



Milan High School

MTSS

Handbook



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INTRODUCTION

Purpose

The purpose of the Milan High School MTSS Handbook is to document how Milan High School implements the Milan Area Schools MTSS framework. It defines the specific structures, processes, schedules, and roles that guide how our building identifies and responds to the academic, behavioral, and social-emotional needs of every student. As our systems continue to evolve, this handbook will be updated to reflect new learning and improved practices.

Relationship to the MAS District-Level Handbook

The Milan Area Schools District MTSS Handbook establishes the framework, expectations, and guiding principles for MTSS implementation across all buildings. This building-level handbook mirrors the structure of that document and defines how those district expectations are carried out specifically at Milan High School.

Together, these documents ensure consistency, clarity, and coherence across Milan Area Schools while allowing each building to reflect its unique context.

About Milan High School

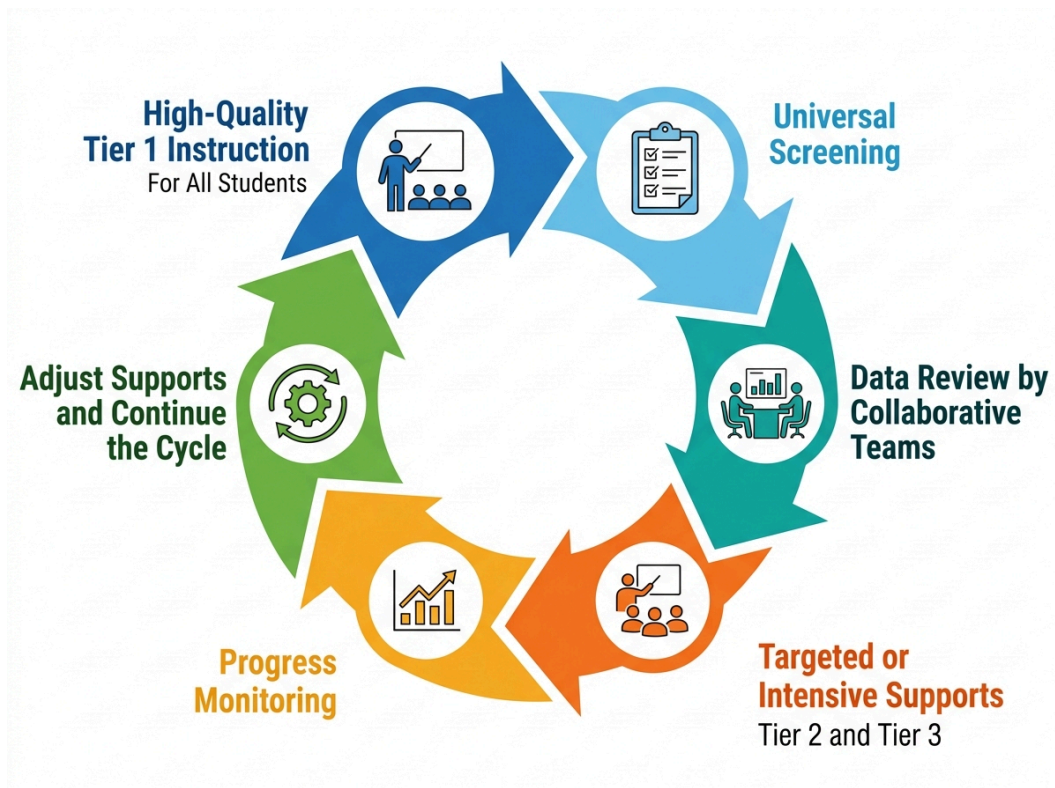
Milan High School (MHS) is a comprehensive public high school serving approximately 500 students in grades 9–12 within the Milan Area Schools district. Operating on a standard 6-period daily schedule with 50-minute instructional periods, MHS balances rigorous core academics with flexible intervention and enrichment opportunities. We operate under a full-inclusion model for all diploma-track students, ensuring equitable access to high-quality core instruction in general education classrooms. Through our partnership with the South & West Washtenaw Consortium (SWWC), students also have access to career and technical education (CTE) programming, preparing them for postsecondary success across diverse college and career pathways.

Guiding Principles

The following guiding principles reflect the shared beliefs that guide all MTSS practices at Milan High School, consistent with Milan Area Schools district values:

- We commit to strong Tier 1 instruction and universal supports as the foundation of our MTSS framework.
- We believe equity means providing each student with what they need to succeed.
- We share collective responsibility for all learners.
- We commit to early identification and proactive support.
- We use data to inform decisions while honoring professional judgment.
- We view MTSS as a continuous improvement process.
- We partner with families as essential contributors to student success.

The following diagram illustrates how the MTSS components work together to support student success.

