



FABENS ISD

MTSS

Handbook

(Updated September 2025)

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Purpose

Fabens Independent School District strives to meet the learning needs of all students through rigorous differentiated instruction. At times, however, some students experience a need for additional support and services to meet their individual needs. As a result, Fabens ISD provides targeted support in the areas of academics, behavior, and social emotional learning to help all students succeed. The following plan outlines the Multi-tiered System of Supports (MTSS) used by Fabens ISD as required by the Texas Education Agency. MTSS is a framework of support which includes, but is not limited to, Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS).

Multi-Tiered Systems of Support (MTSS)

Multi-Tiered Systems of Support (MTSS) is a whole-child approach that integrates academic, behavioral, and social-emotional instruction and support. MTSS optimizes student growth through a proactive, preventative framework composed of multiple layers of tiers, aligned to the varying needs of **all** students.

- MTSS encompasses support for the whole child, and takes into account academics, behavior, and social/emotional learning.
- RTI and PBIS are examples of tiered systems under the MTSS umbrella.

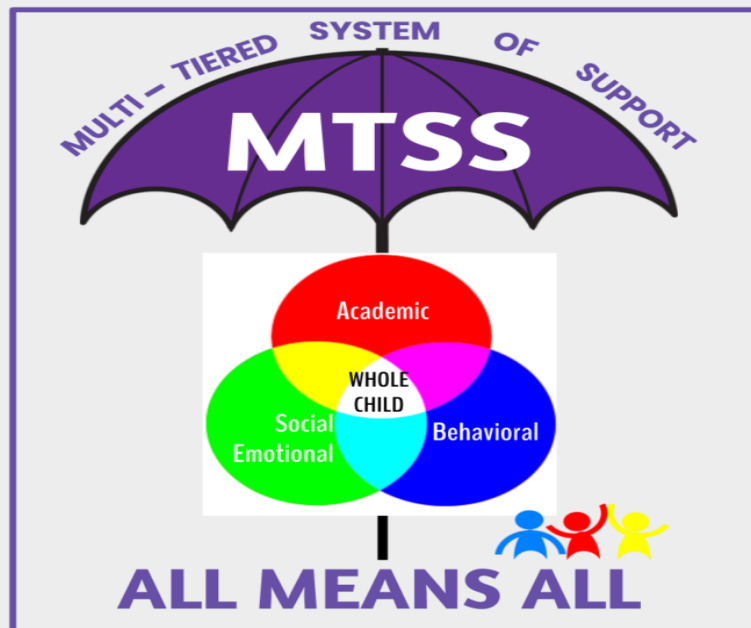


Image by: South Carolina Department of Educ

RTI vs. MTSS

Some people interpret MTSS as a newer, enhanced version of RTI. In this line of thought, while RTI and MTSS are both multi-tiered approaches, the MTSS framework also functions as a continuous school improvement model. MTSS encourages educators to examine district, campus, and classroom systems and culture through the review of data on all students and identifies students who need additional support to maximize their potential.

The chart below highlights the differences between RTI and MTSS from this perspective:

	RTI	MTSS
Students:	Students identified as “at risk” or being considered for special education evaluation.	All students, including those already being served by programs such as 504/Dyslexia, Bilingual, Special Education, etc.
Supports:	Academic	Academic, Behavioral, and Social-Emotional
Purpose:	Remediation and Intervention	Prevention, Differentiation, and Intervention
Focus:	Isolated – academic needs are discussed in isolation.	Integrated – academic, behavioral, and social-emotional needs are discussed together. The whole child is considered.
Collaboration:	Teachers of at-risk students, special education teachers, Psychological Services, Campus Administrators	All campus and district staff
Campus Management:	A campus administrator(s)	Teachers, grade level /PLC, and a MTSS Campus Team.



Tiered Systems

The concept of tiered systems has been around for many years and is widely used in education and public health to describe effective organization and delivery of services and supports (Frieden, 2010).

Tier 1- Universal Intervention 80% (Core Instruction)

Tier 2- Targeted Supports/Group 15% Interventions

Tier 3- Intensive Interventions 5%

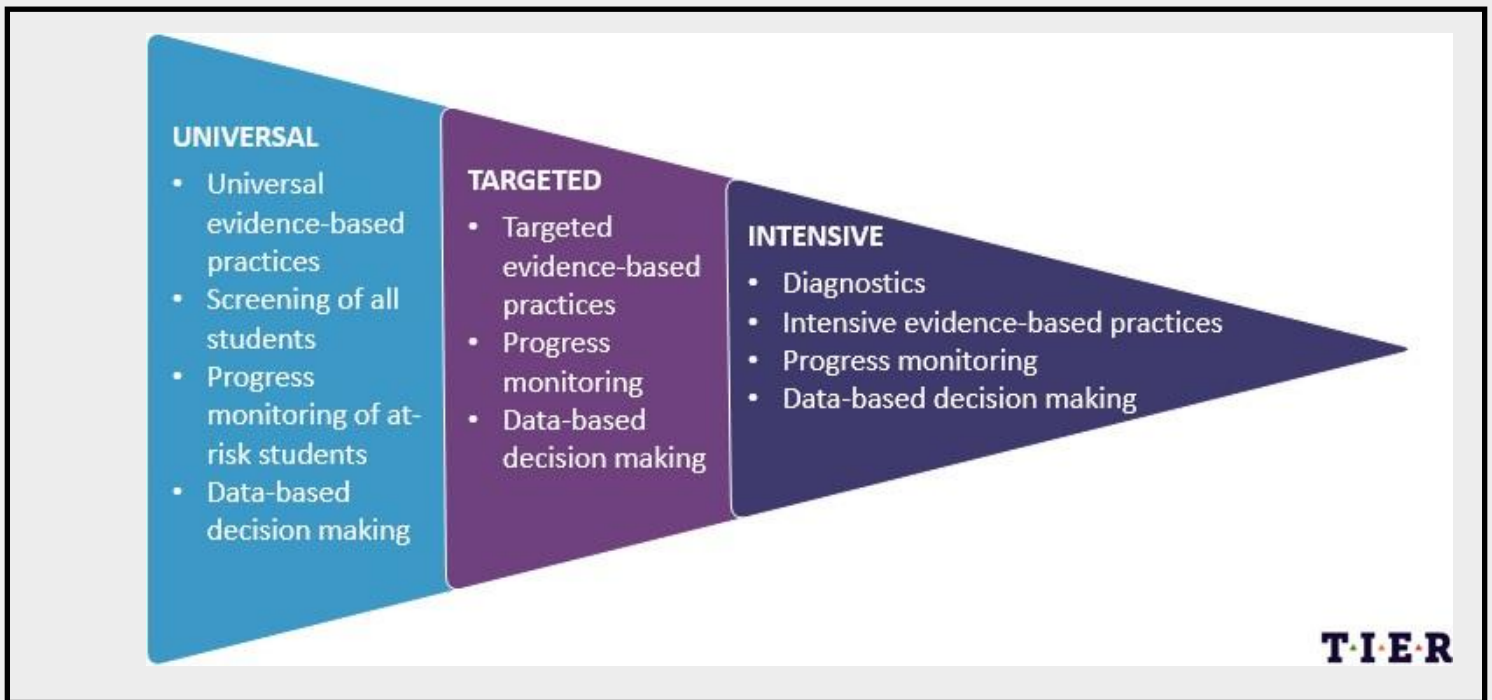


Image from TIER Overview of MTSS, TEA, nod, S

Multi-Tiered System of Supports (MTSS)

Universal Intervention

- Universal intervention, also referred to as Tier 1 or primary prevention, is designed for all students.
- Universal intervention occurs in the general education classroom.
- All students participate
- ~80% of all students need **only** universal intervention (TEA, TIER Overview of MTSS, n.d., Slide 6)
- Students with adequate intervention response continue with universal intervention. No further action is necessary.
- Students who demonstrate inadequate response start to receive targeted intervention. In many cases, targeted intervention is supplemental to universal intervention, so that students receive both universal and targeted intervention at the same time.

