

Multi Tiered System of Support



Handbook for Casa Esperanza Montessori Charter School

Updated 1/2022

WHAT IS MTSS?

North Carolina's Definition of MTSS: [NCDPI MTSS](#)

NC MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices as well as Social and Emotional Learning (SEL). NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.

A link for families about MTSS: [Multi-Tiered Systems of Support \(MTSS\) for Families](#)

Components of MTSS:

Screening - Given to all students 3 times per year to identify students who may be at academic or behavioral risk

Tiered Instruction - 3 tiers of instruction using evidence-based instructional strategies and differentiation for academics and behavior, in culturally and linguistically responsive classrooms

Progress Monitoring - Valid and reliable assessments to determine the effectiveness of instruction and interventions

Data Based Decision Making - Team decisions made through data analysis and problem solving

What does this mean for Casa?

This means that at Casa Esperanza Montessori Charter School, we provide layered or tiered instruction to students for both academics and behavior based on individual student needs and we use student data to make decisions about that instruction. We conduct grade level meetings twice monthly to discuss student movement among the tiers. With guidance from content specialists, our grade level expert teaching staff make individualized student decisions using data to guide them. These are called Grade Level PLC Teams.

The Tiers:

Tier 1: All students receive core instruction in Reading, Math, Social Studies, and Science, as well as Behavior. Any instructional strategy or intervention that is used with ALL students is considered Tier 1. Tier 1 instruction includes differentiation strategies that may offer opportunities for student choice or provide information in varying formats and are intended to increase student engagement. Within Tier 1, we have common assessments and universal screeners. We want no less than 85% of our students to be successful with Tier 1 differentiated instruction.

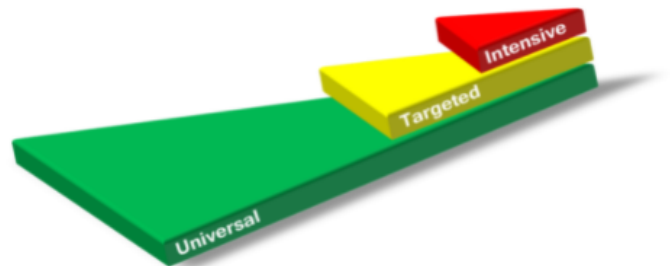
Tier 2: Some students will need more than Tier 1 instruction to be successful. These students will be identified by looking at data and determining who would benefit from Tier 2 interventions. Instruction at Tier 2 will be small-group, targeted skills instruction done several times per week. Approximately 15% of students will receive Tier 2 interventions, in addition to Tier 1 instruction.

Tier 3: Few students will be provided with Tier 3 interventions. This instruction will be provided to students who have not met grade level benchmarks with Tier 1 and Tier 2 interventions. Tier 3 interventions will be delivered either 1:1 or in small groups and will be more frequent than Tier 2 interventions, occurring 3-5 times per week. Tier 3 interventions will be provided by specialists to about 5% of students.

Tier 1 (Universal): ALL students receive differentiated core instruction

Tier 2 (Targeted): SOME students receive targeted skills instruction in addition to differentiated core instruction

Tier 3 (Intensive): FEW students receive intensive interventions in addition to Tier 1 and Tier 2 instruction



The Process:

Tier 1 instruction will be provided by classroom teachers to all students and will include lessons in language arts, reading, math, social studies, and science, as well as behavior. Teachers will differentiate instruction and use various assessment tools, including benchmarks, to determine student progress toward meeting grade level standards.

When students do not meet success criteria for Tier 1, teachers will complete an “MTSS Tier 2 Referral Form” for their grade band (LE, UE, MG) and subject area of struggle (Language Arts or Math or Behavior). On this form, the teacher will indicate the specific skill area(s) where the student is having difficulty, the types of differentiated instruction that have been provided, as well as student specific assessment results. Every two weeks, the Grade Level PLC Team will discuss current referrals and make decisions about the level of intervention needed for each student. Teachers will communicate with parents about their concerns and should complete and send a “Tier 2 Casa Parent Letter”. Parent consent is needed before Tier 2 interventions can begin.

