectiveness of the used control is to control the Chatbot instead of the Web Strategy. It is suggested that as a result, the frequency of meeting with experts for Chatbot and Control is significantly less, for Chatbot and Control.

mentors are given an opportunity to meet and continuously building as well as a more holistic view of student progress.

The Cyt label gives a clear indication of the Fluorochrome label used and is printed on each label.

Check and Convert	Check to Check Out
200 - 100 = 100 100 + 100 = 200	200 - 100 = 100 100 + 100 = 200

- ☐ Improve Agricultural Extension Service
- ☐ Increase Agricultural Production

☐ Less likely to be used

☐ More likely to be used

☐ Based on continuing building and thought during the mission	☐ Based on immediate feedback and positive reinforcement
--	---

☐ Faculty Disengagement	☐ Faculty participation
☐ Student satisfaction and course loading	

☐ Preconstruction report building	
--	--

Tier 3 Behavior Supports

School Supports

Tier 3 School Supports





Turtle Mountain Community Schools
The 2 Behavior Supports

School	Year 1 Behavior Supports
Turtle Mountain Elementary School	Individual Counseling Outside Agency Referral
Turtle Mountain Middle School	Targeted Behavioral Grouping Service Check self-referral Individual Counseling Outside Agency Referral Referral Connection (ongoing) Severing Relationship (one-time)
Turtle Mountain High School	Targeted Behavioral Grouping Check self-referral Individual Counseling Outside Agency Referral Referral Connection (ongoing) Severing Relationship (one-time) Severing Taking Care Connections (SAR) Individual Study - Absenteeism Prevention of Involvement about class Alternative Study The Treatment Program

Collecting Data

Data Driven Decisions – Framework Cycle

Data Communication Flow

Data Collection Components

Data Driven Decisions

Turtle Mountain Community Schools
Data Driven Decision Making – Framework Cycle



Information is collected, analyzed, and used to make decisions that lead to improved student outcomes. Data is used to identify areas of need and to develop strategies to address those needs. Data is used to monitor progress and to evaluate the effectiveness of interventions. Data is used to inform decision making at all levels of the organization.

Data Workflow

Turtle Mountain Community Schools
Data Driven Decision Making – Framework Cycle

LEA MTSS Team	Identifies the problem, sets the goal, and develops the plan. The team consists of all staff who are involved in the implementation of the plan.
LEA MTSS Subteam	Identifies the problem, sets the goal, and develops the plan. The team consists of all staff who are involved in the implementation of the plan.
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Data Collection Components



Turtle Mountain Community Schools

Data Collection	Yes	No	Yes	No	Yes	No
Assessment Data	X		X		X	
Attendance Data	X		X		X	
Behavior Data	X		X		X	
Demographic Data	X		X		X	
Financial Data	X		X		X	
Health Data	X		X		X	
Instructional Data	X		X		X	
Legal Data	X		X		X	
Marketing Data	X		X		X	
Operational Data	X		X		X	
Personnel Data	X		X		X	
Program Data	X		X		X	
Real Estate Data	X		X		X	
Security Data	X		X		X	
Student Data	X		X		X	
Technology Data	X		X		X	
Transportation Data	X		X		X	
Utility Data	X		X		X	
Weather Data	X		X		X	
Website Data	X		X		X	
Workforce Data	X		X		X	
Other Data	X		X		X	

SEL Data Decision Charts

Student Data Tracking Sheet (Example)

Elementary Talking Circles (Student Data) Survey Results (2022-23)

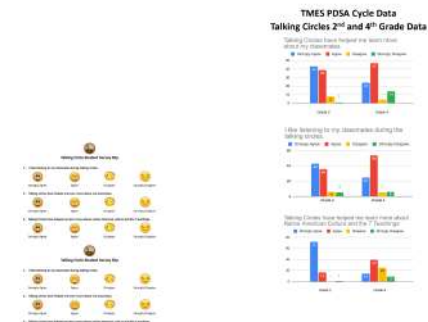
Behavior Data Decision Charts



Example Student Tracking Sheet

	P	I	J	K	L	M	N	O
	FastBridge							
	Behavioral Student	Behavioral Teacher	Social Student	Social Teacher	Academic Student	Academic Teacher	Emotional Student	Emotional Teacher
	41	57	14	18	10	10	17	21
	23	27	12	11	5	7	6	8
	29	12	12	11	8	8	2	2
	59	57	19	18	12	18	19	21