Tier 1 Interventions by Campus:

Fabens Elementary

Subject	Interventions	Duration of Intervention
Reading	-Phonics lessons -AR -HMH -Summit K-12 -Imagine Espanol	6 to 9 weeks (ongoing)
Math:	-Sharon Wells (2 nd) -Pearlization (K-1)	6 to 9 weeks (ongoing)
English:	-SIOP -Thinking Maps	6 to 9 weeks (ongoing)
Behavior:	-Bully Prevention Program -Character education	6 to 9 weeks (ongoing)
SEL:	-Character Education	6 to 9 weeks (ongoing)

****Data systems may be refined****

Universal Screening and Data Review for Reading Risk (Kinder through 2nd grade)

Guidance for Universal screening and data review to determine if a learner at kindergarten and first grade are documented in TEA's [Dyslexia Handbook](#).

Tier 1 Interventions by Campus:

O'Donnell Intermediate:

Subject	Interventions	Duration
Reading	STAR Reading HMH AR	6 to 9 weeks (ongoing)
Math	Sharon Wells Reflex Math STAR Math	6 to 9 weeks (ongoing)
English	HMH STAR Thinking Maps SOP	6 to 9 weeks (ongoing)
Behavior	PBIS Rewards Character Education Leader in Me Positive Action	6 to 9 weeks (ongoing)
SEL	PBIS Rewards Character Education Leader in Me Positive Action	6 to 9 weeks (ongoing)

****Data systems may be refined****

Tier 1 Interventions by Campus:

Fabens Middle School:

Subject	Interventions	Duration
Reading	Guided Reading Daily 5 Differentiated Instruction Light Sail Elevation	6 to 9 weeks (ongoing)
Math	Light Sail Small group reteach DI Go Math Kagan Cooperative Learning	6 to 9 weeks (ongoing)
English	SIOP Study Synch Interactive Notebooks Thinking Maps	6 to 9 weeks (ongoing)
Behavior	PBIS Rewards Character Education Bully Prevention Program Leader in Me Parent Classes	6 to 9 weeks (ongoing)
SEL	EduGuide Character Education PBIS Rewards Leader in Me	6 to 9 weeks (ongoing)

****Data systems may be refined****

Tier 1 Interventions by Campus:

Fabens High School:

Subject	Interventions	Duration
Reading	HMH AR (Proposed)	6 to 9 weeks (ongoing)
Math	Mathia (Carnegie) Progress Learning	6 to 9 weeks (ongoing)
English	HMH No Red Ink	6 to 9 weeks (ongoing)
Behavior	PBIS Rewards Counselors Corner Drug/Alcohol presentations Leader in Me	6 to 9 weeks (ongoing)
SEL	Counselors Corner Drug/Alcohol presentations EduGuide PBIS Rewards Leader in Me	6 to 9 weeks (ongoing)

Screeners/Benchmarks by Campus

Fabens Elementary:

Reading	Cutoff Score	Math	Cutoff Score	English	Cutoff Score	Behavior	Cutoff Score	SEL	Cutoff Score
STAR	Urgent Intervention	Sharon Wells	50%	Benchmark	50%	Referrals	Level 2	SEL program pre assessments	Needs Assessment
HMH	50%	STAR	50%						
Amplify	Well Below	Amplify	Well Below						

****Data systems may be refined**

Universal Screening and Data Review for Reading Risk (Kinder through 2nd grade)

Guidance for Universal screening and data review to determine if a learner at kindergarten and first grade are documented in TEA's [Dyslexia Handbook](#).

O'Donnell Intermediate:

Reading	Cutoff Score	Math	Cutoff Score	English	Cutoff Score	Behavior	Cutoff Score	SEL	Cutoff Score
STAAR	50%	Sharon Wells	50%	HMH	50%	Rethinking Letters	3 letters	Surveys	Name appears in 3 spots
HMH**	50%	STAR	2 grade levels behind	Benchmarks	50%	Discipline referrals	3 or more	SAEBERS	Name in 3 spots
STAR*	2 grade levels behind	STAAR	50%			Climate Surveys			TBD
STAAR* **	50%					SAEBERS			

***BOY/MOY/EOY**

**** 3-week intervals**

*****End of year**

****Data systems may be refined****

Fabens Middle School:

Reading	Cutoff Score	Math	Cutoff Score	English	Cutoff Score	Behavior	Cutoff Score	SEL	Cutoff Score
STAAR	TBD	STAAR	TBD	STAAR	TBD	Referrals	3	Program pre assessment	TBD
HMH	TBD	Benchmarks	TBD	STAAR	TBD				
Benchmarks									

****Data systems may be refined**

Fabens High School

Reading	Cutoff Score	Math	Cutoff Score	English	Cutoff Score	Behavior	Cutoff Score	SEL	Cutoff Score
Benchmark	TBD	Benchmark	TBD	Benchmarks	TBD	Referrals	3	Daily check in	Anger/Sad Alert
EOC's	3400	EOC's	3450	EOC's	3400				
Cambium Interim	TBD			No Red Ink	TBD				
Renaissance 360	TBD								

