



CNMI PUBLIC SCHOOL SYSTEM

MULTI-TIERED SYSTEM OF SUPPORTS
(MTSS) MANUAL

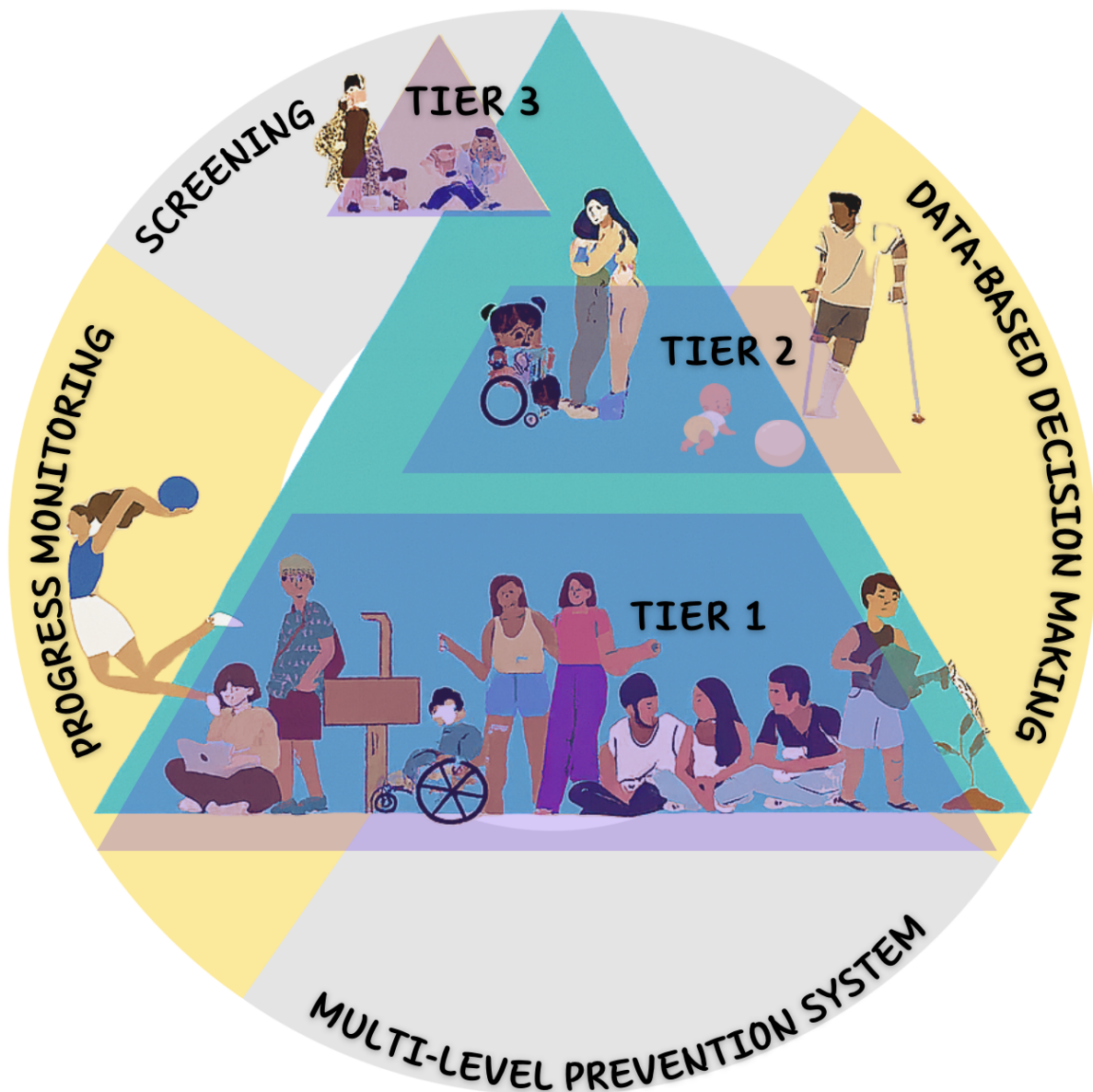


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CNMI PUBLIC SCHOOL SYSTEM

MTSS FRAMEWORK

A. Overview of MTSS

Background

The CNMI Public School System's transition from the Response to Intervention (RtI) model to the Multi-Tiered System of Supports (MTSS) marks a major step forward in how student needs are addressed. Unlike RtI, which mainly focuses on academics—particularly literacy—MTSS expands the framework to include social-emotional learning, behavioral health, and other factors that influence student success. This shift reflects a more holistic philosophy, recognizing that students' growth and achievement depend on more than just academics. By broadening the scope of support, CNMI schools are working to ensure a more balanced and supportive learning environment.

Table 1: *Comparing Response to Intervention to Multi-Tiered System of Supports*

RtI	MTSS
A "practice" or way of work.	A systems approach to school reform
Focused on a student-level problem using a four-step process (Identify, Analyze, Intervene, Evaluate)	System, school, and student problem-solving focus
Often led by SPED	Led by general education
Related to SLD interventions	Focus on supporting all students
Focused heavily on literacy outcomes	Broad integration of academic and behavioral data and interventions
School led	School and district-led
Practice driven	Policy-driven

Introduction

MTSS emphasizes the interconnectedness of academics, behavior, and well-being by using a wide range of data to guide interventions. For example, if a student is struggling with reading, educators consider not only their academic performance but also their social skills, emotional state, classroom behavior, and even home environment. Interventions might therefore combine

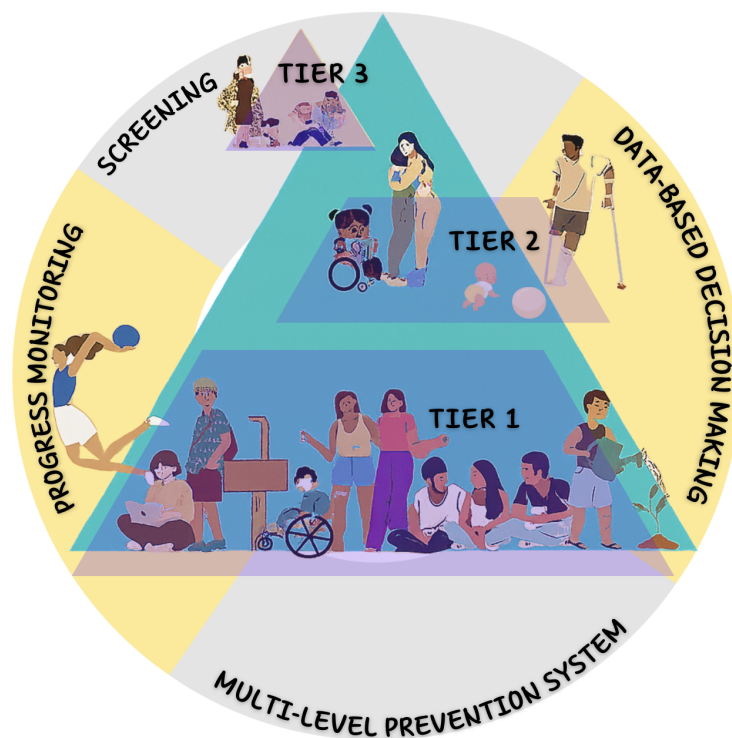
targeted tutoring with counseling or social skills training, addressing root causes rather than just surface-level challenges. This integrated approach makes support more effective and sustainable for long-term student growth.

