

Goshen County School District #1

MTSS Overview & Guide

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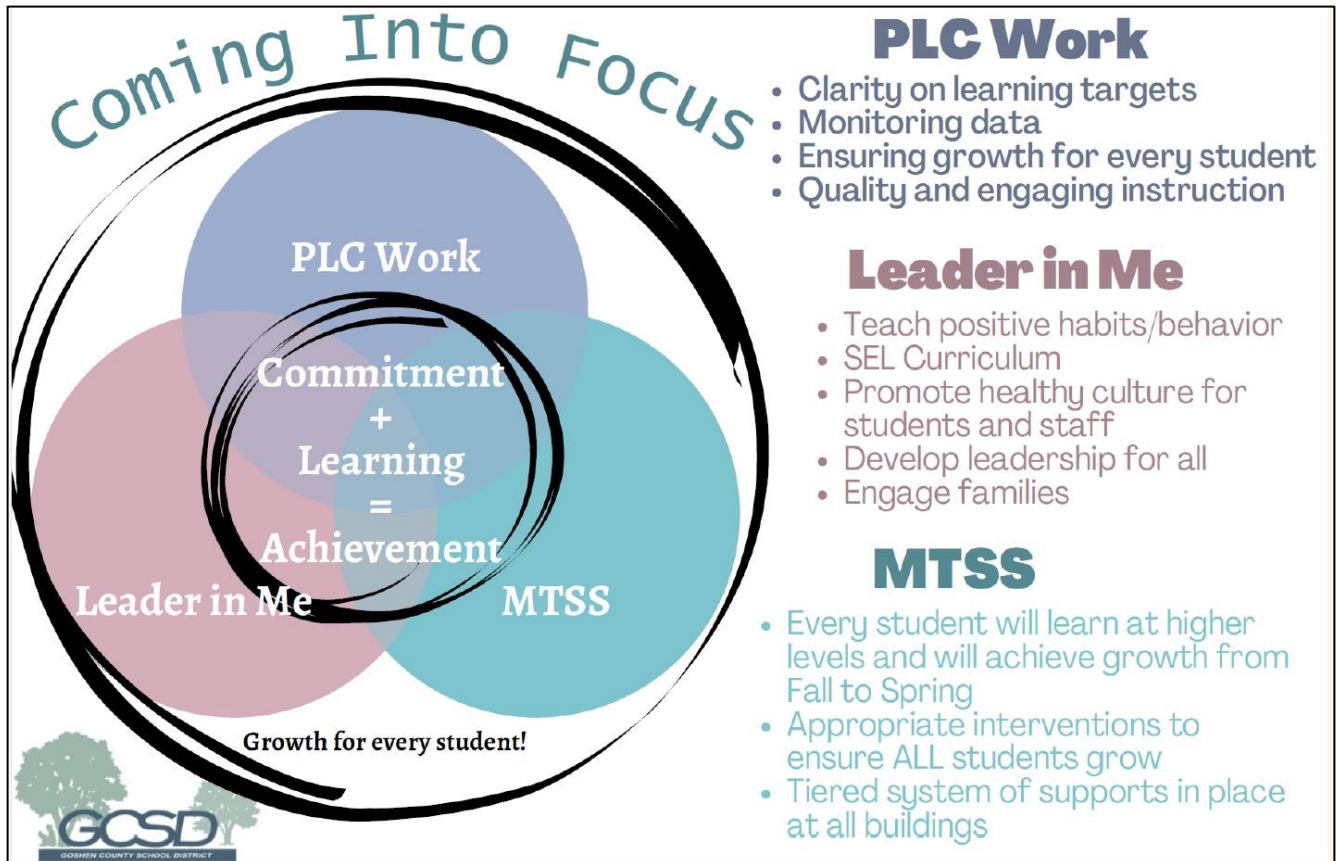
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MTSS Overview

Purpose

Multi-Tiered System of Supports (MTSS) is a framework that helps identify students' academic and behavioral strengths and challenges while providing differentiated support for students based on their needs.