****Data systems may be refined**

TIER 2- Targeted Intervention

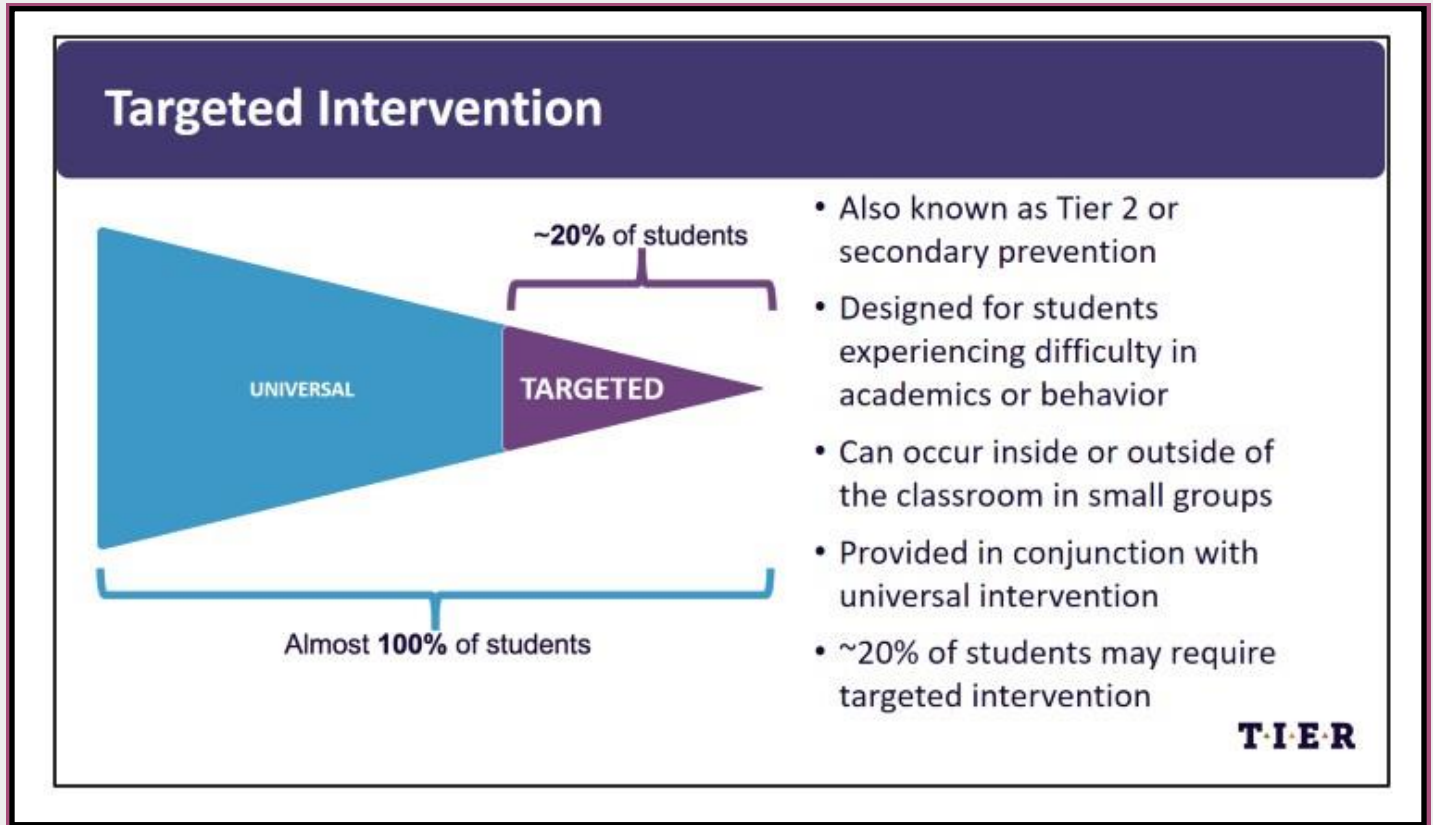


Image from TIER Overview of MTSS, TEA n.d., Slide 7

- Targeted intervention, often referred to as Tier 2 or secondary prevention
- Is designed for students experiencing difficulty in academics or behavior.
- Targeted intervention can occur in many different settings—inside or outside of the general education classroom in small groups.
- Provided in conjunction with universal intervention
- ~20% of students may require targeted intervention
- **Emergent bilingual students attending Fabens ISD, will receive TIER II Interventions**

Tier 2 Interventions by Campus:

Elementary (All grades unless indicated)	O'Donnell (All grades unless indicated)	Middle School (All grades unless indicated)	High School (All grades unless indicated)	Duration of Intervention
Reading: -Freckle -Esperanza -Wilson-Foundations -Lalilo -Small group -Pullout	Reading: -Guided Reading -small groups -Lexia -Education Galaxy Reading -HMH Intervention	Reading: -Lexia -Intervention Labs -IXL	Reading: -Intervention Labs -Sure Score-TSI Prep -Ingenuity test Prep EOC detesters	6 to 9 Weeks (on going)
Math: -Freckle -Education Galaxy -Small group -Pullout	Math: -Small group -Education Galaxy -STAR Math (increased time)	Math: -Light Sail (increased time) -Intervention labs -IXL	Math: -Sure Score-TSI Prep -Ingenuity test Prep EOC detesters -Math Carnegie -Progress Learning	6 to 9 Weeks (on going)
English: -Freckle -Lalilo -Summit K-12	English: -Small Groups -HMH interventions (increased time)	English: -Light Sail (increased time) -Intervention labs -Saturday School -IXL	English: -SureScore-TSI Prep -Edgenuity test Prep EOC retesters -No Red Ink	6 to 9 Weeks (on going)
Behavior: -Counseling -Social Skills Training -BIP's -Contracts -check in/out	Behavior: -Counseling -BIP -Social Skills training	Behavior: -Individual counseling -Character Education (one on one) -BIP -Social Skills Instruction -Contracts -Mentoring Program	Behavior: -Counseling -Contracts -BIPS -Counseling Referral Services -Social Worker Services -Check in/out	6 to 9 Weeks (on going)
SEL: -Counseling small group/individual -Check in/out	SEL: -CICO -Positive Action -Strong Kids Coping Cat	SEL: -Counseling -Mentoring Program -EduGuide	SEL: -Counseling -Referral Services	6 to 9 Weeks (on going)

