

Multi-tiered Systems of Supports Handbook



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Introduction

The Lyme-Old Lyme Public School's Multi-tiered Systems of Support (MTSS) Handbook establishes consistent definitions, processes and procedures supporting staff and families in MTSS. This document reflects what we aspire and work towards in supporting student learning. MTSS refers to all aspects of instruction, including but not limited to academic intervention, social/emotional/behavioral learning, and tutorial support. Lyme Public Schools to support students through a three-tiered framework of academic and behavioral assistance. This system emphasizes data-driven decision-making and research-based instruction to ensure that all learners receive appropriate levels of help within the general education environment. Tier 1 focuses on high-quality classroom instruction for everyone, while Tier 2 and Tier 3 provide increasingly intensive, small-group interventions for those who struggle. The document outlines clear protocols for progress monitoring, family communication, and the roles of specialized teams in evaluating student growth. Ultimately, this structured approach aims to bridge achievement gaps and determine if a formal referral for special education is necessary based on a student's response to these targeted supports.

Regional District 18: Practice to support all learners

- The implementation of **core curriculum** that is comprehensive in addressing a range of important skills and standards in each academic domain, culturally relevant and research-based, to inform their selection or development.
- The implementation of a comprehensive system of **social-emotional learning and behavioral supports**.
- Staff modeling respectful behaviors, communication and teaching practices **fostering student engagement/connectedness** to school and assessing the quality of the overall school climate so that students experience physical, emotional and intellectual safety.
- The use of **research-based**, effective instructional strategies in all areas of instruction.
- **Differentiation of instruction for all learners**, including students performing above or below grade level expectations and **Multi Language Learners (ML)**.
- **Formative assessments** or curricular assessments that enable teachers to monitor student mastery and identify students who are experiencing difficulty early.
- **Early intervention** for students experiencing academic and/or behavioral difficulties to prevent the widening of achievement gaps.
- Educational **decision-making driven by data** involving students' growth and performance relative to peers (locally/nationally); data is **analyzed** by teams of educators with the results informing Tiered instruction for students, but also to evaluate and improve instructional practices and the overall efficacy of interventions.
- A **continuum of support** that is part of the Tier 1 education system, with increasing intensity and/or individualization across multiple tiers.

- A **systemic approach to educational practices** that is **implemented with fidelity** in which teachers within a grade use assessments, address the same curricular competencies, and share the same behavioral expectations.

(Adapted from [CSDE, August 2008](#))

Mission of MTSS

Multi-tiered Systems of Support (MTSS) is a systematic process that provides research-based Tier 1 differentiated instruction, intervention, and progress monitoring to support students who are struggling to meet academic or behavioral grade level expectations. MTSS is designed to increase student success through general education programs, progress monitor, and make recommendations to remediate lack of progress. MTSS is a regular education program designed to collect data over a designated period to support student growth to determine if specialized instruction may be necessary and a referral to special education is warranted.

When a student does not respond as expected to Tier I differentiated instruction, and data indicates that the student is behind in grade level expectations/ benchmarks for their academics or behavior at the time of a data team meeting (or at the request of a parent or staff member through a Student Assistance Team process [SST/SAT]), the student will be considered for MTSS placement and tiered interventions. ***Intervention DOES NOT replace Tier I instruction or the need for the classroom teacher to provide differentiated instruction or Tier II interventions in the classroom. Student growth and progress in the MTSS process is a partnership with the general education classroom teacher and interventionists.***

Three-Tiered MTSS Framework

	Tier 1	Tier 2	Tier 3
Focus of Instruction	<ul style="list-style-type: none"> • High quality curriculum • High quality, research-based instruction, including varying grouping formats for differentiation and enrichment 	<ul style="list-style-type: none"> • Small group, targeted interventions and strategies to support Tier I in/out of classroom • Researched-based programs and/or interventions • Both classroom teacher and interventionist are responsible 	<ul style="list-style-type: none"> • Intensive, targeted interventions and strategies to support Tier I • Increased frequency of intervention in/out of the classroom
Students	All students (100%)	Students who have not yet responded to Tier I differentiated instruction and are falling behind grade level expectations	Students who have not yet responded to Tiered MTSS interventions
Setting	General education classroom	General education classroom and MTSS classroom	General education classroom and MTSS classroom

