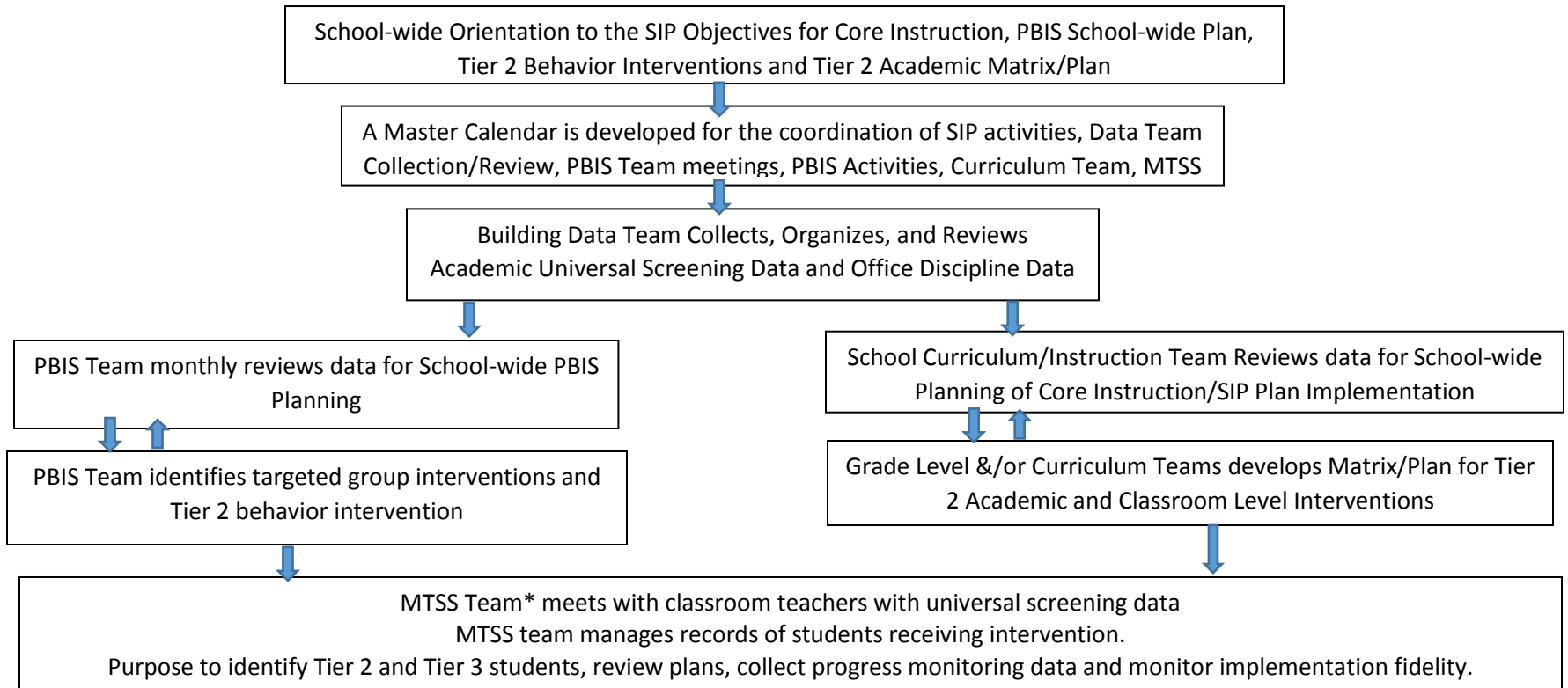# MTSS Quick Guide: Coordination of Teams for Academic and Behavior Intervention Planning

The coordination of time, staff, resources, and objectives is critical for an efficient and effective implementation of MTSS in your building. Here is an organizational model to help you plan how you will provide the coordination for MTSS in your school.

School-wide Orientation to the SIP Objectives for Core Instruction, PBIS School-wide Plan, Tier 2 Behavior Interventions and Tier 2 Academic Matrix/Plan

A Master Calendar is developed for the coordination of SIP activities, Data Team Collection/Review, PBIS Team meetings, PBIS Activities, Curriculum Team, MTSS

Building Data Team Collects, Organizes, and Reviews Academic Universal Screening Data and Office Discipline Data

PBIS Team monthly reviews data for School-wide PBIS Planning

School Curriculum/Instruction Team Reviews data for School-wide Planning of Core Instruction/SIP Plan Implementation

PBIS Team identifies targeted group interventions and Tier 2 behavior intervention

Grade Level &/or Curriculum Teams develops Matrix/Plan for Tier 2 Academic and Classroom Level Interventions

MTSS Team* meets with classroom teachers with universal screening data
MTSS team manages records of students receiving intervention.
Purpose to identify Tier 2 and Tier 3 students, review plans, collect progress monitoring data and monitor implementation fidelity.

