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# Multi-Tier System of Support: A District Paradigm Shift

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# Presentation Goals

- What is MTSS and why it is necessary
- Identify 3 Tiers of support and how they function
- Explore strategies for implementing MTSS at the classroom and school-wide level
- Understand the roles and responsibilities of all stakeholders
- Discuss how data is collected and used to drive decision and interventions



# Key Definitions - MTSS, I&RS, RTI

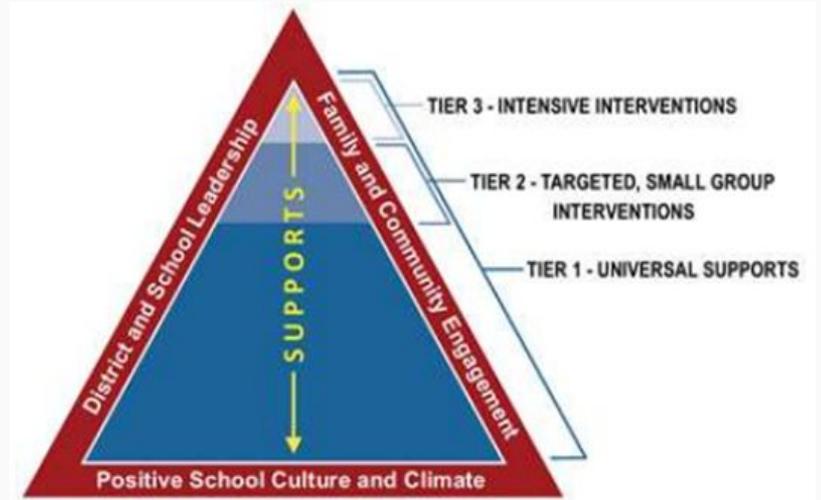
**Multi-Tier System of Support:** A **framework** that provides layered academic, behavioral, and social- emotional supports based on student need, using data-driven decision making and evidence-based practices.

**Intervention & Referral Services Team:** A school-based problem-solving **team** who identifies student learning, behavior, or health needs and develops general-education plans to support student success.

**Response to Intervention;** A tiered approach to **measure** early identification and support for students with learning or behavioral needs in which decisions about instruction and interventions are based on student progress-monitoring data.