TIER 3- Intensive Intervention

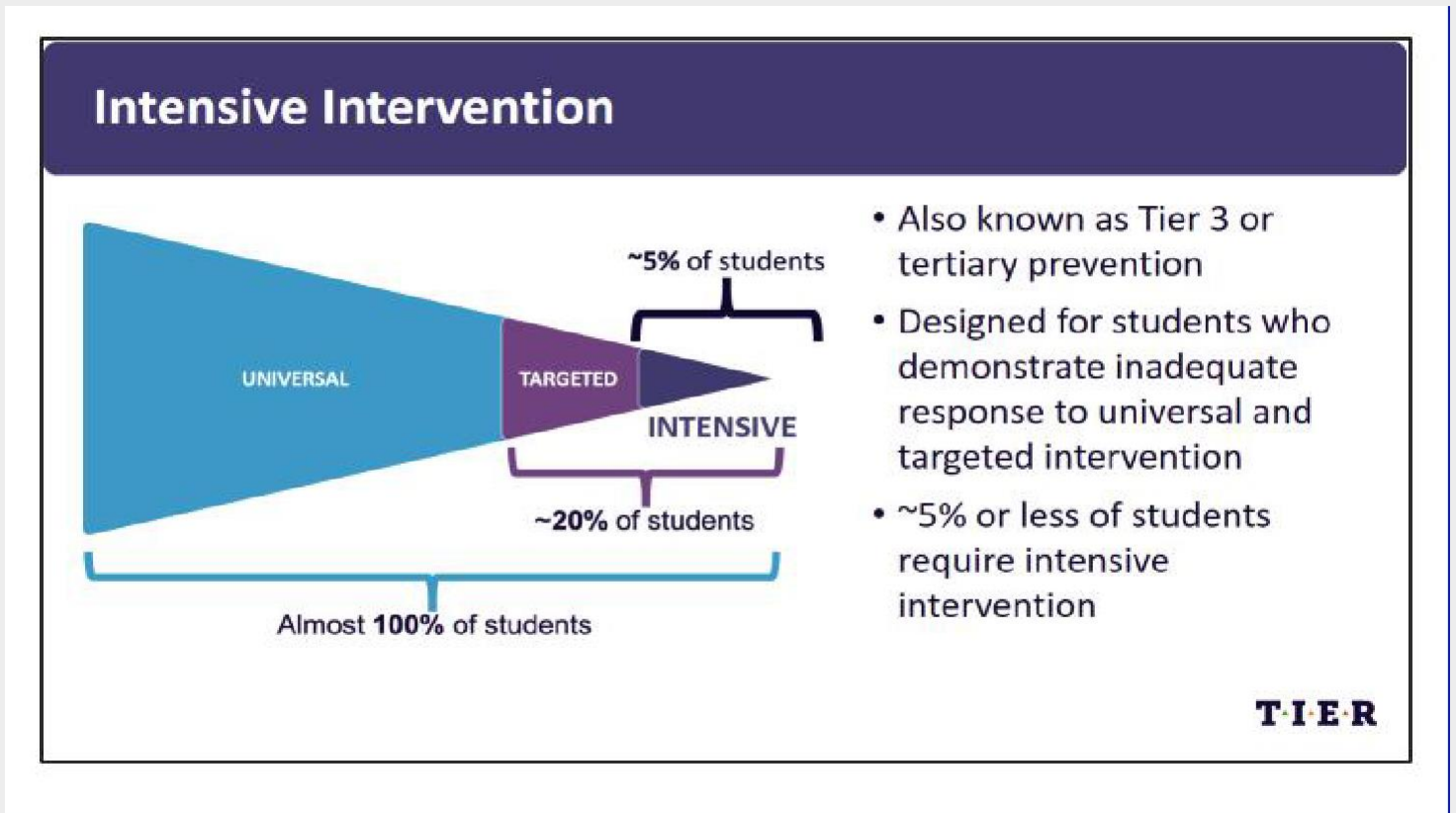


Image from TIER Overview of MTSS, TEA, n.d., Slide 8

- Intensive intervention is often called Tier 3 or tertiary prevention
- Is designed for students who demonstrate inadequate response to universal and targeted intervention or have low academic achievement or extreme high-intensity/high-frequency behaviors.
- Schools have different ways of conceptualizing and implementing intensive intervention.
- ~5% or less require intensive intervention

Tier 3 Interventions by Campus:

Elementary (All grade levels unless specified)	O'Donnell (All grade levels unless specified)	Middle School (All grade levels unless specified)	High School (All grade levels unless specified)	Duration of Intervention
Reading: -Referrals-504/Sped -TIER III pullout (K-3) -Dyslexia services -Wilson -Esperanza -one on one instruction -pull out-very small group	Reading: -Referrals -Wilson -Lift Off -Dyslexia services -one on one instruction -Reading Pullout	Reading: -Referrals/Pullouts -Dyslexia services -small group/one on one instruction -Lightsail Reading	Reading: -Referrals/Pullouts -Dyslexia services -small group/one on one instruction -Boot camps -EOC Blitzes	6 to 9 Weeks (on going)
Math: -Referrals-SPED/504 -TIER III pullouts (K-3) -Pearlized Math -Stemscopes -one on one instruction	Math: -Referrals/Pull-out -Lift-Off -ST Math -one on one instruction/increased time	Math: Referrals/Pull-out -Lightsail Math -one on one/small group	Math: -Referrals/Pull-out -Boot camps -EOC Blitzes -Elevation -Progress Learning	6 to 9 Weeks (on going)
English: -Referrals/Pull-out -one on one instruction/increased time	English: -Referrals/Pull-out -one on one instruction/increased time	English: -Referrals/Pull-out	English: -Referrals/Pull-out -Boot camps -EOC Blitzes -No Red Ink	6 to 9 Weeks (on going)
Behavior: -Referrals/Pull-out -BIP -Crisis intervention Plan -Emergence	Behavior: -Referrals/Pull-out -Individual counseling	Behavior: -Referrals -DAEP -BIP's	Behavior: -Referrals -DAEP -PBIS interventions	6 to 9 Weeks (on going)
SEL: -Referrals -Referral/Emergence	SEL: Referrals	SEL: -Referrals	SEL: -Referrals -PBIS interventions	6 to 9 Weeks (on going)

Behavior and SEL Interventions by Campus

Tiered Interventions: Elementary and O'Donnell Intermediate:

Tier 1	Tier 2	Tier 3
<p>Behavior</p> <ul style="list-style-type: none"> ● Character Education ● Campus/class room procedures ● PBIS-campus supports 	<p>Behavior</p> <ul style="list-style-type: none"> ● Check in/out ● Counseling referral ● CIS referral ● Mentor 	<p>Behavior</p> <ul style="list-style-type: none"> ● BIP ● Individual counseling

****Elementary/O'Donnell Tiered Triangle can be found in Resource Section and MTSS drive****

Tiered Interventions: Fabens Middle School and Fabens High School:

Tier 1	Tier 2	Tier 3
<p>Behavior</p> <ul style="list-style-type: none"> ● Monthly parent classes ● Bully prevention ● Counselor Presentations ● Eduguide 	<p>Behavior</p> <ul style="list-style-type: none"> ● Truancy court ● Home visits ● In/out of school Suspension ● Mentoring Program ● PBIS Team Intervention 	<p>Behavior</p> <ul style="list-style-type: none"> ● DAEP ● Individual counseling ● CIS

****FMS/FHS Tiered Triangle can be found in the Resource section and MTSS drive****

Additional Intervention Examples:

List of possible Tier 1 classroom interventions for academics:

General	ELAR	Math	Oral Expression
<ul style="list-style-type: none">● Scaffolding● Explicit Instruction● Universal Design for Learning● Student Centered Learning● Graphic organizers● Cooperative learning groups	<ul style="list-style-type: none">● Shared reading● Phonics instruction● Vocabulary development● Comprehension strategies	<ul style="list-style-type: none">● Manipulatives● Timer● Dry erase boards● Visual aids	<ul style="list-style-type: none">● Sentence frames● Pair sharing● Thinking maps

Academic Intervention Examples

List of possible Tier 2 classroom interventions for academics:

Intervention	Description
Check-In/Check-Out	Students receive feedback on academic/behavior at designated times. In the morning, they “check-in” with a staff member and receive feedback throughout the day from teachers. At the end of the day, they “check-out” with the staff member from the morning. Points are earned for completing assignments/good behavior. This can be used for both academic and behavior.
Check and connect	Students meet periodically with a mentor for support and guidance
Small group and increased instructional time	Students are placed in smaller groups and instructional time is increased over Tier 1
Targeted Academic Instruction	Students are provided targeted instruction on missing academic skills (ex. Phonological awareness, basic computation skills)

Tier 3 intervention examples for academics:

Intervention	Description
Intense Targeted Instruction	Instruction is intensified and may be one on one or a very small group. It may take place with a specialized teacher (special ed teacher, reading specialist). Instruction time is much longer than Tier 1 or Tier 2. This intensified instruction is on top of Tier 1 and Tier 2 instruction.
Esperanza/Lexia/Resource	Intense reading instruction (one on one or very small group)

MTSS Behavior: Effective Behavior Management

Current research indicates that behavior interventions are most effective when they are delivered in the academic setting. Research over the last decade has shown that punitive behavior interventions are not effective and in fact have a decreased impact on behavior. The best results occur when Tier 1 behavior systems are strong and directly taught in the classroom. Students who need more intensive support have access to direct, explicit behavior interventions through Tier 2 and Tier 3.