Beyond addressing individual challenges, MTSS represents a systemic reform involving both school and district leadership. It shifts the responsibility from being special-education-led, as in RTI, to a general education framework where all educators play a role in student support. By adopting MTSS, the CNMI Public School System is fostering schools that prioritize both academic achievement, behavior, and personal development. This commitment prepares students for success in thriving in a complex and rapidly changing world.

Purpose

The purpose of MTSS is to empower us to provide systematic support using collective resources to ensure the students' well-being and success so that the Commonwealth of the Northern Mariana Islands Public School System provides quality education, empowering all individuals to be innovative thinkers and learners. The goal is to implement the Multi-Tiered System of Supports Framework to intervene early so students can be academically and emotionally prepared for learning with their peers.

Figure 1: Major Components of MTSS

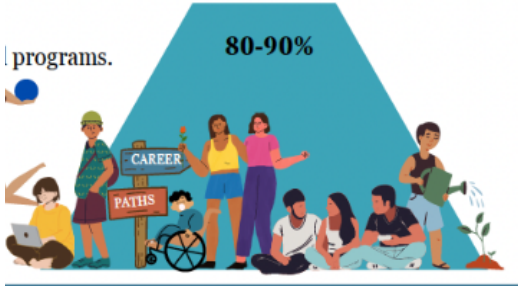


B. Tiered Supports

The Purpose of Tiering Supports

The Multi-Tiered System of Supports (MTSS) is divided into percentages for each tier as described in Table 2. This breakdown helps schools make sure resources are used most effectively.

Table 2: *Tiering Supports*

Tier 3 serves around 1-5% of students who need intensive, individualized support. Tier 3 represents the 1-5% of..... FEW	
Tier 2 serves around 10–15% of students who need help in small groups. Tier 2 represents the 10-15% of targeted instruction and interventions SOME	
Tier 1 serves about 80–90% of students through school-wide instruction. Tier 1 represents ALL students through core instruction and interventions ALL	

The percentages are not exact rules but guidelines. They show that all students should succeed with high-quality teaching in Tier 1, while a smaller group will need more targeted support, and only a few will need the highest level of help. The tiered design makes it easier to identify at-risk students and provide them with the proper support at the right time.

What MTSS Means for Academic Supports

There are three tiers of academic support within a Multi-Tiered System of Supports (MTSS). At Tier I, all students receive high-quality, universal instruction designed to be preventative and proactive, ensuring a strong foundation for learning. Tier II provides targeted group academic support for students who need additional assistance, offering high efficiency and quick responses to emerging needs. Finally, Tier III delivers intensive, individualized academic support based on assessments for students requiring the highest level of intervention. Together, these tiers create a comprehensive framework to meet the diverse academic needs of all learners.

What MTSS Means for Behavior Supports

Table 3 outlines the three tiers of behavioral supports within a Multi-Tiered System of Supports (MTSS). At Tier I, all students receive universal instruction focused on proactive and preventative strategies to promote positive behavior. Tier II provides targeted group behavioral support for some students, offering efficient and timely interventions in response to emerging needs. At the highest level, Tier III delivers intensive, individualized behavioral support guided by assessments and designed with durable, long-term procedures for students requiring the greatest level of intervention. Together, these tiers establish a comprehensive framework to address the diverse behavioral needs of all learners.

Table 3: *Behavioral Supports within MTSS*

Academic Systems	Behavioral Systems
Tier III – Intensive & Individual • Individual students • Assessment based • High intensity	Tier III – Intensive & Individual • Individual students • Assessment based • Intense, durable procedures
Tier II – Targeted Group • Some students • High efficiency • Rapid response to student needs	Tier II – Targeted Group • Some students • High efficiency • Rapid response to student needs
Tier 1 – Universal Instruction • All students • Preventative • Proactive	Tier 1 – Universal Instruction • All students • Preventative • Proactive

Data Needed For Academic and Behavioral Supports

MTSS is a tiered framework that provides academic, behavioral, and mental health support at different levels of intensity. Tier I gives all students strong instruction, positive behavior practices, and schoolwide wellness strategies to prevent problems and build success. Tier II offers targeted small group support for students who need extra help, while Tier III provides intensive, individualized services with one-on-one interventions and specialized accommodations. Collecting data on academics, behavior, demographics, and mental health is essential at every level because it helps schools identify student needs early, monitor progress, and make informed decisions to ensure each student gets the right support.

Table 4: Data Inventory for Tier Levels

Tier I - Universal Data				
Academic	Behavioral	Demographic	Mental Health	Other
- Adopted Screening Assessment Tool - High Quality Instructional Materials (HQIM)	- Discipline Referral - SEL Curriculum - Whole Group Counseling	- Attendance - School Mobility - Retention - Attendance Programs	- Youth Risk Behavior Survey (YRBS) - Pediatric Symptom Checklist - Referrals - Mental Health Literacy - Sources of Strength - Mental Health First Aid/ Teen Mental Health First Aid - Trauma-informed teams	- Special Education / Section 504 Plans - Apply the academic, behavioral, demographic, and mental health interventions with modifications
Tier II - Targeted/ Small Group Data				
Academic	Behavioral	Demographic	Mental Health	Other
- HQIM + Supplemental Intervention Programs - Differentiated/ Small Group Instruction - Extended Learning Opportunities - Additional Services	- SEL Curriculum - Small Group Counseling - Parent conference - In-School Suspension (ISS)	- Attendance Programs - SARC Referral	- Groups: Cognitive Behavioral Intervention Treatment - Peaceful Alternatives To Tough Situations - Healthy Relationship Plus - Bounce Back - Support for Students Exposed to Trauma - Individual Counseling	Apply the academic, behavioral, demographic, and mental health interventions with modifications
Tier III - Intensive & Individual Data				
Academic	Behavioral	Demographic	Mental Health	Other
- HQIM + Supplemental Intervention Programs - One-to-one tutoring - Differentiated Instruction - Extended Learning Opportunities - Additional Services: Accommodations	- SEL Curriculum - Small Group/One-on-One Counseling - Out-of-school Suspension - Accommodation	- Attendance - One-on-one Counseling - SARC Referral - Accommodation	- Direct Services - Coordinated Referrals - Crisis Response	Apply the academic, behavioral, demographic, and mental health interventions with modifications

C. The Early Warning System's Role Within the MTSS Framework

The Early Warning System (EWS) is a tool that helps identify students who may struggle with academics and/or behavior. The EWS process is used within the MTSS Framework to translate these data into flags that serve as indicators. These flags are then used to place students into their tier levels. It uses technology to track important indicators like attendance, behavior, English Language Arts and Mathematics performance, reading and math assessments, and student mobility.