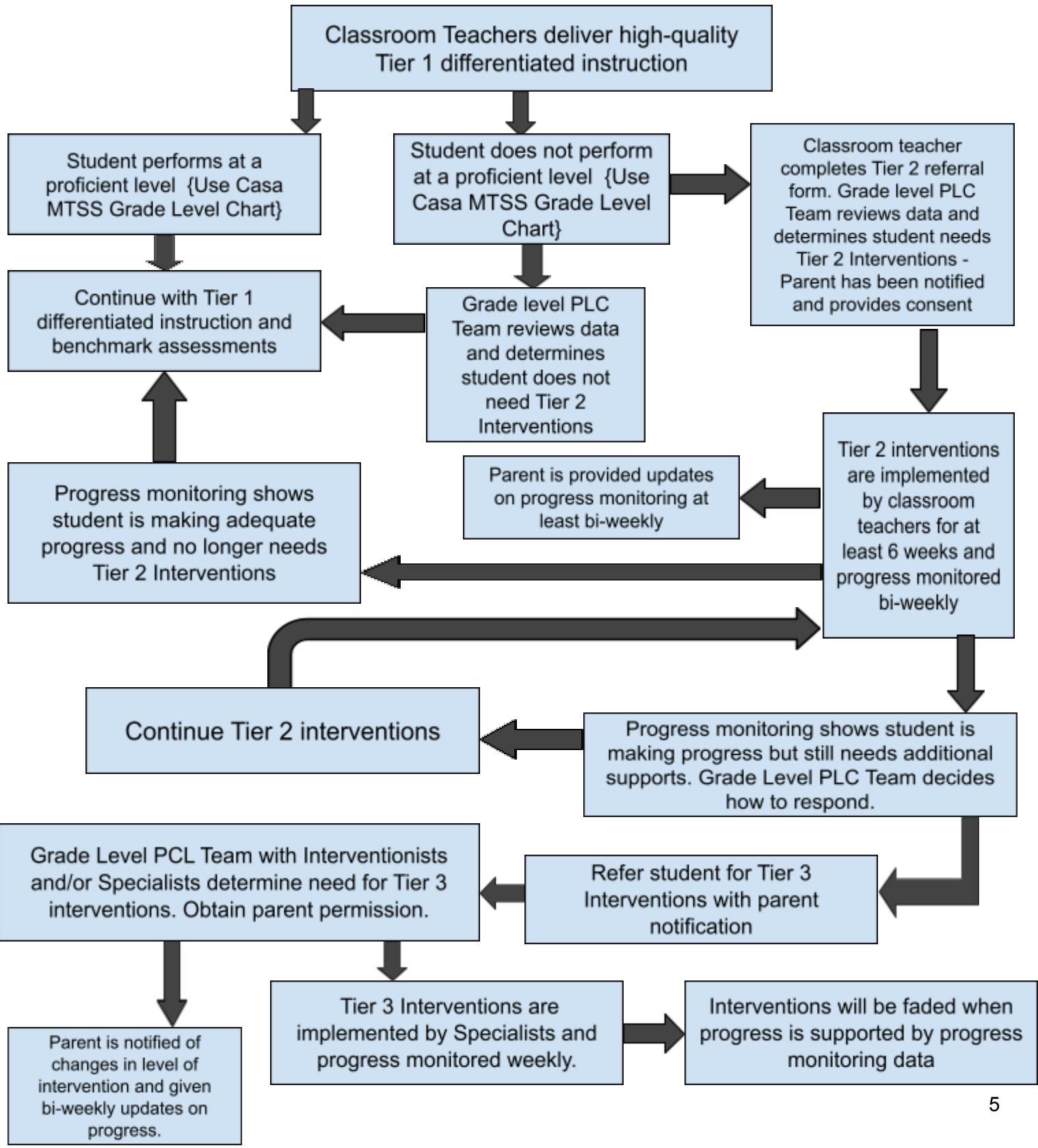
Tier 2 interventions should be provided within the classroom by the classroom teacher, co-teacher and/or an MTSS Support Staff as Tier 1 instruction for all students continues. They will progress monitor the student’s targeted skill(s) every 2 weeks and report that progress to parents. After 6 weeks, the teacher will use the progress monitoring data to determine if the interventions are working. If needed, the teacher can request additional support from their Grade Level PLC Team. When the student has met the Tier 2 Success Criteria, the PLC will make the decision to remove the Tier 2 interventions and the student will only receive Tier 1 instruction. If the student does not meet Tier 2 Success Criteria after at least 6 weeks, the teacher can refer the student for Tier 3 interventions by completing the “MTSS Tier 3 Referral Form” for the grade band and subject area. The Grade Level PLC Team will determine, based on progress monitoring data, if the student should continue to receive Tier 2 interventions or be provided with Tier 3 interventions. Once again, teachers are expected to keep parents informed of the student’s progress and if Tier 3 interventions are being recommended, the “Tier 3 Casa Parent Letter” should be completed and sent. Parent consent is needed before Tier 3 interventions can begin.

