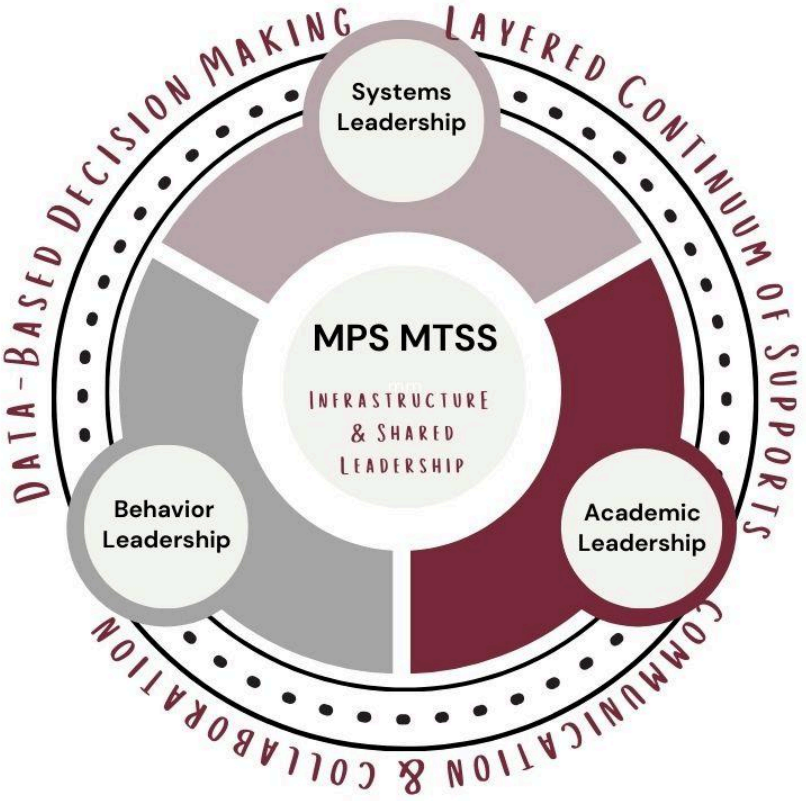
Millard Public Schools

Multi-Tiered Systems of Support (MTSS) Model



Updated July 2025

Proud to be

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Introduction

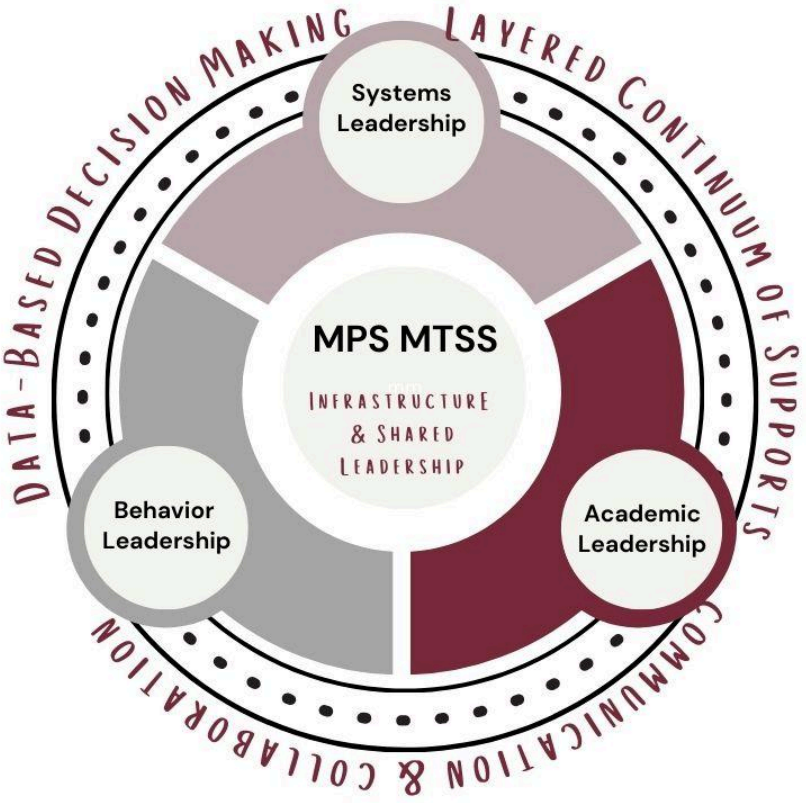
MPS MTSS, or Multi-Tiered System of Support in the context of a school district, operates as a framework aimed at continuous improvement to facilitate equitable access to quality learning experiences for all students to enhance their educational outcomes.