What embracing MTSS for behavior looks like:

- Behavior expectations are taught, reviewed, and reinforced as part of the curriculum
- Staff actively models expected behavior
- Behavioral practices/interventions are positive, proactive and preventative
- Incidents of behavior are viewed as opportunities to reteach and reinforce expected behavior
- Negative consequences (punishments) are used sparingly
- Behavior intervention documentation is used to support referrals to Special Education

Behavior Interventions (Examples)

Examples of Tiered behavior interventions

Tier 1	Tier 2	Tier 3
Assigned class jobs	Check in/out	BIP
Modeling appropriate behavior-whole group	Counseling-small group	Individual counseling
Teaching in the power zone	Social skills instruction-small group	Social skills instruction-individual
Redirection	Mentor	Daily Behavior report card
Class timer	Individual Timer	Token System
Self-Monitoring skills	Individual Schedule	Behavior Contract

Examples of Tiered SEL Interventions

Tier 1	Tier 2	Tier 3
Differentiation	Support Groups	Individual Counseling
Classroom counseling lessons	Tobacco/Drug education program	Threat Assessment/Safety plan
Bullying Prevention	Group counseling	Suicide screening, referral, follow up
Dating Matters Lessons	Mentoring	Restorative conferences

Campus MTSS Team Process:

****Campus MTSS Teams are created to include a **PBIS team member****

Campus Problem Solving Teams (MTSS) and Goals

Members	Team Responsibilities	Roles
Team Leader (MTSS Campus Designee)	<ul style="list-style-type: none"> •Commits to using data to improve student outcomes •Facilitates communication •Listens to the ideas of others •Provides resources to support MTSS 	<ul style="list-style-type: none"> • Input and ensure information is in Success Ed • Distribute accommodations • Ensure PEIMS data is entered** • Collect and organize data • Ensure implementation of academic and behavior plans
Data Analysis and Management Leads (MTSS Campus Designee w/ Support from District Data Support)	<ul style="list-style-type: none"> •Collaborate with the team leader and instructional coaches to create and manage data reports •Understand how to manage data and create reports that aggregate and disaggregate data in different ways •Can be the team leader, an instructional coach, or someone else who has time to manage and organize data 	
Subject Specialists (Instruction)- Classroom Teacher	<ul style="list-style-type: none"> •Commits to using data to improve student outcomes •Facilitates communication •Listens to the ideas of others •Provides resources to support MTSS 	<ul style="list-style-type: none"> • Part of the problem-solving team but also may be the “referring” teacher if there is a student who needs to move through interventions but not recognized through data analysis.
Subject Specialists (Intervention)-	Can analyze students' needs in depth and support teachers working with struggling stud	

Members	Team Responsibilities	Roles
Subject Specialists (Instruction and Intervention)- Behavior-Counselors	Monitor the implementation of schoolwide positive behavior expectations •Assist in developing ways to communicate with parents of at-risk students •May assist in documenting behavior for students who need behavior intervention	
Subject Specialists (Professional Development)- Director of Instruction (District Level)	•Instructional coaches or lead teachers who have the ability and time to do the following: •Analyze data •Meet with teachers about data and instruction •Conduct observations and provide feedback •Model lessons •Support administrators in understanding data and instruction •Depending on a campus's resources and personnel, may be different people who support reading, writing, mathematics, and/or behavior	<ul style="list-style-type: none"> Identify/plan professional development
Other Members as Needed	Other individuals can join the campus team as it addresses specific activities that call for their expertise: <ul style="list-style-type: none"> Student evaluation personnel Family liaison District representative Social Workers Evaluation personnel 	
<ul style="list-style-type: none"> Referring teacher*** General Education Teachers Special Education Teachers Interventionists Specialists (reading, math, behavior, etc.) Administrators School Counselors Social Workers Evaluation personnel (diagnosticians, LSSPs) 	<ul style="list-style-type: none"> Input and ensure information is in Success Ed Distribute accommodations Ensure PEIMS data is entered** Collect and organize data Ensure implementation of academic and behavior plans Identify/plan professional development Schedule meetings and keep teachers informed 	<ul style="list-style-type: none"> Case coordinator Data collector Scribe Timekeeper

Table from TIER Roles and Responsibilities of Problem Solving Team, TEA, n.d., Slides 15-24

Campus Teams and Meeting Dates:

Fabens Elementary:

- Administrator- Ms. Yildirim
- Counselor/Lead- Ms. Contreras
- Curriculum Facilitator- Ms. C. Dominguez
- Teacher- Ms. L. Ramirez

Tentative Dates:

August	14th and 15th
September	18th and 19th
December	12th
January	29th and 30th
February	26th and 27th
April	23rd and 24th
May	7th and 8th

O'Donnell Intermediate:

- Counselor
- Instructional Facilitator
- Reading Specialist
- Special Education Rep
- General Education Rep

Tentative Dates:

4th Week of every nine weeks

Fabens Middle School:

- Administration
- Instructional Facilitator
- Counselor
- General Ed/Special Ed Reps
- PBIS Member

Tentative Meeting Dates:

- 4th week of every 9-week grading period

Fabens High School:

- AP (Leader)
- Intervention Subject Specialist
- Subject Specialist ELA
- Behavior/PBIS Committee
- Behavior Counselor
- Instructional Facilitator

Tentative Meeting Dates for Data review: (4th wk. of every 9-wk. grading period)

Team meets weekly to review discuss processes and interventions

Campus Team Goals:

- **Prevention**-Prevent problems or resolve them in the early stages
- **Problem Solving**-define the problem and identify the needs of the students experiencing the problems
- **Intervention**-develop and implement intervention plans based on individual student needs. MTSS teams will monitor progress to evaluate student growth
- **Collaboration**-collaborate with teachers, parents, students, and district personnel to meet the needs of all students
- **Training**-obtain training in the MTSS method and provide updates to school personnel