Person(s) Responsible <i>Regular Ed. Support Staff</i>	<ul style="list-style-type: none"> Classroom teacher in consultation with support staff 	<ul style="list-style-type: none"> Classroom Teacher and appropriate interventionist 	<ul style="list-style-type: none"> Classroom Teacher and Interventionist
Grouping	Combination of whole group and flexible, small groups based on student need and content area	Homogeneous small group of no more than 5-6 students, based on learning needs and outcomes	Homogeneous small group of no more than 3-4 students, or 1:1 based on learning needs and outcomes
Frequency and Duration	Explicit, small group instruction during class period with periodic formative and summative assessment of mastery	Targeted, small group instruction, in addition to general education instruction	Intensive, small group or individualized instruction in addition to general education instruction
Decision-Making Teams	SST/SAT/Data Teams	Data Teams and/or SAT Team	Data Teams and/or SAT Team

**Tier 2 and Tier 3 supports are supplemental / in addition to core instruction (Tier 1). Classroom teachers are responsible for ongoing, small group instruction for all students, regardless of the level of intervention the student is receiving.*

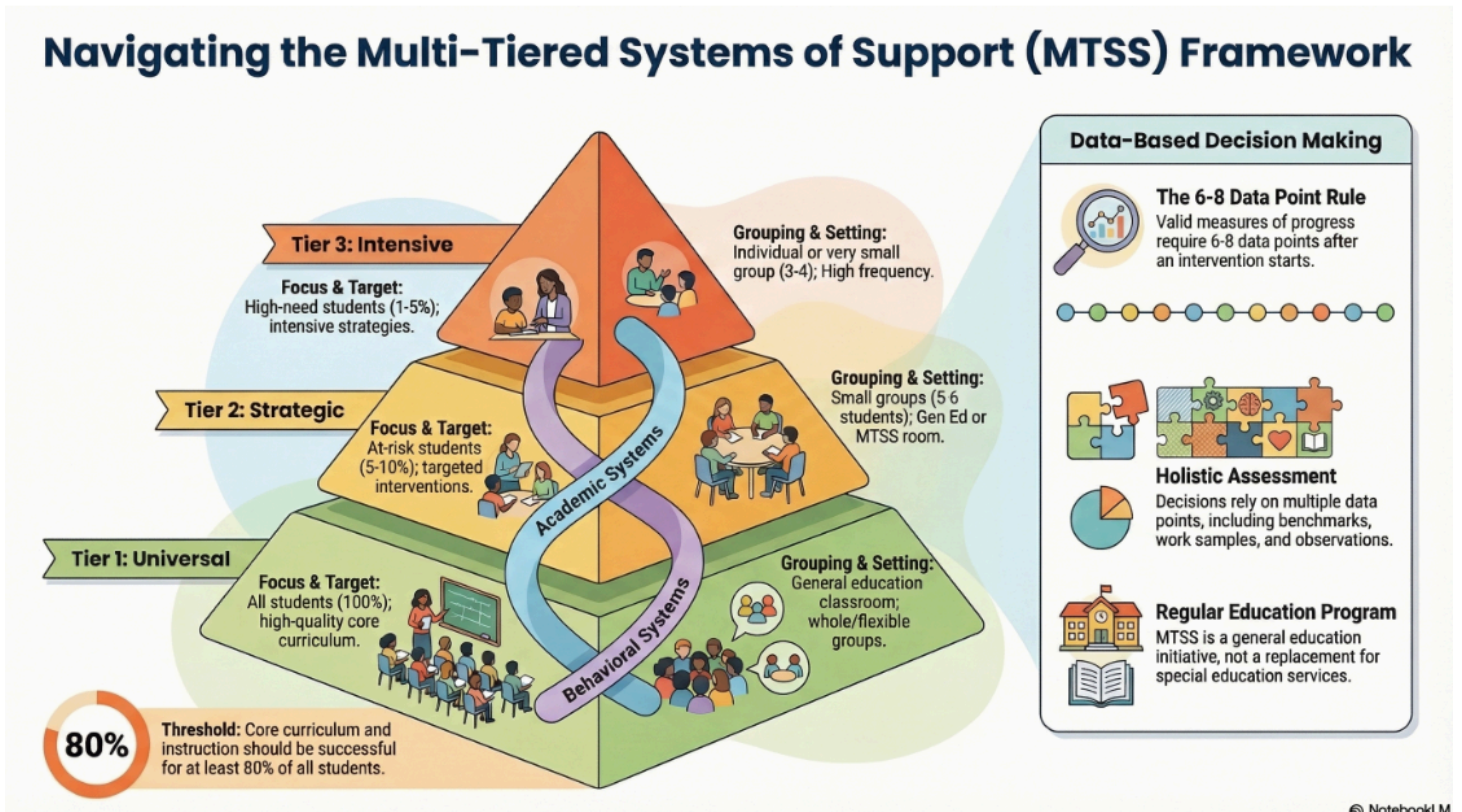
Tutorial Support

Through team decision making, students may be offered tutorial support as part of the MTSS process.

