

Multiple Tiered System of Support (MTSS) Academic Pyramid - Tier 1

Tier 1: All students have access to and receive universal, guaranteed, and viable academic expectations				
<u>Program</u>	<u>Environment</u>	<u>Parent Involvement</u>	<u>Strategies</u>	<u>Monitoring</u>
State-adopted and standards-based materials used with fidelity	Self-contained classes	Ongoing home/school communication Parent conferences	PLC collaboration/team effort	Continuous monitoring and adjustment
	Departmentalized classes			
Technology/ library/ book room	School-wide positive behavior plans	Volunteers	Research-based instruction i.e. hands-on, manipulatives, art, movement, etc.	Initial/universal screening
		Back-to-School Night & Open House		Differentiated instruction
Accelerated Reader	K-3 Second Step and Peaceful Playground	Newsletters	Promote on-task behavior	Trimester K-3 RESULTS
Strong music, P.E., science, and social studies programs		Whole/small group	School/teacher websites	Flexible grouping
	Positive classroom atmosphere	4-8 after-school tutoring		
Tech-based or otherwise individualized math applications for review and extension	Active student learning		4-8 study skills	Diagnostic assessments
	Post common/visual learning cues		4-8 computer instruction	
			Extension and enrichment-based strategies to challenge as opposed to acceleration-based strategies	
			Paper or technology-based options and/or alternate location for classroom testing if primary medium disadvantages student	

Multiple Tiered System of Support (MTSS) Academic Pyramid - Tier 2

Tier 2: Targeted, specific interventions for students whose academic performance lags behind or exceeds the norms of their grade level				
<u>Program</u>	<u>Environment</u>	<u>Parent Involvement</u>	<u>Strategies</u>	<u>Monitoring</u>
Book room	Task completion	Frequent grade checks	Teacher collaboration	Curriculum-based
Leveled readers and online resources	Flexible grouping	Daily/weekly reports	Extended learning - zero period and before/after school	Open-book/untimed
Study skills	Behavior management tools	Additional parent conference or SST		Diagnostic - prescriptive
Math Camp				
Tech-based individualized math applications			Modified assignments (E.g. more time, less workload)	Accurately identify, monitor, and prioritize Tier 2 students
Heart students, especially at Sisson			1-1 or small group (i.e. teachers work with Tier 2 while aides take Tier 1)	
Small group curriculum-based review and reteach			Physical proximity	
Access to grade level curriculum with fidelity			Teacher collaboration around Tier 2 strategies	
			Build relationships	
			Help for students after school and at breaks	
			Examples: Backfilling and frontloading; Daily spiral review; Balanced combination of conceptual and procedural knowledge	
			Paper or technology-based options and/or alternate location for classroom testing if primary medium disadvantages student	

Multiple Tiered System of Support (MTSS) Academic Pyramid - Tier 3

Tier 3: Intensive, individualized, or small group interventions for students who have insufficient response to evidence-based interventions in Tiers 1 and 2. Student may receive either Title I or special education RtI2 services based on the recommendation of the SST				
Program	Environment	Parent Involvement	Strategies	Monitoring
SST-driven process - Title I or special education RtI2	MSE Reading Center	Annual Title I meeting	Teacher collaboration	Daily observation
	Sisson Reading Center	Parent conferences	Pull-out with 1-1 or small group support	Benchmark assessments
Instructional plan	Informal and formal communication			
Bridges	Pull-out		MSE - Reading Recovery Model (Tyner), Read Naturally, Zoo Phonics and/or other research-based programs	
Zero period in Reading Center	Intervention time does not mean missing especially fun activities, core instruction, or work time that will have to be made up	Progress reports		
GATE	Ability to complete work in Bridges	Daily reading log		
	Title I math	Book bags	Sisson - Differentiated Teaching Models (Tyner)	
			Examples: Backfilling and frontloading grade level concepts. 5-10 minutes daily spiral review Distributed practice emphasized over mass practice Conceptual knowledge, not only procedural	
			Teaching students how to obtain help from classroom teachers.	
			Paper or technology-based options and/or alternate location for classroom testing if primary medium disadvantages student	

Multiple Tiered System of Support (MTSS) Academic Pyramid - Tier 4

Tier 4: Specialized intervention for students who have not responded to evidence-based interventions in Tiers 1, 2, and 3				
<u>Program</u>	<u>Environment</u>	<u>Parent Involvement</u>	<u>Strategies</u>	<u>Monitoring</u>
IEP-driven with special education resource specialist	Regular classroom or resource room	Annual IEP	Teacher collaboration	Observation
		Parent Conferences	Pull-out 1-1 or 1-2	Criterion-referenced tools
		Progress Reports	Individualized instruction	Criterion-referenced tools
GATE			Paper or technology-based options and/or alternate location for classroom testing if primary medium disadvantages student	Benchmark tools
				Standardized tools