Within the Multi-Tiered System of Supports (MTSS), EWS plays an important role by detecting issues early. Giving timely information allows teachers, counselors, and administrators to step in before small problems become bigger ones. This ensures students get the right help at the right time, supporting their learning, behavior, and overall success. School teams will use the EWS as a center of their intervention progress, which allows for early identification of at-risk students to provide support.

The Six-step Implementation for MTSS

Step 1 - Organize the MTSS School Data Team and resources.

Schools establish a data team and clarify the roles and responsibilities of each member. Before the meeting, a team should review past feedback from the last meetings, if possible.

MTSS School Teams: The MTSS School team serves as the core intervention support group who are responsible for fostering effective communication, providing knowledge transfer, and implementing effective use of practices with fidelity. The team must establish and sustain the school's MTSS framework and infrastructure.

Table 5: *MTSS School Teams & Roles*

School Teams	
School Team Position	School Team Roles
Principal	Administrator Rep
Vice Principal	Administrator Rep
General Education/ Content Area Teachers/Instructors	Classroom Teacher Rep
English Learner, Special Education, Title 1 Teachers	Tier 2/3 Instructional Staff Rep

School Counselor	School Counselor Rep
Teacher Aides	Tier 2/3 Instructional Staff Rep
Other Instructional Staff	

Functions of MTSS School Teams:

- Data Review and Goal Setting: Establish a culture of data review to guide continuous improvement, prioritize needs, and develop actionable goals and plans to deploy available resources effectively.
- Intervention Identification and Coordination: Analyze results from universal screening, formative/summative assessments, Early Warning System (EWS), and Pediatric Symptom Checklist (PSC) data to engage in team processes that determine appropriate Tier 2 and Tier 3 supports, while coordinating schoolwide expectations and whole-child interventions.
- Implementation and Progress Monitoring: Monitor fidelity of Tier 1 and Tier 2 instruction, adjust supports at the grade, department, or team level based on identified needs, and use progress monitoring to evaluate intervention effectiveness, making adjustments or referrals (e.g., to Special Education, Title 1, English Learner, etc.) as necessary.

Roles & Responsibilities:

- School Administrators:
 - Provides leadership for a common vision for MTSS
 - Monitors the team's accountability for the implementation of the MTSS framework
 - Records and secures documentation of MTSS activities
 - Ensures ongoing and targeted professional development
 - Communicates with stakeholders
 - Lead meetings
 - Makes recommendations in case consensus cannot be reached
- General Education, Content Area Teachers & Instructors:
 - Delivers and provides core instruction and/or intervention
 - Participates in student data collection and analysis
 - Collaborates and integrates Tier 2/3 instruction/intervention
 - Communicates with parents/guardians

Involvement of All Content Teachers: Elementary School: The Classroom Teacher should have higher involvement in MTSS decision-making and monitoring of their students.

Middle/High School: Homeroom/1st period teachers can act as mentors to their students and have a higher involvement in MTSS decision-making and monitoring of their students. This aims to avoid overwhelming additional responsibilities on Math/ELA teachers.

- English Learner, Special Education, and Title 1 Teachers:
 - Collaborate with the General Education teacher and the MTSS team to provide expertise with Tier 3 intervention and/or instruction
 - Participates in student data collection and analysis
 - Participates in Tier 3 intervention meetings
 - Communicates with parents/guardians
- School Counselors:
 - Deliver and provide counseling services across all tiers (classroom guidance, small group, and individual counseling)
 - Serves as a liaison between students, teachers, and families
 - Participates in student data collection and analysis (i.e, Child Study Team, 504, behavior plans, attendance, SARC, etc.)
 - Communicates with parents/guardians
- Special Education Teacher Aides:
 - Assists with data collection, data analysis, and intervention planning
 - Provides pertinent information and feedback
- Other Instructional Staff (as needed):
 - Assist with data collection, data analysis, and intervention planning
 - Provides pertinent information and feedback

Structure of MTSS Meetings: MTSS meetings should happen regularly and can be incorporated into the School Year’s calendar to monitor a student's growth and analyze data for support and interventions. Markers for when MTSS teams should meet should be shortly after a student’s district assessment information is known and made available to the team. Other optimal times to meet are after other data, such as grades, have been submitted as a mid-progress report or report card days, which are also opportunities for family communication and awareness.

Table 6: *Sample Multi-Tiered System of Supports Calendar*

Meeting	Markers for Data Collection
1st	Beginning of School Year
2nd	1st Quarter Mid Progress Report and District Assessment Screener 1
3rd	1st Quarter Report Card
4th	2nd Quarter Mid Progress Report
5th	2nd Quarter Report Card and District Assessment Screener 2
6th	3rd Quarter Mid Progress Report

7th	3rd Quarter Report Card
8th	4th Quarter Mid Progress Report and District Assessment Screener 3
9th	4th Quarter Report Card

An MTSS meeting has teachers and pertinent school staff talking about how students are doing and how they can help everyone succeed. They look at things like classwork, behavior, attendance, and anything else that might make learning easier or harder. The teachers work together to share ideas, agree on the best way to support each student, and make a plan to check in later to see how things are going. These meetings are important because they make sure no one is left out and every student gets the help they need to do their best.

Meeting Process: During the meeting, conversations should be based on the students' data and needs for success. The EWS meeting process should be followed to guide the team through a data meeting. Please refer to the references below. Schools should adapt this structure to fit their school's needs. At the conclusion of the meeting, the team should schedule the next meeting date.