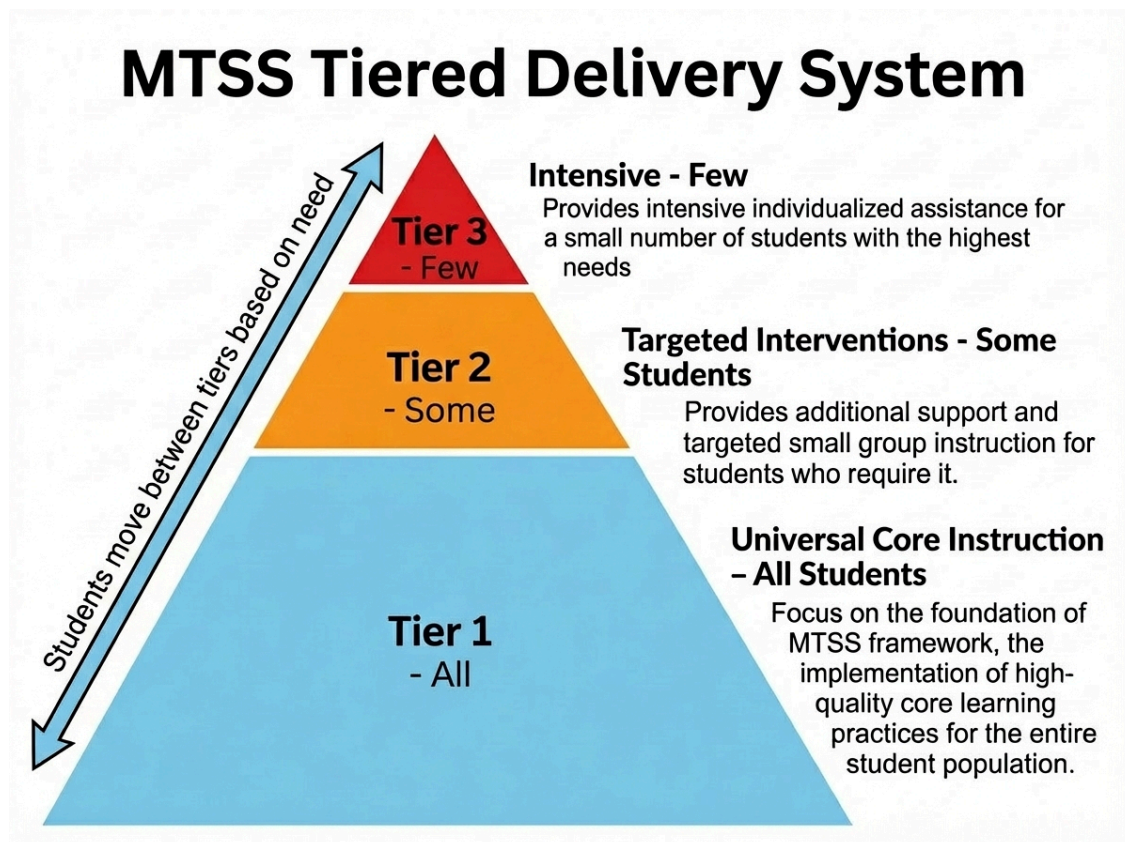


HOW WE SUPPORT STUDENTS

Tiered Delivery System

The Tiered Delivery System is the organizational structure used at Milan High School to ensure that all students receive the level of instruction and support they need to be successful. Supports are delivered across three tiers, with increasing levels of intensity matched to student need. Instruction and support at each tier are aligned and build upon one another to ensure continuity of learning.

Movement between tiers is guided by data-based decision-making and collaboration among educators. Supports are adjusted based on student progress and response to intervention. It is important to note that supports are tiered, not students. A student receives a particular level of support based on their current needs, but they are not defined or labeled by the tier they receive.



Tier 1: Core Instruction and Universal Supports

Tier 1 represents the core instruction and universal supports provided to all students. It includes the district's adopted curriculum, instructional practices, and behavioral and social-emotional expectations. High-quality Tier 1 instruction ensures that the majority of students can meet grade-level expectations without the need for additional intervention. Tier 1 is the foundation of the MTSS framework and the primary means of achieving student success.

Our Tier 1 Academic Structures

Our core instructional program is supported by consistent building-wide practices that promote engagement, organization, and student success. Teachers implement common classroom engagement strategies, establish predictable routines, and utilize "Big Red Time" (BRT) for additional time to support students who need additional interventions. To help students stay organized and informed, teachers consistently use agendas or posted calendars and maintain regular communication with families through classroom newsletters, email, and other outreach. Differentiation within core instruction is further supported through after-school tutoring and targeted scaffolds that allow teachers to respond to the diverse academic and learning needs of students.

Our Tier 1 Behavior and Social-Emotional Supports

Our building utilizes a school-wide behavior and social-emotional framework centered on creating a positive, respectful, and supportive learning environment. Universal expectations are clearly communicated and consistently reinforced in classrooms and common areas. Staff intentionally build positive relationships by greeting students by name at the door and fostering a welcoming climate each day. Teachers support student self-regulation and engagement by chunking class periods into manageable learning tasks with opportunities for movement or regulation when appropriate. Expectations are reinforced through our building-wide *Be Nice* initiative, which promotes kindness, respect, and positive interactions among students and staff. Regular newsletters and family communications strengthen the partnership between home and school by keeping families informed of behavioral expectations and celebrating student success. When behavior concerns arise, staff respond consistently using proactive, relationship-based practices that emphasize teaching, reinforcing, and restoring appropriate behavior.



How We Know Tier 1 Is Working

Our building evaluates the effectiveness of Tier 1 instruction using multiple sources of academic and behavioral data throughout the school year. Primary data sources include course failure rates, student grades, attendance data, state assessment results (M-STEP, SAT, and PSAT), classroom assessment data, and behavior and discipline trends. Data are reviewed through Professional Learning Community (PLC) meetings, MTSS team meetings, department discussions, and administrative data reviews at regular intervals throughout the year. Teachers also monitor formative assessment data in their classrooms to adjust instruction and identify students who need additional support.

Tier 2: Targeted Supports

Tier 2 provides targeted supplemental support for students who require additional instruction beyond what is provided through Tier 1. These supports are typically delivered in small-group settings and focus on specific skill areas identified through screening or assessment data.