*It is recommended that the MTSS Team include representatives from PBIS, Content Specialists, Title I, and special education to provide a comprehensive perspective in supporting the teachers with intervention development and delivery.

Setting a Master Plan

September	October	November	December	January
☐ Universal Screening Academic Skills ☐ PBIS data review ☐ Review lists of students at risk from previous year ☐ Establish/review SIP/PBIS/MTSS plans from previous school year	☐ Grade Level &/or Curriculum Teams identify Intervention Plan for Tier 2 Academic and Behavior interventions ☐ PBIS team meeting ☐ PBIS data review ☐ School-wide orientation to SIP Objectives, PBIS and Academic Matrix ☐ MTSS teams with teachers	☐ Implementation of activities continues ☐ PBIS data review ☐ MTSS team meetings to coordinate ☐ MTSS team meetings with teachers ☐ PBIS team meetings to coordinate ☐ SIP Activities	☐ Implementation of activities continues ☐ PBIS data review ☐ MTSS team meetings with teachers ☐ PBIS team meetings ☐ SIP Activities	☐ Universal Screening Academic Skills ☐ PBIS data review ☐ Review progress data ☐ Data team meetings ☐ PBIS & Curriculum Coordinators check fidelity of Tier 1 and Tier 2 interventions for behavior and academics

February	March	April	May	June
☐ Grade Level &/or Curriculum Teams review universal screening data and revise intervention plan, where indicated ☐ PBIS team meetings ☐ PBIS data review ☐ MTSS teams with teachers ☐ SIP activities	☐ MTSS teams with teachers ☐ PBIS activities ☐ SIP activities ☐ PBIS data review ☐ PBIS Team Implementation Checklist (TIC) ☐ Revise SIP/Tier 2 Plans for upcoming year	☐ State assessments ☐ PBIS data review ☐ Ongoing MTSS team meetings to support student intervention planning and progress monitoring	☐ Universal Screening Academic Skills ☐ PBIS data review ☐ PBIS end of year all staff survey ☐ Grade level teams meet to review data and make recommendations for next year ☐ Summary PBIS meeting ☐ Summary School Instruction/Curriculum Team meeting	☐ Maintenance of records of students receiving Tier 2 & 3 Interventions ☐ Establish team members for following school year and provide orientation ☐ PBIS data review ☐ Revise formats for data and meeting documentation ☐ Summary School MTSS team meeting

PBIS Tier 2 Targeted Interventions

Active Supervision
PBIS in the Classroom
Alternatives to Suspension
PBIS Clubs
Bully Prevention
PBIS on the Bus
Check In/Check Out
Targeted Instruction in Behavior Expectations/Social Skills
School-Based Mentors
Home/School Plans
Take a Break
Simple Functional Behavior Assessment & BIP

TEMPLATE FOR SIP/CURRICULUM PROGRAM PLANNING

PROGRAM NAME AND DESCRIPTION

PROGRAM PURPOSE

ELIGBILITY	KEY COMPONENTS	EXIT CRITERIA

RESOURCES

Template credit to Ann LaPointe and Jolia Hill, Wayne RESA

Sample MEETING SUMMARY FORM for PLANNING MEETINGS

Meeting name: Date:

Participants:

1. What was the intended goal of this meeting?

2. What were our successes?

3. What did we learn?

4. What is our next goal?

5. What is the focus of our next meeting?

6. Our next meeting will be:
    a. Date:
    b. Time:
    c. Location:
    d. Facilitator:

STEPS TO DEVELOPING THE INTERVENTION MATRIX

Planning Steps	Essential Questions
Identify Grade Learning Targets	What do you want students to know and do?
Universal Screening Assessment Tool or Method	How will you identify the students who do not get it?
Identify Menu of Intervention Strategies	What will you do to teach them?
Set Decision Rules	How will you know what to teach to whom?
Script the Directions	What do your staff need to do?
Materials and Set Ups	What resources will they use? When?
Progress Monitoring and Record of Student Performance	How will you know if you need to do something different?