EWS Meeting Process

The team reviews previous, ongoing, or completed meeting action items listed below. Review individual student data:

1. **Identify at-risk students:** *What risk indicators are being exhibited?*
2. **The team shares information.** *Why are off-track indicators present?*
 - a. Academic performance: What do we know about the student's academic outcomes in school?
Examples: Is the student's performance relatively consistent? What kind of instruction best suits the student?
 - b. Behavior performance: What do we know about the student's behavior in school?
Examples: Does the student seem engaged? Do they have consistent attendance?
 - c. Classification and special services: Is the student classified by any special designations and/or receiving any special services?
Examples: Does the student have an IEP, 504 Plan? Do they receive Title 1, ELL Services?
 - d. Personal circumstances: What do we know about the student's family, well-being, identity, health, etc.?
Examples: Has the child experienced a separation from family members, such as death or labor laws? Has the child lost support from friends?
3. **Team members discuss intervention options.**

- a. Consult the current list of interventions and identify the most appropriate intervention.
Example: If a student is habitually absent and whose grades for ELA and Math are also flagged, the absenteeism might be addressed first before the academic concerns.
- b. Identify the student's champion/advocate for follow-up.
Example: a child's homeroom teacher.
- c. Determine the date for a follow-up conversation about students. *Example: Schools have quarters and mid-quarter report time frames that might be times to reflect on removing interventions or changing to a new one.*
- d. Record intervention decisions in the intervention meeting notes.

4. Determine communication next steps with family/leadership as appropriate

Family Communication Protocol (MTSS)

If it is deemed that parents should be notified, the steps below will help structure a conversation with a child's family. During and after progress monitoring, parents should be informed of updates.

1. Preparation

- a. Clearly define the intervention plan (frequency, duration, staff responsible).
- b. Prepare a parent-friendly support plan of the student's current performance

2. Initial Parent Notification

- a. Format: Phone call, conference, or letter/email.
- b. Content:
 - Explain MTSS and the purpose of targeted interventions.
 - Share the specific area(s) of focus and the planned supports.
 - Emphasize the goal of partnership and student success.
 - Provide ways parents can support at home.

3. Ongoing Communication

- a. Progress Monitoring Updates: Share data and observations at regular intervals (e.g., every Mid-Progress, Quarter Report cards).
- b. Format: Progress reports, brief check-in calls, or scheduled meetings.
- c. Content:
 - Show growth or areas of continued concern.
 - Explain any adjustments made to interventions.
 - Invite parent input and questions.

Step 2 - Identify At-risk Students in Grades K-12.

By reviewing the EWS dashboard, school data teams update administrative data as needed and update the list of available interventions at their school.

At the beginning of the school year, teachers are accountable for reviewing the EWS dashboard to determine and identify students who are at-risk. The chart below provides a framework for determining the level of intervention a student may need based on academic and/or behavioral indicators. It organizes risk into tiers, ranging from no concern to high concern, and uses measures such as mobility, attendance, grades, referrals, and assessment results to determine placement. The more indicators a student meets, the higher their level of risk is, which may require more intensive support. By consolidating these factors into a clear progression, Table 7 helps schools make consistent, data-informed decisions about when and how to intervene.

Table 7: Early Warning System Intervention Criteria

Level of Intervention	No Risk “On-track” Tier 1	Low Risk Tier 1-2	Medium Risk Tier 2	High Risk Tier 3
Number of Indicators:	0	1-2	3-4	5+
Attendance: <i>Unexcused absences</i>				
Behavior Referrals <i>Number of incidents reported</i>				
Credit Shortage <i>Short of credits in semester</i>				
English Language Arts Grade <i>Elementary: Score 1-2</i>				
Low Grades <i>Semester Cumulative Average of less than 63%</i>				
Math Grades <i>Elementary: score 1-2</i>				
Retention <i>Number of times student has been retained</i>				
School Mobility <i>Elementary: 2 or more schools within K-5</i>				

Reading Assessment <i>Performing below level</i>				
Math Assessment <i>Performing below level</i>				

How to Decide Which Flags to Work on First

The school team must decide and determine the most effective interventions to tackle the most number of flags possible. They can do this to understand and address student needs and determine how to allocate available time and resources. This could mean prioritizing Attendance and Mobility as the most important interventions to address. This could mean prioritizing students who are farther or closer to the proficiency benchmark. This might also mean prioritizing one intervention that might make a bigger difference in the other flags than others.

Example 1: A school team might decide that working on getting a student to attend math and English class regularly might also help address their math and English flags as well.

Example 2: If a student has a temporary physical impairment that prevents them from using their writing hand, an intervention might be to include an audio or visual aid rather than be given additional time to complete schoolwork.

When a student has multiple flags in the Early Warning System, the team should not try to fix everything at once. The team should prioritize them and work step by step. In some situations, certain flags will seem more pressing or more important to address at the given time; decide as a team what the one or two priorities you would agree to provide interventions for. If a team cannot determine what the priority flags of the student are, flags should be selected based on the highest impact and lowest input.

Here is the suggested order when determining which flags to prioritize:

1. Attendance

- If the student isn't coming to school, nothing else can improve.
- Missing class time leads to failing grades and can cause behavior or stress issues.
- First question: *Are they showing up?*

2. Academics

- Once attendance is improving, check schoolwork and grades.
- Prioritize core subjects (reading, math, science, social studies) before electives.
- Look for quick “wins” (like turning in missing work) to build confidence.

3. Behavior

- Ask: *Is the student showing behavior that blocks learning?*
- Often, behavior improves when attendance and academics get better.

- If behavior is unsafe or harmful, it moves up in urgency.

4. Health and Wellness

- Look for signs of stress, mental health struggles, or physical health needs.
- A student who is tired, hungry, or anxious may struggle even if they attend school.
- Supporting wellness (counselor visits, health checks, peer support) makes academic success possible.

5. Family Engagement

- Strong family support helps keep improvements going.
- This includes family communication, parent-teacher conferences, and finding resources for home challenges.
- If families are not involved, it can be harder to fix other flags and may be the priority flag in some instances.

Step 3 - Review student data and background to understand the underlying causes for each flag.

School data teams review student-level data based on the early warning indicators in the EWS dashboard and discuss possible factors contributing to student risk for identified students. Ancillary data is also reviewed to discern likely underlying causes of risks. Ancillary reporting elements for the EWS include non-academic factors, but are essential in providing student background information and adding context to a student's risk factors, and can inform decision-making by school data teams. The team will also address any potential interventions needed.

Figure 2: Student Demographic Checklist

Student Demographic Checklist			
Race/ethnicity:	Sex/Gender:		
Does the student have ____?	Yes	No	Notes
504 <i>Do they have a disability that substantially limits a major life activity?</i>			
Concerning health information <i>Does the student have any temporary health issues that might prevent learning</i>			
Special Education <i>Does the student have an Individualized Education Program (IEP)?</i>			
English Language:			

Is the student classified as an English learner (EL)?			
Preschool Experience: Did the student attend Head Start or any formalized preschool program?			

Step 4 - Assign evidence-based interventions to flagged students.

Based on the student information and discussions from Step 3, school data teams must assign targeted interventions tailored to each student's unique needs to address these root causes. The team will also need to identify who will provide the intervention, when the intervention will occur, and how additional data will be collected to confirm that the intervention addresses the underlying cause of the risk.