District Vision



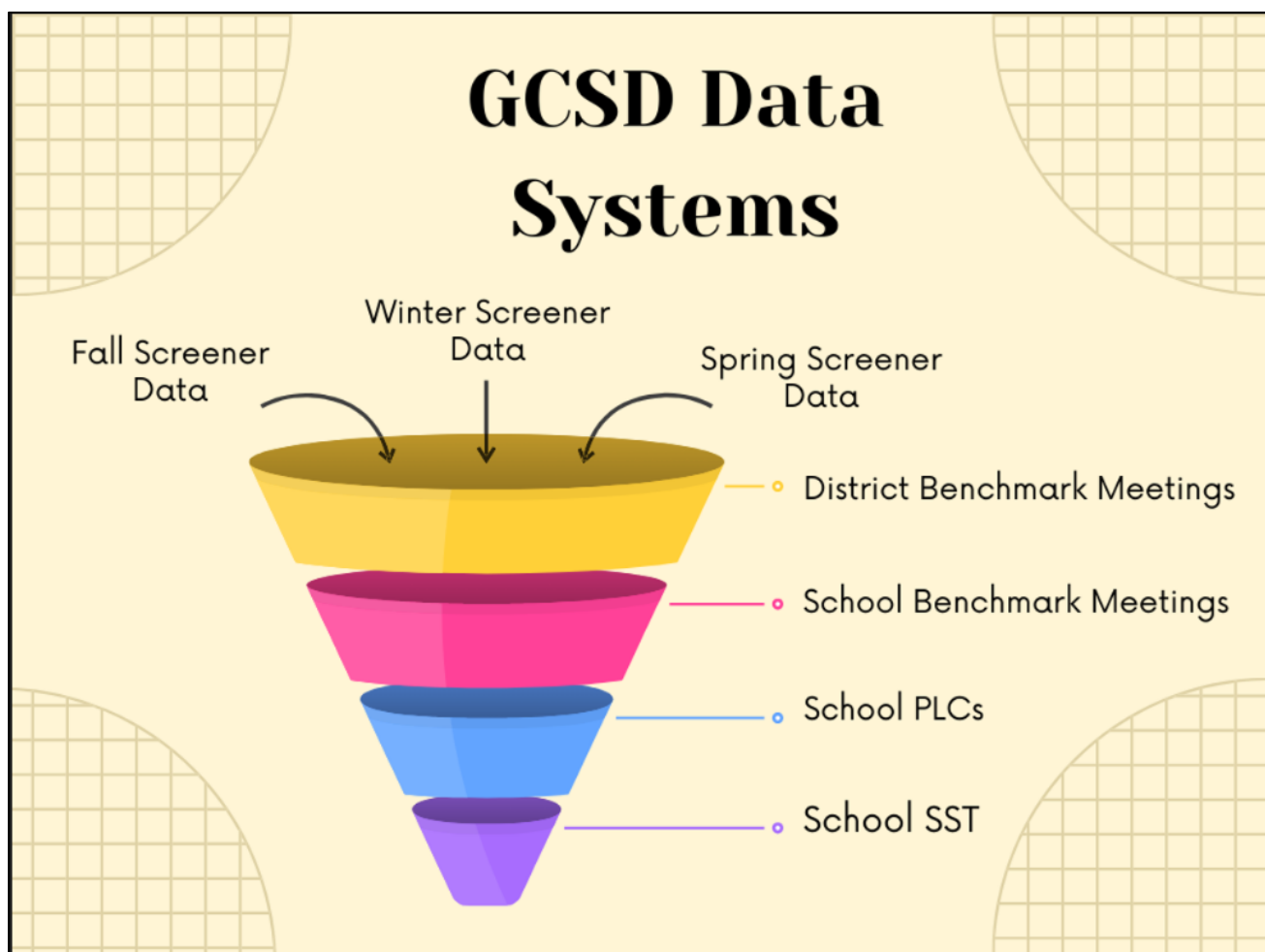
Essential Components

The MTSS framework includes four essential components:

- Universal Screening
- Progress Monitoring
- Data-based Decision Making
- Multi-level Intervention System

GCSD Data Systems

This infographic highlights GCSD#1's approach to using student data for data-based decision making.