INTERVENTION MENU

SKILL AREA	UNIVERSAL SCREENING	TIER I CLASSROOM SUPPORTS	TIER 2 SUPPLEMENTAL INTERVENTIONS	DECSION RULES
READING				
WRITING				
MATH				
BEHAVIOR				

SAMPLE ACADEMIC SKILLS MATRIX FOR TIER 2 PLANNING

READING Skill Area	Universal Screening	Progress Monitoring	Tier II Intervention Menu	Decision Rules
Phonemic Awareness				
Phonics				
Reading Fluency				
Vocabulary				
Reading Comprehension				

SECONDARY INTERVENTION PLANNING TEMPLATE

Profile Area	Universal Screening	Progress Monitoring Tools	Interventions	Decision Rules
Vocabulary in Content Area				
Comprehension in Content Area				
Discuss and Write in Content Area				
Performance Behaviors				

Set the MTSS Meeting Agenda

Establish the Meeting Purpose
- To quickly identify students and skills in need of intervention
- To set goals for student improvement
- To identify/create intervention plans matched to concerns
- To identify methods for monitoring the student's progress with the intervention
- To establish the follow-up meeting (typically 4-6 weeks of the initial meeting) at which time the team will reconvene with the teacher to determine whether the intervention plan was successful or needs to be modified or replaced

Norms
- Promptness
- Be prepared
- Show Respect
- Be positive
- Assume positive intent

Roles
- Facilitator
- Timekeeper
- Recorder/Notetaker

Efficient and effective meetings are critical in that the ensure time is well spent in identifying student needs and developing interventions for them. Before bringing in teachers to review student data, it would be important for the MTSS team to meet to organize records, data, the schedule, set up roles, and provide teachers with critical information on how to prepare for the meeting and what to expect as outcomes.

Sample MTSS TEAM MEETING PROTOCOL

❖ PRIOR TO THE MEETING
- o Data: teachers have up-to-date data and have had time to review for discussion
- o Tools: student and school data records, meeting summary form (paper or electronic)
- o It is a good idea to identify a liaison to contact the teacher and help the teacher prepare for the meeting when discussing individual students

❖ INTRODUCTION (2 minutes)
- o Review the purpose or goal for the meeting
- o Review the norms
- o Review agenda
- o Facilitator commits to staying to the agenda: any off-topic ideas will be placed on the Parking Lot to be discussed at a later time

❖ ASSESS TEACHER CONCERNS (5 minutes)
- o Teacher reports presenting concerns, extenuating factors, data

❖ REVIEW BASELINE AND PROGRESS DATA (5 minutes)
- o Refer to baseline academic and behavior data, progress data, any records on student performance, records of intervention plans

❖ SET ACAEMIC AND/OR BEHAVIOR GOAL(S) AND METHODS OF PROGRESS MONITORING (5 minutes)
- o Establish the goals or skills that will be the focus of the intervention plan
- o Identify what data will be collected to progress monitor, the method and schedule for collecting the progress data

❖ INTERVENTION PLANNING (10 minutes)
- o Review the Academic and Behavior Matrix to identify the interventions that have been identified by the school teams
- o Identify the appropriate interventions
- o Discuss and refine any interventions/strategies to align to the needs of the student

❖ PLAN FOR SHARING THE PLAN WITH THE PARENT (5 minutes)
- o Determine who will contact the parent with the plan and documentation of the communication/notice

❖ REVIEW THE PLAN (5 minutes)
- o Summarize the decisions and check for understanding
- o Establish when the progress data will be reviewed with the team
- o Record meeting notes and summary

CLASSROOM DATA ANALYSIS I

- Proficient on these assessments = ___% and higher
- Highlight each score of less than ___% on the data sheet
- "# STUDENTS" = number of students who score BELOW proficient on each skill/standard:

Skill/Standard:	# Students	Student Names
Planned Interventions for these students:		

Skill/Standard:	# Students	Student Names
Planned Interventions for these students:		

Skill/Standard:	# Students	Student Names
Planned Interventions for these students:		

CLASSROOM DATA ANALYSIS II

Areas where students performed AT or ABOVE benchmark:

Write the STANDARD or SKILL along with the STRATEGIES used	# students	Student Names

Areas where students performed BELOW benchmark:

Write the STANDARD or SKILL along with the STRATEGIES used	# students	Student Names

Ideas for changes in strategies when I teach this skill again:

CLASSROOM DATA ANALYSIS III

Establishing interventions for students who scored below Benchmark:

Student Name	Intervention	Section/Class

How can I support these students within the classroom during regular instruction?