Figure 3: *Early Warning System Intervention Inventory*

Intervention Inventory in the Early Warning System	
Academic Interventions • Academic CICO plan (check-in/check-out) • After school tutorial • Before/after school meetings • Binder or Homework organization session • Buddy student • Credit recovery • Curriculum-Based Measures • Enroll the student in a positive activity • Individualized Instruction • Pupil assessment tracking • Reading log • Request Child Study Team • Saturday enrichment program • Small group session • Small reading group • Summer school program • Teacher designed assessments • Weekly academic check-in • Working lunch (make-up work) • Achieve 3000, Actively Learn, Amira, • Freckle, iXL, Lexia, Math 180, Moby Max, • Read180, Smarty Ants, Waggle, Writable	Attendance Interventions • Attendance Monitoring • Daily homeroom check-in • EWS school home communication • Weekly attendance tracker
	Health & Well-being Interventions • Advocate check-in with teachers • Counseling • Lunch group • Monthly student celebration • Student goal-setting meeting • Student self-advocacy email to teachers
	Behavioral Interventions • Behavior chart agreement • Positive Behavior Intervention • Seating Chart Arrangement

	Family Engagement Interventions • Community-focused supports • Home Visit • Parent contact (email, phone, etc.) • Student and/or parent meeting with School Team
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How to Tier Students Based on Their Flags

Table 8 below explains a structured decision-making process that helps educators sort students into levels of support based on observed needs. It begins with a full review of classroom data to identify patterns and areas of concern, then gradually narrows the focus to determine which students require the most intensive help, which need moderate assistance, and which can continue with general classroom instruction.

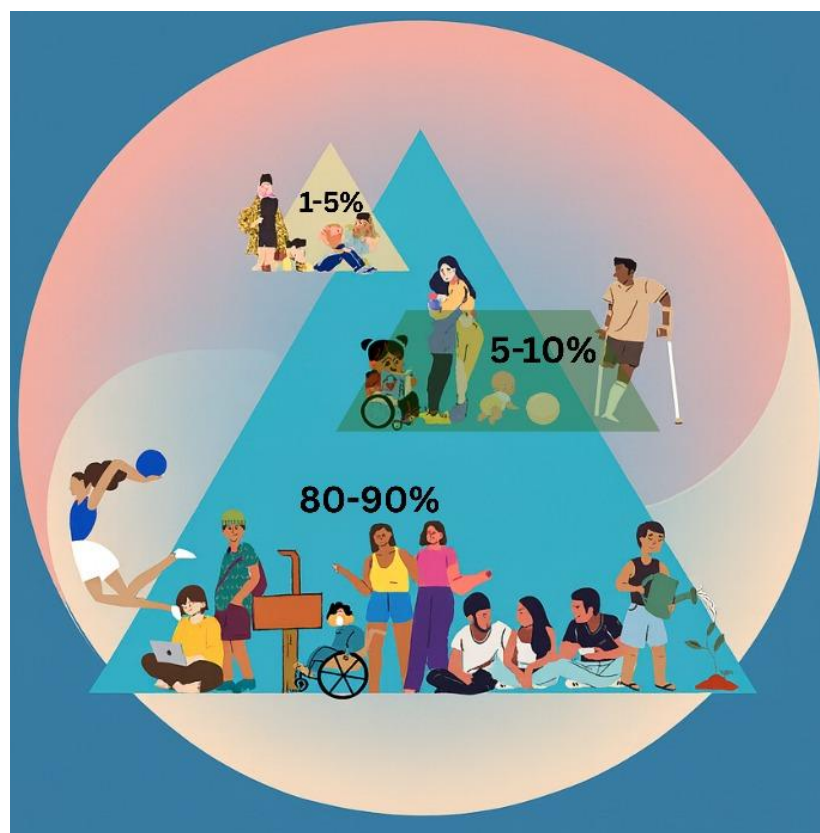
The process ensures that the distribution of students across different levels is balanced and reflective of the MTSS Pyramid Framework (Tier 1 = 100% of students, Tier 2 = 10-15% of students, and Tier 3 = 5-10% of students. If the number of students in Tier 3 or Tier 2 becomes too large, it can decrease the effective support each student receives. Importantly, this process also emphasizes collaboration, requiring educators to validate decisions together so that placements are both data-driven and informed by professional insight.

Table 8: *How to Tier Flagged Students*

Step	Action	Details
1. Review All Flags	Examine Early Warning System data for every student.	• Consider attendance, grades, behavior, and other indicators. • Agree as a team on which flags are weighted more heavily.
2. Identify Tier 3 Students	Select the students with the most flags.	• Represents the top 5% of the class. • In a class of 20, this equals ~1 student. • These students require the most intensive support.
3. Identify Tier 2 Students	Select the next group of students with a high number of flags.	• Represents about 10% of the class. • In a class of 20, this equals ~3 students.

		• These students need targeted small-group interventions.
4. Identify Tier I Students	Place all remaining students in Tier 1.	• Students with few, minor, or no flags. • Represents about 85% of the class. • All students benefit from universal support and instruction.
5. Confirm & Adjust as a Team	Review the tier placement decisions collaboratively.	• Ensure agreement on the weight of flags. • Adjust placements based on teacher knowledge and student context.

Figure 4: MTSS Tiered Pyramid



Step 5: Monitor interventions and student progress.

The early warning indicators are monitored on an ongoing basis to monitor the progress of students assigned interventions. If these students continue to be flagged, the school data team may consider assigning different interventions. Conversely, the school data team may consider

reducing interventions or supports if students are no longer at risk. After this step, teams revisit steps 3 and 4 (Review Student Data and Assign Interventions) multiple times a school year.

Progress monitoring in MTSS involves regularly checking student growth across academics, behavior, demographics, mental health, and other areas to ensure interventions are effective. Typically conducted twice per quarter, progress is tracked by the responsible staff after interventions are applied—general education teachers and interventionists monitor academics, administrators and teachers oversee behavior, the MTSS team reviews demographic data, and counselors and the mental health team monitor student well-being. This collaborative approach ensures that data is consistently reviewed, adjustments are made as needed, and students receive the right level of support to promote success.

Step 6: Evaluate the Intervention’s Effectiveness.

This occurs at the end of an intervention duration and allows the MTSS team to reflect on the data, processes, and support for students. In addition, the team reviews broader schoolwide changes that may need to be addressed, if any. These may include changes in instruction, professional development needs, and/or changes to the data team composition.

After a student has completed their intervention for the duration of time, the MTSS team reviews the checklist to ensure all aspects of the intervention have been met. As time passes, other students may be placed in Tier 3 and Tier 2 at different times within the school year. All students’ interventions should still be documented, even if they are tiered as Tier 2 or Tier 3 again. A team may use the checklist below to ensure the team has given due diligence to all its tiered students.

