

Multi-Tiered System of Supports in Central Lincoln County School System
South Bristol School, Bristol Consolidated School, Great Salt Bay School,
Nobleboro Central School, Jefferson Village School

The **Multi-Tiered System of Supports*** (MTSS) is a framework for educating all learners. The purpose of the multi-tiered system of supports is to ensure student success by identifying and addressing academic and social/emotional concerns. The MTSS provides a systematic approach to meeting students' needs when they require additional support with academic or social/emotional learning. There are three tiers in the multi-tiered system of supports.

In all three tiers, students receive high quality, research-based instruction in the core curriculum. Teachers differentiate their instruction and provide additional support as needed for student learning. Assessment data is used regularly to determine the effectiveness of instructional strategies and the extent of student learning. Teachers track all students' progress and make informed decisions about the next instructional steps. Review of student progress using assessment data and student work is done collaboratively in intervention teams designed to make effective decisions that support student learning and growth.

Tier I

- All students receive Tier I instruction.
- Instruction is provided to the whole class in a group setting.
- Teachers differentiate instruction based on students' needs.
- Universal screenings are done several times each year.
- Standards-based curriculum, instruction, and assessment are used.

Tier II

- A student is referred for Tier II if s/he is not making sufficient progress academically or behaviorally.
- A student receives supplemental instruction - usually in a small group - that is based on the student's need, and the student is closely monitored to ensure progress.
- Depending on the amount of progress, a student may return to Tier I, the intervention may be adjusted, or the student may be referred for more intensive intervention (Tier III).

Tier III

- A student receives intensive, targeted intervention that is based on the student's need.
- Usually the Tier III intervention occurs in a location other than the classroom.
- The student is closely monitored to ensure progress.
- Depending on the amount of progress, a student may return to Tier II or Tier I, the intervention may be adjusted, or a team may meet to discuss a possible referral to special education.

* Formerly known as Response to Intervention (RtI)

Our commitment:

All of our students will know the academic and social/emotional expectations they're aiming for and know where they are in relation to those expectations. They will participate in monitoring their own progress, and they will receive support to meet expectations.

Our goal:

School-based intervention teams will support teachers so that...

- all of our students will achieve proficiency and/or meet their identified growth targets, or they will receive strategic intervention through the multi-tiered system of supports.
- all of our students who have an identified social/emotional concern will receive support.

Our strengths and strategies will be

- High quality, research-based instructional strategies at all tiers
- Expertise and training for instructors at all tiers
- Teamwork and collaboration
- Effective scheduling to support fidelity of implementation
- High quality, research-based resources and materials
- Decision making based on collaborative examination of student work and achievement data
- Committed leadership
- Family communication and involvement
- Standards-based education
- Effective use of technology for assessment and instruction