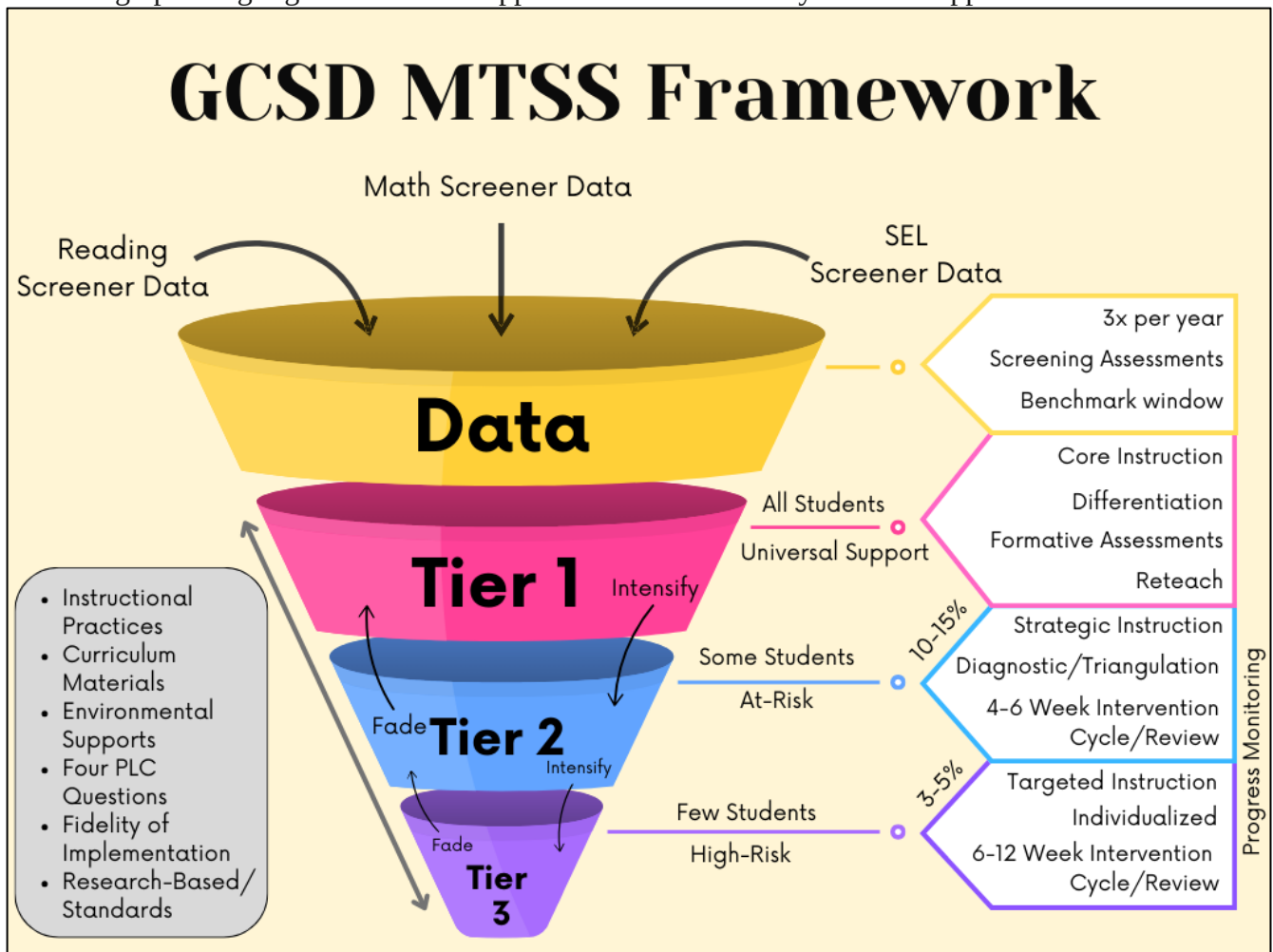


The GCSD#1 data system funnel demonstrates how universal screener data filters down from a district-level, macro view to an individual student level, ensuring differentiated support for all students.

Data System Level	Frequency of Meeting
District Benchmark Meetings	Occur three times per year following benchmark screener testing windows
School Benchmark Meetings	Occur three times per year following district benchmark meetings
School PLCs	Occur weekly, utilizing benchmark screener data and on-going progress monitoring data
School SST	Occur weekly or bi-monthly, utilizing benchmark screener data and on-going progress monitoring data

GCSD MTSS Framework

This infographic highlights GCSD#1's approach to multi-tiered systems of support.



Tiered Support

Instructional supports for student academics & behavior:

	Tier 1	Tier 2	Tier 3
Professional Collaboration	Used to monitor effectiveness of instruction to improve student outcomes	Used for grouping students by grade level, by standard	Used for problem-solving students not progressing at Tier 2 or Tier 3
Purpose	Access to grade-level standards for all students	Additional support to master grade-level standards	Intensive remediation in universal skills
Goal for Number of Students Receiving Support	80%	10-15%	3-5%
Data	Data collected, analyzed, and discussed among teams		
Instruction	• Best practices, student engagement, active participation, student discussion • Rigorous units • Performance tasks • Real-world scenarios • Student products, presentations, and performances integrate technology, art, and design with essential content • Communicating with students • Using questioning and discussion techniques • Engaging student in learning • Using assessment in instruction • Demonstrating flexibility, differentiation, and responsiveness		

Collaborative Teams

Teaming structures allow data-based decision making to occur for all tiers of instruction.