Figure 5: MTSS Intervention Monitoring Checklist

Intervention Monitoring Tool-kit Checklist (MTSS)
1. Intervention Planning ☐ Students were identified for intervention using EWS indicators (Attendance, Behavior, Course performance) or other screening data. ☐ Intervention plan created with specific, measurable goals ☐ Intervention schedule established (frequency, duration, setting, staff responsible).
2. Fidelity of Implementation ☐ Staff implementing the intervention have been trained in the program/strategy. ☐ Group size and instructional time align with the recommended model. ☐ Documentation of each meeting session is completed (date, duration, activities, attendance).
3. Progress Monitoring ☐ Students' progress data is collected at recommended intervals. ☐ Data is entered into the EWS dashboard or the student progress tracking system. ☐ Student data is updated regularly to visualize progress.

4. Data Review & Decision-Making

- ☐ The MTSS team meets regularly to review student data.
- ☐ Students progressed and met or exceeded expectations.
- ☐ Decisions documented (Continue, Modify, Fade, or Exit intervention).
- ☐ If insufficient progress is made, new strategies or increased intensity are considered.
- ☐ Parents/guardians updated on student progress.

5. Intervention Exit

- ☐ The student met or exceeded goal(s) for review periods.
- ☐ Plan in place to fade supports gradually and monitor sustainability.
- ☐ Documentation stored for schoolwide MTSS/EWS records

If all the criteria on the checklist are not met, the team may decide to continue the current intervention for an extended period, modify the intervention, and/or change the intervention to better meet the student's needs. If, after reviewing the checklist, the team agrees the student is ready to exit, they should close the intervention in the EWS platform and complete the Monitoring Checklist to document that the student has exited or completed the intervention. This documentation is valuable and can inform the students' future interventions if needed.

D. How Other School Intervention Teams Fit in MTSS

In MTSS, the School Attendance Review Committee (SARC) and the Child Study Team (CST), Section 504 Plans, and Individualized Education Plans (IEPs) play important roles in supporting students' success. Together, these teams ensure that students receive the appropriate support at the right time so they can be successful in school.

School Attendance Review Committee (SARC) in MTSS

The SARC is a team that steps in when a student has serious attendance problems. In the MTSS framework, SARC is usually a Tier 3 intervention because it is an intensive support. It is one of the strongest steps schools take to solve chronic absenteeism. Earlier steps like parent calls or attendance letters (Tier 2) may happen first, but if those don't work, the SARC brings together the school, the family, and sometimes community agencies to make a strong plan.

SARC is shown under Tier 3 because it is a formal and serious response to chronic absenteeism. SARC addresses serious attendance concerns when Tier 1 and Tier 2 supports have not worked. Formal SARC meetings with family, school staff, and sometimes legal representatives to make a plan to improve attendance.

Child Study Team (CST) in MTSS

The CST meets to problem-solve when a student is struggling with academics, behavior, attendance, health, and/ or social-emotional needs. When several MTSS interventions have been implemented but fail to produce progress, a CST will meet to confirm if a referral for Special Education evaluation is warranted.

CSTs can fit in Tier 2 or Tier 3 of MTSS, depending on how serious the needs are. Please note that there may be instances where a CST may be warranted without an MTSS process.

Students with a Section 504 Plan in MTSS

Section 504 is a section of the Rehabilitation Act of 1973 that prohibits discrimination based on disability in any program or activity that receives federal financial assistance. A student with a Section 504 plan may receive accommodations within the MTSS framework at different tiers depending on their individual needs.

In Tier 1, the student benefits from high-quality, universally designed instruction with supports such as preferential seating, extended time, or visual aids to promote access to the general curriculum. If additional needs arise, Tier 2 provides targeted small-group interventions, such as guided reading groups or organizational skill coaching, while still maintaining the 504 accommodations. In cases where the student requires more intensive, individualized support, Tier 3 interventions are layered on, such as one-on-one instruction, behavior plans, or specialized academic monitoring, ensuring the Section 504 plan aligns with and enhances the student's access to learning across all tiers of MTSS.

Students with an Individualized Education Plan (IEP)

A student with an IEP receives specially designed instruction and services that align with the MTSS framework.

In Tier 1, the student participates in core classroom instruction with accommodations and modifications outlined in their IEP, such as adapted materials, assistive technology, or alternative assessments, to ensure access to grade-level content. When additional support is needed, **Tier 2** provides targeted small-group interventions that complement the IEP goals (focused reading fluency practice or social skills groups). For students with more significant needs, **Tier 3** delivers intensive, individualized support through specialized instruction, related services (speech therapy or occupational therapy), and frequent progress monitoring—ensuring that MTSS meets the needs of the IEP.

E. Resources for Implementing Selected Interventions

Appendix A, Page 21-22: Differentiation Supports for Academic Interventions

Appendix B, Page 23: Differentiation Supports for Attendance Interventions

Appendix C, Page 24: Differentiation Supports for Health & Well-Being Interventions

Appendix D, Page 25: Differentiation Supports for Behavioral Interventions

Appendix E, Page 26: Behavior Conversation Starter

Appendix F, Page 27: Differentiation Supports for Family Engagement

F. Appendix

Appendix A

Differentiation Supports for Academic Interventions: The resource below serves to show how differentiation can be implemented.

Differentiation Supports for Academic Interventions	
1. Learning Stations / Centers	● How: Students rotate through a set of independent or collaborative tasks (e.g., reading, writing, word study, problem-solving). Teacher station = chance to meet one-to-one (or with a very small group). ● Why: Stations can be designed for readiness, interest, or learning style. The teacher station ensures targeted differentiation. ● Best for: Elementary and middle grades across subjects (literacy, math, science practice).
2. Guided Learning	● How: While most students work independently or in small groups, the teacher rotates between one-to-one and small-group guided sessions. ● Why: Designed specifically for small-group & one-to-one differentiation. You can match texts/problems to readiness, provide scaffolds, and set personalized goals. ● Best for: Literacy, numeracy, and progress monitoring.
3. Tiered Assignments	● How: Students are given different versions of a task (leveled by complexity, readiness, or interest). While students work independently, the teacher meets one-to-one with a student who needs extra guidance or extension. ● Why: Built around differentiated levels of complexity — every student works on the same essential standard but at their appropriate level. ● Best for: Writing tasks, problem-solving, projects, or content-area responses.
4. Workshop Model (Reading or Writing Workshop)	● How: ○ Mini-lesson (10 minutes): Whole group instruction. ○ Independent work time (20–30 minutes): Students read, write, or problem-solve. Teachers circulate or hold one-to-one conferences. ○ Share time (5–10 minutes): Students reflect on learning. ● Why: Conference time is core to the model. Each student gets one-to-one or small-group attention on their current work. ● Best for: Writing feedback, comprehension checks, skill coaching.
5. Station Rotation with Technology	

- **How:** Some students work on adaptive learning platforms (math/ELA apps, digital quizzes). Others engage in collaborative projects. The teacher pulls one student at a time for intervention, enrichment, or feedback.
- **Why:** Adaptive programs individualize practice automatically. Free teacher for high-quality one-to-one differentiation.
- **Best for:** Math fluency, reading practice, or skill-building.

