



Multi-Tiered System of Supports

Quick Reference Guide



Tier I: High-Quality Classroom Instruction

MDE	District	School	Teacher
<p>Provide implementation guidance and training on the following:</p> <ul style="list-style-type: none"> - Essential components of MTSS (including all tiers of the process and all diverse learners including English learners, gifted learners, and students with disabilities) - Mississippi College and Career-Ready Standards (MCCRS) - MCCRS scaffolding documents - Universal screening assessments and tools - Dyslexia supports - District requested trainings to support State Board of Education goals - State MSIS database <p>MDE will coordinate services offered within the state agency to meet district needs.</p>	<ul style="list-style-type: none"> - Establish District Leadership Team - Establish a process and identify required team members for conducting Multidisciplinary Education Team (MET) meetings as needed - Develop a District Instructional Management Plan that includes a Multi-tiered System of Supports framework - Follow State Board Policy 41.1 Intervention - Ensure universal screening of all students in reading, mathematics, state-assessed courses, and behavioral-social emotional areas, three (3) times a year at equal intervals - Provide diagnostic screeners - Establish benchmark standards for proficiency - Analyze district data to ensure core curriculum meets the needs of ALL students - Develop a district-wide behavioral support plan (PBIS) - Provide schools with avenues for funding rewards for behavior systems 	<ul style="list-style-type: none"> - Support State Board Policy 41.1 Intervention - Implement district instructional management plan - Coordinate screening of ALL students K-12, including those who will be/are taking state-assessed content courses - Develop a school-wide behavioral support plan - Implement PBIS - Provide resources needed to support remediation and progression - Track office discipline referral (ODR) patterns - Conduct classroom observations a minimum of three (3) times per year with one (1) formal (announced) and two (2) informal (unannounced), providing feedback to teachers utilizing the Professional Growth System (PGS) - Implement data-based PD - Provide resources needed to support interventions - Assist with scheduling intervention block(s) - Review universal screening data to identify Tier I class- 	<ul style="list-style-type: none"> - Implement State Board Policy 41.1 Intervention - Provide high-quality classroom instruction aligned to the MCCRS utilizing High-Quality Instructional Materials - Conduct universal screening of academics and behavior three (3) times per year - Identify students who have discrepancy from peers - Identify students at, below, or above the recommended percentile of the universal screeners and other supporting data points - Identify student deficits - Adapt instruction to meet the needs of students that require additional support including both remediation and progression - Administer formative and summative assessments - Differentiate instruction and document as needed - Communicate regularly with school administrators and families on student progress - Provide PBIS



	<ul style="list-style-type: none"> - Provide training on formative and summative assessments and classroom observations - Provide training on finding and using evidence-based interventions - Provide training to administrators, teachers, and support staff on understanding data from universal screening, and other data points such as English language proficiency tests, classroom grades, etc. - Ensure curricula and instructional materials are aligned to MCCRS and teachers have access to High-Quality Instructional Materials 	<p>wide areas of strength and areas for growth, students scoring below benchmark levels who may need intervention, and students who may benefit from enrichment</p> <ul style="list-style-type: none"> - Review multiple data points such as classroom grades, school level reports, and any additional data, when determining the need for additional supports and/or enrichment services - Maintain parental, family, and community involvement - Communicate needs to the school district - Screen all kindergarten and first grade students with a state approved dyslexia screener - Follow the district established process and utilize required team members for conducting MET meetings as needed 	<ul style="list-style-type: none"> - Analyze all data sources to identify students in need of Tier II/Tier III interventions
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Tier II: Supplemental Instruction			
MDE	District	School	Teacher
<p>MDE will provide:</p> <ul style="list-style-type: none"> - Resources for evidence-based intervention strategies - PD resources for Tier II interventions supported by evidence-based practices (EBP) - Recommended best practices for implementing Tier II interventions - PD on the appropriate implementation of Tier II for all students including student subgroups such as English learners, gifted, etc. - PD and technical assistance on data analysis and other aspects of MTSS <p>MDE will provide the <i>MTSS Documentation Packet</i> as required for all Students in Tier II.</p>	<ul style="list-style-type: none"> - Schedule Leadership Team meetings regularly - Require implementation of evidence-based intervention strategies - Provide PD for Tier II interventions supported by Evidence Based Practices (EBP) - Require schools to conduct Tier II interventions as prescribed by the intervention or 20-30 minutes 3 to 5 days per week with bi-weekly progress monitoring as recommended by MDE for all students needing support including, but not limited to, English learners and students with disabilities - Review implementation integrity and fidelity through regular checks - Analyze district data to provide needed resources to schools 	<ul style="list-style-type: none"> - Select evidence-based intervention strategies that target students' needs - Designate interventionist(s) for small group instruction - Observe and document implementation integrity through systematic observations at least two (2) times at equal intervals during the intervention - Analyze school data to determine proper allocation of resources - Participate in documented reviews of students receiving Tier II - Ensure behavioral support plan addresses the components of positive behavior support (PBIS) for Tier II students - Establish, lead, and maintain school Teacher Support Team (TST) - Establish, maintain, and support a schedule for Tier II meetings that include all relevant staff and parents/guardians 	<ul style="list-style-type: none"> - Provide high-quality Tier I core instruction - Ensure that hearing and vision screenings are conducted - Complete student profile sheet - Provide small group interventions for an 8-week period (recommended) to eliminate gaps between present achievement and grade level expectations - Collaborate with other support staff such as EL teachers, SLPs, SPED teachers, interventionist, etc. to best meet the varying needs of the student - Complete Supplemental Instruction Intervention - Monitor student progress on target skills twice per month - Communicate with school leaders and families on student progress - Refer students to the TST for support in determining if a change in intervention would benefit the student or for Teir III consideration if adequate progress is not made after 8 weeks