Tier 2 supports are provided in addition to core instruction, ensuring that students continue to participate in Tier 1 learning opportunities.

When and How Tier 2 Supports Are Provided

Tier 2 interventions are scheduled to minimize disruption to core instruction. During the school day, students receive targeted support during Big Red Time (BRT), an intervention period designed to provide additional academic assistance without removing students from core instructional classes. Students who require additional support also have access to after-school tutoring, ensuring they receive intervention while maintaining full access to grade-level instruction.

Tier 2 supports are provided by classroom teachers, the Academic Support and Reading Intervention Coach, and other support staff as appropriate. Interventions are delivered through a combination of one-on-one instruction and small-group sessions based on identified student needs. Students are grouped using academic and progress monitoring data so that instruction targets specific skill deficits. Typical intervention groups range from 3–8 students, although some students receive individualized support when data indicate a more intensive need.

Our Tier 2 Academic Interventions

MHS provides Tier 2 academic support through targeted, data-informed interventions rather than a single intervention program. Supports include small-group and individualized instruction during Big Red Time (BRT), after-school tutoring, targeted reading intervention, and skill-specific coaching provided by classroom teachers and the Academic Support and Reading Intervention Coach. Interventions are selected based on student performance data, including classroom assessments, grades, attendance, teacher recommendations, and progress monitoring results.

The primary goal of Tier 2 intervention is to reinforce and extend core classroom instruction, not replace it. Intervention lessons are aligned with grade-level standards and



classroom learning targets, allowing students to receive additional practice, targeted skill development, and scaffolded instruction in areas of need. As our MTSS framework continues to develop, the building is working toward implementing more standardized, evidence-based intervention programs and strengthening the alignment between Tier 2 supports and Tier 1 instruction across all content areas.

Our Tier 2 Behavior and Social-Emotional Supports

Students identified as needing additional behavioral or social-emotional support have access to a variety of Tier 2 interventions designed to address individual needs while helping them remain successful in the general education setting. Available supports include increased communication with families through regular phone calls and updates, teacher or trusted adult check-ins, 2x5 relationship-building check-ins, TRAILS student groups focused on social-emotional learning and coping skills, and small-group services provided in partnership with Community Mental Health (CMH).

These supports are delivered by classroom teachers, counselors, administrators, social workers, the school psychologist, and community mental health partners, depending on the nature of the intervention. Students are identified for Tier 2 supports through multiple data sources, including teacher referrals, behavior and attendance data, office discipline referrals, academic concerns, counselor recommendations, MTSS team discussions, and observations of social-emotional or behavioral needs. The MTSS team reviews available data to determine appropriate interventions and monitors student progress to adjust supports as needed.

How We Know Tier 2 Is Working

Students are identified for Tier 2 support through an ongoing review of multiple data sources, including classroom performance, course grades, attendance, behavior referrals, teacher recommendations, and universal screening or assessment data when available. Teachers and support staff may refer students to the MTSS team whenever concerns arise, allowing interventions to begin as early as possible rather than waiting for significant academic or behavioral decline.

Once students begin receiving Tier 2 supports, their progress is monitored using classroom performance, formative assessments, attendance, behavior data, and teacher observations. Student data are reviewed regularly during MTSS and PLC meetings throughout the school year to evaluate each student's response to intervention. Based on these reviews, the team determines whether a student is making adequate progress and



should continue with the current intervention, requires adjustments to better meet their needs, or would benefit from more intensive Tier 3 supports. While our current process effectively identifies many students in need, we continue to work toward a more consistent, systematic progress-monitoring process with clearly defined decision rules for moving students between tiers.

Tier 3: Intensive Supports

Tier 3 provides intensive, individualized supports for students with significant or persistent needs that require more focused intervention. These supports are designed to address specific barriers to learning and are tailored to the individual needs of the student. Tier 3 interventions build upon the instruction and supports provided in Tiers 1 and 2.

When and How Tier 3 Supports Are Provided

Students are identified for Tier 3 support when data indicate they are not making adequate progress despite receiving targeted Tier 2 interventions with fidelity. Identification is based on multiple sources of data, including academic performance, progress monitoring results, attendance, behavior data, teacher referrals, MTSS team recommendations, and, when appropriate, evaluations completed through the special education referral process.

Tier 3 supports are provided by a collaborative team that may include special education teachers, the Academic Support and Reading Intervention Coach, counselors, social workers, school psychologists, administrators, and related service providers, depending on the student's identified needs. Supports are delivered in a variety of settings, including the general education classroom, small-group intervention settings, individual intervention sessions, and, when appropriate, specialized instructional environments.

Students requiring intensive academic intervention may be enrolled in Student Resource Time (SRT), a rostered course that provides structured academic intervention, individualized coaching, organizational support, and, when appropriate, an opportunity for credit recovery through Edgenuity (E 20/20). School counselors also provide individualized Tier 3 support by conducting one-on-one meetings with students to address academic, attendance, behavioral, and social-emotional concerns. For students identified as being at risk of course failure, chronic absenteeism, or other significant concerns, counselors facilitate family meetings to develop collaborative intervention plans and strengthen the partnership between home and school.

Tier 3 interventions are individualized and delivered with greater intensity than Tier 2 supports. The frequency and duration of services are determined by each student's specific needs and are adjusted based on ongoing progress monitoring. The MTSS team reviews student data regularly to evaluate the effectiveness of interventions and determine whether supports should be continued, modified, intensified, or transitioned to a different level of support.