6. Choice Boards / Menus

- **How:** Students select from a choice board of tasks at varied levels. The teacher uses the time to pull individuals for quick check-ins or coaching.
- **Why:** Provides differentiation through choice, but requires careful design to align choices with readiness/needs rather than just interests.
- **Best for:** Projects, practice tasks, enrichment.

7. Project-Based Learning (PBL) Work Time

- **How:** Students work in groups to research, design, or build projects. Teacher checks in one-to-one to monitor progress, coach, or provide targeted instruction.
- **Why:** Differentiation comes from flexible roles, scaffolded supports, or product options. Not automatically differentiated unless designed intentionally.
- **Best for:** STEM, social studies, and cross-curricular units.

8. Teacher Time Rotations

- **How:** Build a routine where each day, a handful of students know it's *their* one-to-one check-in day. The rest of the class works independently on established routines (journaling, silent reading, math practice).
- **Why:** Ensures all students eventually get one-to-one attention. Differentiation depends on how you use the time — targeted vs. general check-in.
- **Best for:** Weekly skill checks, goal-setting, reteaching.

Appendix B

Differentiation Supports for Attendance Interventions: The resource below serves to show how differentiation can be implemented.

Differentiation Supports for Attendance Interventions

Daily Homeroom Check-in

- **How:** Teachers quickly greet and check student presence during homeroom. Flag concerns to the counselor/admin if patterns emerge.
- **Why:** Builds daily accountability and positive adult-student connection with minimal disruption.
- **Best for:** All students (Tier 1 universal prevention).

Weekly Attendance Tracker

- **How:** Monitor weekly attendance trends. Flag students with 5+ absences.
- **Why:** Provides a quick, data-driven way to identify at-risk students early.
- **Best for:** Counselors/administrators monitoring Tier 1 and Tier 2 attendance patterns.

School-Home Communication

- **How:** Call or email families once a student hits an absence threshold (e.g., 3–5 unexcused absences).
- **Why:** Brings parents in early to address barriers before absences become chronic.
- **Best for:** Tier 2/3 students with emerging or chronic absenteeism.

Appendix C

Differentiation Supports for Health & Well-Being Interventions: The resource below serves to show how differentiation can be implemented.

Differentiation Supports for Health & Well-Being Interventions

Advocate Check-in with Teachers

- **How:** Counselor/advocate emails or briefly checks with teachers about student progress/concerns.
- **Why:** Builds a support net around the student and ensures consistent messaging across classrooms.
- **Best for:** Students flagged for Tier 2 support (academic, SEL, or attendance issues).

Student Goal-Setting Meeting

- **How:** Short 10–15 minute meeting where a student sets a weekly/monthly academic or behavioral goal with a counselor/teacher.
- **Why:** Encourages ownership and self-monitoring of progress.
- **Best for:** Tier 2 students needing motivation or accountability.

Student Celebration

- **How:** Recognize students in assemblies, newsletters, or bulletin boards for attendance/behavior improvements.
- **Why:** Builds school culture and incentivizes positive patterns.
- **Best for:** Tier 1 — whole school climate building.

Counseling (Individual/Small Group)

- **How:** Scheduled counseling sessions for students with identified needs.
- **Why:** Provides deeper intervention for students with emotional, social, or mental health concerns.
- **Best for:** Tier 3 — highest need students.

Lunch Group

- **How:** Small student groups meet during lunch with counselors for SEL skill-building.
- **Why:** Provides peer support and skill practice in a non-academic setting.
- **Best for:** Tier 2 students with social-emotional or peer relationship challenges.

Appendix D

Differentiation Supports for Behavioral Interventions: The resource below serves to show how differentiation can be implemented.

Differentiation Supports for Behavioral Interventions
Tier 1 = <i>universal prevention</i>: light-touch, done for everyone, built into normal school operations. ● Homeroom/Afterschool check-in ● Attendance tracker ● Student celebration/incentives ● Positive Behavior Intervention ● Seating chart arrangement ● Parent contact (email/phone)
Tier 2 = <i>targeted for some</i>: moderate effort, manageable with small groups and structured monitoring. ● Advocate check-in with teachers/mentors ● Student goal-setting meeting ● Lunch group with adult/support group ● Behavior chart agreement ● Student/parent meeting with school team
Tier 3 = <i>intensive for a few</i>: high-need students, requiring staff time and specialized programs. ● EWS school-home communication (threshold-based) ● Counseling (individual/long-term) ● Home visit ● Community-focused supports

Appendix E

Behavior Conversation Starter: The resource below serves to show how to engage in behavior conversations that promote restorative practices.

Behavior Conversation Starter Chart with students	
1. Support (Building connection) Greet, acknowledge feelings, or affirm effort. • “I can see you’re feeling ____ right now. • “I noticed you are trying to ____.” • “Let’s take a breath together.” 2. Expectation (Clear and positive) Restate what the class rule/expectation is. • “In our classroom, we ____.” • “Right now, I need you to ____.” • “The expectation is ____.” 3. Breakdown (Offer choices / logical consequence) Give a clear option or explain what happens if the behavior continues. • “You have two choices: ____ or ____.” • “If you choose ____, then ____ will happen.” • “When we don’t ____, the next step is ____.” 4. Benefit (Show why it matters) Explain how meeting the expectation helps the student. • “When you ____, it helps you because ____.” • “If you follow through, you will be able to ____.” • “This will make it easier for you to ____.” 5. Closure (End on a positive note) Thank or encourage the student to reset and move on. • “Thank you for making that choice.” • “I knew you could turn it around.” • “Let’s get back to learning.”	
<i>Resource: Responsibility Centered Learning</i>	

Appendix F

Differentiation Supports for Family Engagement: The resource below serves to show how differentiation can be implemented.