This model emphasizes collaborative efforts across district, school, and student-level teams, fostering a shared sense of purpose and cooperation. Implementation of MPS MTSS involves strategic planning that aligns district and school initiatives with the goal of improving outcomes for every student, including those requiring special education services.

This framework ***is intended to***:
• Anchor the principles and key approaches that are core to an effective MPS MTSS
• Serve as the framework for implementation for all staff supporting MPS MTSS
• Guide the essential components of MTSS to allow buildings to utilize the resources available to implement the model

This framework ***is NOT intended to***:
• Replace engagement in professional learning and ongoing technical assistance dialogue to support implementation

Millard Public Schools Multi-Tiered Systems of Support Model



The Essential Elements of MPS MTSS and How They Work Together

The MPS MTSS framework is grounded in **Sound Infrastructure and Shared Leadership**, establishing effective teams and a strong foundation for implementation and continuous improvement. It begins with a clear mission and vision aligned with Nebraska Rule 10 accreditation criteria. At the core is a **Layered Continuum of Support**, providing all students with access to high-quality instruction and evidence-based interventions. **Data-Based Decision-Making** drives reflection, goal setting, and informed action through a balanced assessment system that supports both individual and group needs. Finally, **Communication and Collaboration** are intentionally embedded throughout every element of the framework, ensuring coherence and alignment across all processes. Together, these essential elements form a cohesive system designed to support student success and meet continuous improvement expectations.

Millard Public Schools Multi-Tiered Systems of Support Model

The Multi-Tiered Systems of Support (MTSS) model at Millard Public Schools centers on skilled teachers using clear and structured approaches for teaching both academics and behavior. The model highlights the principal's role as an instructional leader, data-driven instruction, problem-solving methods, and engaging parents, aiming to reduce academic and behavioral struggles and meet state requirements. MTSS operates as a systematic, data-driven strategy that combines resources within schools and districts to offer tailored instruction and interventions based on student data. It targets individual students to provide support before issues escalate, with administrators and staff leading the planning, implementation, and monitoring of MTSS practices. This fosters collaboration and shared responsibility for student learning across all school programs. The Millard Public Schools MTSS model features three layers of support—Tier I, Tier II, and Tier III—designed to provide comprehensive support from preschool through young adult.

Tier I: District-Approved Classroom Instruction
General education teachers utilize district-approved curriculum to provide high-quality instruction to every student. Tier I emphasizes delivering effective classroom planning, instruction, and assessments. The curriculum is explicit, consistent, and systematic, serving as the basis for interventions. Tier I instruction aims to address the needs of all students. Research suggests that 80-85% of students' needs can be met with quality Tier I instruction. During this stage, general education teachers plan instruction by aligning students' prerequisite skills with course content to ensure an appropriate instructional match. They employ evidence-based instructional strategies consistently, catering to the diverse learning needs of all students.

Tier II: Supplemental Targeted Instruction
Tier II provides supplemental targeted instruction in addition to Tier I and addresses the specific needs of students academically and/or behaviorally who do not make adequate progress in Tier I. Tier II interventions should be targeted, research-based, and aligned with district approved classroom instruction. Approximately 10-15 percent of students will require Tier II instruction. The duration of this instruction varies based on student assessment and progress monitoring data, and is provided by a trained teacher/specialist or other trained personnel under the teacher's/specialist's supervision.

Tier III: Intensive, Targeted Intervention
Tier III is designed to provide intensive, targeted intervention to the most at-risk learners, those who have not responded adequately to Tier II instruction. This small percentage (3-5%) of students requires instruction or behavior support that is more explicit, more intensive, and specifically designed to meet their individual needs. This intervention is extended over a longer period of time, and its form varies based on student assessment and progress monitoring data. Tier III intervention replaces Tier II instruction and is provided by a trained teacher/specialist or other trained personnel under the teacher's/specialist's supervision.

Student Movement through the Tiers
Student movement through the three tiers is a fluid process based on student assessment data and collaborative team decisions.