Our Tier 3 Planning Process

Individualized intervention plans are developed through a collaborative, data-driven process involving the MTSS team, classroom teachers, counselors, administrators, the Academic Support and Reading Intervention Coach, special education staff (when appropriate), and other student support personnel. The team reviews multiple sources of data, including academic performance, attendance, behavior, progress monitoring results, teacher input, and family concerns, to identify each student's specific needs and determine appropriate interventions.

Intervention plans are documented through MTSS meeting notes, intervention tracking documents, and student support records. Plans identify the student's area(s) of need, targeted interventions, staff responsible for implementation, progress-monitoring measures, and timelines for review. The MTSS team meets regularly to evaluate student progress and revise intervention plans based on response to intervention and current data.

Families are considered essential partners throughout the process. Parents and guardians are informed when students require intensive supports through phone calls, emails, conferences, and scheduled family meetings. Counselors and administrators work collaboratively with families to review student progress, discuss intervention strategies, gather parent input, and develop shared goals for supporting student success both at school and at home.

How We Know Tier 3 Is Working

Students receiving Tier 3 supports are monitored closely using multiple sources of data, including course grades, formative and classroom assessments, attendance, behavior data, progress toward intervention goals, teacher feedback, and student self-reflection when appropriate. Staff providing interventions document student participation, response to support, and progress toward identified goals throughout the intervention process.

Student progress is reviewed regularly through MTSS team meetings, grade-level PLC meetings, and collaborative discussions with teachers and support staff. For students enrolled in SRT, progress is monitored frequently to ensure students are making gains in academic performance, organizational skills, and, when applicable, credit recovery through Edgenuity (E 20/20). Counselors and social workers also monitor the progress of students receiving intensive behavioral, attendance, or social-emotional supports through ongoing individual and family meetings.



The MTSS team uses progress-monitoring data (Munetrix Homeroom) and anecdotal evidence based on interactions with students to determine whether interventions are producing the desired outcomes. Based on the student's response, the team may continue the current intervention, modify strategies or intensity, add additional supports, or consider referral for further evaluation when appropriate. Families are informed throughout the process and are included in discussions regarding changes to intervention plans to ensure a collaborative approach to supporting student success.

Special Education Within the Tiered System of Supports

Special education services are part of the continuum of supports available to students within the MTSS framework. Students receiving special education services continue to participate in Tier 1 instruction and may also receive Tier 2 or Tier 3 supports based on their individual needs.

While intensive supports at Tier 3 may include special education services, Tier 3 is not synonymous with special education. Some students may receive Tier 3 supports within general education, and some students receiving special education services may receive supports across multiple tiers.

Team-Based Leadership and Shared Responsibility

MTSS at Milan High School is a shared responsibility across all educators, support staff, administrators, and families. Collaborative team structures ensure that student data is reviewed regularly, supports are coordinated effectively, and decisions are made with shared expertise.

Our Team Structure

The following teams support MTSS implementation at Milan High School:

Team	Members	Meeting Frequency	Primary MTSS Function
Building Leadership Team & MTSS Team	Building administrators, interventionist, counselors, school & district social workers, TC, school psychologist	1x month	Review data, determine intervention, review intervention progress
Department Teams	All certified staff	1x per month	Review data, share experiences & intervention progress

How Our Teams Use Data

Student data are reviewed through grade-level PLCs, MTSS meetings, and collaboration among administrators, counselors, intervention staff, and teachers. Teams consider multiple data points, including attendance, course grades and credit attainment, assessment data, behavior concerns, teacher observations, and previous interventions to develop a comprehensive picture of student needs.

Grade-level PLC and MTSS conversations follow a problem-solving process that asks teams to identify the specific concern, review available evidence, consider interventions that have already been attempted, determine the appropriate level of support, and establish next steps. The goal is to move conversations beyond simply identifying struggling students



toward selecting specific, actionable interventions and determining how progress will be monitored.

Decisions and interventions are documented through shared MTSS tracking tools and Munetrix Homeroom. Documentation includes the identified area of need, the strategies or supports being implemented, the staff responsible for implementation, and the evidence used to determine whether the intervention is effective.

Action steps are communicated to relevant teachers and support staff through PLC meetings, MTSS follow-up, email, and direct communication from counselors, administrators, or intervention staff. When appropriate, families and students are also included in the intervention process. Communication happens through email, phone calls, and parent meetings, depending on student need. Teams revisit student data throughout the intervention cycle to determine whether supports should be continued, adjusted, intensified, or discontinued. A continued area of focus for MHS is strengthening the consistency of documentation and progress monitoring so that interventions follow students across teams and are clearly understood by all staff responsible for supporting them.

How We Partner With Families

Families are viewed as important partners in the MTSS process. Families are informed when concerns emerge through communication from teachers, counselors, intervention staff, or administrators. Depending on the student's needs, communication may include phone calls, emails, progress updates, attendance outreach, or meetings with the student and family.

When a student requires additional Tier 2 or Tier 3 support, families are notified about the area of concern and the supports or interventions being provided. For students with more significant academic, attendance, behavioral, or credit-deficiency concerns, families may be invited to participate in meetings with counselors, administrators, teachers, or intervention staff to review data, identify barriers, establish goals, and develop a plan for improvement. Student voice is also incorporated whenever appropriate, particularly at the secondary level, where developing student ownership and self-advocacy is an important part of the intervention process.

Family communication becomes more frequent and individualized as the intensity of support increases. A continued area of growth for MHS is developing a more consistent building-wide process for communicating MTSS interventions, progress-monitoring results,



and changes in support to families. This will help ensure that families understand not only that their student is receiving additional support, but also the purpose of the intervention, how progress will be measured, and how they can participate in supporting the student's success.

