



Multi-Tiered Systems of Support MTSS Handbook

Havre Middle School
Grades 6-8

Havre Middle School
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Mission Statement

“Our mission at HMS is to educate, empower, and enable all students to become caring, contributing citizens by providing multi-tiered academic and behavioral supports through data-driven, prevention-based frameworks.”

Havre Public Schools

Core Purpose

Provide each student with the tools and experiences to be successful in their own life and positively influence the world.

Values

Flexible Learning Opportunities-Havre Public Schools believe each student can learn. We provide a diverse and personalized learning opportunities which meets the needs and attributes of each student.

Excellence -We are committed to a culture of continuous growth, innovation, and high expectations.

Community -We value our engaged, diverse, student-focused and collaborative community. In addition, we understand that the relationship with our community is vital to the success of each student.



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MTSS

Multi-Tiered Systems of Support: MTSS is a general education, multi-level approach used by our district in providing high-quality research-based academic instruction, behavioral support, and tiered intervention aligned with individual student needs. MTSS relies on universal screeners and frequent progress monitoring to provide necessary data. This data provides essential information in educational decisions. Havre Middle School has the responsibility to address learning needs early and intensify instruction to close the achievement gap. MTSS defines our goal.

[Montana Office of Public Instruction MTSS](#)

Program Guidelines

To ensure that student needs are being met in the general education classroom, academic and behavior, a multi-level prevention model is used. Through these tiers of support, intense intervention is provided to support student-specific needs.

Universal Screener: Benchmark screening windows will be held during the months of September, January, and May. Students in grades 6-8 will be administered MAP Growth in reading and math. In conjunction with a universal screener, Early Warning ABC's, and teacher input, data will provide necessary information in identifying students who may need further assessment and intervention.

Tier 1 (Benchmark): Students who fall within the benchmark range on the MAP Growth universal screener will receive high-quality core instruction in the general education classroom. This tier is the foundation of the MTSS multi-level prevention model. This will allow approximately 80% of students to meet educational benchmarks.

Tier 1 Universal Instruction and Supports for ALL Students

Academic Instruction and Supports	Behavioral Instruction and Supports
• Standard-Based Curriculum • High Quality Common, Formative, and Summative Assessments • Use of Common Evaluation Tools across Curriculum • Department Meetings • Explicit, Structured, and Systematic Instruction • Progress Monitor Academics/Attendance • Academic Data used for Instruction	• Teach School-Wide Behavior Expectations, Rules, and Procedures • Classroom Expectations Align with School/Program-Wide Expectations • Encourage and Acknowledge Expected Behavior • Respond to Unexpected Behavior in a Respectful, Instructional Manner • Parent/Guardian Communication • Quick and Efficient Transition Times • Positive Behavioral Intervention Support (SWIS)

• Students Provided with Examples of Exemplary Work • Use of Charts/Graphic Organizers • Universal Design for Learning (Multiple Means of Representation, Action and Expression, Engagement) • Differentiation • Project-Based Learning • Multiple Intelligences • Cooperative Learning • Performance Based Measures • Mult-Sensory Teaching • Parent Communication/ Involvement • Strategic Seating • Guided Support Time (e.g., Support Friday) • Orientation to Lab/ Equipment/Learning Tools/Manipulatives • Technology Integration • Instructional Calendars	• Reinforcement and Praise • Consistent Instructional Response to Behaviors • Teacher/Student Conferences • Strategic Seating • Monitor Student Attendance
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Tier 2 (Strategic): Students who are at-risk for not meeting educational benchmarks, as indicated by MAP Growth universal screener, will receive additional support through small group/differentiated instruction. This support is in addition to Tier 1 core instruction. Tier 2 addresses the needs of approximately 15% of students. Departments will determine interventions by grade level/class. Intervention and/or instructional support will be implemented by the teacher.

Tier 2 Supplemental Interventions and Supports for Some Students

Academic Instruction and Supports	Behavioral Instruction and Supports
• Intervention Support Based on Screening Data in Small Groups • Supplemental Instruction in Small Groups • After School Support • Title I Support • Assistive Technology • Biweekly Progress Monitoring ▪ Intervention ▪ Attendance ▪ Course Performance	• Positive Behavioral Intervention Support (SWIS) • Individual Conferences • Consult with Related Services (Counselor) • Behavior Contracts • Collaboration with Outside Agencies (YBGR/BullHook) • Strategic Seating • Monitor Student Attendance • Reinforcement and Praise

▪ Test Scores ▪ Other Indicators • Evidence-Based Instructional Practices	• Parent/Guardian Communication • Biweekly Progress Monitoring
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Tier 3 (Intensive): Students who have not responded adequately to Tiers 1 and 2 will receive additional support through intensive, evidence-based interventions and/or instructional support, as indicated by the MAP Growth universal screener. Tier 3 addresses the needs of 5% of students. Departments will determine interventions by grade level/class. Intervention and/or instructional support will be implemented by the teacher.

Tier 3 Intensive Individualized Interventions and Supports for Few Students

Academic Instruction and Supports	Behavioral Instruction and Supports
• Pull-Out Supports Based on Screening Data • Schedule/Class Change • Assistive Technology • Weekly to Biweekly Progress Monitoring ▪ Intervention ▪ Attendance ▪ Course Performance ▪ Test Scores ▪ Other Indicators • Evidence-Based Instructional Practices	• Functional Behavior Assessments • Forced Choice Survey • Direct Behavior Ratings (DBR) • Behavior Improvement Plans • Counseling Groups (YBGR/BullHook) • Parent/Guardian Communication • Weekly to Biweekly Progress Monitoring • Individual Counseling • Referral Process to Appropriate Agency

Progress Monitoring: Progress monitoring will take place biweekly or more depending on individual need. Early Warning ABC's (attendance, behavior incidents, and course performance) will assist in monitoring students. The *Early Warning System* within Infinite Campus will support identification through frequent progress monitoring. If a student falls below one or more of these established thresholds, support will be provided. (Using two or more indicators can help teachers, school counselors, and administrators in identifying students who are at risk.)

A	Attendance How often a Student Misses School
B	Behavior Incidents SWIS Data, In-School and Out-of-School Suspensions

C	Course Performance Number of Course Failures, Overall Grade Point Average
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Intervention: District approved; evidence-based interventions and/or instructional support will be implemented for students who are identified through the MAP Growth universal screener, and/or Early Warning ABC's, as being at-risk for not meeting educational benchmarks. These students are those who score in the strategic and intensive range. Fidelity to these interventions is vital for students to successfully close learning gaps. Intervention checks will be reviewed at least quarterly, or at teacher discretion before being modified. After Tier 3 is documented with fidelity and is not successful, the student may be considered for a special education evaluation.



