MTSS Critical Mass Protocol

Using the chart below, identify grade level trends and needs to determine how to effectively provide adequate support to students in Tier 1 and beyond.

School Level Planning							
		MTSS Data Deep Dive			From the list of students demonstrating a Tier 3 support need...		Who Needs Support?
Grade Level	Topic	Total # of Students	% of students identified as needing Tier 2 support	% of students identified as needing Tier 3 support	Which students are served within SPED? (List Names)	Which students are served under ELL?	Which students are remaining that need intervention plans/to be served by interventionists?

- Percent of students across the grade level demonstrating a need
- Percent of students within each classroom

~0-25%	~25-50%	~51-100%
Typical MTSS Protocol	**Flexible Protocol**	**Critical Mass Protocol**
Quality Tier 1 instruction + supplemental intervention outside of Tier 1 instructional time.	Flexible scheduling, rotating student/classes + supplemental intervention.	Simultaneous Tier 1 & Tier 2 during universal instruction + flexible scheduling/rotating + supplemental intervention. (Layering of support begins during universal instruction.)

Critical Mass Protocol

- Identify upcoming **power standards.**

- Identify **common skipp gaps** to meet the upcoming power standards.
- Create student groups linked to skill areas.

- Identify the **teacher/location/time** that will include specific skill areas within their **Tier 1 instruction**.
- **Adjust students' schedules to match if needed.**

- Develop **clear targeted support plans** (whole class or large group).
- Set **goal** @ proficiency (40th percentile on the PM).
- Set **intervention dosage** during universal instruction.
- **Progress Monitor** students.

- Create a **rotating schedule for supplemental instruction during intervention block** - additional time for the student to receive more individualized support.
  (Instead of 3 days @ 35 minutes, this may only be 1 day per week + core instructional support time)

Utilize data and knowledge of power standards to create large group/whole group TARGETED instruction during Tier 1 instruction to improve students' access to instruction and intervention and strengthen core instruction while streamlining the number of students requiring support outside of core instruction.

Grade Level Planning Critical Mass Protocol		
Upcoming Power Standards/Skills		
Skill Deficit Areas (CAPR)	**Students**	**Current Teacher (To monitor for trends/scheduling)**

Create intentional plans in BRM that teachers providing the targeted instruction will track/monitor. If there are patterns that support changing/group students, make adjustments below. If every teacher is experiencing a particular need, determine which skill is most important to address during Tier 1 and ensure every teacher implements the targeted intervention.

Grade Level Planning Critical Mass Protocol Intervention Plan						
Skill Deficit Area	Students	Goal	Progress Monitoring Tool	Intervention	Intervention Time/ Location	Intervention Teacher