HOW WE IDENTIFY STUDENT NEEDS

Screening and Assessment System

The Screening and Assessment System is the structured approach used at Milan High School to gather information about student learning, behavior, and well-being. This system ensures that educators have timely and relevant data to support instructional planning and identify students who may need additional support.

Data collected through screening and assessment supports the identification of student strengths and needs and helps guide instructional decisions across all tiers of support. Families are informed about screening and assessment practices and may be contacted to share observations or additional information that supports a comprehensive understanding of student needs.

Our Assessment System

Assessment Type	Assessment Tool	Frequency/Timing	Purpose
Universal screening/ benchmark	DESSA; academic, attendance, grade/course performance, and behavior data reviewed through Munetrix Homeroom/PowerSchool	DESSA 3x/year; other student data reviewed throughout the year	Identify schoolwide and individual patterns in SEL, academics, attendance, engagement, and behavior; identify students who may require additional support
Dyslexia screening	TBD	TBD	TBD
Diagnostic	TBD	TBD	TBD
Formative	Teacher-created assessments, quizzes, checks for understanding, classroom assignments,	Ongoing throughout instruction	Provide immediate information about student learning, guide instructional adjustments, reteaching,

	common assessments, observation and student work		differentiation, and identify students needing additional support
Progress Monitoring	Intervention-specific measures; grades/course performance; attendance; DESSA data when applicable; reading intervention data; teacher observations; Munetrix Homeroom/shared MTSS documentation	Ongoing based on intervention; reviewed formally at least monthly through MTSS	Determine student response to intervention and whether supports should continue, be adjusted, intensified, or faded
Summative	Course exams/final assessments; semester grades; PSAT/SAT and applicable state assessments; AP assessments for participating students	End of instructional units/semesters and according to state/College Board testing schedules	Measure mastery of course and state standards, evaluate longer-term academic outcomes, identify trends, and inform curriculum, instruction, and school improvement planning

How Screening Results Are Used

Following each benchmark screening window, student data are reviewed through established MTSS structures. The MTSS team, including administrators, counselors, intervention staff, and other appropriate support personnel, reviews screening results during monthly MTSS data review meetings. Grade-level/PLC teams and the Leadership Team also review relevant data to identify individual student needs as well as grade-level and building-wide trends.



Screening results are considered alongside multiple sources of data, including grades and course performance, attendance, behavior, assessment results, credit accumulation, DESSA data, and teacher observations. The team looks for patterns, identifies students who may need additional support, and considers whether existing interventions have been effective. When additional information is needed, the team may gather input from teachers, the student, or family before determining next steps.

Data are reviewed as soon as practical following each benchmark window, generally within the next scheduled PLC, Leadership, or monthly MTSS meeting. Building-wide patterns may lead to adjustments in Tier 1 instruction, student engagement strategies, or universal supports. Individual student concerns may result in targeted Tier 2 intervention or, for students demonstrating more significant or persistent needs, individualized Tier 3 support.

As MHS implements Munetrix Homeroom and continues to develop its MTSS system during 2026–27, a priority will be creating a more consistent process for documenting screening results, intervention decisions, responsible staff, and progress-monitoring expectations so that screening data consistently lead to timely and actionable student support.

How Families Are Informed

When data indicate a need for Tier 2 or Tier 3 support, teachers, counselors, intervention staff, or administrators communicate with families about concerns, interventions, and student progress. Families are encouraged to ask questions and share observations that may help the team better understand student needs and are invited to participate in planning when more intensive support is needed.

HOW WE RESPOND TO STUDENT NEEDS

Continuous Data-Based Decision Making

Continuous Data-Based Decision Making means that educators regularly use student data to guide decisions about instruction and support. At Milan High School, teams review multiple sources of information, including screening results, classroom assessments, and progress monitoring data, to identify student needs, evaluate whether supports are working, and make adjustments when needed. This ensures that decisions are timely, responsive, and grounded in evidence.

How We Review Data at Milan High School

Educators collaboratively review student data through several established structures, including monthly MTSS data review meetings, Leadership Team meetings, and PLC/grade-level meetings. These structures provide opportunities to examine both individual student needs and broader building-level trends.

MTSS data review meetings occur once per month and include administrators, counselors, intervention staff, and other appropriate members of the student support team. During these meetings, the team reviews students identified as needing additional support and examines data such as attendance, grades and course failures, credit attainment, academic assessment results, behavior/discipline information, intervention progress, and teacher feedback. The team uses these data to identify needs, evaluate existing interventions, and determine appropriate next steps or changes in level of support.

PLC and grade-level meetings provide teachers with opportunities to collaboratively identify students who are struggling academically, behaviorally, or with attendance and engagement. Teachers review classroom performance, grades, assessment results, attendance, and observations of student progress and share information about strategies or interventions already attempted.

The Leadership Team reviews broader building-level data and trends to identify systemic needs, monitor progress toward school improvement goals, and determine when changes

MTSS Data-Based Decision Making Process





to Tier 1 practices or building systems are necessary. Together, these structures create multiple opportunities for staff to move between individual student problem solving and analysis of grade-level and schoolwide trends.

How We Document and Communicate Decisions

Data-based decisions and action steps are documented through shared digital systems to create greater consistency and accessibility across the MTSS process. During the 2026–27 school year, the building plans to use the Munetrix Homeroom system as a central tool for reviewing student data, identifying students in need of additional support, and documenting intervention decisions and progress. The DESSA dashboard will provide additional data related to student social-emotional competencies and needs.