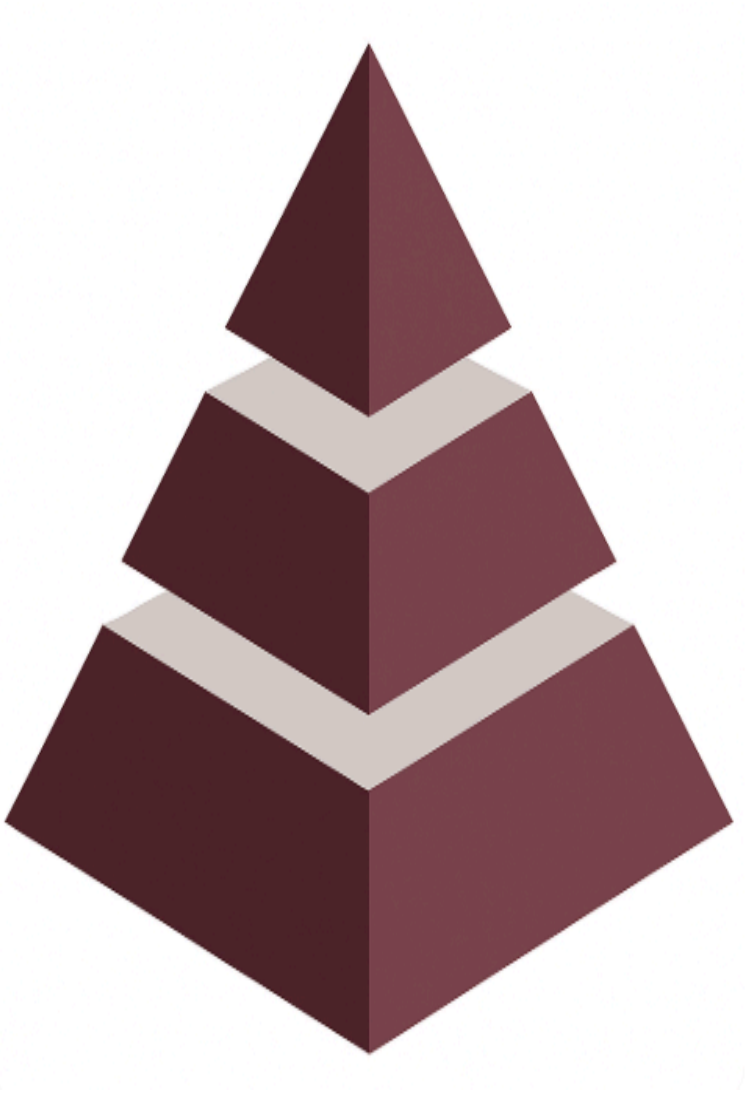
Referral to Multidisciplinary or Section 504 Team
Following Intensive, Targeted Instruction that has not resulted in the student's satisfactory rate of achievement of grade level skills and concepts or behavioral growth, the student may be referred to a Multidisciplinary or Section 504 Team for consideration and possible evaluation to determine eligibility for services as a student with a disability. A student's identification for special education services and/or a 504 plan does not remove them from MTSS processes or supports.

When making a referral, it is required to include documentation showing that the MTSS process has been followed and implemented. However, in rare and exceptional cases—when fully implementing MTSS would cause an inappropriate or potentially harmful delay in identifying a student with a disability—a referral can be made directly to the building's Multidisciplinary Team or Section 504 Team.

MPS Academic and Behavior Model

Tier III 3-5% of Students (FEW)
In addition to Tier I and Tier II supports

- Change in the intensity, frequency, and/or duration of intervention to target student's academic or behavior needs
- Explicit, consistent, and systematic intervention matches the identified need
- Ongoing use of progress monitoring data to inform instructional decisions
- Building problem solving team meets regularly to review individual student data to adjust and update MTSS A or B plans in Synergy as needed
    - Academic review should happen at least each semester
    - Behavior review should happen every at least every 20 days or once a month
    - Intervention changes can reflect intensity, duration, and/or frequency



Tier II 10-15% of Students (SOME)
In addition to Tier I supports

- Development of MTSS A or B Plan is created in Synergy and communicated to team members and family
- Supplemental academic & behavioral intervention delivered with fidelity by trained staff
- Explicit, consistent, and systematic intervention matches the identified need
- Ongoing use of progress monitoring data to inform instructional decisions
- Building problem solving team meets regularly to review individual student data and adjust MTSS A or B plans in Synergy as needed
    - Academic review should happen at least each semester
    - Behavior review should happen every at least every 20 days or once a month
    - Intervention changes can reflect intensity, duration, and/or frequency

Tier I 100% of Students (ALL)

- District-approved curriculum planned, taught, and assessed by general education teachers
- Explicit, consistent, and systematic instruction
- Differentiated instruction and classroom-based intervention
- PLC collaboration and problem solving (plc parameters link)
- Ongoing review of Academic and Behavior Data

