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MTSS Tiered Instruction

Tier 1 instruction, also known as core instruction, is content/grade level essential standard

Function:

The Guiding Coalition leads the PLC process. Guiding coalitions in PLCs are tasked with achieving the following goals:

MTSS Teams

Actions

Guiding Coalition
Essential Actions

Actions

- Schedule time for Tier 2 interventions and extensions
- Establish a process for schoolwide student

- Plan and implement Tier 2 interventions for essential social and academic behaviors
- Coordinate interventions for students needing skill and will supports

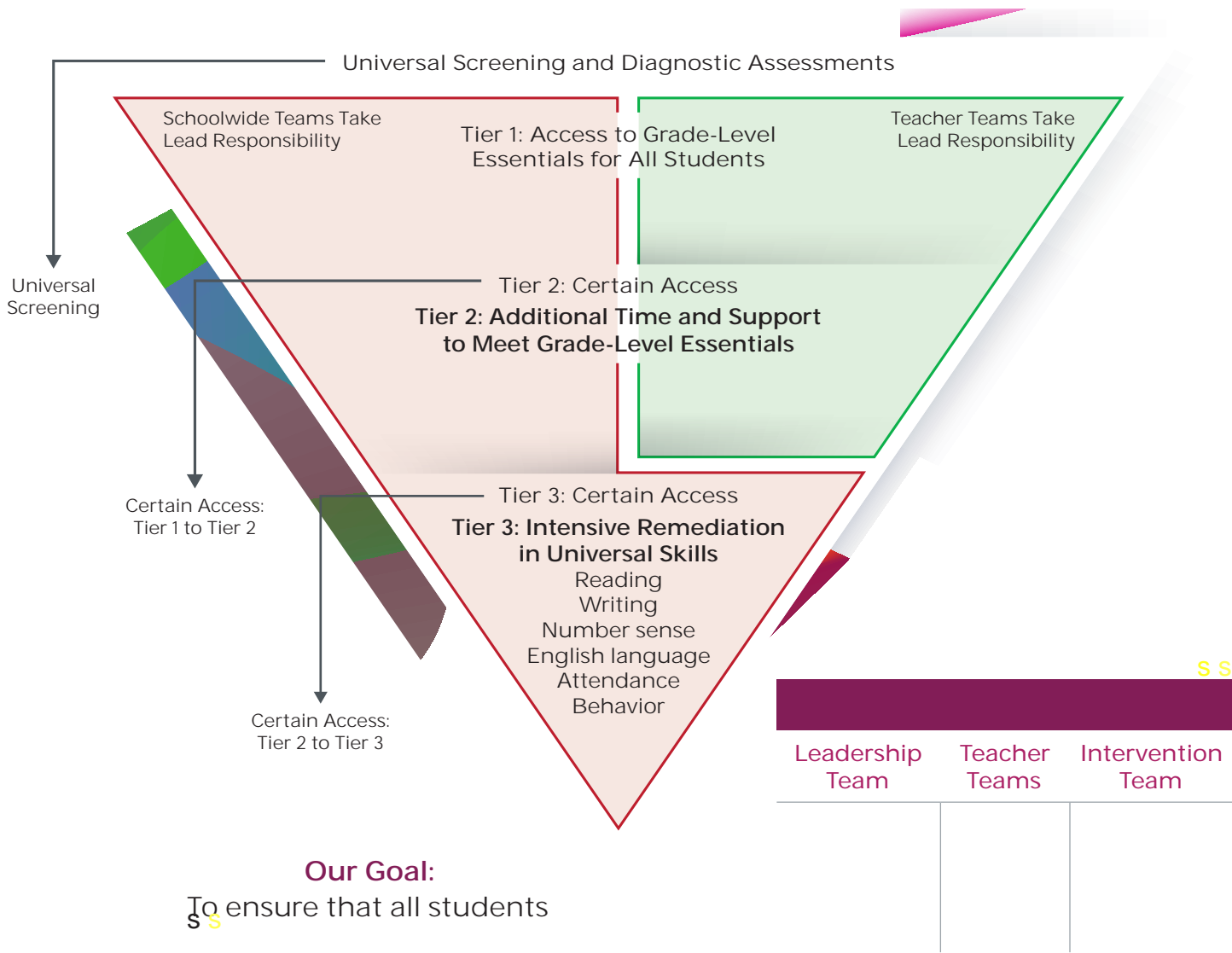## Teacher Teams
Essential Actions

Actions

- Design and lead Tier 2 interventions and extensions for academic essential standards
- Consider screening in immediate prerequisite skills
- Monitor the progress of students receiving supports
- Extend student learning
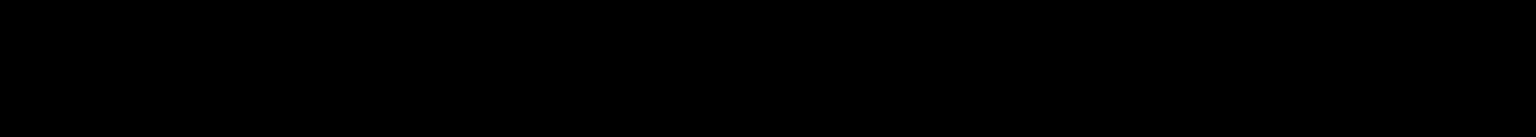
Guiding Coalition
Essential Actions

Actions

- Identify students needing intensive support
- Create a dynamic, problem solving site intervention team
- Prioritize resources based on greatest student needs
- Utilize district process to systematically refer students

The RTI at Work Pyramid

Universal Screening and Diagnostic Assessments

Schoolwide Teams Take Lead Responsibility

Tier 1: Access to Grade-Level Essentials for All Students

Teacher Teams Take Lead Responsibility

Universal Screening

Tier 2: Certain Access

Tier 2: Additional Time and Support to Meet Grade-Level Essentials

Certain Access: Tier 1 to Tier 2

Tier 3: Certain Access

Tier 3: Intensive Remediation in Universal Skills
Reading
Writing
Number sense
English language
Attendance
Behavior

Certain Access: Tier 2 to Tier 3

s s s d

Leadership Team	Teacher Teams	Intervention Team

Our Goal:
To ensure that all students
s s

Professional Learning Community (PLC)

Teaching-Assessing Cycle

Repeat for

Analyze common formative assessment results, form a collective plan to target learning for each performance level.