Shared Google Drives and documents will continue to support meeting notes, intervention planning, progress monitoring, and other documentation that requires collaboration among staff. MTSS, PLC, and grade-level teams will use these tools to record identified concerns, interventions or supports selected, staff responsible for implementation, and follow-up actions.

Action steps and changes in student support will be communicated to the staff members responsible for implementation through MTSS and PLC/grade-level meetings, shared documentation, and direct follow-up communication when necessary. As Munetrix Homeroom is implemented, a building priority will be establishing consistent expectations for where decisions are documented, who is responsible for updating information, and how staff are notified when interventions are added, modified, intensified, or discontinued. This will help create a more cohesive MTSS system and improve continuity of support across teachers, intervention staff, counselors, and administrators.

Problem-Solving Cycle

Within the MTSS framework, teams at Milan High School use a structured problem-solving cycle to guide decisions about student support.

Step 1: Identify Student Need

When a teacher has a concern about a student, the teacher reaches out directly to a member of the MTSS team. Concerns may be shared in person, by phone, or through email and may relate to academics, attendance, behavior, social-emotional needs, engagement, or other barriers affecting student success.

The MTSS team reviews the concern and determines whether the student should be added to the agenda for an upcoming MTSS data review meeting. At the meeting, the team reviews available student data, considers information provided by the referring teacher and other staff members, discusses supports or interventions that have already been attempted, and identifies appropriate next steps. When necessary, additional information is gathered from teachers, counselors, the student, or family before or following the meeting.

Once supports are identified, relevant staff members are informed of the recommended action steps and their role in implementation. Student progress is then reviewed through the MTSS process to determine whether supports should be continued, adjusted, intensified, or discontinued.

As the building continues to strengthen its MTSS system, an area for continued development is creating a more standardized referral and documentation process to ensure concerns are consistently captured, prioritized, and followed through from initial referral to intervention and progress monitoring.

Step 2: Allocate Resources and Supports

The MTSS team determines the appropriate level of support by reviewing multiple sources of student data and considering both the intensity and persistence of the identified concern. The team considers information such as grades and course performance, attendance, assessment data, behavior or discipline concerns, social-emotional data, teacher observations, and the student's response to supports or interventions that have already been attempted.



The team uses a problem-solving approach to determine whether the student's needs can be addressed through strengthened Tier 1 classroom supports or whether more targeted Tier 2 or individualized Tier 3 intervention is appropriate. Decisions consider the severity of the concern, how long it has persisted, its impact on the student's academic progress or engagement, and whether previous interventions have resulted in improvement.

Once the level of support is determined, the team identifies the staff member or members best positioned to provide the intervention. Depending on the student's needs, this may include classroom teachers, counselors, the reading intervention/MTSS coordinator, special education staff, administrators, or other support personnel. Existing structures such as SRT, targeted reading intervention, counseling, attendance supports, and credit-recovery opportunities may also be incorporated into the student's plan.

As Munetrix Homeroom and the DESSA dashboard are incorporated into the building's MTSS process, these tools will provide additional common data to support identification and decision making. A continued area of growth is establishing more clearly defined building-wide criteria for movement between tiers so that decisions about the intensity, duration, and frequency of interventions are increasingly consistent and data driven.

Step 3: Develop an Intervention Plan

Intervention planning occurs through the MTSS team after a student concern has been identified and relevant data have been reviewed. The team considers the student's specific area of need, interventions or supports that have already been attempted, available student data, and other factors that may be contributing to the concern. The team then identifies appropriate supports, determines who will be responsible for providing them, and establishes how the student's progress will be monitored.

Intervention plans and decisions are currently documented through shared Google Drive documents and MTSS records. During the 2026–27 school year, MHS plans to incorporate Munetrix Homeroom as a more centralized tool for documenting student concerns, intervention plans, progress monitoring, and changes in support. The DESSA dashboard will also be used when social-emotional data are relevant to intervention planning.

Family communication is based on the student's level and type of need. Teachers, counselors, intervention staff, or administrators communicate with families by phone, email, or meetings to share concerns and discuss additional supports. As the intensity of intervention increases, particularly for students receiving individualized or Tier 3 support, families are more directly involved in reviewing concerns, identifying barriers, establishing



goals, and discussing potential next steps. Student input is also included whenever appropriate.

A priority for the 2026–27 school year is to strengthen consistency in both intervention documentation and family communication. This includes developing clearer expectations for what information is included in an intervention plan, where the plan is documented, how frequently progress is reviewed, and when families are informed of changes to the student's level or type of support.

Step 4: Deliver Supports

Staff are supported in delivering interventions through collaboration with the MTSS team, counselors, administrators, intervention staff, and grade-level/PLC teams. When an intervention is identified, the team works to clarify the purpose of the support, the staff member responsible for implementation, and the expected next steps. Staff can bring questions, concerns, or implementation challenges back to the MTSS team so that supports can be adjusted when needed.

Implementation is currently monitored through follow-up conversations, PLC and MTSS meetings, student performance data, teacher feedback, and review of student progress. The team considers whether an intervention has been implemented consistently when evaluating a student's response so that a lack of progress is not automatically interpreted as a need for a more intensive intervention.

During the 2026–27 school year, MHS plans to strengthen this process by using Munetrix Homeroom and shared MTSS documentation to more consistently identify the intervention being provided, the staff member responsible, the frequency and duration of the support, and evidence of implementation and student response. Progress-monitoring data will be reviewed during monthly MTSS data meetings to determine whether interventions are being delivered as intended and whether they should be continued, modified, or intensified.