# Goal of Multi-Tier System of Support

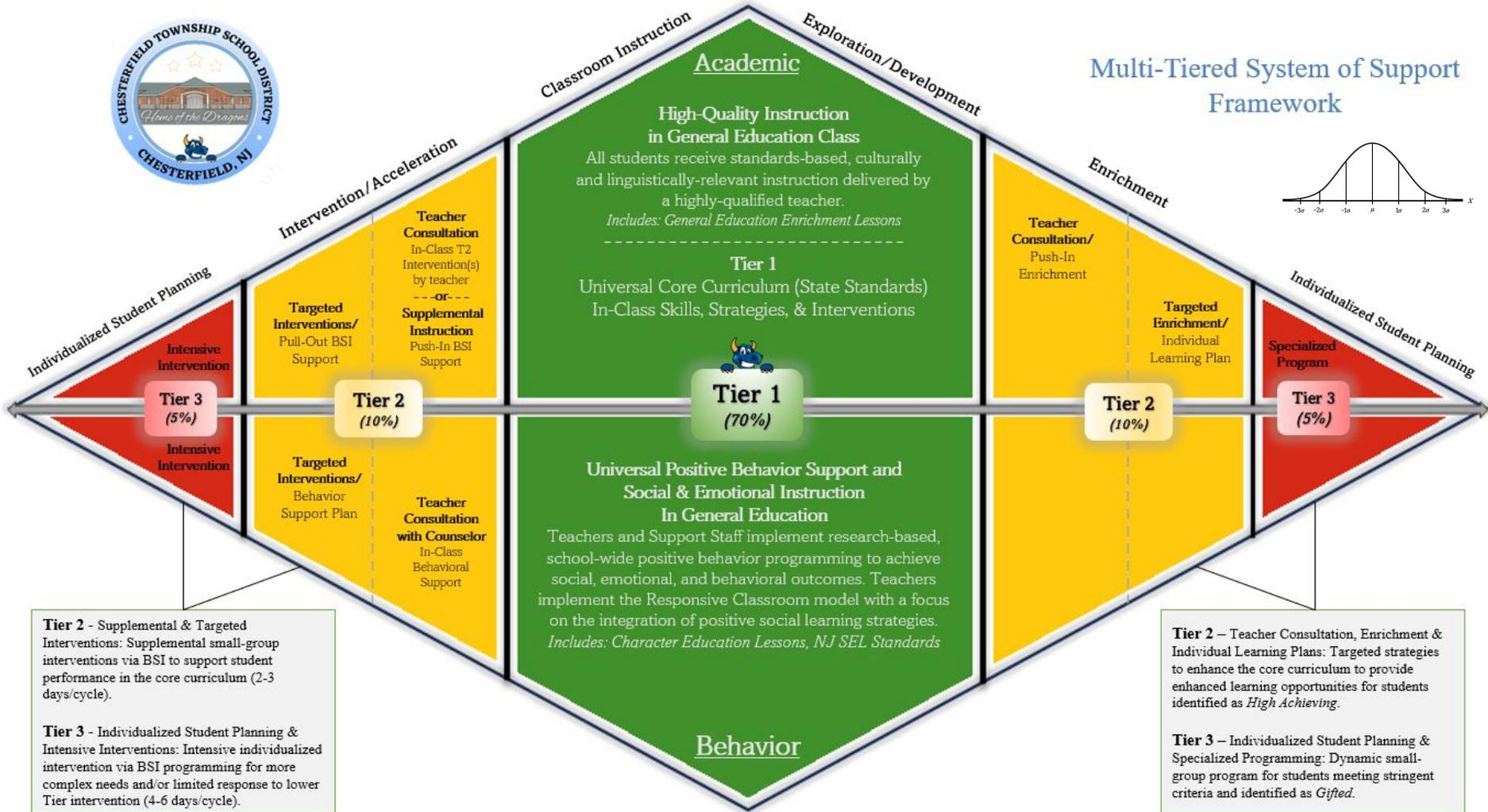
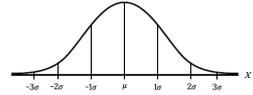
To ensure we are providing a **comprehensive system of support** to address the needs of **all students** at the Tier 1, Tier 2, and Tier 3 levels grow academically, socially, and emotionally.



*NJ Tiered System of Support Framework*



# Multi-Tiered System of Support Framework



**Tier 2 - Supplemental & Targeted Interventions:** Supplemental small-group interventions via BSI to support student performance in the core curriculum (2-3 days/cycle).

**Tier 3 - Individualized Student Planning & Intensive Interventions:** Intensive individualized intervention via BSI programming for more complex needs and/or limited response to lower Tier intervention (4-6 days/cycle).

**Tier 2 - Teacher Consultation, Enrichment & Individual Learning Plans:** Targeted strategies to enhance the core curriculum to provide enhanced learning opportunities for students identified as *High Achieving*.

**Tier 3 - Individualized Student Planning & Specialized Programming:** Dynamic small-group program for students meeting stringent criteria and identified as *Gifted*.



# Multi-Tier System of Support Team Roles and Commitments

**Administration-** Principal, Assistant Principal, Supervisor of Curriculum and Instruction  
**Instructional Coaches-** Math and ELA  
**Intervention Teachers-** Math and ELA  
**Grade Level Representatives-** K-6

## Committed to

- Collaborate with staff to identify student needs using data and evidence-based practices
- Support the implementation of Tier 1, 2, and 3 interventions
- Monitor and document student progress
- Participate in regular MTSS meetings to review data and adjust strategies
- Assist in maintaining accurate records and reports related to student interventions



# Intervention & Referral Services Team

A team of school staff who use **collaborative, research-based practices** to enable the school community to implement universal access points and decrease the frequency and intensity of academic and behavioral difficulties.

## Team Responsibilities:

- Integrate various areas of expertise to **coordinate the provision of a comprehensive system of prevention and intervention services**
- Oversight and Coordination of the **Multi-tier System of Support** processes and framework
- Help staff **plan and coordinate support** for students experiencing learning or behavior difficulties.
- Coordinate MTSS **training and professional development** for staff



# Intervention & Referral Services: Team Goals and Tasks

- \***Measure** universal baseline performance / skills
- \***Analyze** student assessment data
- \***Identify** outliers to focus on areas of concern
- \***Intervene** using research-based instructional practices
- \***Monitor** student progress
- \***Measure** each student's **response to intervention(s)**
- \***Adjust** plans and timelines as needed



# Universal Screening

- Proactive and preventative
- Predicts risk
- Used within MTSS framework
- Goals of screening
  - \* Evaluate the effectiveness of Tier I instruction
  - \* Determine which students may need additional supports



# Diagnostic Assessments

- **Identify students' strengths and learning gaps**  
Helps uncover what students know and where they need support before instruction begins.
- **Inform targeted instruction and intervention**  
Guides teachers in planning lessons that meet individual and group learning needs.
- **Support early identification for additional services**  
Flags students who may benefit from extra help, enrichment, or specialized support.