Give common formative assessment.
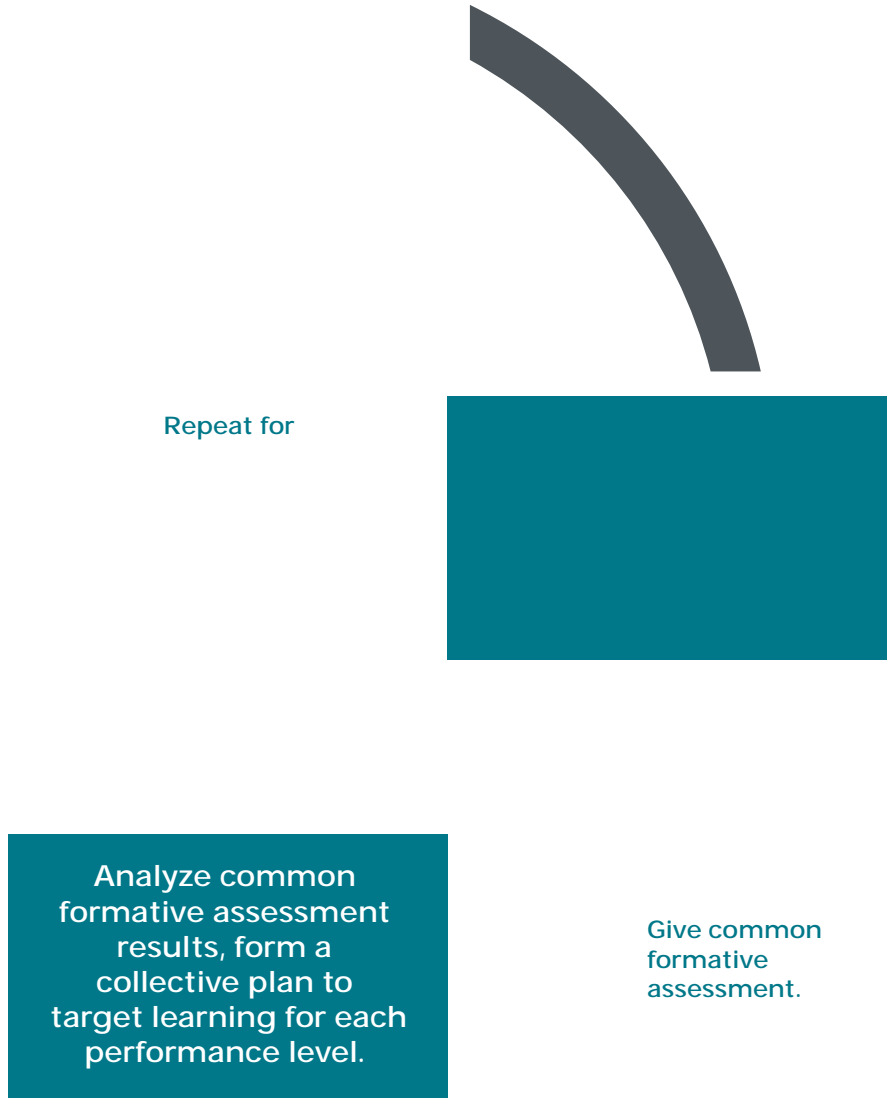
Assessment

Common Assessments

Common formative and common end-of-unit assessments are determined and/or created

Data Protocol

The Data Protocol below supports collaborative teams in analyzing common assessment data and building Tier 2 groups.

grles: fylita tgr, gr, timedepegr

Data Template

This is a template that can be used within the data protocol by Collaborative Teams.

Date Assessment Given:

HERE'S WHAT: (10 min)

Progression Assessed	Type of Assessment	Performance Expectation
		3

Teacher # (students)	# Students below 3	# Students at or above 3	Tier 1: % of total students at 3 or above (the goal is to have 80% or higher)	# Students at or above 3 **after** Tier 2	Tier 2: % of total students at 3 or above
Teacher A (#)					
Teacher B (#)					
Teacher C (#)					Total Kids:
Teacher D (#)			#DIV/0!		#DIV/0! 0
Total Students	0	0		0	

SO WHAT: (15 min)

performance level **(5 min)**:

What were the common error(s) that students made with that question/skill?

Schoolwide Universal Screening

every time, identify.

Buffum, A. G., Mattos, M. W., & Malone, J. (2018). *Taking action: A handbook for RTI at work.* Solution Tree Press.

Because the best intervention is prevention, schools must create a timely process to identify students who are severely challenged academically or behaviorally or both. This process is typically known as universal screening. Rather than waiting weeks for students to fail and fail

Tier 1 Academic

The purpose of Tier 1 is to provide all students access to essential grade-level curriculum and

viable curriculum which is aligned to Arizona State Standards and student performance levels to ensure that *all*

-Buffum, A. G., Mattos, M. W., & Malone, J. (2018). *Taking action: A handbook for RTI at work.* Solution Tree Press.

All students need effective initial instruction on grade-level essential standards at Tier 1. Effective Tier 1 best practices are as follows:

Tier I lessons utilize research-based strategies.

Tier I instruction is designed to include **differentiation** to support all learners.

Tier I instruction embeds preventative instruction based on pretest and/or observational data to address student needs.

Tier 1 Scheduled Time: Deer Valley provides **Instructional Minutes document** that is revised annually to ensure best practice for recommended minutes for all content areas.