Step 5: Review Data and Adjust Supports

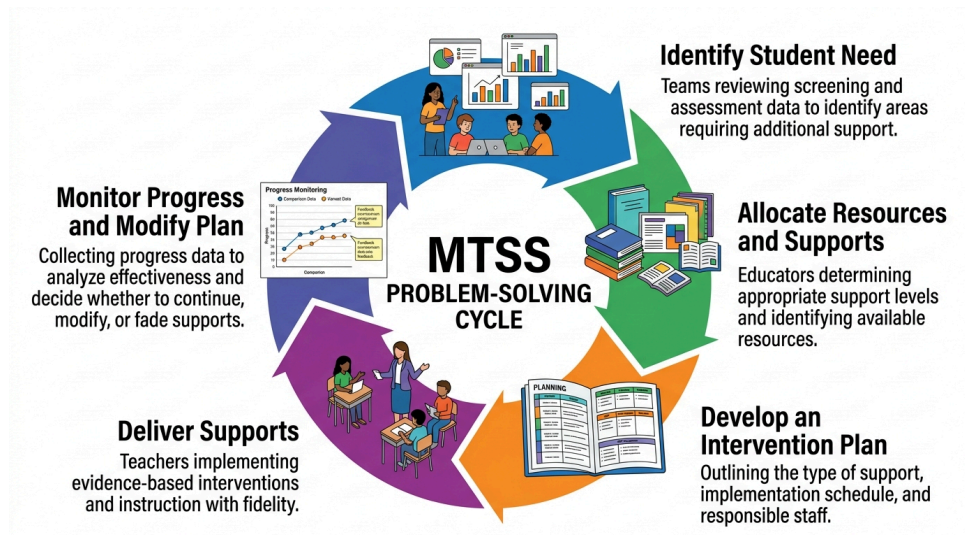
The MTSS team reviews progress-monitoring data to determine whether a student is responding to the supports being provided. Decisions are based on multiple sources of evidence, including changes in grades and course performance, attendance, assessment or intervention data, behavior, social-emotional data when applicable, teacher feedback, and progress toward identified student goals. The team also considers whether the intervention

has been implemented consistently and for a sufficient amount of time before determining that a student is not responding.

Student progress is formally reviewed through the monthly MTSS data review process, with additional review occurring through PLC/grade-level meetings and individual staff follow-up as needed. Students with more significant or urgent needs may be reviewed sooner rather than waiting for the next monthly meeting.

When data indicate that a student is making adequate progress, the team may continue the intervention and monitoring plan or gradually reduce support when appropriate. When a student is not demonstrating expected progress, the team examines possible barriers, reviews the fidelity and effectiveness of the current intervention, and determines whether the support should be modified, increased in frequency or intensity, or replaced with a different intervention. Additional data may also be collected to better understand the student's needs.

If concerns persist despite targeted intervention, the team may move toward more individualized Tier 3 supports and increase collaboration with the student, family, and appropriate support staff.



Progress Monitoring

Progress monitoring is used at Milan High School to track student response to targeted and intensive supports. Data collected through progress monitoring helps educators determine whether interventions are effective and whether adjustments are needed.

The frequency and methods of progress monitoring vary based on the level of support being provided, with more frequent monitoring occurring for students receiving more intensive interventions. Families receive periodic updates on student progress, particularly when students are receiving targeted or intensive supports.

Our Progress Monitoring Practices

	Tier 2	Tier 3
Tool(s) used	Munetrix Homeroom, PowerSchool data, DESSA dashboard, classroom/assessment data, attendance data, grades/course performance, intervention-specific measures, teacher observations and shared MTSS documents	Munetrix Homeroom, PowerSchool data, DESSA dashboard, individualized intervention data, attendance and credit-accumulation data, grades/assessments, SRT or credit-recovery progress, counselor/intervention records, and teacher observations
How often data is collected	Ongoing, depending on the intervention; key academic, attendance, behavior, and engagement data reviewed regularly	More frequently and individualized based on student need; may be weekly or ongoing depending on the intervention
Who collects the data	Classroom teachers, counselors, reading intervention/MTSS coordinator, and other staff responsible for the identified intervention	Staff member(s) directly responsible for the individualized support, including counselors, intervention/MTSS staff, classroom teachers, special education staff when applicable, and

		administrators
Where data is stored	Munetrix Homeroom as implementation develops, DESSA dashboard when applicable, PowerSchool, and shared Google Drive/MTSS documents	Munetrix Homeroom as implementation develops, DESSA dashboard when applicable, PowerSchool, and shared Google Drive/MTSS documents
How often teams review the data	Formally during monthly MTSS data review meetings, with additional review through PLC/grade-level meetings as needed	At least monthly through MTSS, with more frequent review and individual follow-up based on the intensity or urgency of student need
How progress is communicated to families	Teachers, counselors, or intervention staff communicate through phone calls, email, progress updates, or meetings as appropriate. Families are informed when concerns persist or supports are adjusted.	More frequent and individualized family communication through phone calls, email, and student/family meetings. Families are invited to participate in planning, goal setting, and decisions regarding significant changes or intensification of support.

How Progress Monitoring Data Leads to Decisions

Decisions to continue, adjust, or intensify an intervention are based on multiple sources of student data and the student's response to the support provided. The MTSS team considers progress toward the identified goal, grades and course performance, attendance, assessment or intervention data, behavior and engagement, teacher feedback, and evidence that the intervention has been implemented consistently and for an appropriate amount of time.