MPS District Curriculum Model

Millard Curriculum Model

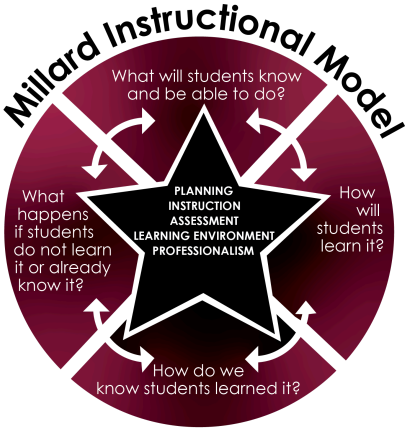
The Millard Education Program, commonly called the MEP, consists of content curriculum, appropriate instructional strategies, and valid assessment methodologies. The MEP also outlines the development phases and timeline for curriculum development. The Millard Instructional Model, commonly called the MIM, promotes instructional best practices that are research-based and data-driven. Assessments follow the district's Multi-Tiered Systems of Support (MTSS).

Curriculum & Standards

The district-approved curriculum undergoes meticulous development to ensure alignment with the rigorous Nebraska State Standards, reflecting a commitment to academic excellence. Through continuous review and refinement, educators strive to ensure that the curriculum not only meets but exceeds the state standards, providing all students with robust learning experiences that prepare them for success in an ever-evolving educational landscape.

Instructional Strategies

The Millard Instructional Model includes the standards of Practices that Promote Successful Student Learning. The five domains of the **Millard Instructional Model** include planning, instruction, assessment, learning environment, and professional responsibilities. ***Within these domains are three main components of effective instruction: instructionally effective teachers, explicit and systematic lessons, and differentiated instruction.***



This document outlines the Multi-Tiered System of Supports (MTSS) for MPS, highlighting the essential role of instructionally effective teachers in improving student achievement.

Effective teachers:

- Use assessments to identify students' instructional needs and guide their teaching.
- Deliver clear, explicit lessons using research-based materials and planned instructional timelines.
- Form flexible student groups and use progress monitoring to adjust instruction based on individual needs.
- Create supportive learning environments with high-quality materials, multiple learning opportunities, and social-emotional learning activities.
- Manage classrooms effectively, use resources wisely, and actively engage families in student learning.

The document also emphasizes the importance of Explicit and Systematic Instruction, which helps ensure students master key skills through intentional practice and reteaching when needed.

Assessment *as, for, and of* Learning

Assessments can be used for either assessment *for* learning or assessment *of* learning. The differentiating factor between *formative* and *summative* is the purpose of the assessment and application of the data gathered.

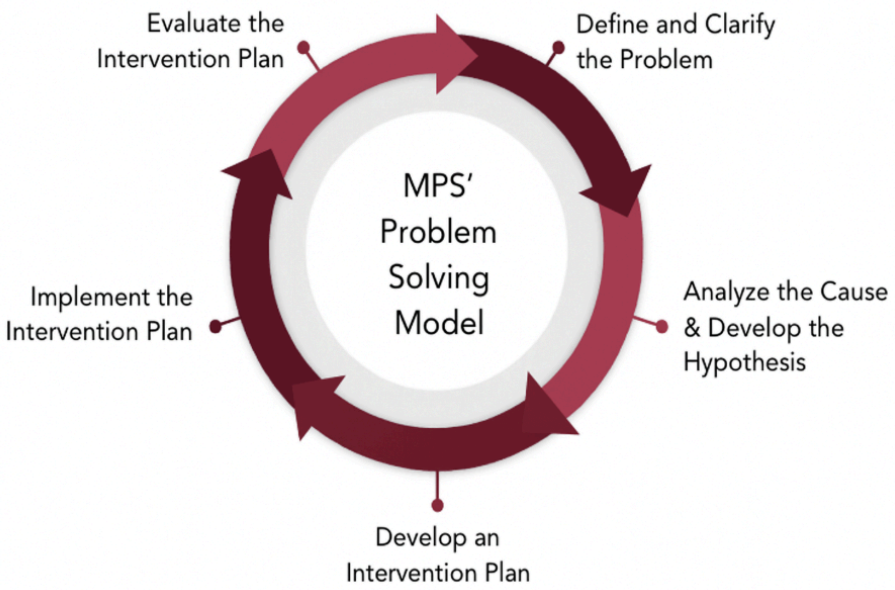
Formative Assessment	Formative assessment is a process used by teachers and students during instruction. It creates feedback and reveals needed adjustments for ongoing teaching and learning in order to increase students' achievement of intended instructional outcomes.
Summative Assessment	Summative assessment evaluates a student's knowledge of material at a given point in time in relation to previously-determined learning goals. Summative assessment is often more formal and higher-stakes than formative assessment and used to inform judgments about student competency or learning. Data from these assessments may also be applied formatively.

