

MTSS Intervention Process Flowchart

Tier 1

Differentiated Core Instruction

Benchmark/universally screen ALL students for areas of strength as well as areas of need.

Whole class data-driven differentiated core instruction and progress monitoring for ALL students

With effective core instruction, about 15-20% of students may need **additional support** to master the benchmark.

Tier 2 Strategic Support

Targeted intervention planning is based on universal screening data. SMART goal(s) are set for student's area(s) of need, and the frequency/measure to document and monitor progress is determined.

Students with goals for areas of need move to Tier 2: Whole Class Data-Driven Differentiated Core Instruction + Small Group Targeted Instruction in addition to core instruction.

If fewer than 80% of students are meeting benchmark goals with core instruction alone, determine if the core is being used with **fidelity and instructional best practices** are being utilized. Monitor student's progress aligned to small group targeted instruction for desired r**ate of progress** towards the goal.

Determine the need for staff **professional development** regarding providing Tier 1 differentiated core instruction.

✓ Student Goal Met

Student's response is progress monitored and documented, and small group targeted instruction has been completed. Differentiated core instruction continues. Grade level/Content team meetings held monthly to discuss and ensure all students receiving Tier 2 support are making progress, and patterns/trends are analyzed.

X Student Goal Not Met

Student's response is progress monitored and documented, and student is not making expected progress towards goal.

Tier 3 Intensive Support

Individual problem-solving meeting is held for any student not making sufficient progress. The team ensures::

- Intervention is appropriately matched to specific area of need.
- If size for small group targeted instruction is appropriate, and if intensity needs to be changed.
- The environment is conducive to the support provided.
- The intensity/frequency and duration of the intervention are considered based upon data and do not need to be dialed up/down.
- Finally, the team determines if intensive support should be provided: Whole class core differentiated instruction + additional targeted instruction (often small group in addition to core instruction) + intensive support.

✓ Student **Goal Met** Student's response is progress monitored and documented. goal met, and small group targeted instruction and intensive intervention have been completed. Whole Class Data-Driven Differentiated Core Instruction continues.

X Student Goal Not Met Student's response is progress monitored and

monitored and documented; if goal is not met and need persists after Tier 3 intensive intervention. consult student support for next steps. Whole Class Data-Driven Differentiated Core Instruction continues.

Simultaneous Implementation of Instruction and Interventions

Universal Screener Review

Who: School Team consisting of Grade-level teams, teachers, and interventionists

Action:

Conduct universal screening at regular intervals (fall, winter, spring) to assess all students' academic, behavioral, and SEL needs.

Simultaneous Intervention:

While the universal screener data is being analyzed, teachers continue implementing Tier 1 differentiated instruction based on what they already know about their students. This ensures that no instructional time is lost while data is being reviewed.

Immediate Identification for Tier 2 and Tier 3

Who: Teachers and interventionists (consider forming a Tier 2 team)

Action:

Once screener data becomes available, a Tier 2 team can promptly identify students in need of targeted interventions at the grade or school level. These interventions are designed for students who require additional support but not yet intensive services. For students with more significant needs, the team can also identify those who need Tier 3 interventions.

Simultaneous Intervention:

The Tier 2 team works to quickly organize and allocate targeted interventions, ensuring students have access to Tier 2 interventions within 72 hours of demonstrating need. This team also plays a pivotal role in advocating for and organizing wrap-around support for students with more intensive needs, coordinating student support teams to ensure timely implementation.

Ongoing Progress Monitoring

Who: Teachers and interventionists

Action:

Regular progress monitoring continues for students receiving Tier 2 and Tier 3 interventions.

Simultaneous Intervention:

As additional insights from the universal screener data become available, teachers can fine-tune Tier 1 instruction and adjust Tier 2 and Tier 3 interventions. This ensures that students are receiving appropriate support while data analysis is still happening.