



Multi-Tier System of Support

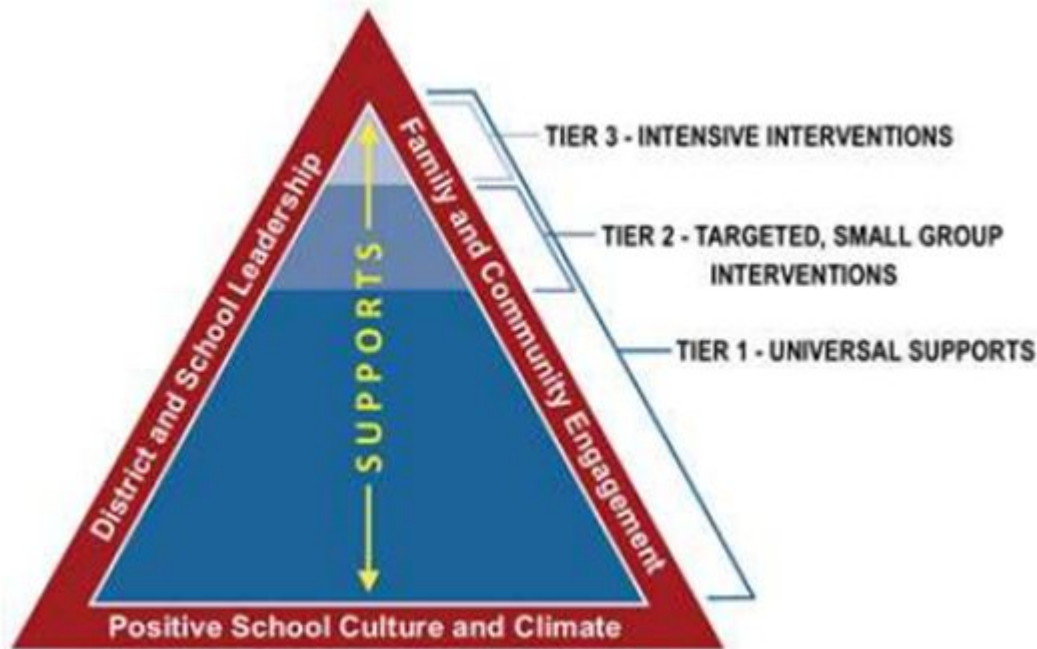
*Dr. Melissa Carlton
Supervisor of Special Services
June 2024*

District Goal: MTSS

To ensure we are providing a **comprehensive system of support** to address the needs of **all students** to grow academically, socially, and emotionally, the district will **formalize** a Multi-Tiered System of Support and **provide training to staff** on the Multi-Tiered System of Support with a focus on **Tier I Interventions**.