	Cycle of Assessments		
	Short-Cycle	**Medium-Cycle**	**Long-Cycle**
Definition	Short-cycle, or just-in-time, assessments provide quick and immediate data so that teachers can adjust instruction and provide timely feedback. They are tools to inform on an ongoing, frequent basis (even daily). They are a fluid measure of student progress that help you determine if and when you need to provide timely support or interventions to your students.	Medium-cycle, or interim, assessments guide learning based on performance relative to a set of essential standards. Interim assessments help assess mastery over a longer period of time. These assessments can, however, be used in a formative manner if the data is used over time to guide instruction and learning.	Long-cycle, or summative, assessments help you determine content mastery over an even longer period of time. Typically referred to, but not always, as an assessment of learning, and unlike the other two assessment types, summative assessments are often referred to as "high-stakes" due to the large amount of content covered.
Purpose	● To design instruction that meets students' needs ● To determine where each student is in his/her learning at that point in time (or predicted to be) ● To provide timely feedback to students so they can plan next steps in learning ● To diagnose students' learning needs or preconceptions ● To determine the gaps between students' current learning and the identified standards ● To plan for reteaching, extension, and regrouping ● Gives the student an opportunity to demonstrate & monitor what he/she has learned ● To determine if students are progressing as planned		
Timing	Minute to minute; day to day During and between lessons	During and between units	Across units/quarters/hexters/ semesters
Responsive Instruction & Impact	Checks for understanding, student engagement, monitoring progress, reteach immediately or next day adjustment, scaffolding	Monitoring progress, reteaching or scaffolding, identifying needs groups, plan for future lessons and materials	Monitoring progress, curriculum alignment, reteaching, identifying needs groups, plan for future lessons, materials, unit focus, scheduling, etc.

MPS Problem Solving Model

Problem Solving Process

When a student demonstrates an academic or behavioral need, we use a data-based decision making process to identify a plan to intervene and support the student (Tier I, II, and III). Decisions are made by school teams composed of individuals who are in the best position to make decisions to help students succeed in school.



Define and Clarify the Problem:
When a concern is raised, the first step is to identify and clarify the problem. The team reviews existing student data to determine specific problems and narrow the problem (based on available data) to identify the deficit skill areas (e.g., word recognition, problem solving skills, algebra, vocabulary, peer interactions, etc.).

Analyze the Cause and Develop a Hypothesis:
The team develops a hypothesis. The team should focus on explanations of the problem that can be addressed through instruction. In addition to the cause of the problem, the team needs to consider the student's rate of learning. In doing this, the team reviews the student's progress in the identified area.