*These assessments are administered by the intervention teachers and are based on universal screening results*



# Data Dives

## Timely

Regularly scheduled data day meetings after each 8 week intervention cycle

## Data Driven

Start with Big Data & screeners, drilling down to more diagnostic, later cycles also looking at progress monitoring data

## Targeted Goal Setting

Focused on prerequisite skills and/or standards

## Dynamic Grouping

Students enter & exit intervention cycles with the goal to provide just the right amount of support at the right time

October 2025



# Diagnostic Decision Tree for Reading

The Diagnostic Decision Tree is an instructional tool to help determine appropriate data-based interventions in the domains of word recognition and language comprehension. The responsive decisions made about support and interventions for students must be in addition to and do not take the place of high quality core literacy instruction.

Data Indicates  
Deficiencies in Reading

Is Tier 1 Instruction Occurring  
with Fidelity?

If **NO**, collaborate with  
team to guide effective  
Tier 1 support

If **YES**, use diagnostic assessment  
to identify deficit areas

Deficit occurring in  
Phonological  
Awareness

Interventions to  
Consider:  
Heggerty (PreK-3)  
UFLI (K-3)  
95 Percent PA (K-1)

Deficit occurring in  
Phonics

Decoding  
Deficit  
(Priority)

Interventions to  
Consider:  
UFLI (K-3)  
95 Percent (3-6)  
Decodable Text

Encoding  
Deficit

Interventions to  
Consider:  
UFLI (K-3)

Deficit occurring in  
High Frequency  
Words

Interventions to  
Consider:  
UFLI (K-3)  
BOOST  
(K-6)

