

What is MTSS?



MTSS stands for **Multi-Tiered System of Supports**. It's a framework many schools use to give targeted support to struggling students.

MTSS is designed to help schools **identify struggling students early** and intervene quickly. It focuses on the “**whole child**.” That means it supports academic growth, but many other areas, too. These include behavior, social and emotional needs, and more!

The tiers of support are a huge part of MTSS. They get more intense from one level to the next. For example, a child getting small group interventions may need to “move up” to one-on-one help.

Why MTSS?



- Reduces discipline issues
- Improves school climate & safety
- Supports students behavioral & mental health
- Increases alignment of instruction between general & special education
- Lowers rates of suspension and expulsion
- Reduces special education referrals
- Provides a safe and predictable school environment
- Increases in positive relationships and interactions


Comprehensive Approach to Student Success

- MTSS is a continued improvement process
- Supports successful implementation of a whole child approach
- Uses data to inform practices
- Connects existing efforts
- Aligns initiatives
- Creates safety and reduces discipline concerns



Data-Driven Decision Making

Data-Driven Decision Making is an ongoing process at all levels of an educational system to collect and analyze data from multiple sources to identify local needs, determine plan of action, and evaluate practices.




Data-driven
Decision
Making

The **DATA** ensures **all** students' needs are being met through the practices.

Evidence-based Practices

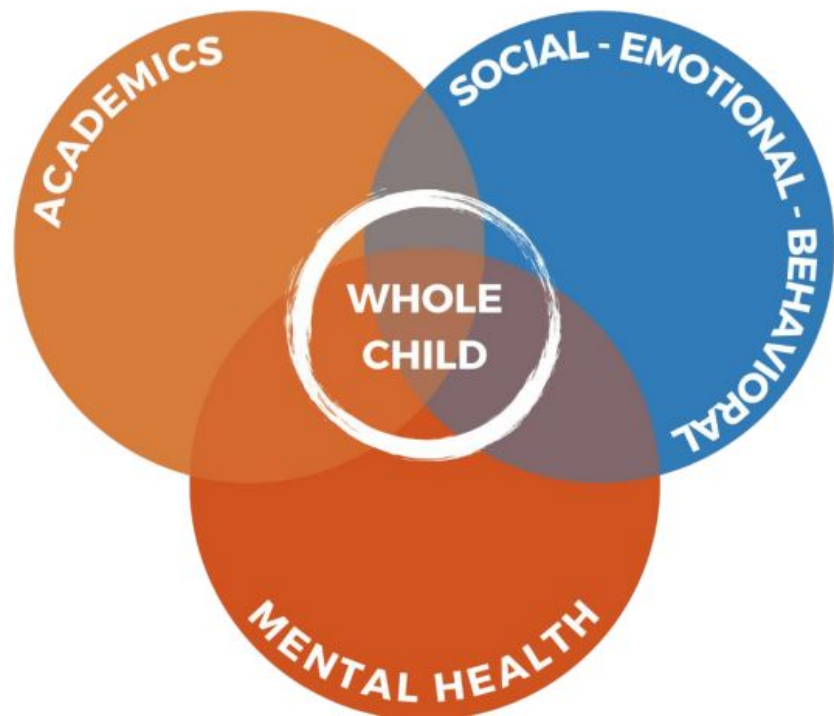
Evidence-based practices are activities, strategies, assessments, instruction, curriculum, and interventions derived from well-designed peer-reviewed studies demonstrating effectiveness.



Evidence
Based
Practices

The **PRACTICES** help schools develop academic achievement & positive environments for their students.

Focusing on the Whole Child



Schools using MTSS seek successful educational, social-emotional-behavioral, and mental health outcomes for **all** students. The flexibility of this framework allows students to move fluidly among the tiers as needed. This process is **not linear** nor on a timeline.

FEW
1-5%

Individualized Interventions
Individualized, assessment-based
Intense and durable system for
high-risk behaviors

SOME
10-15%

Targeted Interventions
A few students identified as at-risk
High efficiency, rapid response

ALL
80-90%

Universal Supports
For all students & settings.
Focus on prevention

REALIZE - RECOGNIZE - RESPOND
RESIST RE-TRAUMATIZATION

Universal Tier I

Core Classroom Instruction

*100% of Students receive
Differentiated Instruction*

- All Students
- High-quality core Instruction
- Grade level standards and learning targets
- Research-based best practices
- Flexible grouping; Differentiated Instruction
- Monitored 3 x a year
- Additional assessment rarely

Strategic Tier II

5-10% of Students

- High quality core instruction
- Grade level standards and learning targets
- Small Group; Increased Intensity
- Clear learning targets, Supplemental Interventions
- Monitored bi-weekly in 2-3, forty-five minutesessions with three students maximum in teacher led groups
- Additional assessment / data sometimes

