

Multi-Tiered Support Systems (MTSS) with the Student Support Team (SST)

MTSS is the support system used for all students to help teachers move through the levels of intervention when rigorous Tier-1 instruction is not enough, both academically and behaviorally. When a student is not successful (through data-based evidence) with Tier-1 instruction then they become a candidate for interventions, and could qualify to be on an Individual Instruction Plan/READ plan, or could eventually lead to evaluation for Special Education.

Step 1 – Universal Tier-1 Instruction and Assessment

All students will be assessed and targeted for instruction based on their specific needs using the data collected. Assessments may include:

- DIBELS and/or DIBELS Deep
- PAST/ LETRS Phonics Screener
- SIPPS/ 95% and/or Core Phonics
- AimsWeb+

Students that do not make benchmark will move to step 2A. Students that are above benchmark will move to step 2B.

Step 2B – Students Above Grade Level

Students that are tested and are above grade level will be progress monitored monthly with peers. If they continue to be above grade level then enrichment and/or extension interventions should be put in place. Students may also qualify for Gifted/Talented.

Step 2A – Research Based Intervention

A student not finding success academically with universal Tier-1 instruction should be taken through the following steps:

- PLC Team discussion – implement an intervention
- Interventions at the classroom level (4-6 data points per intervention)
- When/If the second intervention is started a MTSS referral to the SST team is made

If the student is showing growth, see Academic Exit Criteria
Students that do not make growth will move to step 3.

Progress Monitoring Schedule

All Students: Monthly

Strategic (Yellow): Bi-Weekly

Intensive (Red): Weekly

Step 3 – MTSS Referral to SST Team

If behaviors are still not improving then a MTSSI referral to the SST team will be made. The SST team will work with the teacher to:

- Review data collected and interventions used
- Collaboratively work to implement a more intensive Tier-2 interventions
- Continue to progress monitor student
- Review data and make appropriate decisions on next steps

Students that do not make growth will move to step 4.

Academic Exit Criteria

The goal is to work collaboratively to bring the student far enough that they have made it to grade level expectations based on benchmark testing conducted throughout the year.

To be eligible to exit the MTSS system a student must meet the following criteria:

- 2 continuous intervention cycles (4-6 data points per cycle) at or above benchmark grade level expectations without the use of the intervention.

Step 4 – Tier-3 MTSS

For a student that still does not make growth then they should be continuing to work within the MTSS process with support from the SST team. Parents will be called in for a face-to-face meeting with the SST team and the classroom teacher.

After one Tier-3 intervention has been attempted, and no growth is made, a student will continue in Tier-3 MTSS or could be eligible for possible evaluation through Special Education.



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