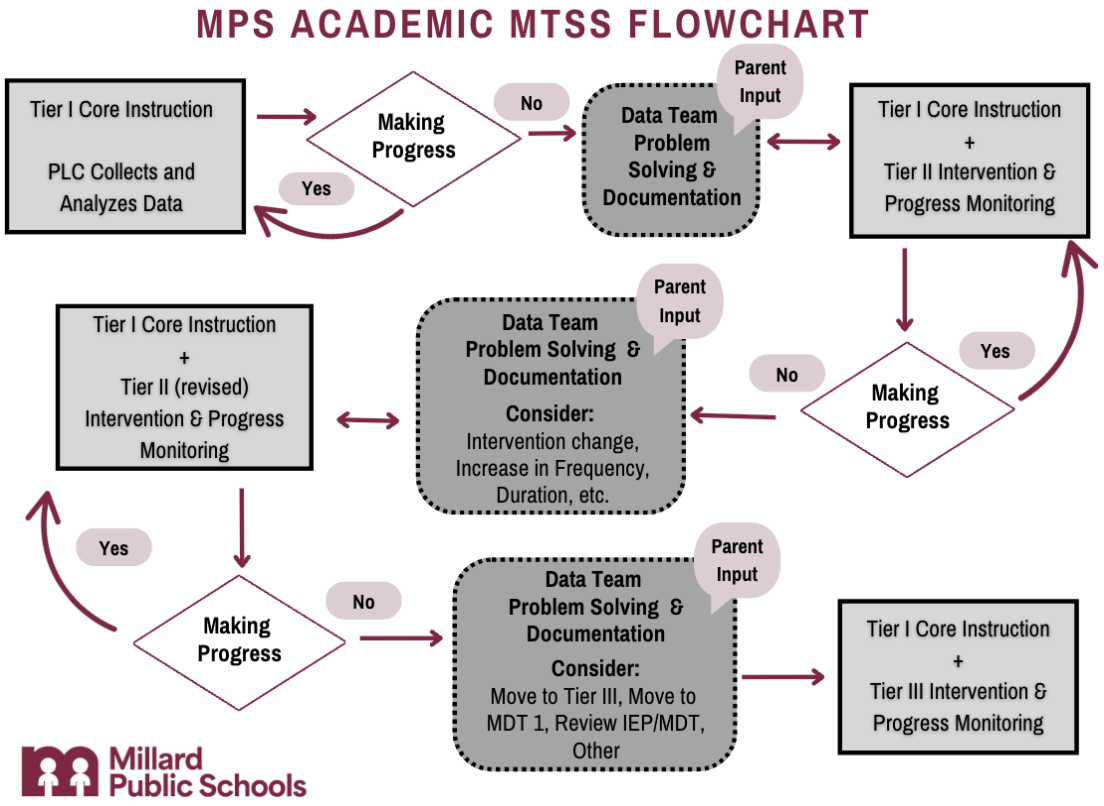
Develop a Plan:
Once the problem has been analyzed, the team identifies research-based interventions and strategies that will meet the student's needs. The plan is developed in the Synergy MTSS module and includes background information, area of concern, staff participants, intervention, implementation timeframe, goal, baseline data, and plan for monitoring progress.

Implement the Plan:
Plans must be implemented with fidelity. To ensure fidelity, staff monitor the MTSS plan including responding to students needs based on the data collection.

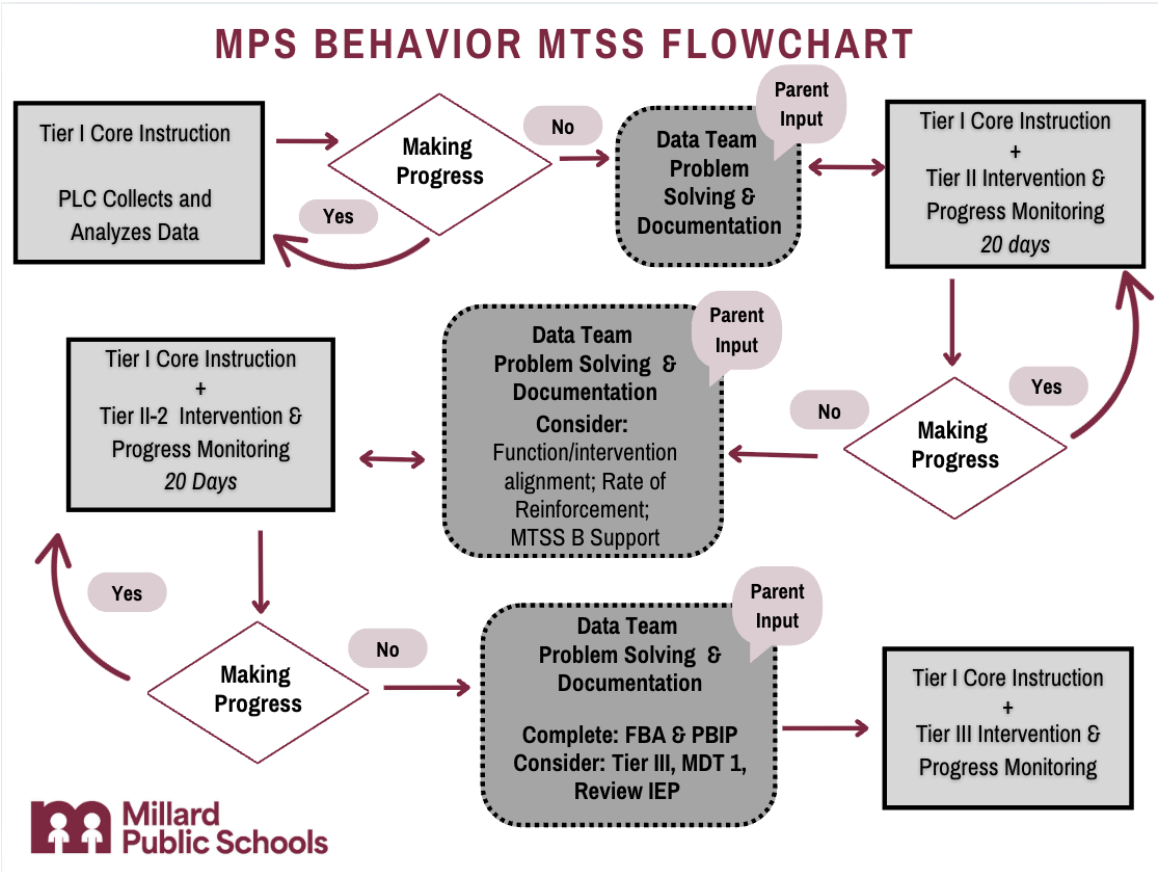
Evaluate the Plan:
In order to determine if the intervention is working for a student, the team must collect data through progress monitoring. The frequency of progress monitoring depends on the plan. A student's current performance and progress is compared to his/her projected goal line. The problem solving team makes appropriate modifications or revisions to the intervention. The team may also recommend increased or decreased intensity/duration of the intervention which may indicate a need to move Tiers.