Differentiation Supports for Family Engagement
Parent Involvement in School/District-level-based trainings • How: Invite Parents to attend various school/district learnings (literacy nights, homework demos) • Why: To help support student success from home • Best for: All tiers Community-Focused Supports • How: Partner with local agencies, after-school programs, and cultural/community organizations to extend resources. • Why: Families often face barriers beyond school (transportation, childcare, language needs), and community support helps address these. • Best for: Tier 1 & Tier 2 (add targeted connections for families needing more support). Home Visits • How: Conduct positive visits to learn about family strengths and needs and build personal relationships. • Why: Families feel valued and heard when met in their own environment, strengthening trust. • Best for: Tier 2 & Tier 3 (when attendance, behavior, or academic concerns persist and stronger relationships are needed). Parent Contact (Email, Phone, etc.) • How: Maintain ongoing two-way communication using preferred family methods (calls, texts, emails, apps). • Why: Consistent updates build transparency, celebrate progress, and address concerns before they escalate. • Best for: Tier 1 (universal communication to all families) and Tier 2 (more personalized, frequent updates). Student and/or Parent Meeting with School Team • How: Invite families to collaborate with teachers, counselors, and administrators in problem-solving meetings. • Why: Families bring insights about student needs that improve intervention plans and accountability. • Best for: Tier 2 & Tier 3 (when interventions require family collaboration and problem-solving for individual students).

G. Glossary of Frequent MTSS Terms

A.

- **Accommodations**
Changes to how a student learns or shows learning (e.g., extended time, preferential seating) without lowering standards.
- **Academic Supports**
Instructional strategies, programs, and services that help students meet grade-level expectations.
- **Attendance (Chronic Absenteeism)**
Presence in school/class; chronic absenteeism means frequent absences that harm learning and often trigger EWS flags.
- **At-Risk / Off-Track Students**
Students whose data show they're unlikely to meet expectations without added support.

B.

- **Behavior Conversation Starter (Restorative Frame)**
A five-step script (Support, Expectation, Breakdown, Benefit, Closure) to address behavior through connection and clarity.
- **Behavior Referrals**
Documented incidents that require follow-up; a common behavior risk indicator.
- **Behavior Supports**
Schoolwide and targeted strategies that promote positive behavior and address concerns (e.g., expectations, plans, counseling).

C.

- **CICO (Check-In/Check-Out)**
A structured daily adult-student routine for goal setting, feedback, and reinforcement (academic or behavior).
- **Credit Shortage**
For secondary students, being short of credits required for on-time graduation; an academic risk indicator.
- **CST (Child Study Team)**
A team that problem-solves persistent needs across domains and may recommend a special education referral when warranted.

D.

- **Data Team / MTSS School Team**
Cross-role group (admin, teachers, counselors, specialists) that reviews data, assigns interventions, monitors progress, and evaluates effectiveness.
- **Differentiated Instruction**
Adjusting content, process, products, or environment so all students access and master the same essential standards.
- **District Assessment Screeners**
Brief, scheduled systemwide assessments given multiple times per year to identify needs and track growth.

E.

- **EWS (Early Warning System)**
A tool that flags students at risk using indicators like attendance, behavior, grades, assessments, and mobility.
- **Evidence-Based Intervention**
A strategy or program shown by research to improve outcomes when implemented with fidelity.
- **Extended Learning Opportunities**
Added time/settings for learning (after school, Saturday, summer) used as Tier 2/3 supports.

F.

- **Family Engagement**
Two-way collaboration with families to support student success (e.g., meetings, updates, home visits, community links).
- **Fidelity of Implementation**
Delivering an intervention as designed (right group size, duration, frequency, materials, trained staff).
- **Flags (EWS Flags)**
Automated indicators showing areas of risk (e.g., chronic absences, low grades) to guide interventions.
- **Formative/Summative Assessments**
Formative: ongoing checks to adjust instruction. Summative: end-of-period evaluations (report cards, benchmarks).

H.

- **HQIM (High-Quality Instructional Materials)**
Standards-aligned, evidence-based curriculum/resources used in core and intervention instruction.

I.

- **IEP (Individualized Education Program)**
Special education plan with goals, services, accommodations, and monitoring; aligns with MTSS while addressing individual needs.
- **Intensive Individualized Instruction**
One-on-one or very small-group teaching tailored to precise needs, with frequent progress checks.
- **Intervention**
A targeted action or program added to core instruction to address a specific need (academic, behavior, attendance, wellness).
- **Intervention Inventory**
A school's organized list of available supports (across domains) to match student needs to services.

M.

- **Monitoring Checklist (Intervention Monitoring Toolkit)**
Quality-control steps ensure identification, clear goals, scheduled delivery, fidelity, progress monitoring, data decisions, and exit planning.
- **MTSS (Multi-Tiered System of Supports)**
A schoolwide framework integrating academics, behavior, and well-being at increasing levels of intensity.

P.

- **Prioritizing Flags (Order of Operations)**
Suggested sequence: 1) Attendance, 2) Academics, 3) Behavior, 4) Health & Wellness, 5) Family Engagement—aiming for highest impact.
- **Progress Monitoring**
Regularly tracking student data to determine if an intervention is working and whether to continue, modify, fade, or exit.
- **PSC (Pediatric Symptom Checklist)**
A psychosocial screening tool that informs well-being supports.

R.

- **Retention**
Repeating a grade level; tracked as a demographic risk factor.
- **RtI (Response to Intervention)**
An earlier, mainly academic model for individual problem solving; MTSS expands to system/school levels and includes behavior/wellness.

S.

- **School-Home Communication (EWS Threshold-Based)**
Contacts triggered by data thresholds (e.g., absence counts) to ensure timely, consistent outreach.
- **School Mobility**
Transfers between schools; higher mobility can signal risk and appears as an EWS indicator.
- **SEL (Social-Emotional Learning)**
Curriculum/practices that build self-management, relationships, and decision-making.
- **SARC (School Attendance Review Committee)**
A Tier 3 response to serious attendance issues; creates a formal plan with family, school, and sometimes community agencies.
- **Section 504 Plan**
A civil-rights accommodation plan for students with disabilities; support can occur at any MTSS tier.

T.

- **Targeted Small-Group Instruction**
Focused teaching for a few students with similar needs, tied to specific skill gaps.
- **Tier 1 (Universal Instruction/Supports)**
High-quality core instruction, proactive behavior, and wellness for all students (about 80–90%); preventative and proactive.
- **Tier 2 (Targeted Group Supports)**
Additional small-group support for students needing more than Tier 1 (about 10–15%); efficient and timely.
- **Tier 3 (Intensive & Individual Supports)**
Individualized, high-intensity interventions for the few students with greatest need (about 1–5%); assessment-driven and sustained.
- **Tiering (How to Tier Students Based on Flags)**
A collaborative, data-driven process to place students in Tier 1, 2, or 3 based on number/weight of flags.

U.

- **Universal Screening**
Brief assessments/reviews given to all students to identify those who may need added support.

W.

- **Well-Being / Health & Well-Being**

Supports addressing social-emotional, mental, and physical health (e.g., counseling, SEL, referrals).

Multi Tiered Systems of Support: