

MTSS Cheat Sheet

TIER 1	
Step 1	Universal Screener/Diagnostic administered to all students.
Step 2	The MTSS Team/Committee analyzes scores by grade. Teacher input is needed at this stage.
Step 3	Tier I teaching and instruction continues with monitoring of at-risk students for 6 weeks. Interventions occur as students need re-teaching. The teacher collects 4 data points throughout the 6 weeks.
Step 4	<p>The teacher collects diagnostic, formative data, and learning checks to determine who needs more intervention services and who needs to move on. During this time frame, the teacher shares evidence with the committee.</p> <ul style="list-style-type: none"><input type="checkbox"/> If the student is responding to the intervention and improvement is noted, the team may decide to continue monitoring.<input type="checkbox"/> If the student is not making progress, the team may decide that a Tier II intervention is needed.
Step 5	The teacher refers the student for Tier II interventions to help improve achievement. The <u>parent/guardian will be sent a letter notifying them that the student will receive Tier II services.</u>
	The ESS Coordinator must enter data in the PLP tab on IC.

Tier II Interventions

Tier II parent notification sent

Step 1	Once a student is referred to receive Tier II services, the following should be done to ensure that there is not a physical reason, the child is not achieving. Are the requirements below up to date? Within the past 6 months? <ul style="list-style-type: none"><input type="checkbox"/> Vision screening<input type="checkbox"/> Hearing screening<input type="checkbox"/> Speech<input type="checkbox"/> Physical- is this up to date?<input type="checkbox"/> Attendance _____
Step 2	Consider time and use of small groups during regular instruction to work with students who require Tier 2 interventions.
Step 3	The teacher or other trained professional maintains progress monitoring data every two weeks for 6-9 weeks or at minimum 4 data checks on the standard.
Step 4	Prescriptive small group lesson plans are developed to target a specific standard. The lesson should be scaffolded into mini steps. The I Do, We Do, You Do framework is also broken down. Strategies should be selected that will teach the same target in a different way when students do not understand after repeated reteaching with one strategy. Select a different method.
Step 5	The teacher completes the data chart (school decision on type of data collection tool) and sends it to the School MTSS Chairperson.
Step 6	The School MTSS team reviews the data on the student to make the decision regarding whether or not the student will continue the intervention process or... <ul style="list-style-type: none"><input type="checkbox"/> The student can either return to Tier I or...if not making progress<input type="checkbox"/> The team may decide that the student needs more intensive Tier 3 interventions.<input type="checkbox"/> ESS Coordinator must enter services in the PLP tab on IC.
Step 7	Parent Notification of student service plan.

Tier III Interventions

Parent Notified

Parent invited to a meeting

Step 1	Develop a plan of interventions which must include a separate time from the whole group. This would be a specific RTI time either one-on-one or small group limited to 3 - 5 students. Tier 3 interventions = more time in a very small group. 30 minutes daily is a recommendation. 20 minutes is a minimum. When Tier 3 interventions are provided is up to the building principal.
Step 2	Based on the data, is the student mastering other content or in need of more interventions for multiple content areas? Select a target the student has not mastered. Develop a plan of interventions to meet that student's needs. For example: A student can add 2 digit numbers with regrouping at 70% accuracy. Strategies to teach: 100s chart, number line, compensation, or break apart. This gives the teacher 4 specific strategies to focus on for 4-6 weeks or more as needed.
Step 3	The MTSS School Team holds a meeting to review the progress monitoring data from the Tier 3 intervention. Questions to consider: <ol style="list-style-type: none">1. Is the student responding to the intervention plan? Yes or No?2. Is improvement noted in the progress monitoring data? Y or N?
Step 4	Next steps: <ol style="list-style-type: none">1. If the student made improvements, should the student return to Tier 2? Yes or No? Continue monitoring progress.2. If the student did NOT make improvements, should the student be recommended for a special education referral? Yes or No?
Step 5 *Parents invited to a meeting.	If the MTSS School team decides an evaluation for special education is needed, the family must be invited to a meeting. The special education teacher must be involved in the process. <u>Parent permission must be secured to begin the evaluation process.</u> Parents must complete the Social/Developmental History. 2 classroom observations of the student must be completed Other evaluation screenings must be scheduled and conducted.
Step 6	MTSS Data must be uploaded on the District Data Gathering Tier 3 Sheet. The referral must be submitted to Nicki Hall, by the principal. ESS Coordinator must update Tier 3 services on PLP Tab in IC.