MTSS Problem Solving Flowcharts

PK-12 Academic Flowchart



PK-12 Behavior Flowchart



MTSS Problem Solving Chart- What and Who

Problem Solving Process:
Define - Analyze - Develop - Implement - Evaluate

Building Problem Solving Team
On-going analysis and dissemination of data

MTSS Tiers	Supports
Tier I Intervention *Possibly create Tier I MTSS plan in Synergy* · Review benchmark, formative assessment data · Assist teacher in identifying strategies & materials to meet the student's needs Deliver by General Education teacher · Use district approved curriculum with fidelity · Monitor student progress	**PLC Team Members** Student Support Team Content Area/Grade Level Team Members Specialists Administrator C&I MEPs Counselor/Social Worker Psychologists
Tier II Intervention **Tier II-2 Intervention (Behavior Only)** *Create/Update Tier II MTSS plan in Synergy* Adjust delivery of intervention (frequency, intensity, skills can be options for discussion) Deliver by Specialist or trained staff member · Progress monitor · Periodically review student data · Employ fidelity of intervention program Consider MTSS to MDT steps based off of data	**Building Problem Solving Team** Consider these possible team members: Grade Level or Content Student Support Team Area Team Members Specialists Administrator District Interventionists Special Education Psychologists C&I MEPs Counselor/Social Worker
Tier III Intervention *Create/Update Tier 3 MTSS plan in Synergy* Adjust delivery of intervention (frequency, intensity, skills can be options for discussion) Deliver by Specialist or trained staff member · Progress monitor · Ongoing review of student data · Employ fidelity of intervention program · Continue MTSS Plan collection, assessment data and other evidence Consider MTSS to MDT steps based off of data	**Building Problem Solving Team** Consider additional team members as appropriate

MTSS Roles and Responsibilities

District Support

Academic & Behavior

- Identify and communicate Tier I, II, and III intervention programs, resources, and strategies for schools to utilize data sources and develop intervention plans.
- Provide systems coaching to buildings as they develop systems of support and implement intervention plans with fidelity.
- Provide professional learning and technical support for:
    - the MTSS Model and Problem-Solving Process across Tiers I, II, and III
    - teachers to implement the District-approved curriculum with fidelity
    - evaluating the fidelity of Tier I curriculum implementation
    - implementing behavior intervention supports and strategies with fidelity
    - implementing a behavior coaching model (e.g., counselors, school psychologists, social workers) with fidelity
    - development and implementation of a Functional Behavior Assessment (FBA) and Positive-Behavior Intervention Plan (P-BIP) at Tier III
- MTSS-B support team (referral form)

Building Leadership Team/Administrator

Academic & Behavior

- Facilitate professional learning and onboarding of new staff related to MTSS processes and expectations within the building.
- Identify and define roles of teams and team members involved in data review, problem solving, plan development, data collection, and progress monitoring for all intervention plans.
- Identify time to ensure ongoing data review, problem solving, and plan development/updates occur at all tiers.
- Ensure data is utilized to identify students in need of intervention plans and guides movement through tiers of intervention.
- Verify alignment of the intervention matches identified students' needs.
- Ensure fidelity in the implementation of intervention plans according to established specifications.
- Maintain consistent and updated documentation within the MTSS module in Synergy including progress monitoring data.
- Facilitate partnership with families to gather input, provide MTSS plan information, and offer ideas for home support.
- Provide an annual overview of MPS MTSS A/B processes to the school community.
- Reflect and refine building wide MTSS systems.
- Ensure all aspects of MTSS processes are operational within the school.