Tier 3 interventions will be provided by a Specialist for the area of concern, 3-5 times per week. These interventions will be provided individually or in a small group and are more intensive than Tier 2 interventions. Progress monitoring data will be analyzed to determine student progress and movement back through the Tiers. Parents will be kept informed of the student’s progress.

Special Education:

After a thorough collection and review of data, and In collaboration with Specialists, referrals may be warranted to the Exceptional Children department. A referral to EC means there is a concern for the existence of a disability which impedes learning. Parents are included as participants in this process.

Casa Esperanza Montessori Charter School MTSS Flowchart



MTSS Math and Language Arts

Casa Esperanza Montessori Charter School provides Math and Language Arts instruction based on the North Carolina Standard Courses of Study, combined with Montessori works and materials to offer differentiated Math and Language Arts instruction within the classroom. This is called Tier 1 instruction. Teachers will use assessment data to determine students who need additional support in Math and/or Language Arts. Those students will be referred for Tier 2 interventions. Grade level teams will review the data and determine if a student will receive Tier 2 interventions. These interventions will be provided in the classroom by the classroom teacher, co-teacher and/or an MTSS Support Staff . By gathering data on student progress with Tier 2 interventions, teachers will identify students who need further assistance and they will be referred for Tier 3 interventions. Again, grade level teams will review the data and determine if a student will receive Tier 3 interventions. Tier 3 interventions will be provided by an interventionist. If a student is not successful with all 3 tiers of instruction, the classroom teacher and/or the interventionist may make a referral for Special Education. The EC (Special Education) team should be provided with all of the data on both Tier 2 and Tier 3 referral forms plus any additional relevant information. Parent consent must be received before a student can receive instruction beyond Tier 1.

MTSS Behavior

Casa has a comprehensive, positive behavior management program. Casa staff will model the appropriate behaviors and teach the positively stated school-wide behavioral expectations. Students will be recognized for their appropriate behaviors. Inappropriate behaviors will be documented and discussed with the student. Casa has a continuum of responses to recognize positive behaviors as well as to respond to negative behaviors. The focus of the behavior program is to foster students' social and emotional learning and guide them in developing skills in the following areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This handbook includes a behavior matrix which clarifies the school wide behavior expectations within different environments, a behavior flowchart, which assists teachers in determining the level of a behavior and an appropriate response, as well as behavior management guidelines. In addition, there is a chart for the CHAMPS system, which can assist teachers with specific expectations for classroom activities and a prompt hierarchy to build teachers' awareness about levels of prompting. Finally, there are reinforcement suggestions for classroom teachers to use as part of their classroom management system. In addition, Casa has 3 tiers of intervention to assist students with managing their behaviors. When a student is still struggling with behavior after receiving Tier 1 behavior instruction, the teacher may make a referral for Tier 2 behavior interventions. The grade level team of teachers will make the decision when a student is to receive Tier 2 interventions. If a student is continuing to struggle with behavior, the teacher can make a referral for Tier 3 behavior interventions. Again, the grade level team will use data to make a decision about a student needing Tier 3 interventions. If it is determined that a student will receive Tier 3 behavior interventions, these will be provided by our behavior interventionist. If a student is not successful with all 3 tiers of behavior intervention, the classroom teacher and/or the interventionist may make a referral for Special Education. The EC (Special Education) team should be provided with all of the data on both Tier 2 and Tier 3 referral forms plus any additional relevant information. Parent consent must be received before a student can receive instruction beyond Tier 1.