Student Survey



Yearly Assessment Calendar

LEA MTSS ASSESSMENT CALENDAR

Three Times a Year Benchmark Assessments

Assessment Time	NWEA	FairBridge Assessments Benchmark	FairBridge SEL/mySAEBRES/SAEBRES Benchmark ES - Classroom Teacher MS - Manager HS - MCOGP
BOY	HS - Aug 23-25 MS - Aug 23-25 ES - Aug 29-31	HS - Aug 29-31 MS - Sept 5-9 ES - Sept 5-9 Try Turtles -	HS - Aug 29-31 MS - Aug 29-31 ES - Sept 5-9
MOY	HS - Dec 14-16 MS - Dec 14-16 ES - Jan 9-13	HS - Dec 14-16 MS - Jan 9-13 ES - Dec 5-9 Try Turtles -	HS - Dec 5-9 MS - Dec 5-9 ES - Dec 5-9
EOY	HS - Apr 17-20 MS - April 17-21 ES - April 17-21	HS - May 1-4 MS - May 1-4 ES - May 1-4 Try Turtles -	HS - May 1-4 MS - May 1-4 ES - May 1-4

One Time a Year Assessment

NCIANOSAA

• March

HS - Mar 19-30
MS - Mar 19-31
ES - Mar 19-31

Placement Assessments

• August (current year)

HS - Aug 22-25
MS - Aug 22-26
ES - Aug 22-26

• May (previous year) - for students not clearly identified within current tests

HS - May 15-18
MS - May 15-18
ES - May 15-18

Analyzing Data

Calendar and Description of Data Meetings

Calendar and Description of Data Meeting

2022-23 Analyzing Data LEA Calendar

LEA Analyzing Data	LEA Analyzing Data	LEA Analyzing Data	LEA Analyzing Data
August 2022 LEA Analyzing Data	• HS - Aug 22-25 • MS - Aug 22-26 • ES - Aug 22-26 • Try Turtles -	• HS - Aug 22-25 • MS - Aug 22-26 • ES - Aug 22-26 • Try Turtles -	• HS - Aug 22-25 • MS - Aug 22-26 • ES - Aug 22-26 • Try Turtles -
September 2022 LEA Analyzing Data	• HS - Sept 5-9 • MS - Sept 5-9 • ES - Sept 5-9 • Try Turtles -	• HS - Sept 5-9 • MS - Sept 5-9 • ES - Sept 5-9 • Try Turtles -	• HS - Sept 5-9 • MS - Sept 5-9 • ES - Sept 5-9 • Try Turtles -
December 2022 LEA Analyzing Data	• HS - Dec 14-16 • MS - Dec 14-16 • ES - Jan 9-13 • Try Turtles -	• HS - Dec 14-16 • MS - Dec 14-16 • ES - Jan 9-13 • Try Turtles -	• HS - Dec 14-16 • MS - Dec 14-16 • ES - Jan 9-13 • Try Turtles -
April 2023 LEA Analyzing Data	• HS - Apr 17-20 • MS - April 17-21 • ES - April 17-21 • Try Turtles -	• HS - Apr 17-20 • MS - April 17-21 • ES - April 17-21 • Try Turtles -	• HS - Apr 17-20 • MS - April 17-21 • ES - April 17-21 • Try Turtles -

BOY/MOY/EOY mySAEBRES/SAEBRES Data

BOY/MOY/EOY Data Analysis Worksheet

Overall mySAEBRES/SAEBRES Behavior Data Collection and Analysis

BOY - Beginning of the Year

Student Level	Teacher Assigned	Teacher Assigned	Teacher Assigned	Teacher Assigned	Teacher Assigned	Teacher Assigned
Grade	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher
1st						
2nd						
3rd						
4th						
5th						
6th						
7th						
8th						
9th						
10th						
11th						
12th						

	<u>Overall Behavior Data Collection</u>(Multiple Sources) (The information from the Behavior Data Collection charts will be shared at the student transition meetings in March)	
Reporting Data Out	<u>Parent Teacher Conference Reporting</u> <u>Parent Meeting Invitation</u> Spring SEL Transition Meetings ● Transition Guide (5th and 8th Grade) ● Transition Guide (TT Pre-k - Kindergarten) <u>Data Communication Chart</u>	Parent Meeting Conference Guide   Spring Transition Meetings  

