MTSS Process: Academics

Tier	Identification Tool	Supports Available	Responsible for Implementation	Monitoring Tool	Next Steps if Not Effective
Tier I (80% of students)	Available to all	Differentiated instruction	● Classroom teacher	● Classroom assessments (formative and summative) ● Standardized Assessments (FAST/MAP/Benchmarking)	Consult with PLC, interventionists, and BAT/MTSS team
	Available to all	WIN ("What I Need") Time	● Classroom teacher ● PLC	● WIN Time CFAs ● Standardized Assessments (FAST/MAP/Benchmarking)	Consult with PLC, interventionists, and BAT/MTSS team
Tier II (20% of students)	ELPA21	ELL 1:1 or small group instruction based on number of students with similarly identified need	● Learning Supports Specialist	● Progress monitoring tool individualized to student need ● ELPA21 assessment annually ● Standardized assessments	Consult with Assistant Principal, Dicoesan ELL cohort, and BAT team
	● FAST cut scores ● Home school attendance at a Title I location	Title I Math or Reading Support in small groups or 1:1 based on number of students with similarly identified need. Delivered during WIN time when possible	● Title I Math Teacher ● Title I Reading Teacher	● Progress monitoring tool individualized to student need (FAST progress monitoring or individually created) ● Standardized assessments	Consult with Assistant Principal and BAT/MTSS team for additional Tier II supports, including possible evaluation for special education
	● FAST/MAP Scores ● Classroom assessment data	Targeted reading or math support in small groups or 1:1 based on number of students with similarly identified need. Delivered during WIN time when possible	● Early Childhood Literacy/Reading Interventionist ● Learning Supports Specialist	● Progress monitoring tool individualized to student need (FAST progress monitoring or individually created) ● Standardized assessments	Consult with Assistant Principal and BAT/MTSS team for additional Tier II supports, including possible evaluation for special education
Tier III (5% of students) Level 1 SPED Services	● Relevant assessment data ● Disability Suspect and Evaluation through DMPS	Creation of an IEP, including Level 1 Special Education services through DMPS (SDI minutes delivered at DMPS public school via bussing) and IEP accommodations in the Holy Trinity classroom	● Assistant Principal ● Principal ● Classroom teacher ● DMPS SPED Team	● Progress monitoring tool created and administered by DMPS Special Education teacher	Consult with administrative team and DMPS SPED team

MTSS Process: Behavior

Tier	Identification Tool	Supports Available	Responsible for Implementation	Monitoring Tool	Next Steps if Not Effective
Tier I (80% of students)	Available to all	Year-round explicit teaching of PBIS Trinity Traits and location specific expectations. (Exploring responsive classroom for 2020-2021)	● All staff ● PBIS Leadership Team	PBIS Data Considering SAEBERS FAST Assessment for 2020-2021	Consult with PLC, Assistant Principal, and PBIS team
	Available to all	Enforce positive behavior via Trinity Tokens and Trinity Bucks with PBIS shopping days. Weekly PBIS winners.	● All staff ● PBIS Leadership Team	PBIS Data	Consult with PLC, Assistant Principal, and PBIS team
Tier II (15% of students)	● PBIS data ● Teacher referral ● Classroom observation	Targeted small group social skills instruction based on identified need area and participation in a daily check in/check out system	● Counselor ● Classroom teacher	Individualized progress monitoring tool based on identified need area (generally a point sheet)	Consult with Assistant Principal and PBIS team for additional Tier II or Tier III supports
Tier III (5% of students)	● Behavior goal data ● PBIS data ● Teacher referral ● Classroom observation	Targeted, individual social skills instruction based on identified need area. Participation in a daily check in/check out system. De-escalation CPI strategies employed as necessary	● Counselor ● Classroom Teacher ● CPI Team ● Assistant Principal	Individualized progress monitoring tool based on identified need area (generally a point sheet)	Consult with administrative team and DMPS SPED team for evaluation for special education
Level 1 SPED Behavior Services (not at Holy Trinity)	● Behavior goal data ● PBIS data ● Disability Suspect and Evaluation process through DMPS	Creation of an IEP, including Level 1 Special Education services through DMPS (previous DMPS SPED consultants have indicated that if a student has this level of need, they will be advised to attend their local public school)	● Assistant Principal ● Classroom teacher ● DMPS SPED Team	Progress monitoring tool created and administered by DMPS Special Education teacher	DMPS SPED Team