Evidence based practices

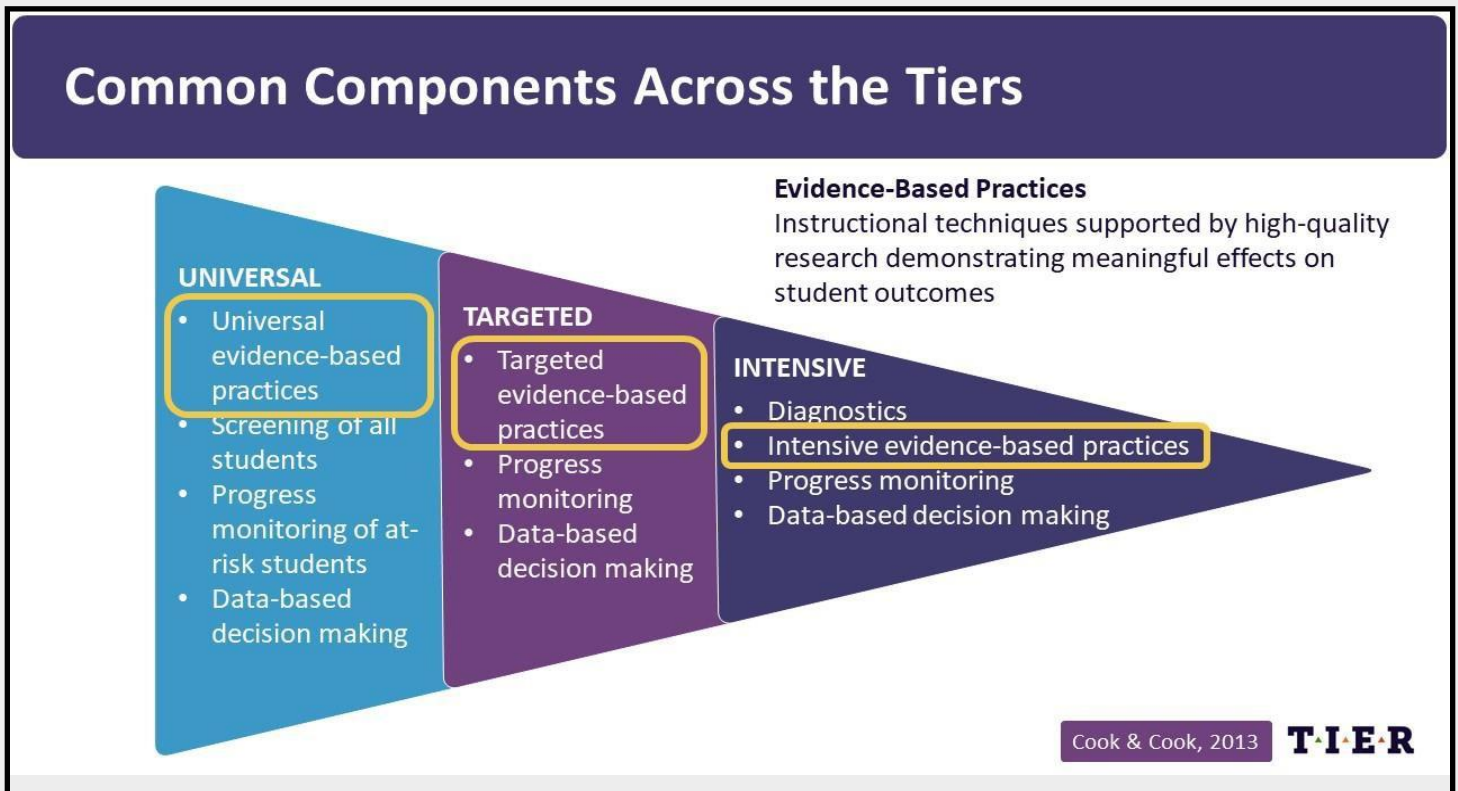
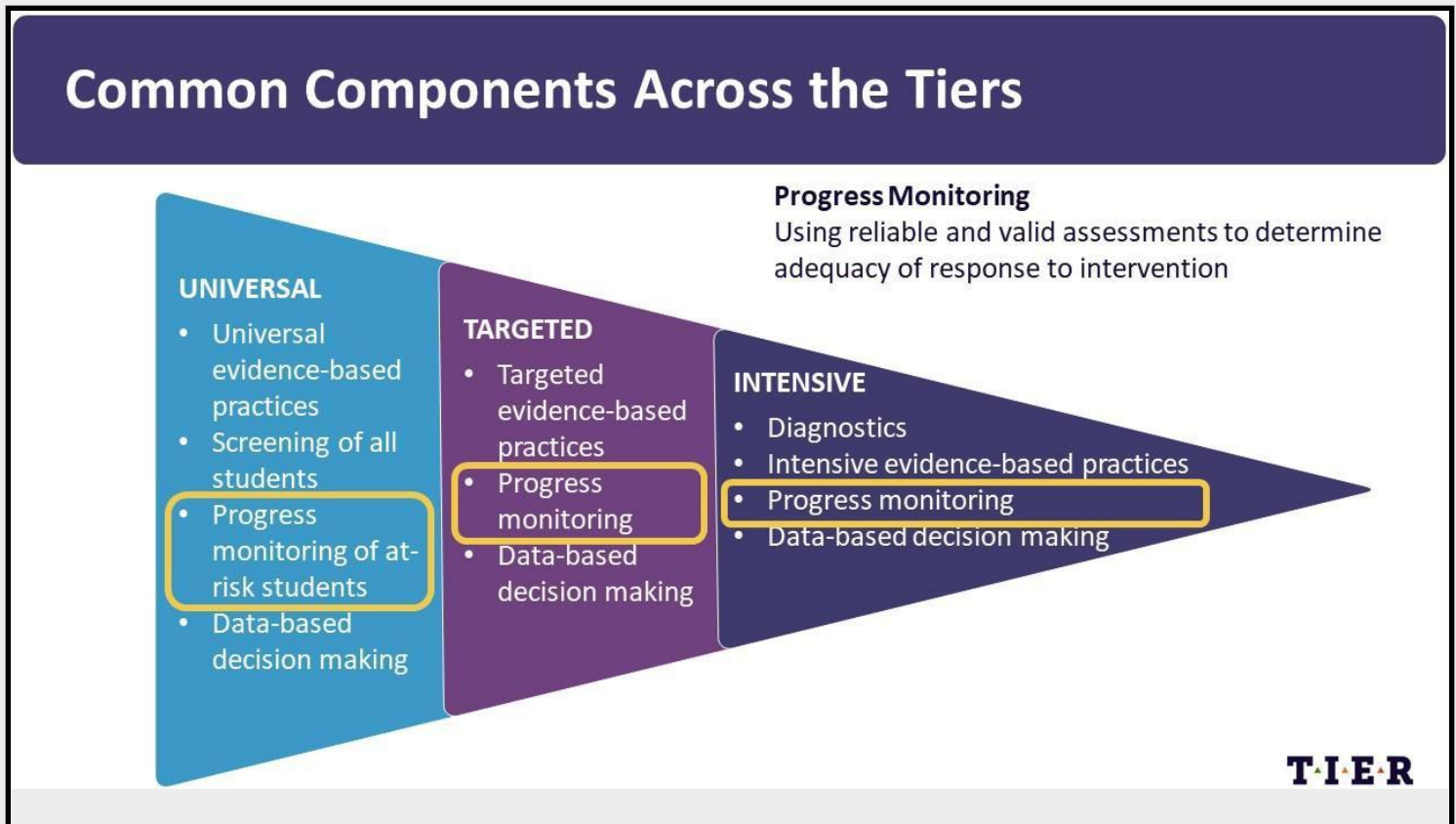