Currently, MHS does not use one universal numerical decision rule, such as a specific number of data points below an aim line, across all Tier 2 and Tier 3 interventions. Decisions are made through the team's review of the student's overall pattern of progress and the type of intervention being provided.



In general:

- **Continue:** If data show that the student is making meaningful progress toward the identified goal, the intervention continues and progress monitoring remains in place.
- **Adjust:** If progress is limited or inconsistent, the team first reviews whether the intervention has been implemented with sufficient frequency, duration, and consistency. The team may adjust the strategy, frequency, provider, goal, or other components of the intervention and establish a timeframe for reviewing the student's response.
- **Intensify:** If the student demonstrates little or no improvement despite consistent implementation of an appropriate intervention, or if data indicate a significant or urgent level of need, the team may increase the frequency or intensity of support, add additional interventions, or move toward more individualized Tier 3 planning.
- **Fade/Exit:** If the student demonstrates sustained improvement and is able to maintain progress with less support, the team may gradually reduce or discontinue the intervention while continuing to monitor performance.

These decisions are formally considered during monthly MTSS data review meetings, although significant concerns may be addressed sooner.

Connection to Special Education Evaluation

Data collected through the MTSS process helps teams understand student needs and determine appropriate supports. This information may also inform decisions about referral for special education evaluation.

The MTSS process is designed to support students early and effectively and is not intended to serve as a prerequisite for special education evaluation. A referral for special education evaluation may be initiated at any time when a disability is suspected. Participation in the MTSS process does not delay or replace the right to request an evaluation. Receiving Tier 2 or Tier 3 supports does not mean that a student is on a path toward special education evaluation. Decisions about referral are based on individual student needs and data, not solely on the level of support a student receives.

PROFESSIONAL LEARNING AND CONTINUOUS IMPROVEMENT

Successful implementation of MTSS requires ongoing professional learning and a shared commitment to continuous improvement. Professional learning helps educators strengthen instructional practices, use data effectively, and implement supports that address diverse student needs. MTSS implementation is supported through a culture of collaboration, reflection, and shared responsibility for student success.

Desired Outcomes

Professional learning related to MTSS at Milan High School is designed to:

- Strengthen Tier 1 instruction across all classrooms
- Build educator capacity to support diverse learners
- Promote consistent implementation of MTSS practices across grade levels and departments
- Support collaboration among educators when addressing student needs
- Foster a culture of continuous improvement

Our Professional Learning Structures

Structure/Format	Frequency	MTSS Focus/Content
Staff Professional Development Days	Several times throughout the school year, based on the district/building PD calendar	Tier 1 instructional and engagement strategies; Teach Like a Champion practices; behavior and SEL supports; reviewing student needs and data; intervention strategies; building-wide expectations; reflection on effectiveness of MTSS practices
Instructional Coaching	Informal/ongoing as needed	Support from administrators, intervention staff, leadership team, and colleagues related to instructional practices, student engagement, differentiation,

		classroom management, and implementation of interventions. Developing a more systematic coaching structure is an area for continued growth.
Department Meetings	Monthly throughout the school year	Review student academic, attendance, behavior, and engagement concerns; identify students needing additional support; share strategies; discuss Tier 1 and Tier 2 interventions; monitor student response; communicate concerns to the MTSS team
New Staff Onboarding	Beginning of the school year with ongoing support as needed	Introduction to building expectations and student support systems, including MTSS processes, available interventions and support personnel, PLC structures, student data systems, and procedures for raising concerns about students. Increasing explicit MTSS training within onboarding is a 2026–27 area of focus.
MiMTSS TA Center Professional Learning	TBD	Professional learning and resources related to development of an effective MTSS framework, data-based decision making, tiered supports, intervention implementation, progress monitoring, and fidelity.

Building-Level Priorities

Professional Learning Priority	Goal & Connection to MTSS Implementation
Strengthening Tier 1 Instruction & Student Engagement	Continue developing consistent, high-impact instructional and engagement practices across classrooms. Build on previous work with Teach Like a Champion strategies, differentiation, and classroom relationships so that more students are successful with universal Tier 1 supports before additional intervention is needed.
Understanding the MHS MTSS Process	Develop a shared understanding of what MTSS looks like specifically at MHS, including how concerns are raised, what constitutes Tier 1, 2, and 3 support, who is responsible for interventions, and how students move between levels of support. The goal is for staff to see MTSS as a coordinated building system rather than a separate program or team.
Using Data to Identify Needs & Make Decisions	Increase staff capacity to use grades, attendance, assessment results, behavior information, DESSA data, and Munetrix Homeroom to identify students needing support. Establish common expectations for using multiple data sources and recognizing patterns early rather than waiting until students experience significant failure.
Intervention & Progress-Monitoring Practices	Build staff understanding of how to select appropriate interventions, establish measurable goals, collect progress-monitoring data, and determine whether an intervention is working. Develop clearer decision rules for when supports should continue, be adjusted, intensified, faded, or discontinued



Student Engagement, Attendance & Behavior Supports	Strengthen proactive approaches to attendance, behavior, and social-emotional needs as interconnected factors affecting academic success. Use attendance, behavior, engagement, and DESSA data to identify barriers and connect students with appropriate Tier 1, Tier 2, or Tier 3 supports before concerns become chronic.
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MHS MTSS AT-A-GLANCE

A Continuous Cycle of Support for Every Student

Our MTSS process is collaborative, data-informed, and focused on student growth.

