

**Multi-tiered System of Support (MTSS): Foundational Beliefs**

Multi-tiered Systems of Support (MTSS), formerly Responses to Intervention (RtI), is a framework of instruction that provides support to ALL students to ensure mastery of grade-level content standards. The tiers of MTSS provide varying levels of support for students who are struggling to reach mastery as well as those to exceed grade-level.

MTSS provides a framework that incorporates screening, progress monitoring and data-based decision making to provide effective instructions.

MTSS and RtI Are viewed as similar concepts by the Minnesota Legislature; however, since 2012, education leaders have witnessed a systematic movement away from RtI toward MTSS. There is an articulated process that guarantees each student with the support and time he/she needs in order to learn at high levels (Action Plan).

There are three critical components that guide the MTSS framework in Alexandria Public School District. These components are: We're Personal, We're Comprehensive, We're Responsive.

1. We're Personal: All stakeholders believe they are responsible for ensuring that each student learns at a high level.
2. We're Comprehensive: Curriculum is developed based on identified units of study. Personalized learning paths are developed in order for each student to attain a high level of mastery.
3. We're Responsive: The systemic use of data to determine the learning needs of each student and monitoring the effectiveness of instruction in regards to meeting those needs.

**Rtl Tiered Instruction**

**Tier 1** instruction, also known as core instruction, is at course/grade level instruction that each student receive on a daily basis. For the majority of students, Tier 1 instruction will meet their academic needs. For approximately 80% of students Tier 1 instruction will meet their academic and/or behavioral needs.

**Tier 2** instruction is supplemental instruction, at course/grade level, for student who need additional support in learning course/grade level material. Tier 2 instruction is intended to be timely and coordinated with Tier 1 instruction. Approximately 20% of student should need Tier 2 instruction in the ideal MTSS framework. Tier 2 needs and interventions are identified during PLC conversations referencing the four critical questions.

**Tier 3** instruction is intensive support provided to students who are struggling with significant learning gaps and need academic and/or behavioral support. Typically these students do not have the appropriate course/grade level skills yet to be successful in solely Tier 1 and Tier 2 instruction. Tier 3 provides yet an additional level of intervention to help students develop foundational skills. **Students receiving Tier 3 instruction also receive Tier 1 and Tier 2 instruction.** Students are entered into the Tier 3 interventions based on a referral to the School Intervention Team (SIT).

**MTSS TEAMS**

	<b>Team Purpose</b>	<b>Team Members</b>	<b>Frequency of Meetings</b>
<b>Teacher Teams/PLC</b>	<p>The team has five main functions:</p> <ul style="list-style-type: none"> <li>• Clearly Defined Essential Skills</li> <li>• Provide Tier 1 instruction</li> <li>• PLCs</li> <li>• Attendance                             <ul style="list-style-type: none"> <li>○ Behavior</li> <li>○ Grade/homework completion (skills/completions)</li> <li>○ Goal completion (check and connect)</li> </ul> </li> <li>• STAR Data</li> <li>• Need to track the data regarding the measurement</li> <li>• PLCs – content specific at the Middle school</li> </ul>	<ul style="list-style-type: none"> <li>• Course/grade level teams</li> <li>• Department Teams</li> <li>• Interdisciplinary teams</li> <li>• Academy Teams</li> <li>• Team Time Meetings</li> <li>• High School Counselors</li> <li>• Dean of Students</li> </ul>	Once a week
<b>School Intervention Teams (SIT)</b>	<p>Primary function is to analyze various forms of data to determine how to best meet the needs of students requiring Tier 3 interventions.</p> <ul style="list-style-type: none"> <li>• Determine students' academic/behavioral needs</li> <li>• Diagnose causes of struggles in Tier 1 and 2</li> <li>• Determine appropriate intervention</li> <li>• Monitor student progress</li> <li>• Revise intervention as needed</li> <li>• Determine appropriate next steps for students</li> </ul>	<ul style="list-style-type: none"> <li>• Social worker/counselor</li> <li>• Intervention Lead</li> <li>• General education teacher(s)</li> <li>• Special education teacher/representative</li> <li>• EL teacher, as needed</li> <li>• School Psychologist</li> <li>• Principal/Assistant Principal</li> <li>• Deans of Students – Middle school</li> </ul>	

SIT should not exceed 12 members.