School-Based Teams	District Teams
Building Leadership Team MTSS Building Team School Benchmark Team Grade Level/Content Area Team Student Success Team Lighthouse Team	Guiding Coalition Administration Team

Tier 1: Data-Based Decision Making

Purpose

Teacher-driven grade level/content area teams (PLCs) collaborate to participate in a Tier 1 problem-solving process. This process is used to determine the effectiveness of current Tier 1 support at individual grade levels/content areas.

Four PLC questions:

1. What is it we want our students to know and be able to do?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How will we extend the learning for students who have demonstrated proficiency?

Teaming Structure

Any individuals who are considered a member of the specific grade level/content area PLC.

Grade Level Problem-Solving at Tier 1			
	Action	Key Questions	Tasks
Step 1	Problem Identification	Are at least 80 percent of students at your grade level successful with core supports alone?	- Review and analyze current and previous screening data. - Review student progress between screening periods. - Disaggregate screening data to determine equitable impact of core supports.
Step 2	Problem Analysis	What is the most common instructional need within the grade level?	Identify priority skills needed by many or most students.
Step 3	Plan Identification and Implementation	What adjustments to grade level core support (such as instruction, curriculum, or environment) can we make to target identified common instructional needs?	- Develop gradewide plan for addressing priority skill need. - Determine how you will support and monitor your plan. - Select a goal for next screening.
Step 4	Plan Evaluation	Did the adjustments improve the health of our grade-level core?	At next screening: - Ask, "Is fidelity at least 90 percent?" - Ask, "Is our Tier 1 grade level plan effective?"
From Untangling Data-Based Decision Making (2024)			

Tier 2: Data-Based Decision Making

Purpose

Teacher-driven grade level/content area teams (PLCs) collaborate to participate in a Tier 2 problem-solving process. This process is used to determine groups of students who need supplemental or targeted support within standard interventions.

Four PLC questions:

1. What is it we want our students to know and be able to do?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How will we extend the learning for students who have demonstrated proficiency?

Teaming Structure

Any individuals who are considered a member of the specific grade level/content area PLC.

Process

The following chart outlines the process for problem-solving at a Tier 2 level.

Problem-Solving at Tier 2			
	Action	Key Questions	Tasks
Step 1	Problem Identification	Which students are at risk?	- Identify risk level. - Conduct risk verification for those at risk.
Step 2	Problem Analysis	What is each student's instructional need?	Use the placement protocol to identify key instructional need.
Step 3	Plan Identification and Implementation	What intervention addresses that need?	- Confirm placement into the intervention. - Select a goal and progress monitoring tool. - Select a fidelity tool.
Step 4	Plan Evaluation	- Is the fidelity at least 90 percent? - Is the intervention effective overall? - Which students is the intervention working for? Which students is it not working for?	- Examine fidelity. - Examine overall effectiveness. - Examine individual student progress.
<i>From Untangling Data-Based Decision Making (2024)</i>			

Tier 2: Supporting Documentation

The following chart is provided to guide the documentation of Tier 2 supports.

	Intervention for Skills-Based Groups	Intervention for Individual Students
Step 1	Create groups in BrM <i>Purpose: Ensure efficiency and standardization of instruction for large amounts of students</i> - Select students and create a new group - Group naming protocol: Year/School/Teacher/Content Area/Skill Focus - Select topic - Add staff members: teachers who will deliver and/or monitor the intervention and principal	Access student profile in BrM <i>Purpose: Review student data to determine intervention need</i> - Choose student content area need
Step 2	Add BrM Goals & Progress Monitoring <i>Purpose: Determine student goal(s) and how to measure progress</i> -Enter date for goal to be achieved -Designate specific skill to improve: -Use goal bank to create a generic goal -Use text box to edit and add specific information to goal - Add principal as goal evaluator -Measure this goal using an assessment: Select “yes” -Which assessment will you use: Select from drop-down menu	
Step 3	Add BrM Intervention & Support <i>Purpose: Determine how to support the student in meeting the goal</i> - Select support from library (filtering option available to find best support) - Review start date and end date (at least 4-6 weeks) - Determine group size, times per week, minutes per session - Select delivery setting - Modifications (optional): Document any specific changes to group size, delivery setting, or support throughout the intervention - Assign to staff: Add teacher who will deliver instruction	
Step 4	Outcome of Intervention <i>Purpose: At the conclusion of the intervention period, the principal reviews the intervention goal in BrM during weekly MTSS check-ins</i> The principal deems an intervention outcome based on progress monitoring data. Goals are deemed one of the following: met; not met/improving; not met/not improving	
Step 5	If goal is met or not met/improving , PLCs review intervention progress and plan for future instruction for the student. If goal is not met/not improving , the principal will add the student to the next SST agenda for intervention problem solving.	

