



Hedges School Multi-Tiered System of Support

MTSS: Academic & Behavior Support

Tier 1

High Quality Classroom Instruction

1. Teach essential skills and strategies based on grade level determined Common Core Essential Standards.
2. Provide differentiated instruction based on assessment results and adapt instruction to meet students' needs.
3. Provide explicit and systematic instruction with an abundance of practice.
4. Provide opportunities to apply skills and strategies in math concepts and in reading and writing with teacher support.
5. Monitor student progress regularly and reteach as necessary.

Generally for a 6-8 Week Duration Prior to Tier 2 Request for Support

- Classroom teacher, parent, or student performance identify academic or behavioral needs for students not meeting current grade level standards.
- Classroom teacher reviews student Cumulative file; input and guidance from previous teachers, instructional coach, school psychologist, grade level team, and support staff to determine classroom intervention(s).
- Classroom teacher works with student, implements intervention(s) according to skill deficit(s), monitors progress, and communicates with parents. The teacher documents progress by collecting quantitative data (running records, benchmark assessments, unit tests, or common assessment(s)).

Tier 2

Targeted Group Intervention

1. Support either outside of the time dedicated to core instruction, or scaffolded support within the 90 minute core instruction period. In groups of 5-8 students, instruction is focused primarily on providing increased opportunities to practice and learn essential skills/standards taught in the core.
2. Average time of instruction = 30 minutes 3-5 days per week for approximately 8-15 weeks
3. Common assessments to define Tier 2 students include: STAR, CORE screeners, classroom evidence of essential standard(s) deficiency, SSBD

Generally for a 6-8 Week Prior to Tier 3 Referral

- After the first 4-6 weeks, the Tier 2 Behavioral plans will be reviewed during the Tier 2 Team meetings and Tier 2 Academic plans will be reviewed during Grade Level PLCs.
- Classroom teacher and intervention teacher share data on strategies implemented and student progress.
- At least two interventions with a 4-6 week duration each will be attempted prior to Tier 3. Parent will receive communication of progress and information letter.
- If Tier 2 interventions are not successful in the classroom and after grade level team meetings/review and after instructional coach consultation/school psychologist, a referral to the Tier 3 team for increased academic or behavior support is requested.
- If students positively respond to interventions, they return to the regular classroom setting or intervention continues with new learning goals.

Tier 3

Small Group or Individual More Intensive Interventions

1. When Tier 2 is insufficient to meet student need, students are provided Tier 3 instruction.
2. Compared to Tier 2, Tier 3 is more explicit, focuses on remediation of skills, is provided for a longer duration of time in groups of 1-3 students.

3. Recommended average time of instruction = 45-120 minutes (collectively during a school day), 5 days per week for 20+ weeks.

4. Common assessments to define Tier 3 students include: STAR, CORE screeners, classroom evidence of essential standard(s) deficiency, SSBD, Behavior data collection

- It is determined through PLC meetings, and if necessary, with Tier 3 Team meeting that further review of student data and progress is necessary. As necessary, and as requested by classroom teacher, the Tier 3 Team meets to discuss students.

- The Tier 3 team and the classroom teacher develop an intervention plan.

- Parent meetings will be scheduled to discuss the individual student plans.

- If students positively respond to intervention, they return to the regular classroom setting or an intervention continues with new learning goals.

- If the intervention plan is not successful, the team will consider further diagnostic assessments and/or consider a special education evaluation.

Tier 4

To determine if Special Education Referral is necessary, MTSS team will answer Essential Questions for Tier 4 Referral

- **Students who have had a Special Education full evaluation and have standards based IEP goals.**