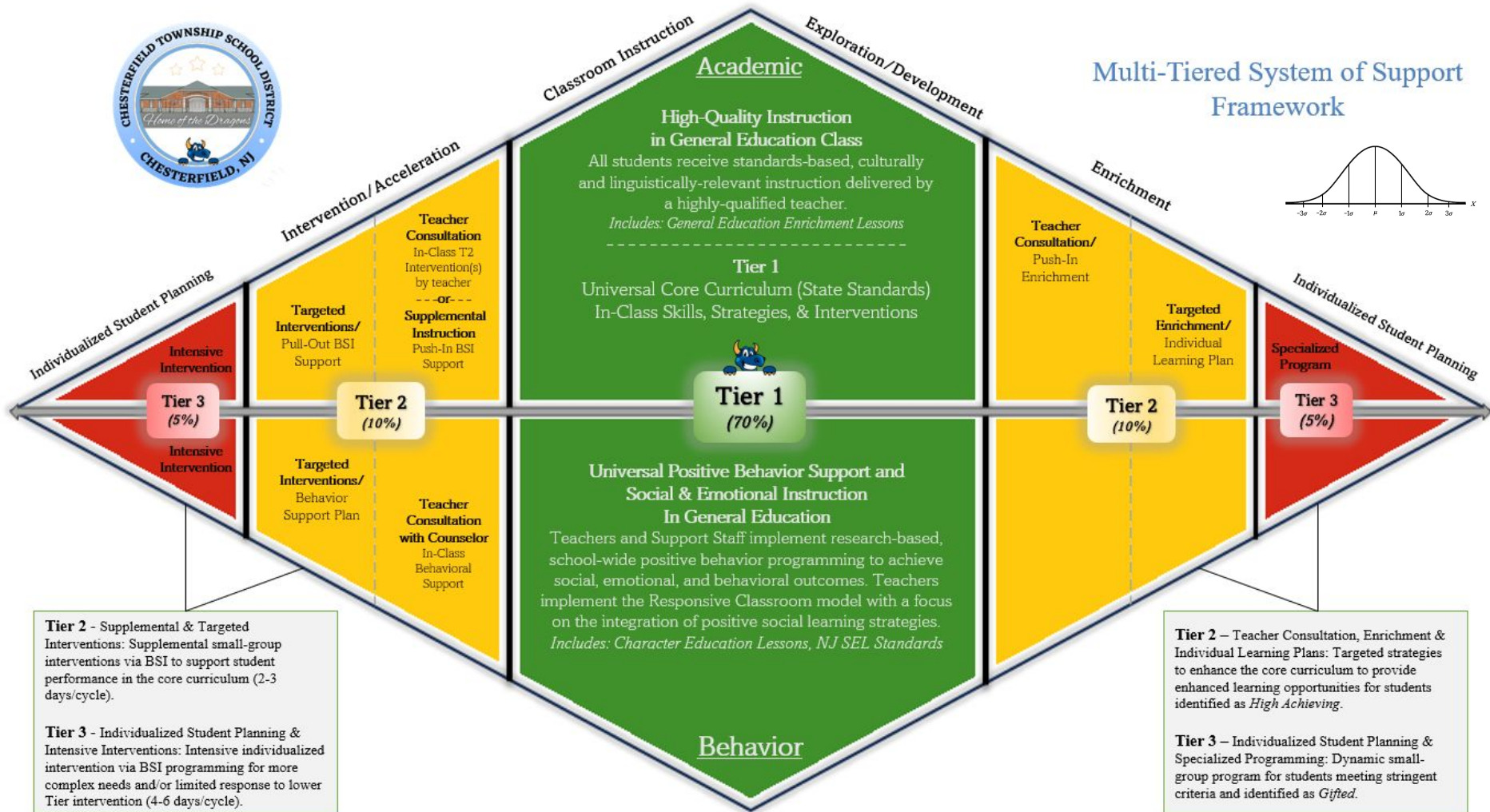
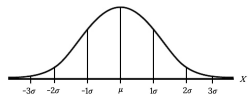


NJ Tiered System of Support Framework





Multi-Tiered System of Support Framework





Essential Features of Tier 1



1. Materials and strategies are research-based, including for subgroups.



2. Teaching and learning objectives are articulated within and among grade levels.



3. Instruction is accessible to all students and is differentiated for students on, below, and above grade-level.



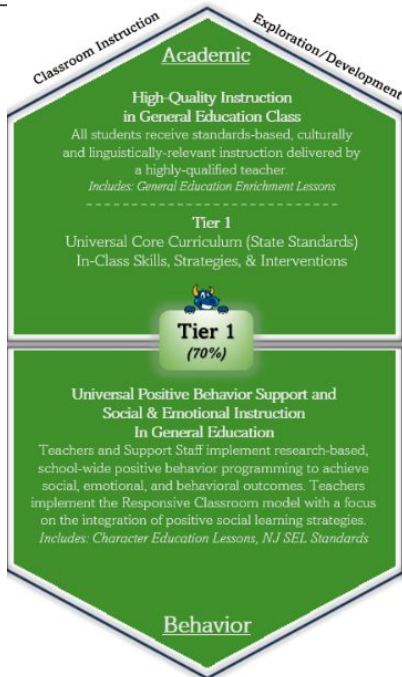
4. Data are used well to address students' needs, including evaluating the health of Tier 1.



5. Core curriculum is aligned with state standards.



6. Includes enrichment for students exceeding benchmark.



Tier 1: Universal Instruction & Support



1. Delivery and design is **standardized**.



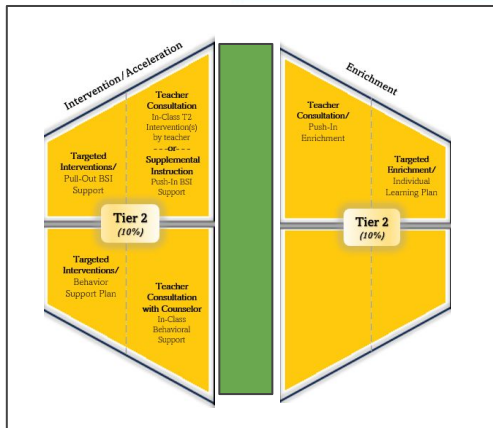
2. Uses an **evidence-based intervention** or evidence-based practices with fidelity.



