



Multi-Tiered System of Supports MTSS Handbook

Havre High School
Grades 9-12

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Mission Statement

“At Havre High School, we build relationships and create individualized educational pathways, including high-quality instruction and support, to orient every student toward graduation, college and career readiness, and life as a successful, responsible citizen.”

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 core education with personalized learning opportunities which meet 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 High 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. All students in grades 9-11 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): All students will receive high-quality core instruction in the general education classroom. This tier is the foundation of the MTSS multi-level prevention model.

Tier 1 Universal Instruction and Supports for ALL Students

Academic Instruction and Supports	Behavioral Instruction and Supports
<ul style="list-style-type: none"> • Standard-Based Curriculum • High Quality 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 • Students Provided with Examples of Exemplary Work • Use of Charts/Graphic Organizers • Universal Design for Learning (Multiple Means of Representation, Action and Expression, Engagement) <ul style="list-style-type: none"> • Differentiation • Project-Based Learning • Multiple Intelligences • Cooperative Learning • Performance Based Measures • Mult-Sensory Teaching • Parent Communication/ Involvement • Strategic Seating • Guided Support Time (e.g., Advisory, Study Hall-MS/HS) • Orientation to Lab/ Equipment/Learning Tools/Manipulatives • Technology Integration • Instructional Calendars 	<ul style="list-style-type: none"> • Teach School-Wide Behavior Expectations, Rules, and Procedures • Classroom Expectations Align with School/Program-Wide Expectations • Encourage and Acknowledge Expected Behavior • Whole Child Skill Development Competencies • Parent/Guardian Communication • Quick and Efficient Transition Times • Positive Behavioral Intervention Support • Reinforcement and Praise • Social/Emotional Learning Competencies Reinforcement • Consistent Instructional Response to Behaviors • Teacher/Student Conferences • Strategic Seating with Proximity • Monitor Student Attendance

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 groups. This support is in addition to Tier 1 core instruction. 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
<ul style="list-style-type: none"> • Intervention Support Based on Screening Data in Small Groups • Supplemental Instruction in Small Groups • Before/After School Support • Title I Support • Assistive Technology • Weekly Progress Monitoring <ul style="list-style-type: none"> • Intervention • Attendance • Credits Earned • Course Performance • Low Test Scores • Other Indicators • Evidence-Based Instructional Practices 	<ul style="list-style-type: none"> • Positive Behavioral Intervention Support • Individual Conferences • Lunch Groups • Consult with Related Services • Behavior Plan • Collaboration with Outside Agencies • Strategic Seating with Proximity • Monitor Student Attendance • Social/Emotional Learning Competencies Reinforcement • Reinforcement and Praise • Parent/Guardian Communication • Weekly Progress Monitoring

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. 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
<ul style="list-style-type: none"> • Individualized Schedule/Class Change • Assistive Technology • Weekly Progress Monitoring <ul style="list-style-type: none"> • Intervention • Attendance • Credits Earned • Course Performance • Low Test Scores • Other Indicators • Evidence-Based Instructional Practices 	<ul style="list-style-type: none"> • Functional Behavior Assessments • Forced Choice Survey • Behavior Improvement Plans • Counseling Groups • Parent/Guardian Communication • Weekly to Biweekly Progress Monitoring

<ul style="list-style-type: none"> • Title I Support • Parent/Guardian Contact including Academic Meetings • Before/After School Support • Opportunity for Additional Instructional Needs - Individualized Approach 	
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Progress Monitoring: Progress monitoring will take place weekly in advisory or more dependent on individual need. Early Warning ABC’s (attendance, behavior incidents, and course performance) will assist in monitoring students who are on or off track for graduation. 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 of dropping out.)

A	Attendance How often a Student Misses School
B	Behavior Incidents In-School and Out-of-School Suspensions
C	Course Performance Number of Course Failures, Overall Grade Point Average, and Total Credits

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. Academic and behavior data will be reviewed, and modifications will be made based on the student's individual needs.



Montana MTSS

Selection & Implementation of Interventions & Supports

Tiered Delivery System

Collaborative Team-Based Leadership



Family & Community Engagement



Culturally & Linguistic Responsiveness



Data-Based Decision Making

Evidence-Based Instruction



Comprehensive Screening and Assessment System

Consensus & Commitment