Deficit occurring in  
Fluency

Interventions to  
Consider:  
Read Naturally  
(2-6)  
95 Percent (3-6)  
BOOST

Deficit occurring in  
Vocabulary

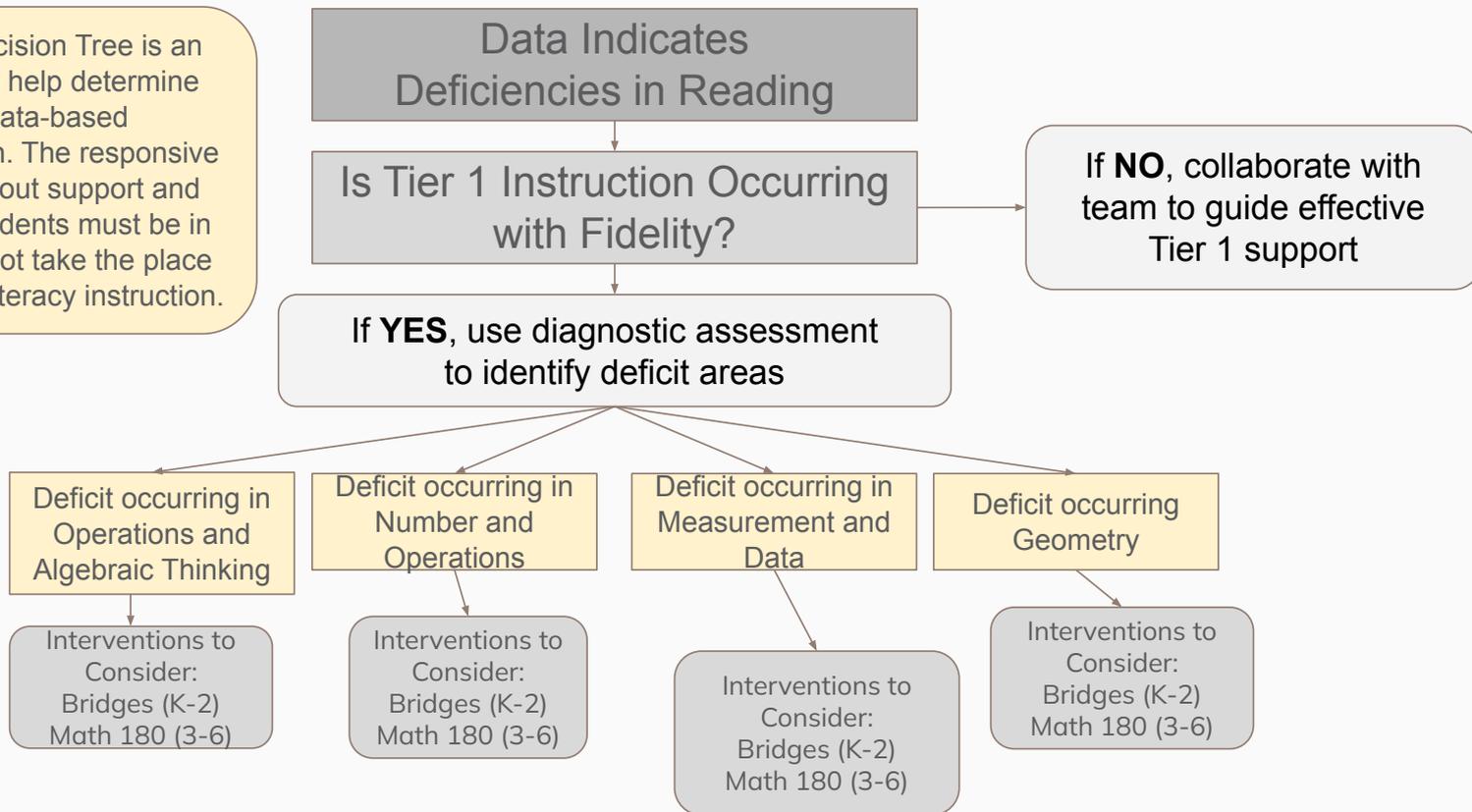
Interventions to  
Consider:  
Read Naturally  
(2-5)  
95 Percent (3-6)

Deficit occurring in  
Comprehension

Interventions to  
Consider:  
Read Naturally  
(2-5)  
95 Percent (3-6)

# Diagnostic Decision Tree for Math

The Diagnostic Decision Tree is an instructional tool to help determine appropriate data-based interventions in math. The responsive decisions made about support and interventions for students must be in addition to and do not take the place of high quality core literacy instruction.