Tier 1 Behavior

Tier 1 provides access to **all students** in learning the essential academic and social behavior standards of the school. The term *behavior* is interchangeable with *(ec)9ommen1𝔱1ac)9*

Hannigan, 2022).

Don't Suspend Me! An Alternative Discipline Toolkit by Jessica Djabrayan Hannigan and John Hannigan provides a multi-faceted approach to improving

for students.

While the Deer Valley Students Rights and Responsibilities Handbook is our primary guidance in administering student discipline, the *Don't Suspend Me* framework provides other tools and resources for school teams to reference in their process.

[Alternative Discipline Contract Template](#)

Tier 1 Priority Criteria and Essential Actions- Teacher Teams

Participate in [school wide teaching at least three times a year](#) and provide ongoing teaching in the classroom for all students in learning the essential behavior standards.

Integrate strategies from the 4Cs [(climate, culture, curriculum, and communication)](#) into daily classroom practices to create a positive and supportive learning environment for all students.

Leverage collaboration with teacher teams to problem solve behavior for all students and identify re-teach opportunities as needed.

Use the teacher managed system delineated in the _____ for behavior support and to provide classroom level instruction and intervention as needed.

Tier 2 Academic

The purpose of Tier 2 is to provide additional support in order to master essential grade level

grade-level essential standards. Students not requiring Tier 2 support are provided extension opportunities to deepen their understanding of the content.

Buffum, A. G., Mattos, M. W., & Malone, J. (2018). Taking action: *A handbook for RTI at work.* Solution Tree Press.

DVUSD has a daily scheduled block of Tier 2 time in grades K-6/K-8 for interventions and extensions.

Inside Circle: The inner circle represents the small group lesson based on common assessment data (pre-tests, formative/summative assessments, etc). The small group should be

gies that are different from those used in Tier 1.

Outside Circle: The outer circle represents the differentiated activities planned so all students can continue to learn while the teacher is delivering a re-engagement lesson to some students.

> Outside Circle Activities ELA
> Math

Tier 2 Support: Additional support to master essential grade-level standards.

Scheduled Time: DVUSD requires a scheduled block for Tier 2, 2-5 times per week in grades 7-12 for Tier 2 interventions and extensions. Teacher teams should take the lead responsibility of the re-engagement lesson at Tier 2.

> Pioneer Tutorial Schedule

Tier 2 Behavior

The purpose of Tier 2 supports focus on providing targeted students with the additional time

Site Intervention Team
A Site Intervention Team is established at each school to ensure the health of Tier 3 support.

DVUSD Site Intervention Team (SIT) Referral Process for Academic and Behavioral Concerns

1 Signif cant concern regarding student performance is identif ed. Concern may be 7

Intervention Delivery

To maximize student growth, educators must utilize evidence-based resources, strategies, or methods to maximize learning at Tier 3. Strategic progress monitoring and responsive-

is accelerated quickly enough to begin closing the achievement gap. Principles of effective intervention should be used when designing instruction for any intervention lesson.

Intervention lessons should include the following components:

Explicit instruction	concept at a time, rather than left to discovery through incidental encounters with information."(Moats & Dakin, 2008, p. 58). Explicit uses gradual release by demonstrating the task and provides guided practice with immediate corrective feedback before the student attempts the task independently." (Mather & Wending, 2012, p.326).
Systematic and cumulative	material to follow the order of the skill development. The sequence must begin with the easiest concepts and progress methodically to previously learned. Concepts taught must be systematically reviewed to strengthen memory" (Birsh, 2011, p. 19).
Diagnostic teaching to automaticity	

District Supported Intervention Resources:

Students requiring Tier 3 support are the most at-risk students in our schools. Schools need to utilize their very best available resources and think outside the box as they prioritize how to best use what they have on hand.

Buffum, A. G., Mattos, M. W., & Malone, J. (2018). *Taking action: A handbook for RTI at work*. Solution Tree Press.

All Hands on Deck: The saying that best captures the *how*
for students with the greatest needs is all hands on deck! The key to providing intensive