Tier 3: Data-Based Decision Making

Student Success Teams (SST)

Definition

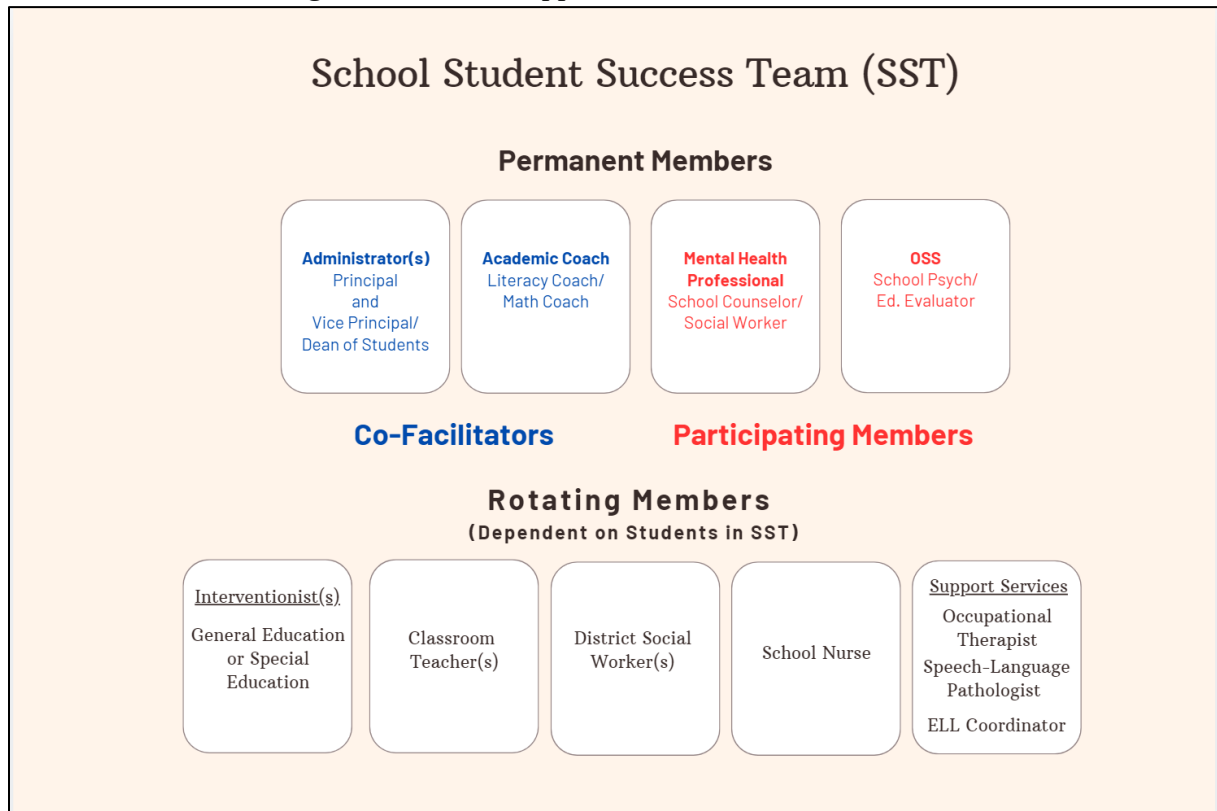
Collaborative team that comes together to create intensive interventions for students who are not making adequate progress in standard Tier 2 supports

Purpose

Effective intervention requires a collaborative approach utilizing the essential components of the MTSS framework.

Teaming Structure

Use data-based decision making to review and support interventions to ensure efficacious tiered student support



Entering SST

Prior to students being problem-solved around SST, there must be evidence of tiered intervention supports.

Entering SST Process Checklists

If all boxes are checked, student will enter the SST process

PLC Checklist
☐ Does the goal target a specific skill?
☐ Have instructional minutes for intervention been logged in BrM?
☐ Has progress monitoring data been recorded throughout the intervention period and approved weekly by the instructor in BrM?
☐ Has the intervention been conducted for 4-6 weeks?

Principal Checklist
☐ Does the goal target a specific skill?
☐ Have instructional minutes for intervention been logged in BrM?
☐ Has progress monitoring data been recorded throughout the intervention period?
☐ Has the intervention been done for 4-6 weeks?

Exiting SST or Adjusting Intervention

This infographic guides teams to use data-based decision making and determine next steps for student support.