Curriculum/Tutorial Support	Placement in curriculum/tutorial support is through Student Assistance Team meetings (SST) is NOT classified as Tier II or Tier III, but another layer of MTSS provided by support staff. Students typically will be meeting benchmarks on assessments, but are not persisting day to day in the classroom. Curricular material is used with differentiated strategies and/or direct instruction (pre-teaching, close reading strategies, math strategies/manipulatives, etc.) with a focus on moving students to be independent in academic strategies and dispositions for learning over a set period of time. Support time is also used to dig deeper for possible root causes that can be addressed in or out of school.
Multi-language Learners	ML students not qualifying for tiered supports should be classified as ML support/tutorial through the SAT process. Materials for support are determined using LAS Links data and current student language acquisition.

Data Teams and MTSS

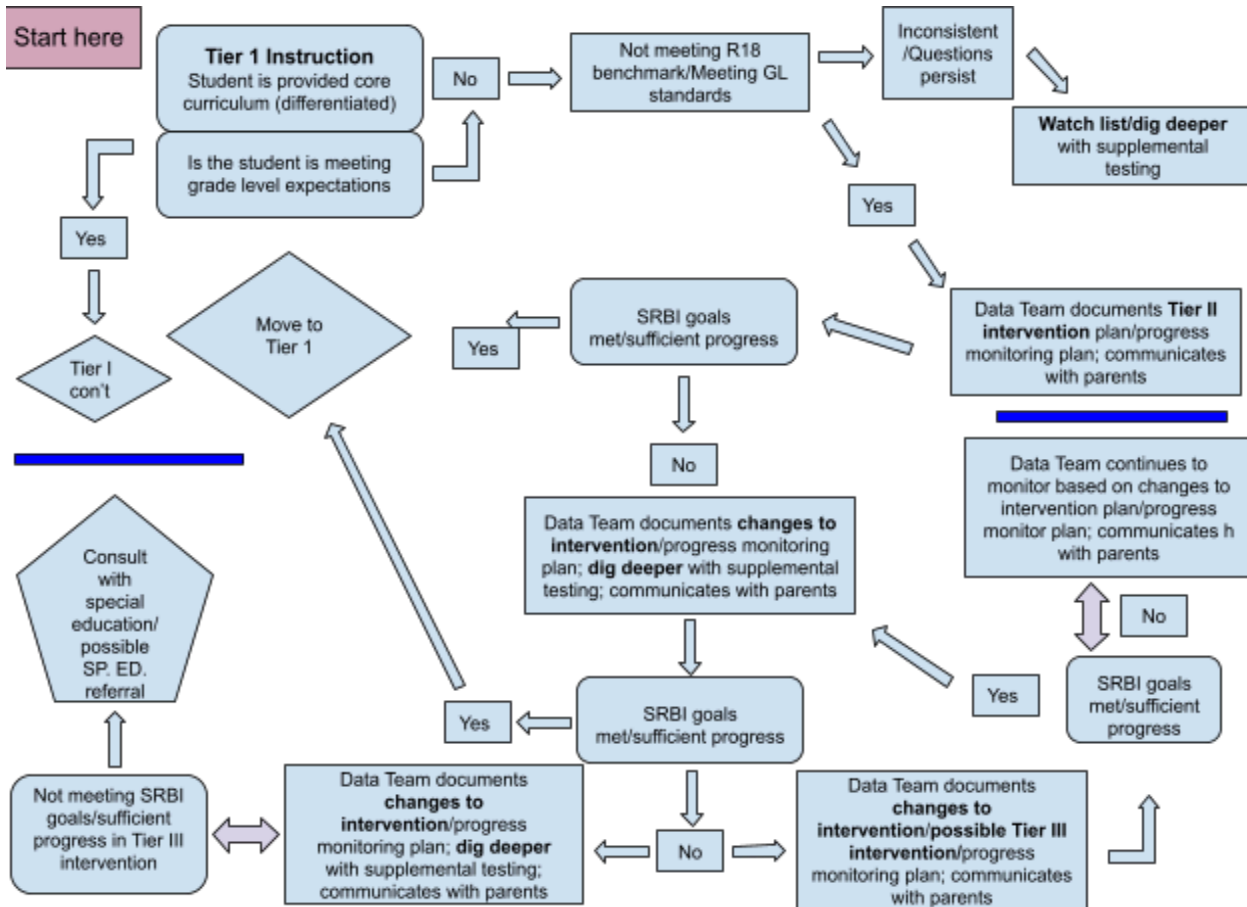
The MTSS process is grounded in data-based decision making. All schools have benchmark assessments and progress monitoring resources to monitor response to intervention. Data Teams are composed of educators representing special education, grade levels/content areas, interventionists and an administrator who oversees MTSS. The purpose of the Data Team is to analyze schoolwide data, such as benchmark assessments and curricular assessments, to understand students' progress, or lack thereof. Data analysis is shared with Data Teams to inform instructional priorities and identify students who may be in need of intervention. It is imperative that a holistic approach to data review is used to ensure the reliability of determinations and/or interventions.



“Core curriculum and core instructional practices should be successful for at least 80% of all students. If more than 20% of students are failing to achieve important outcomes and standards for a grade, the quality and fidelity of curriculums, classroom instruction, and/or learning environment must be closely examined and improved.” (CSDE, 2008)

MTSS Flow Chart

In most cases, prior to an initial Planning and Placement Team Meeting request, the process outlined below must include scientifically research-based interventions over a period of time outlined by the Data Team/SST/SAT yielding a lack of response to interventions by the student.



Student Support Team (SST) or Student Assistance Team (SAT) and MTSS

The SAT (or SST depending on building) is a collaborative, strategic decision-making group that assists teachers in seeking positive solutions for individual students by developing differentiated Tier 1 plans where the classroom teacher monitors student progress prior to a referral MTSS. The teams support classroom teachers with additional strategies and coaching in order for students to be successful in the general education classroom. The team interprets data in order to evaluate the effectiveness of interventions to determine next steps. SST or SAT meetings can support progress monitoring of MTSS students as needed. The teams may include, but are not limited to:

Building administrator
 School Psychologist/School Counselor/Social worker
 Interventionists/Coordinators

Classroom teacher representative
Math and/or ELA Coach

Student Assistance Teams and Data Teams roles in MTSS, progress monitoring, and Special Education referrals

Note: Student assistance teams are *regular education* planning meetings that may make special education referrals based on student response to intervention in the MTSS continuum of service.

Roles	Action
Universal screening	Benchmark assessments are given to all students at the designated time at the beginning and middle of the school year. End of the year benchmarking is reserved only for students in MTSS or on watch.
Data analysis for tiered intervention purposes	Data Teams analyze student performance on benchmark assessments and identify areas of strength and areas of growth. Curricular assessments, qualitative data, response to instructional practices, student orientations to learning and other data points, such as daily attendance, are also considered taking a wholistic approach in the review/referral process.
Data analysis for Tier 1 instruction	Student Assistance Teams analyze student performance data with a focus on adult actions to create conditions for learning (Tier I) in order to develop strategies, differentiate instruction, and provide explicit small group instruction designed to meet the needs of all students at the classroom level. SST and SAT Teams may monitor individual students as part of the progress monitoring process.
SST/SAT for Tiered intervention recommendations	After Tier 1 strategies and supports have been implemented and data collected over a designated period of time, if a student is not making Tier 1 progress, an SST or SAT Team may convene to create a Tiered intervention plan if outside the benchmarking window. A Tier II intervention plan is developed specifying the intervention, measurable outcome(s), duration of intervention and progress monitoring timeline. Further assessments, historic data, interviews, etc. are determined. Also determined, which team will progress monitor (MTSS team to share at Data Team meeting or SST/SAT for more structured monitoring prior to Data Team. Parent notification of MTSS services.
MTSS documentation	Implement intervention, document fidelity of intervention, and collect progress monitoring data on student response to interventions.

Data Team progress monitoring or SST/SAT	Progress monitoring data is analyzed by either the Data Team/SST/SAT Team over a designated cycle to determine the effectiveness of intervention and if the intervention needs to continue, change, or fade based on the student's response. (A change to a plan may include adjusting any of the plan's components or the intensity of intervention (for instance, adding Tier 3).
Data Team progress monitoring or SST/SAT	Based on student response to Tier 1, Tier 2, and Tier 3 interventions, fidelity of implementation, and progress monitoring data is carefully reviewed by the Data Team or SST/SAT to monitor response to intervention. At the Tier 3 level, a change to a plan may include adjusting student goals and accompanying interventions or a referral to the Planning and Placement Team (PPT) for consideration of a special education evaluation.

Data-Based Decision Making

Assessment Tools

Various assessments are used to inform all instructional decisions at every Tier. It is important to note that multiple data points should be used to verify need for intervention (including student work samples and classroom observations) vs. over-relying on results of a single assessment. Fidelity of interventions (including, but not limited to student attendance and engagement) should be part of decision making. A wholistic review of student data is best practice when making intervention or further testing determinations.

Types of Assessments	Reading	Math	Behavior
Universal/Benchmark Assessments	DIBELS (K-2) DIBLES (3) iReady (3-8) PSAT (9-11) Writing Benchmark (6-8) DRA ORF CBAs	MClass Math (K-2) iReady (3-8) PSAT (9-11) CBAs	NA

<p>Diagnostic Assessments <i>(Digging Deeper: used to determine discrete skills gaps)</i></p>	<p>Heggerty Kilpatrick/PAST CBAs Nonsense word survey Ran/RAS WIST UFLI DIBELS 8 CORE Phonics Trick Words Survey (Additional resources reviewed/assigned at SAT Teams) Foundations MAZE Student interviews</p>	<p>CBAs Fluency +, -, x, / Bridges pre-screener (Additional resources reviewed/assigned at SAT Teams) Student interviews Acadience</p>	<p>Behavior checklists Referral data Second Step (K-5) Observational data/Qualitative data (Additional resources reviewed/assigned at SAT Teams)</p>
<p>Progress Monitoring Tools</p>	<p>K-8: SMART goals, Intervention, and progress monitoring documented in Panorama. Middle School: Pre- and Post-assessments that are aligned with individual student goals</p>	<p>K-8: SMART goals, Intervention, and progress monitoring documented in Panorama. Middle School: Pre- and Post-assessments that are aligned with individual student goals</p>	<p>K-8: SMART goals, Intervention, and progress monitoring documented in Panorama. Middle School: Pre- and Post-assessments that are aligned with individual student goals</p>

[District Assessment Calendar](#)

Decision Making Rules and Cut-Points for Intervention

The CSDE gives clear guidance to districts on decision making rules in the MTSS process ([CT Framework for RTI, a family guide](#)). One important decision rule involves defining low student performance. Benchmarks should be used to specify the cut score or national percentile for which students should be considered for intervention.

Progress Monitoring

Data analysis and decision making occurs collaboratively in all Tiers of instruction at the Data Team or SST/SAT level. When implementing Tier I/II instructional strategies, recommended tools will be used to progress monitor student progress.

The SST/SAT or Data Teams interpret wholistic data points against a student SMART goal to determine the rate and level of improvement based on student goals and/or response to intervention. Visual representation of

progress monitoring data in relation to baseline, aimline aligned with grade level expectations, and/or student goal are used to determine if sufficient progress is being made and whether to continue, change, or fade intervention. *Best practice: it takes 6-8 eight data points after the start of an intervention to have a valid measure of progress.*

Engaging Families in Decision Making

Information is shared with families when a student enters, exits, or when goals/interventions change in Tiered intervention. Regular communication is shared with families on student progress over the course of the MTSS process. Parents/guardians are made aware if staff is working with their child in or out of the classroom through Tiered support or the MTSS process. Parent communication for students in ML or Tutorial Support (outside of tiered intervention) will be contacted upon placement in ML or Tutorial Support and will receive an update with in a designated timeframe.

Type of Support	When to Notify	Person Responsible	Form of Communication
In classroom support by classroom teacher (including support staff in the classroom to provide general support to class)	When a student begins to struggle (C or D range) (MS)	Classroom teacher (MS)	Email or phone call (MS)
Support staff are observing a specific student and providing strategies or making recommendations for Tier I strategies	When a student begins to struggle (C or D range) (MS)	Classroom teacher (MS)	Email or phone call (MS)
SST/SAT meeting request	When requested by the academic team or a parent request	School counselor	Phone call
Referral to MTSS/Targeted intervention for specific student(s) delivered inside or outside of the classroom	Recommended by classroom teacher and supported by student performance data	Classroom teacher and/or admin	Phone call, email, progress monitoring letter
ML or tutorial Support	Recommendation by classroom teacher or other staff	Classroom teacher. or building Admin.	Phone call home upon placement, update after a designated amount of time

Multi Language Learners (ML) and MTSS

Multi Language Learners (ML) vary in their level of English language proficiency. The individual linguistic levels of a student is initially evaluated in district upon registration and updated using LAS link scores in the month of January. Once a ML student is identified, the student must meet linguistic goals set by the CSDE to no longer be identified as an ML student.

General education teachers should be aware of their students' most recent LAS Links scores provided by the Director of Special Education. ML students should receive ML language support in MTSS based on their district Intake Inventory and LAS Links scores and their response to Tier I classroom instruction. Consultation with identified staff or outside agencies is available by contacting the Director of Special Education in charge of ML instruction. ***ML support is part of general education and is therefore part of Tier 1 instruction in the MTSS system, not Tiered intervention.***

Special Education Referrals and the MTSS Continuum

When it is suspected that a disability is affecting a child's educational performance, a referral should be made to the Planning and Placement Team (PPT) for special education evaluation. Students can be referred for evaluation at any time, but the team must be presented with documentation of lack of response to alternate strategies/interventions implemented over time unless there are unique circumstances that necessitate an immediate referral. It is the responsibility of the PPT to respond to all referrals by holding a meeting to determine whether a comprehensive evaluation is warranted. Any available MTSS data will be used as part of the PPT to determine progression. All interventions should continue while student is being evaluated for special education services. If a student is referred to PPT without already qualifying for MTSS services, the student should start receiving intervention(s) awaiting the up to 45 day PPT timeline. Students who qualify for special education and struggle in specific areas educationally where there are no IEP goals, may receive MTSS services in the areas not addressed by the IEP.

Example documents:

Lyme-Old Lyme Public Schools Schools

Date:	Student Name:	D.O.B.:	ID#:
Staff Initiating Request:		School Counselor:	Grade:

Reason for Request identify root cause):

Reading *Circle subcategory in areas of concern	Written Expression	Mathematics	Observable Behaviors
<input type="checkbox"/> Decoding -Phonics Level/Multi-syllabic Words <input type="checkbox"/> Fluency -Rate/Accuracy/Prosody Comprehension <input type="checkbox"/> -Listening/Reading -Literal/Inferential Vocabulary -Word Knowledge/ Content Specific <input type="checkbox"/> Other <input type="checkbox"/>	<input type="checkbox"/> Planning/Organization <input type="checkbox"/> Spelling/Conventions <input type="checkbox"/> Sentence Structure/Grammar <input type="checkbox"/> Paragraph Composition <input type="checkbox"/> Elaboration/Language Usage <input type="checkbox"/> Constructed Response <input type="checkbox"/> Editing/Revising <input type="checkbox"/> Other	<input type="checkbox"/> Fact Fluency <input type="checkbox"/> Operations/Computation <input type="checkbox"/> Problem-solving Strategies <input type="checkbox"/> Conceptual Understanding <input type="checkbox"/> Application/Reasoning <input type="checkbox"/> Other	<input type="checkbox"/> Organization/Preparedness <input type="checkbox"/> Time Management <input type="checkbox"/> Task Initiation <input type="checkbox"/> Work Completion <input type="checkbox"/> Peer Relations/Working with others <input type="checkbox"/> Following Directions <input type="checkbox"/> Persistence with Complex Tasks <input type="checkbox"/> Flexibility/Transitions Difficult <input type="checkbox"/> Disruptive Behavior <input type="checkbox"/> Frequent Requests to Leave Room <input type="checkbox"/> Other

Relevant Data (aligned with root cause):