Image from TIER Overview of MTSS, TEA, Slide 11

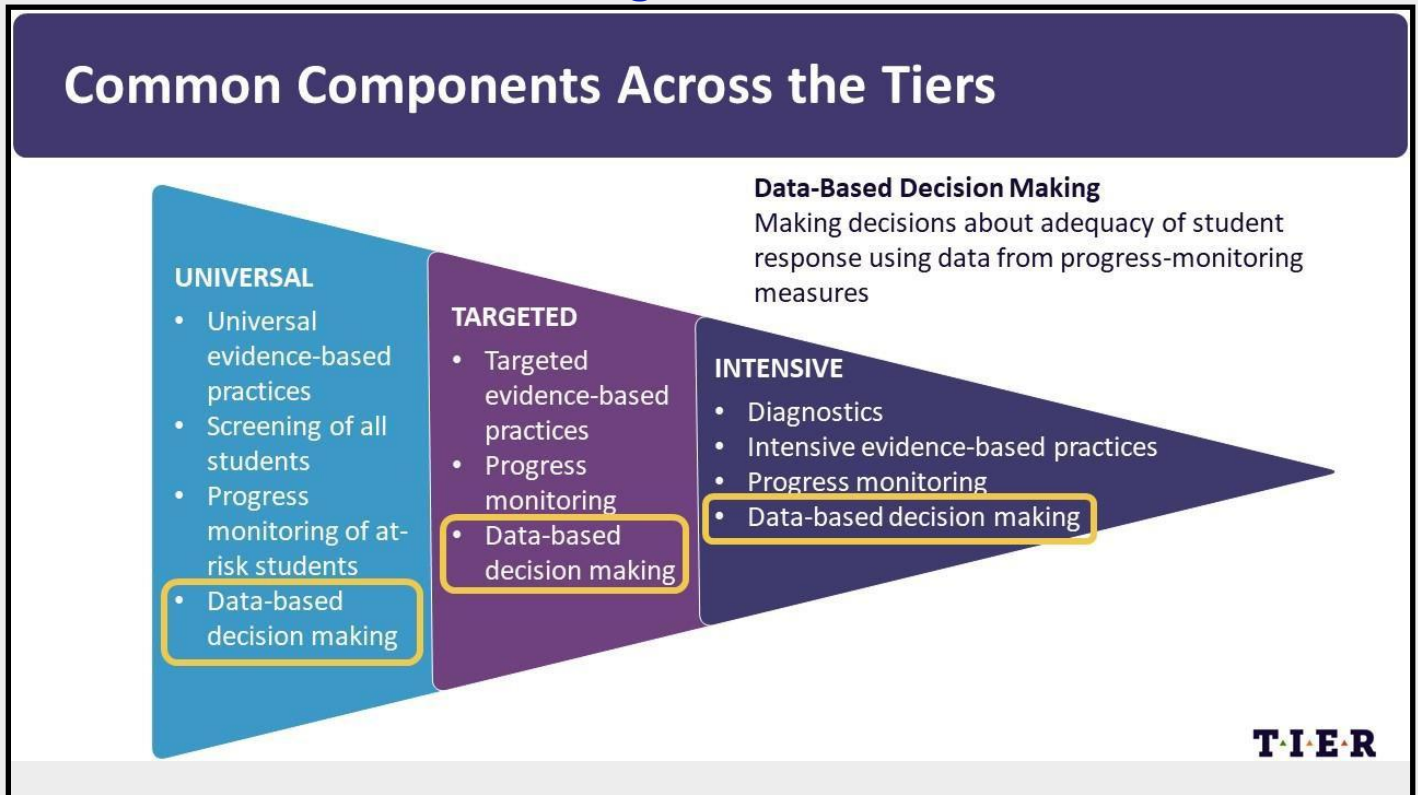
Evidence-based practices are instructional techniques supported by high-quality research demonstrating meaningful effects on student outcomes. They occur at all three tiers and are implemented with a high level of fidelity—that is, implemented as intended

Progress Monitoring



Another common component is progress monitoring. Problem solving teams need access to reliable and valid assessments to determine the adequacy of response to intervention.

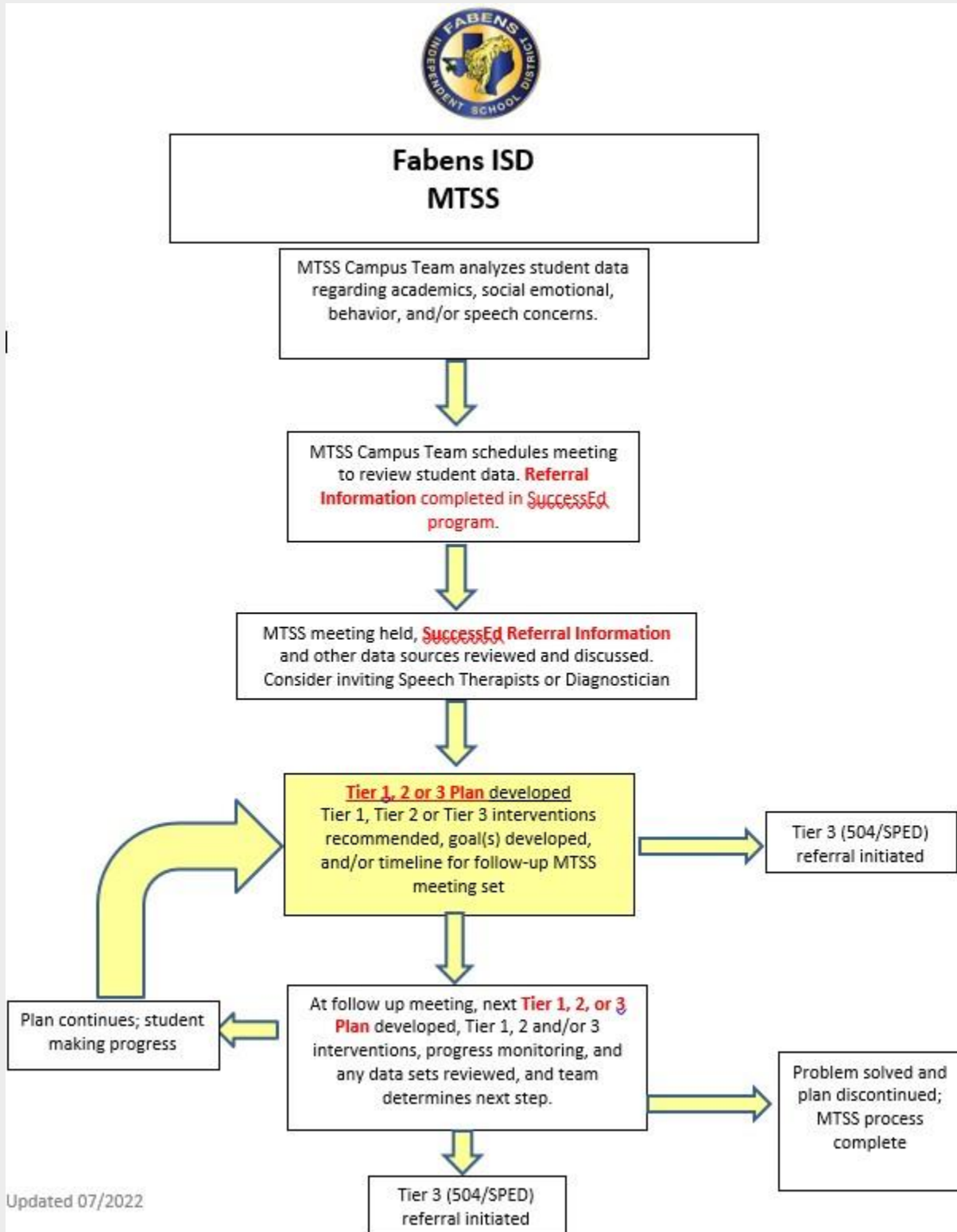
Data-based Decision Making



Overview of MTSS, TEA, Slide 12

One common component of MTSS is that decision making is based on data at all three levels.

MTSS Process: [MTSS Flowchart](#)



MTSS Data Process:

1. MTSS Campus Team reviews student data and determines Tier levels
2. Referring individual completes [MTSS Request for Assistance](#)
3. [Teacher Input Form](#) completed
4. [Intervention Documentation Form](#) completed by Teacher
5. [Student Progress Monitoring Form](#) completed by Teacher
6. [Speech](#) form completed by Teacher for any speech or language concerns
7. All documentation submitted to Campus MTSS designee

Campus MTSS designees:

1. Review all MTSS data
2. Schedule MTSS meeting
3. MTSS documentation completed in Success ED and scan any additional supporting documentation
4. Upon completion of MTSS meeting, [PEIMS Form](#) is completed and turned into campus PEIMS clerk (if students will be receiving Tier 2 or Tier 3 interventions). Retain a copy of PEIMS Form and upload in Success ED.
5. Upon completion of the MTSS meeting, a copy of MTSS accommodations is provided to teachers. Signature is obtained on [MTSS Receipt of Accommodations](#) by each teacher who receives a copy of the MTSS accommodations.
6. Parents are notified regarding outcome of MTSS meeting