		<ul style="list-style-type: none"> - Motivate staff and build teacher buy-in - Provide extra time for collaboration and planning - Provide training and support to assist teachers in understanding and analyzing multiple student data points for determining the need for additional supports or services - Consider adding 20–30-minute intervention blocks to the master schedule - Organize delivery of interventions (who/when/where) 	
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Tier III: Intensive Interventions			
MDE	District	School	Teacher
<p>MDE will provide guidance to districts, schools, teachers, and support personnel on:</p> <ul style="list-style-type: none"> - Utilizing data to make decisions - Selecting appropriate interventions - Progress monitoring student outcomes - PD resources for Tier III intervention supported by evidence-based practices (EBP) 	<ul style="list-style-type: none"> - Schedule Leadership Team meetings regularly - Require implementation of evidence-based intervention strategies - Review implementation integrity and fidelity through regular checks - Record the number and percentage of students referred to TST - Analyze types of referrals to determine if there are patterns 	<ul style="list-style-type: none"> - Establish, lead, and maintain a Teacher Support Team (TST) - Provide a system of instructional supports for staff - Allocate resources according to school needs - Analyze student data to assess effectiveness of interventions and PD - Select evidence-based intervention strategies that target students' needs 	<ul style="list-style-type: none"> - Continue to provide highly effective Tier I core instruction - Provide intensive interventions designed for up to a 16-week period (recommended) - Use progress monitoring information to: <ul style="list-style-type: none"> ❖ Determine if students are making adequate progress ❖ Identify students as soon as they begin to fall behind, and



<ul style="list-style-type: none"> - Recommended best practices for implementing Tier III interventions - PD on the appropriate Tier III implementation for all students including student subgroups such as English learners, gifted, etc. - PD and technical assistance on data analysis and other aspects of MTSS <p>MDE will provide the <i>MTSS Documentation Packet</i> as required for all Students in Tier III.</p>	<p>best addressed at the Tier I level</p> <ul style="list-style-type: none"> - Ensure all students needing interventions and/or enrichment are provided necessary supports - Provide professional development for Tier III interventions supported by EBP - Provide PD on district requirements for maintaining MTSS records 	<ul style="list-style-type: none"> - Schedule and facilitate TST meetings - Consider building Tier III intervention time into the master schedule (30-60 minutes/ 4 days per week with progress monitoring weekly as recommended by MDE) - Designate individual(s) responsible for Tier III implementation - Notify parents/families at start of Tier III process - Establish, maintain, and support a schedule for Tier III meetings that include all relevant staff and parents/guardians - Document intervention integrity observations - Establish a behavioral support plan that addresses the components of positive behavior support - Keep in mind that schools and districts have an ongoing obligation to follow Child Find Procedures 	<ul style="list-style-type: none"> ❖ Modify instruction early enough to ensure each student gains essential skills - Maintain communication with school leaders and families on student progress - Meet with the TST to examine universal screening, progress monitoring and all relevant current data such as formative assessments, classroom assessments, and benchmark data. Support staff working with the students such as the EL teacher, SLPs, and therapists should provide data necessary to select intensive intervention(s) and determine next steps
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Additional Considerations

- English learners have the right to all available services no matter their level of English proficiency.
 - Teacher support teams should work to include EL coordinators, teachers, and support staff to discuss areas of concern when considering EL students for intervention or enrichment.
 - These services should be provided in addition to EL services as listed on the student’s language service plan.
- Mississippi gifted students may need additional academic or behavioral supports.
 - Gifted students should be provided intervention supports as needed in addition to continued participation in the gifted programs.
- Teacher support teams should meet with Individual Education Plan (IEP) teams to discuss the needs of students with disabilities who may benefit from intervention or enrichment.
 - The team of educators and parents should decide if the student needs should be addressed in intervention or enrichment groups or should be added as goals to the existing IEP.