3. Prioritized for **15–20%** of student population.



4. Delivered by **adequately trained** staff.



10 Essential Features of Tier 2

At Tier 2, schools provide small group, standardized academic, social, emotional, and behavioral supports using validated intervention programs.



5. Provided **in addition** to Tier 1 core programming.



6. Group size as designed by developer, but typically **3–7 students**.



7. Increased **family involvement** and communication relative to Tier 1.



8. Regular **monitoring of progress** (i.e., monthly, weekly).



9. Increased **practice and feedback** on targeted skills relative to Tier 1.



10. Frequency and duration of sessions, and **length of intervention** defined by developer.

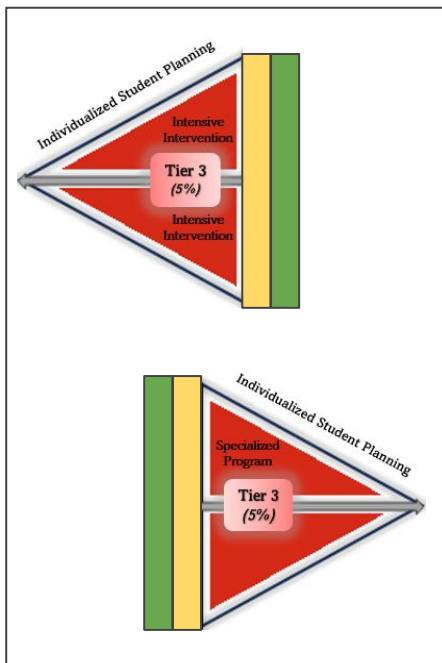
Tier 2: *Targeted Intervention, Support, & Enrichment*



Essential Features of Tier 3



Tier 3: *Intensive Intervention & Specialized Programming*



1. Prioritized for **3-5%** of the student population identified as most at-risk.



2. Interventions are **individualized and adapted** to address the student's data-based needs



3. Interventions are **more intensive** than Tier 2 by using the taxonomy of intervention intensity.



4. Provided by **adequately trained staff** with applicable background.



5. **Group size is optimal** and based on age and needs of students.



6. **Aligned** with Tier 1 on a case-by-case basis.



7. Ongoing **family communication** and engagement.



8. **Progress monitoring occurs weekly** followed by regular teaming.



Center on
Multi-Tiered System of Supports

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CES Intervention & Referral Services Team (“I&RS”)

The I&RS Team is committed to **collaborative, research-based practices** that enable the school community to implement a Universal Design for Learning and decrease the frequency and intensity of academic and behavioral difficulties.

Responsibilities:

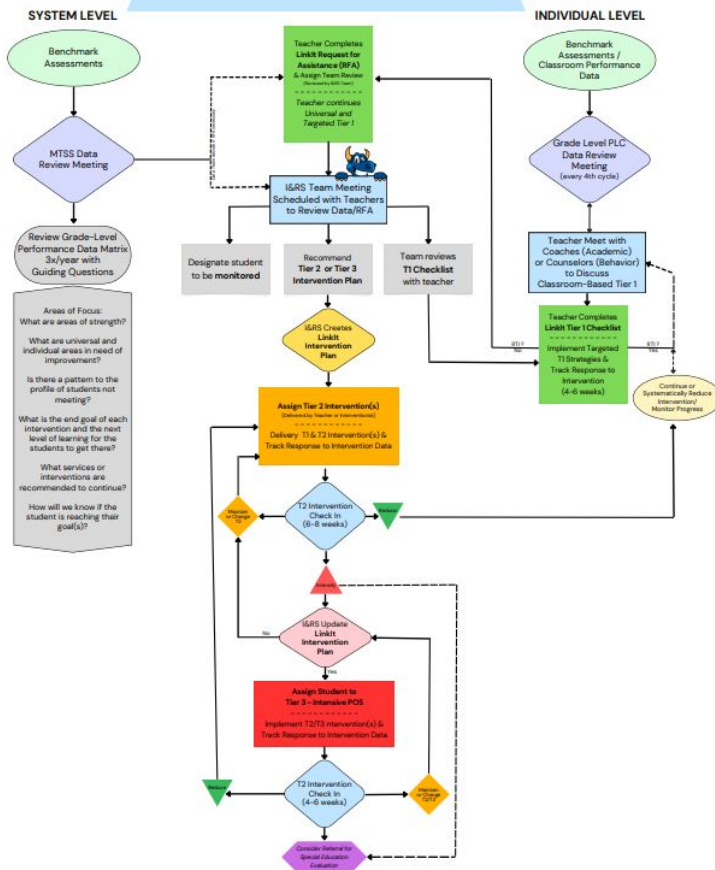
- Oversight and Coordination of the **Multi-tier System of Support** processes and framework
- Assists staff to **plan and coordinate support** for students experiencing learning, behavior, or health difficulties.
- Coordinate MTSS **training and professional development** for staff
- Integration of various areas of expertise to **coordinate the provision of a comprehensive system of prevention and intervention services**
 - *Also includes Academic Coaching and Behavioral Consultation Services*