Meeting Agenda: See below for an example MTSS meeting agenda:

Step	Who	Time
Compile progress monitoring data, work samples, and diagnostic data (if needed)	Intervention Provider	Before meeting
Review data with Team (universal screener, progress monitoring etc.)	MTSS chair	5-10 minutes
Student information to group (strengths, weakness, growth, regression etc.)	Teacher	5-10 minutes
Group questioning	MTSS Team	3-5 minutes
Problem solving/Tier and Intervention determination	MTSS Team	5-20 minutes
Wrap up and determine next steps (intervention start, referral, next meeting date etc.)	MTSS Team	3-5 minutes
<p>Team members may also serve the following roles as well:</p> <ul style="list-style-type: none"> ● Timekeeper ● Scribe ● Data Collector ● Case Manager 		

Campus Timeline (YAG) for MTSS Actions

August:

- Provide MTSS training for campus staff
- Schedule MTSS team meetings on Master calendar
- Schedule intervention time into master schedule
- Identify students considered at-risk at end of previous school year
- Review students with attendance issues and setup plan for monitoring
- Administer universal screeners
- Distribute MTSS accommodations and obtain teacher signatures on [MTSS Receipt of Accommodations](#).

September:

- Administering universal screeners completed
- MTSS team meet to identify high priority students, develop intervention plans, and monitor progress
- Monitor classroom expectations through classroom observations for Tier I and II instruction and behavioral management.
- Plan for ongoing professional development
- Monitor attendance and create plans for students with high absences/tardies
- High School: Ensure credit audits for all students and create plans for credit recovery
- Teachers will take part in CFA data analysis

October:

- Progress monitor student plans
- Monitor attendance and create plans for students with high absences/tardies
- Observe classrooms to assess classroom management and instruction
- Continue to progress monitor
- Teachers will take part in CFA data analysis

November:

- Teams engage in regular MTSS meetings to identify high needs students
- Progress monitor students plans
- Plan for ongoing professional development
- Monitor attendance and attendance plans
- Observe classrooms to assess plans and instructional systems
- High School: Review credit recovery plan
- Teachers will take part in CFA data analysis

December:

- Teams engage in regular MTSS meetings
- Progress monitor students plans
- Review attendance plans
- Continue to observe classroom behavior/instruction
- For students receiving interventions, with fidelity, for longer than 9 weeks and have shown little or no growth, consider increasing intensity of intervention (Tier) or referring for services (e.g., counseling, speech consult, 504/dyslexia, special education)
- High School: Review credit recovery plans
- Teachers will take part in CFA data analysis

January:

- Administer middle of the year (MOY) universal screeners
- Continue to hold MTSS meetings
- Adjust Tiers as needed based on MOY data and progress monitoring
- Refer for services as needed
- High School- Review credit recovery plans and update
- High School: Ensure that all teachers have copies of MTSS accommodations.
- Teachers will take part in CFA data analysis

February through April:

- Continue MTSS meetings
- Progress monitor students plans
- Adjust Tiers as needed, create plans as needed, refer as needed
- High School: continue to monitor credit plans
- Teachers continue to take part in CFA data analysis

May:

- Administer end of the year (EOY) universal screeners
- Compile a list of “Red Flag” students who will need continued interventions or need to be considered for interventions at the beginning of the next school year
- Prioritize professional development for the next school year
- Ensure all progress monitoring documentation is complete
- High School: review credit plans
- Teachers will take part in CFA data analysis

June and July:

- Schedule MTSS team meetings in the Master calendar
- Schedule professional development for MTSS team and school staff
- Ensure MTSS expectations and procedures are in place

Frequently Asked Questions:

What does MTSS stand for?

MTSS is an acronym for Multi-Tiered Systems of Support.

What is the purpose of MTSS at the campus level?

MTSS is a framework for all instruction and support within a school and includes components to improve outcomes for all students—those who are struggling academically and/or behaviorally, those who are progressing within normal limits, and those who exhibit gifted/talented characteristics in one or more areas. Supports are developed and assigned in layers, or tiers, based on intensity of student need. Using a MTSS framework is intended to maximize instruction for all students by engaging in a continuous process of problem-solving based on data.

Is MTSS a gateway to Special Education?

No. While some students, who have gone through the MTSS Process, may end up being referred for further evaluations, MTSS is not a gateway to Special Education.

Is MTSS primarily for students who are struggling academically?

No. MTSS is for all students—those who are struggling as well as those who need accelerated or enriched instruction. MTSS is a framework to maximize instruction for all students.

How is MTSS different from RTI?

While RTI and MTSS are both structured into three tiers and sometimes used interchangeably, RTI has traditionally referred to academic interventions while PBIS referred to behavior interventions. MTSS is a comprehensive system that includes consideration of the whole child—academically, socially, emotionally, and behaviorally. Examining all components of instruction is necessary; students whose academic needs are not being met may display behavior issues to mask those needs, and students whose behavior needs are not being met may begin to develop academic concerns.



Frequently Asked Questions:

What is universal screening?

NCRTI defines universal screening as brief assessments that are valid, reliable, and predict which students are likely to develop learning or behavioral problems. Screeners are conducted with all students to identify those who are at risk and may need intervention to supplement primary prevention (i.e., the core curriculum) and those who are performing above grade level and may need enrichment.

Is MTSS primarily for students who may need a special education evaluation?

No. The purpose of MTSS is to engage in a continuous cycle of problem-solving based on data to provide immediate support when student growth is not as predicted.

Should an FIIE be conducted while a student is receiving MTSS? When is the appropriate time to evaluate?

The appropriate time to evaluate is when there is a suspicion that a student has a disability and requires special education and related services. If a student is receiving MTSS services, and there is a decision to conduct an FIIE, the student should continue to receive MTSS services while the evaluation is being conducted.



Resources

MTSS Team Forms:

- **District Tier Process:**
[MTSS Handbook](#)
- **Walkthrough Template**
[Walk Through Template](#)
- **Tier Screening and Intervention Record Form:**
[Tier Screening and Intervention Record Forms.pdf](#)
- **Data Analysis for Instructional Decision Making:**
[Data Analysis for Instructional Decision Making.pdf](#)
- **Checklist of Observable Processes:**
[Checklist of Observable Processes.pdf](#)
- **Meeting Agenda Example:**
[Meeting Agenda Example.pdf](#)
- **Planning Tool Charts:**
[MTSS Planning Tool.pdf](#)
- **Flow Charts (Examples):**
[MTSS Flowchart Examples.pdf](#)
- **MTSS Model (Example):**
[MTSS Model Example.pdf](#)
- **Verification of Receipt:**
[MTSS Receipt of Acc.docx](#)
- **PEIMS Form:**
[PEIMS form.pdf](#)
- **Data Within MTSS**
[Data Within MTSS](#)

Teacher Forms:

- **Request for assistance form:**
[MTSS Request for Assistance](#)
- **Teacher Input form:**
[Teacher Input Form.pdf](#)
- **Intervention Documentation:**
[Intervention Documentation Checklist.pdf](#)
- **District Progress Monitoring Form:**
[Student Progress Monitoring Form.pdf](#)

Webpages

- **Positive Behavioral Interventions and Supports**
<https://www.pbis.org/>
- **Texas Education Agency**
<https://tea.texas.gov>
- **Branching Minds**
<https://www.branchingminds.com/blog/top-13-mtss-resources-2021>

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