

# Multi-Tiered System of Support

Maury  
SY 2022-23

# MTSS Core Team

- Lindsay Bowers - Math Intervention
- Laura Delaney - Social-Emotional and Attendance
- Andrew Lardell - AP, Math Support
- Taylor Mangini - 504 Coordinator/School Psychologist
- Helena Payne-Chauvenet - Principal
- Norah Rabiah - MTSS Lead/Reading Intervention
- Rebecca Sanghvi - Instructional Coach/ELA Support
- Stef Gordon - SPED liaison

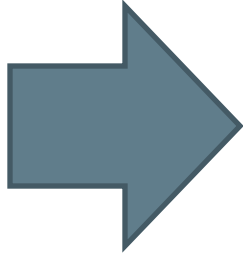
# What is MTSS?

...and what it is *not*?

- School-wide process that focuses on the whole child, including:
    - Assessments
    - Data and Team Meetings
    - Parent Meetings
    - Classroom observations
    - Setting goals and implementing strategies
- Not a fast-track to SPED or 504**
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## Academic Systems

## Behavioral Systems



**Tier III**  
Individual Students/Very Small Group  
High Intensity  
Frequent Progress Monitoring

1-5%

**Tier III**  
Individual Students  
Intense, Durable Procedures

1-5%

**Tier II**  
Some Students (at-risk)  
Additional Instruction and Time  
Small Group Interventions  
Progress Monitoring

5-10%

**Tier II**  
Some Students (at-risk)  
Small Group Interventions

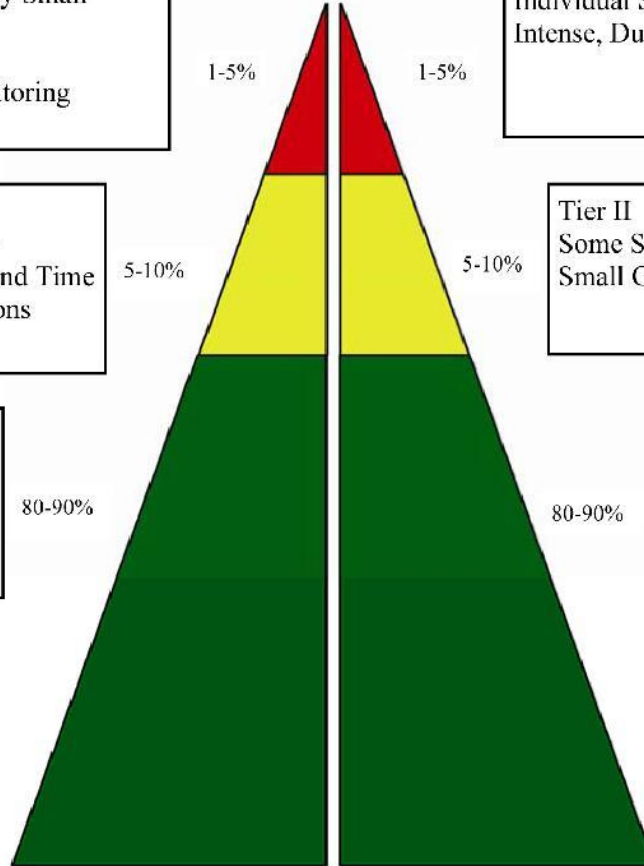
5-10%

**Tier I**  
All Students  
Universal Screening

80-90%

**Tier I**  
All Settings  
All Students  
Preventive  
Proactive

80-90%



## Assess

Administer  
benchmark  
assessments  
(DIBELS/TRC/F&P/i-  
Ready/RI)

## Analyze & Plan – LEAP and Data Meetings

If below grade level  
then develop tier 1  
supports with coach  
or interventionist

If on grade level  
then continue with  
regular tier 1  
instruction

6-8 weeks

## Progress Monitor

Progress Monitor, if  
there is growth then  
keep doing what is  
working

Progress Monitor, if  
no growth then  
move to tier 2  
supports

6-8 weeks

## Create MTSS Plan – Complete referral, schedule parent meeting

Progress Monitor;  
revise intervention or  
move to tier 3 if no  
or minimal growth

# Types of Intervention

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## Reading

- Double Dose Foundations
- Structured Phonics
- Heart Word Magic
- Leveled Literacy Intervention
- I-Ready Personalized Instruction

## Math

- Eureka Foundational Skills
- Do the Math - Number Sense Development
- Building Fact Fluency (G. Fletcher program) for +/- Fluency
- I-Ready Personalized Instruction

# How do we track growth?

All of this is tracked in



- Goals are set
- Instruction is designed and implemented
- Progress is monitored
- Teacher determines whether goal is met based on data.

# By the Numbers

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**Reading Interventionist** works with:

25-30 students per term

- 1st - 7
- 2nd - 10
- 3rd - 10

Math Interventionist works with:

25-30 students per term

- 2nd - 9
- 3rd - 8
- 4th - 7
- 5th - 5

We use benchmark assessments, teacher recommendations, and in class assessments to determine which students need intervention. Students are in 6-8 week cycles with a goal to be move back into the general education setting full time after 1-3 cycles of intervention.



# MTSS Attendance Concerns

- All concerns go to the Attendance Team (Ms. Delaney, Ms. Coco, Ms. PC)
- The Attendance Team can work with families to improve attendance through other means of support regardless of attendance reports in ASPEN.
- Academic concerns related to attendance and engagement are addressed with Attendance Team first.