# Intervention

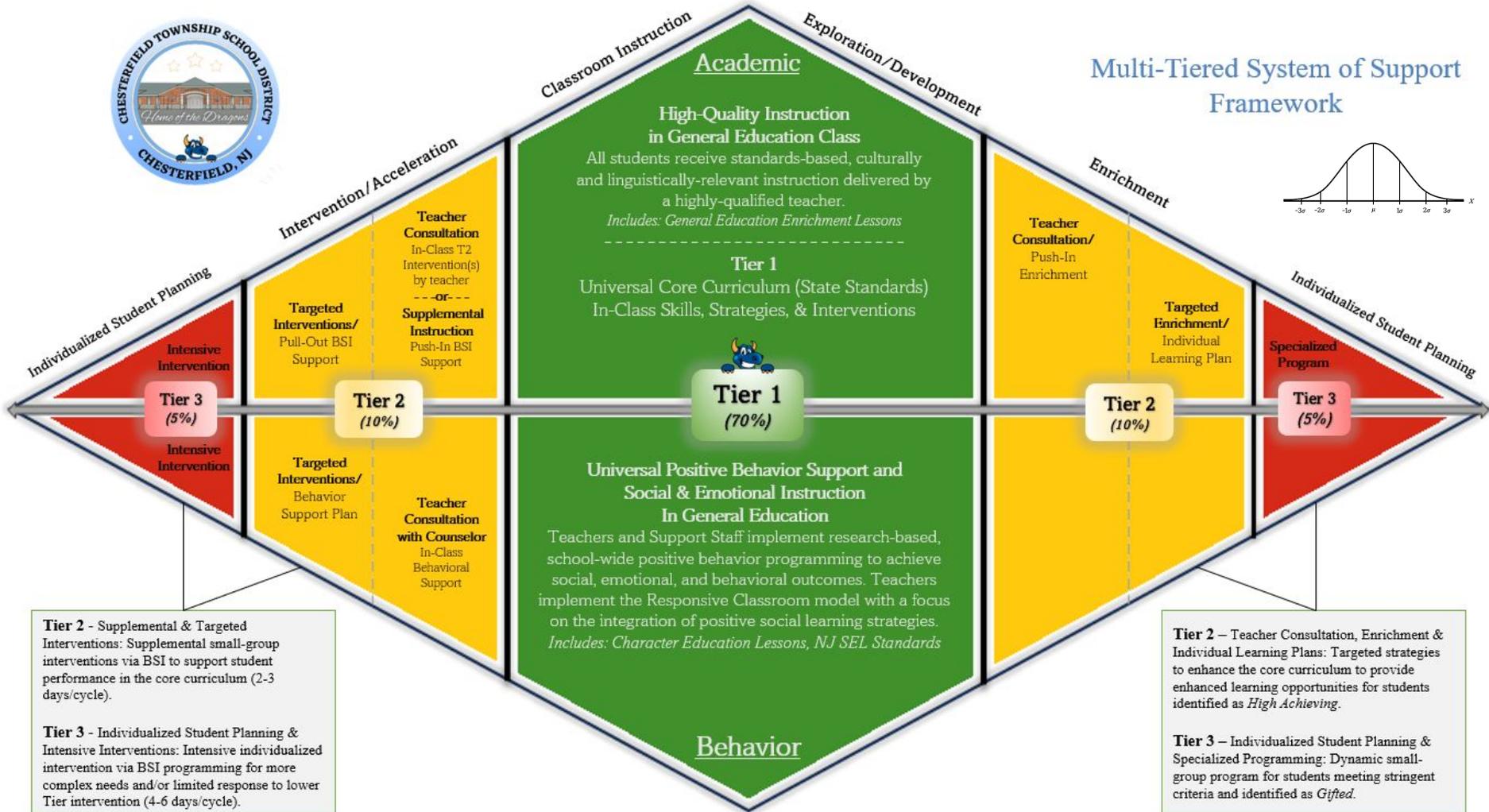
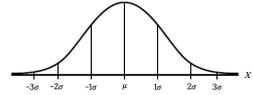
- SOAR period
- Data dives will determine students who require a pull-out intervention
- 8 week cycles with progress monitoring done by interventionist
- I&RS- for students who don't get "caught" by data dives. (Tier I checklist)

## District Assessments and Interventions

### Cycle 1 Intervention



# Multi-Tiered System of Support Framework



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# Behavior and MTSS

- Aligned with academic MTSS
- Emphasizes prevention, clarity, and consistency
- Builds predictable systems for staff and students
- Uses data to guide supports and interventions





# Strengthening Tier 1 Behavior Supports

- SOAR Expectations refined and embedded school-wide
- Common area expectations and common language reinforced by all staff
- Creation of SEL lessons tied to Monthly Themes
  - Reinforced by all staff
  - SOAR Tickets
- Restorative practices incorporated into Tier 1 routines
  - Creation of a Tier 1 Toolkit
  - PBIS World resource for teachers



# Supporting Tier 2 and Tier 3

- Tier 2 interventions and supports for students
  - Partner with families
  - Student Reflection
- Tier 3
  - Research and best practice supports keeping students in the classroom
    - Administration response to the classroom to provide support
    - Teacher training on de-escalation and restorative practices



# Timeline

## June 2024

- \*Create and formalize MTSS Handbook for teachers and staff

## Spring 2025

- \*Evaluate and purchase research-based ELA and Math Intervention materials
- \*Climate Committee reviews school climate data

## Summer 2025

- \*FOCUS Grant
- \*Revise master schedule to include SOAR Intervention
- \*Complete school climate work
- \*Commitment to SOAR
- \*Review of Behavior data
- \*Teams meet to review research, best practices, and create a Tier 1 Toolkit

## Fall 2025

- \*PD - mClass, SOAR
- \*Administer Math and ELA Universal Screeners
- \*Coaches and Interventionists meet to determine Diagnostic assessments.
- \*Data Dive
- \*Cycle 1 Interventions begin
- \*School-wide themes and SEL lessons

## Winter 2025-26

- \*Hold progress monitoring meetings with MTSS team
- \*Create SEL Universal Screener
- \*Evaluate and refine the process
- \*Focus on Tier 2 and Tier 3 Support
- \*Update Code of Conduct



Thank You!