Intensive Tier III

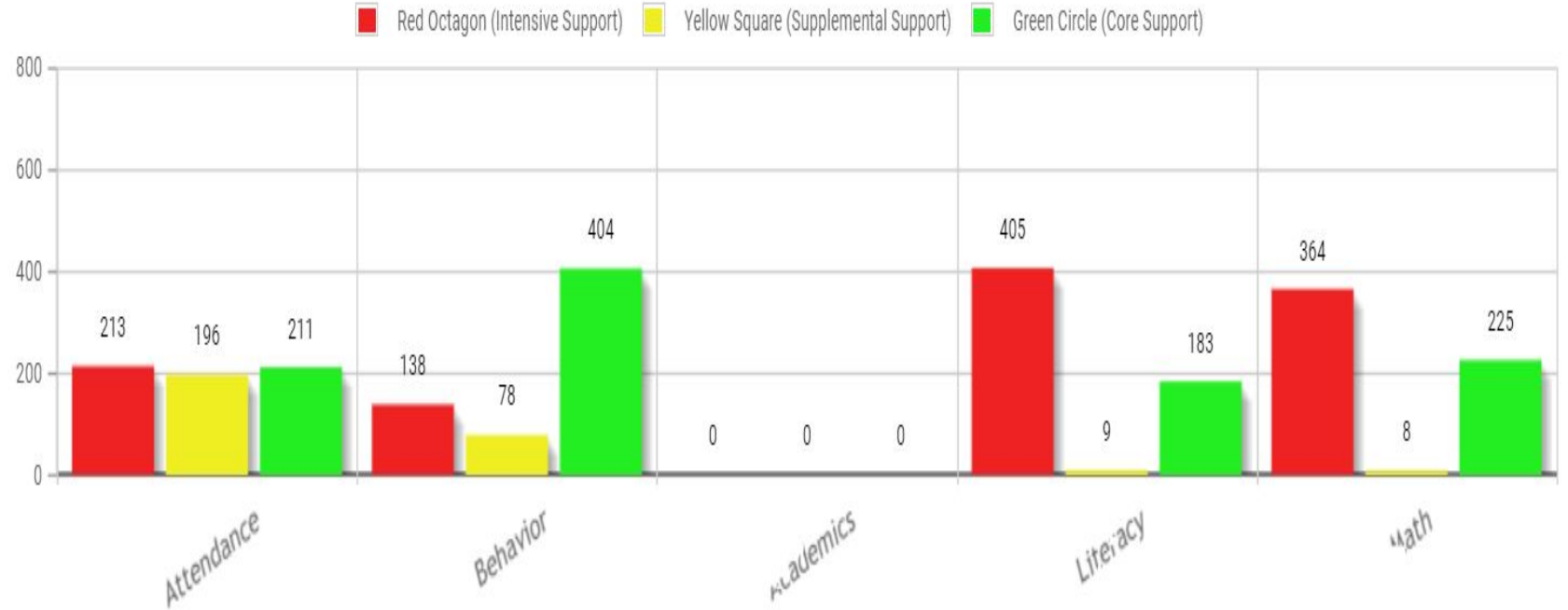
1-5% of Students

- High-quality core instruction
- Below grade-level standards and learning targets
- Intensive, Individualized Instruction
- Skills-Specific, Increased Frequency
 - *Dyslexia - Wilson*
- Monitored weekly in 3-5, forty-five minute sessions with three students maximum in teacher led groups
- Additional assessment / data usually

My Grade Levels EWS Rollups

Grade Level	Attendance	Behavior	Academics	Literacy	Math
Sixth Grade	 37%	 73%		 30%	 39%
Seventh Grade	 27%	 68%		 28%	 42%
Eighth Grade	 37%	 53%		 32%	 31%

My Schools EWS Rollups Bar



What does Core I Look Like:

- Differentiated Instruction – Differentiation for Multiple Levels of Learning
- Screening for Students who Struggle/Excel 3x a year
- Universal/Clearly Defined Set of Behavioral Expectations
- Formative Assessments that Drives Instruction
- Parental Contact/Communication
- Behavior Check In

Academic – Differentiated Instruction

Ways to Differentiate:

- Content/Skills – What you Teach
- Process – How you teach the content/skills (Activities, Lessons, Approach)
- Product – How the student demonstrates understanding of essential outcomes

Behavior/SEL: Intervention

- Breaks
- Consequences
- Praise and Encouragement
- Incentives and Rewards
- Mindfulness
- School Wide SEL Essentials
- Bullying Prevention

Supplemental Support

- Delivery of Evidence or Research Based Academic Interventions in Small Groups
- 5 – 6 students per group
- 15 – 20 minutes per session
- 2 – 3 days per week
- Scaffolding and Re-teaching of Grade Level Skill/Lesson/Target
- Progress Monitor 2X to 4X monthly
- Monitoring of student progress every 4 – 8 weeks

Why Interventions?

Interventions are Value Added

Interventions:

- **Teach a new skill or never acquired skill or challenge student through critical thinking and problem-solving**
- **Provide extension for students beyond differentiation**
- **Provide direct instruction when there is a remediation need**
- **Tailor to unique needs of student**

What to Look for in an Effective Intervention

Remedial:

- Provides students with direct instruction.
- Is not just practice of a skill
- Goes beyond a strategy for learning a new skill
- Sources for the intervention are credible
- Addresses a specific skill deficit

Extension:

- Provides opportunity for growth, beyond the standard curriculum
- Is not just extra or additional work
- Brings about critical thinking
- Allows the student to problem-solve related to real life

Steps of Intervention Delivery

1. Introduce the skill.
2. To build a rationale for using the skill, discuss the problem or difficulty that it can resolve
3. Teach & demonstrate the skill.
4. Deliver the intervention/instruction.
5. Make them use it! Students employ the skill independently in real academic situations and apply it in multiple environments so they practice the skill.
6. Assess student understanding using identified decision rules
7. Use multiple activities or lessons within the intervention for the same learning target
8. Analyze assessment and repeat

What Does Tiers Look at SHMS?

Tier I

Parental Contact

Flex Time (8:00 am - 9:00 am)

PBIS

School Wide Rules/Expectations

Chill Out Stations

Differentiation

Effective Classroom Management

Tier II

Small Group(s)

iXL/iReady/SAAVAS/HMH

Check In

After school Tutoring

Behavior Contract

CFST Academic/Behavior Contract

Purple Folder/Data Map

Purple Folder

Folder Content:

Elementary Paperwork

Middle School Paperwork

- Intervention Documentation
- Updated Data Map

Data Map (Electronic Document)

Tier I (Whole Class)

Tier II (Small Group/Targeted Student)

Tier III (Individual)