Assessments	Curriculum-Based Assessments	Behavioral Data	Intervention/Service History
<input type="checkbox"/> SBAC/PSAT/SAT/NGSS <input type="checkbox"/> Reading benchmark/ Lexile <input type="checkbox"/> Math benchmark/Quantile <input type="checkbox"/> LAS Links, if applicable <input type="checkbox"/> Other	<input type="checkbox"/> CFAs <input type="checkbox"/> Performance Tasks <input type="checkbox"/> Unit Assessments <input type="checkbox"/> Writing Prompts/Rubric <input type="checkbox"/> Student Work Samples <input type="checkbox"/> Other	<input type="checkbox"/> # of referrals, dates, reasons <input type="checkbox"/> # of ISS/OSS days, reasons <input type="checkbox"/> Observations (frequency, duration, intensity) <input type="checkbox"/> Functional Behavioral Assessment <input type="checkbox"/> Attendance (absences, tardies, cuts) <input type="checkbox"/> Other	<input type="checkbox"/> MTSS Support <input type="checkbox"/> MLI (Dom. Lang. _____) <input type="checkbox"/> 504 <input type="checkbox"/> Special Education <input type="checkbox"/> After School Programs <input type="checkbox"/> Other

Notes - Student Performance Data Related to Grade Level/Course Expectations :

Tier I Tracking Sheet

Date:	Student:	Teacher:	Course:
<p>To be filled out by the teacher - Differentiated instruction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provided small group mini lessons to support learning of specific concepts, skills, and/or learning strategies <input type="checkbox"/> Matched curricular materials with instructional levels <input type="checkbox"/> Adapted modes of task presentation to address a variety of modalities <input type="checkbox"/> Integrated technology/media to support student learning <input type="checkbox"/> Structured work habits/time management/other EF skills <input type="checkbox"/> Modeled/supported, guided, and independent practice <input type="checkbox"/> Structured pacing/scaffolding of performance task <input type="checkbox"/> Used EL strategies to support language objectives, as applicable <input type="checkbox"/> Used scoring guides and varied methods for corrective feedback <input type="checkbox"/> Taught student self-monitoring, organizational, stress management, study, conflict resolution, and/or social skills/EF skills <input type="checkbox"/> Collected data regarding classroom performance/behavior/social emotional needs <input type="checkbox"/> Facilitated healthy relationships in and out of the classroom using SEL <input type="checkbox"/> Monitored frequency and duration of time out of classroom (e.g., bathroom, nurse, school counselor, administration) <input type="checkbox"/> Developed and monitored behavior plan, as applicable <input type="checkbox"/> Conference with student before, during, or after school as needed <input type="checkbox"/> Consulted/collaborated with content area/grade level colleagues/specialist <input type="checkbox"/> Consulted parent(s) about concern (when, type of contact) <input type="checkbox"/> Other: 		<p>To be filled out by the teacher:</p> <p>Actions taken to differentiate instruction and results:</p>	

Family Input/Contact Log:

When	Who	How	Discussion Notes

Intervention Plan

Student's Name _____ Grade _____ Date _____ Focus Area for Improvement _____

Desired Outcome (Is it S.M.A.R.T.?)

Intervention Plan From _____ To _____	Tier	Objective/Targeted Skill	Intervention and description	Implementer(s)/Class/Grouping	Frequency/ Duration/ Period	Monitoring Tool/ Goals/ Frequency	Resources/ Materials Needed	Student Participation percentage
	1							
	2							
	3							

Growth From ___ To ___ By ___ Measurement:	Criteria																			<p>Note: It takes up to eight data points after point of intervention, to determine adequate progress. However, if four data points after point of intervention are not showing progress, please reconvene team to review plan.</p>
	Dates																			
Base Line Data		Include: *Goal *Aimline *Trendline																		

Review Date:	Decision Made: <input type="checkbox"/> Fade/Outcome Met <input type="checkbox"/> Continue/Progress Evident <input type="checkbox"/> Change/Lack of Adequate Response
	Decision Outcome:

Meeting Protocols

Protocol	Purpose/When to Use	Who Should Use
Tuning Protocol	<p>Determine effectiveness of Tier I instruction and intervention Tier II/III to benchmarks/other assessments</p> <p>Could be used as part of the Data Team process for select students.</p>	<p>Data Team</p> <p>Administrators</p>
Student Work	<p>To examine instruction and inform future practice based on patterns of students' strengths and needs as part of planning process.</p> <p>Used as supplemental tool to define focus areas for enrichment/improvement for instruction</p>	<p>Data Teams, classroom teachers, coaches, GL Teams</p>
SST Process / Flow Charts	<p>Ensure integrity of decision making, intervention planning, and progress monitoring and maximize efficient use of meeting time and help with fidelity of services.</p> <p>Used during initial SST and review meetings.</p>	<p>SST led by meeting leader</p>
Digging Deeper Activities/Interviews	<p>To support indirect assessment of function of behavior through teacher/counselor/psychologist/student/parent interview.</p> <p>Used before/during convening of SST when root cause of behavior has not yet been clearly defined</p>	<p>School Counselors/Admin./Designated support Staff</p> <p>Student Support Team (SST) - uses qualitative data</p> <p>Classroom Teachers - Accesses qualitative data</p>

<p>Five Whys Protocol</p>	<p>To provide opportunity for structured reflection of barriers to learning based on ‘digging deeper’ activities.</p> <p>Used before/during convening of SST when root cause of behavior has not yet been clearly determined or hypothesized.</p>	<p>School Counselors</p> <p>Student Support Team (SST)</p> <p>Classroom Teachers</p>
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Resources

Connecticut State Department of Education (CSDE). (August, 2008). *Using Multi-tiered Systems of Supports: Improving education for all students*. Hartford, CT: CSDE.

Boudett, K. P., City, E. A., & Murnane, R. J. (2005). *Data wise: a step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA, Harvard Education Press.

MTSS Improvement Plan 2025-2027

<p>Type here</p>	<p><i>Between 2025 and 2027, shifts from the SRBI process to the MTSS process will take place that includes three distinct moves: Aligning language and action from SRBI model to MTSS model, separate ML and Tutorial Support from Tiered intervention, and move away from over qualification/maintaining students in MTSS by using an overvalued percentile benchmark.</i></p>					
<p>Action Plan Template:</p>	<p>Describe action step</p>	<p>Time Frame for Implementation (i.e. specify “quarterly”, or Fall 2023)</p>	<p>Which school personnel will administer</p>	<p>Which school personnel will participate</p>	<p>Short and long-term progress indicators (to ensure accountability)</p>	<p>Professional Development and ongoing supports provided</p>
<p>Year 1</p>	<p>Update/align SRBI Handbook with MTSS</p>	<p>Fall 2025</p>	<p>Dir. of Curr. with support form SRBI Team</p>	<p>SRBI Team</p>	<p>Editing of handbook and adoption of new</p>	<p>Review updates, provide PD on Smart goal</p>

	language and process.				language/updated process.	development.
Year 1	Professional development of SMART goals	Fall 2025	Dir. of Curr.	SRBI Team	PD provided; SRBI coordinators to develop SMART goals based on MClass or iReady data and share information with interventionists.	PD provided; Interventionist understand student goals.
Year 1	On-going PD using Panorama	2025-2026 school year	Dir. of Curr.; SRBI Coordinators; Building Admin.	Dir. of Curr.; SRBI Coordinators; Building Admin.; Interventionists	Interventionist and SRBI coordinators successfully documenting SMART goal, interventions, and progress monitoring into Panorama	As changes are made in Panorama or updated, information is communicated to SRBI team by Dir. of Curr.; Building admin. to monitor interventions and language used in Panorama

<p>Year 1</p>	<p>Adopt language and process for ML and Tutorial Support out side of the Tiered Intervention system.</p>	<p>January 2025</p>	<p>SRBI Team</p>	<p>SRBI Team; Building Admin.</p>	<p>Language/process adopted in MTSS Handbook; Communication with gen. ed. staff at faculty meetings; Meeting with interventionists; Process functioning as described.</p>	<p>Gen. ed. and interventionists aware of shifts.</p>
<p>Year 2</p>	<p>Moving from possible qualifying benchmark data from the R18 identified 40%ile to the national quartile norms (starting at 30th - 26th%ile)</p>	<p>Fall 2026</p>	<p>SRBI Team</p>	<p>Building Admin.; SRBI Coordinators</p>	<p>Educate staff on the why behind the shift, the implications for data team meetings, and the importance of Tier I classroom data if making recommendations for Tiered support.</p>	