Multi-Tiered Systems of Support: Universal Support for ALL Students

MTSS Team (formerly Team Leaders)

**Purpose**
- Use multiple data sources to monitor the effectiveness of Universal systems
- Create and monitor implementation of the Schoolwide Improvement Plan

**Members**
- Administrator(s), grade-level/specialist team leaders, counselor, classified staff, reflects diversity of school community

**Cadence**
- Meets monthly

**Data Sources**
- Panorama, Synergy, iReady Math, HMH Reading, Attendance Data, OSAS, Non-Traditional Data, Surveys

Grade Level/Content Teams

**Purpose**
- Utilize data to make decisions for CORE academics, attendance, and behavior instruction
- Share best practices and brainstorm innovative ways to improve learning and drive student achievement and success

**Members**
- Teachers, specialists, admin

**Cadence**
- Meets bi-weekly

**Data Sources**
- Panorama (Grades/Attendance/Behavior), iReady, HMH Student Surveys

PBIS Team

**Purpose**
- Plan and implement proactive and effective behavioral support for students at the universal level

**Members**
- PBIS coordinator, teachers, classified staff, administrator, parent

**Cadence**
- Meets monthly

**Data Sources**
- Panorama/SWIS, information reported from MTSS meetings, student surveys, staff surveys
**Multi-Tiered Systems of Support:**
**Additional Support for SOME Students**

<table>
<thead>
<tr>
<th>Additional Support Team- Academics</th>
<th>Additional Support Team- SEL/Behavior</th>
<th>Additional Support Team- Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
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<tr>
<td>➢ To evaluate the effectiveness of Tier 2 academic interventions using data to make decisions about intensifying or fading support</td>
<td>➢ To evaluate the effectiveness of Tier 2 behavior interventions using data to make decisions about intensifying or fading support</td>
<td>➢ To evaluate the effectiveness of Tier 2 attendance interventions using data to make decisions about intensifying or fading support</td>
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<tr>
<td><strong>Members</strong></td>
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<tr>
<td>➢ Admin, content teachers, specialist(s)</td>
<td>➢ Admin, counselor/behavior TOSA</td>
<td>➢ Admin, attendance secretary, liaison</td>
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<tr>
<td><strong>Cadence</strong></td>
<td><strong>Cadence</strong></td>
<td><strong>Cadence</strong></td>
</tr>
<tr>
<td>➢ Meets every month</td>
<td>➢ Meets every other week</td>
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<tr>
<td><strong>Data Sources</strong></td>
<td><strong>Data Sources</strong></td>
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<tr>
<td>➢ iReady Math, HMH Reading, curriculum-based assessments, pre-/post-assessment s, standards mastery, screeners</td>
<td>➢ CICO, point cards, referrals</td>
<td>➢ Attendance data</td>
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</tbody>
</table>

Additional Support Teams may be combined to coordinate areas of need.
Multi-Tiered Systems of Support: Intensified Support for FEW Students

Intensified Support Team
Purpose
➢ To use data to intensify interventions and monitor growth of students referred by the additional support teams.

Members
➢ Admin, counselor, teacher, specialist(s), engagement liaison
➢ Optional: parent, if planning for their student

Cadence
➢ Meets weekly as needed

Data Sources
➢ Individualized CICO cards, iReady, HMH Reading, curriculum-based assessments, pre-/post-assessments, standards mastery, screeners, attendance

Tier 3 Ops Team
Purpose
➢ To foster communication between intensified support team and A & E Team

Members
➢ Counselor, MTSS coach, A&E representative

Cadence
➢ Meets every 2 weeks

Data Sources
➢ Panorama, RISEE paperwork, progress monitoring data