*(N.J.A.C. 6A:16-8.1(a))





Intervention & Referral Services MTSS Flowchart

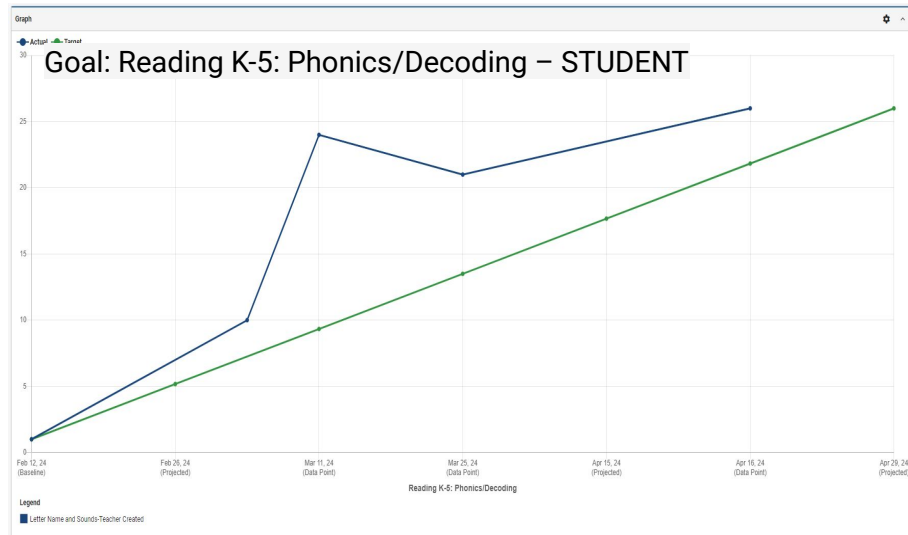


Chesterfield MTSS Flowchart

Universal Screening & Benchmark Assessments

| Assessment | Subject Area | Grades | Administration Dates | Results Available | Results Available to Parents Via | I&RS Data Analysis | | |
|---|---------------------|---------------------------|----------------------|-------------------|--|--------------------|-----|-----|
| MAP | Math | K,1,2 | September | October | LinkIt | Dec | Mar | Jun |
| | | | January | February | | | | |
| | | | May | June | | | | |
| LinkIt Benchmark Assessments | ELA | 3, 4, 5, 6 | Sept/Oct | November | LinkIt | Dec | Mar | Jun |
| | Math | | Jan/Feb | March | | | | |
| | | | May/June | June | | | | |
| DIBELS Dynamic Indicators of Basic Early Literacy Skills | Reading Foundations | K ,1, 2, 3 | October | November | LinkIt | Dec | Mar | Jun |
| | | | January | February | | | | |
| | | | May | June | | | | |
| CogAT Cognitive Abilities Test | Cognitive Abilities | 3 | September | October | Department Letter & LinkIt | Dec | | Jun |
| | | K | May | June | | | | |
| NJSLA New Jersey Student Learning Assessments | ELA | 3, 4, 5, 6 | April to May | Following Fall | State Letter & LinkIt | Dec | | |
| | Math | | | | State Letter & LinkIt | | | |
| Local SEL Screener | Social/ Emotional | K, 1 *Teacher Screener | October | Nov/Dec | Department Level | Dec | | Jun |
| | | | March | April/May | | | | |
| | | 2-6 *Student Screener | October | Nov/Dec | | | | |
| | | | March | April/May | | | | |

Progress Monitoring: LinkIt Intervention Manager



Example of LinkIt IM: Response to Intervention Graph

2023-2024: Overview



Development of structured district Framework and system of Process & Procedures



Professional Development for Staff (Tier 1 & LinkIt - Intervention Manager)



~5%* of enrolled students referred and monitored by I&RS with new Procedures
~9%* of enrolled students serviced in Tier 2 & Tier 3

2024-2025: Next Steps

Professional Development for Staff

- NJTSS & Chesterfield MTSS: Overview
- LinkIt Training (Continued): Tier 1, RFAs, Intervention Plans
- General Education: Tier 1 & Tier 2 Interventions