



## MTSS = Multi-Tiered System of Support

A Multi-tiered System of Support (MTSS) is a framework of instructional design aimed to support all students in making progress towards and exceeding mastery of grade-level content standards.

In an MTSS framework, instructional supports are differentiated by levels of support to accelerate growth for students who lag behind their peers, as well as those exceeding grade-level expectations. A school-wide, multi-level instructional system for preventing school failure includes screening, progress monitoring, and data-based decision making for instruction and movement within the multi-level system. (MDE, 2015)

What does that *really* mean? It means that we are building **a system that ensures students receive the help they need when they need it: ONE** system of multiple supports – in academics and behavior.

MTSS means that...

- **Students** have the support they need when they need it:
  - First and foremost - all of our students have access to high-quality core instruction in the classroom, including instructional and behavioral supports for all students to reach proficiency.
  - Secondly, targeted, specific prevention/remediation interventions are provided for students whose academic achievement or behaviors lag behind the norm for their grade level.
  - Thirdly, for students not responding to tier 1 and 2 interventions, more intensive, individualized interventions will be offered.
  
- **Staff members** problem solve with student data to inform their instruction:
  - Universal Screenings in Reading/Math are taken three times a year.
    - Based on the data results, staff members will offer necessary interventions for specific students.
    - They will then progress monitor throughout the intervention(s) and respond accordingly.
  - Formative Assessment Process

- Teachers continually assess students to know what they know and what they still need to know. This data is used to inform teachers' instruction to best facilitate the learning for all.

This is all essential work because in education, our work is focused on four essential questions; our response to these questions is all a part of our MTSS.

1. What do we want our students to know?  
*Question 1 involves our state and national standards. It is our job as educators to break down the standards to the most essential standards we want our students to learn. From there, we need to examine specific learning targets for our students. We have effective universal instruction for all of our students.*
2. How will we know if they know it?  
*As educators we need to regularly assess our students to know if they have learned the necessary target. For math and reading, we screen all students three times a year.*
3. How will we respond if they do not know it?  
*If we learn that students do not know the intended learning target we provide a strategic intervention and monitor the students' progress. The data from the progress monitoring will inform us if the intervention is working or not. If not working after 7 weeks, we problem solve as a team and look at the next intervention to try. This is all in addition to the core instruction that the students already receive with their peers.*
4. How will we respond if they already know it?  
*Students that already know the material are ready to move on. This data helps inform the teacher that these students are ready for enrichment lessons.*

The bottom line....our system needs to allow for the continual process of assessing our students, which provides student data. Our teachers then need to respond to that data to ensure that students receive the targeted, specific help they need **when** they need it.