General Education Teachers

Academic & Behavior

- Plan and implement district approved curriculum and practices to meet the needs of ALL students.
- Provide ongoing instruction related to the school-wide positive behavior program and create a positive learning environment that includes classroom routines, procedures, and expectations (8 Effective Classroom Practices).
- Administer formative, summative, and diagnostic assessments.
- Collect, analyze, and respond to district/classroom assessments and maintain progress monitoring data in Synergy.
- Collaborate with PLC, interventionists, behavior coaches, and special education teachers through the Problem Solving Process on MTSS plan development.
- Provide individual and/or small group Tier I interventions.
- Collaboration on the development and implementation of Tier II and Tier III intervention plans.
- Partner with parents to develop MTSS plans and communicate progress.
- Provide input and behavior data related to the Functional Behavior Assessment (FBA).

- Implement Positive Behavior Intervention Plan (PBIP) as needed.
- Implement MTSS Academic/Behavior plans, collect data, and participate in ongoing problem-solving meetings.

Behavior Coaches
(Counselors, School Psychologists, Deans, Admin Interns, & Social Workers)

Academic & Behavior

- Assist in the full implementation of MTSS school-wide positive behavior program.
- Provide ongoing coaching to ensure behavior interventions are implemented at all tiers.
- Facilitate on-going professional learning related to the implementation of MTSS processes.
- Consistently analyze progress monitoring data within Synergy MTSS plans to support ongoing problem solving.
- Serve as a team member of the building Problem Solving Process (academic and behavior) to review data and determine appropriate intervention needs.
- Consult across disciplines to provide additional input for problem solving meetings.
- Assist with MTSS plan development for students.
- Lead/support/participate in the development of a Functional Behavior Assessment (FBA) and Positive Behavior Intervention Plan (PBIP) for students moving from Tier II to Tier III.
- Ensure implementation of the Positive Behavior Intervention Plan (PBIP) is done with fidelity.
- Provide direct service to students individually or in small groups.
- Support gathering parent input, home communication, and outside agency information.
- Reflect and refine building wide MTSS systems.

Intervention Staff, Special Education Staff

Academic & Behavior

- Implement district-approved curriculum and interventions.
- Collaborate with classroom teachers on intervention and differentiation practices across all tiers.
- Support the administration and analysis of formative and summative assessments to drive decision making.
- Serve as a team member of the building Problem Solving Process (academic and behavior) to review data and determine appropriate intervention needs.
- Collect, analyze, and respond to district/classroom assessments and progress monitoring data of the building and individual students.
- Work with Behavior Coaches in the development and implementation of FBAs and PBIPs.
- Provide data to support intervention planning and/or Individualized Education Program (IEP) planning.
- Update student intervention plans as needed in the MTSS Synergy module.
- Provide specialized instruction, accommodations, and modifications as outlined in the IEP for students receiving special education services.
- Complete progress monitoring and consistently update within the MTSS or SynergySE progress monitoring modules.
- Provide direct services to students through co-teaching, small group, or individual instruction.
- Partner with parents to develop MTSS plans and communicate progress.
- Assist in designing, coordinating, and providing home intervention components when appropriate.

Students

Academic & Behavior

- Show ownership of academic learning and behavior through goal setting.
- Engage in the learning process.
- Participate in State, District, and building assessments.
- Demonstrate progress towards PK-12 College and Career Readiness.

- Participate in problem solving and planning when appropriate.

Parents/Families
Academic & Behavior
• Involvement in the MTSS process across tiers. • Provide input regarding their child's strengths and areas for growth. • Participate in the development of the FBA and PBIP.

MPS Context for MTSS Over Time

National Perspective

On December 3, 2004, Congress reauthorized the Individuals with Disabilities Education Improvement Act (IDEA 2004). The language that Congress uses in IDEA 2004 and No Child Left Behind (NCLB 2001) stresses the use of professionally sound interventions and instruction based on defensible research, as well as the delivery of effective academic and behavior programs to improve student performance. Congress believes that as a result, fewer children will require special education services. Provisions of IDEA 2004 allow school districts to use scientific, research-based interventions as an alternative method for identifying students with specific learning disabilities (SLD). This process is generally referred to as Response to Intervention (RTI). The National Research Center on Learning Disabilities (NRCLD, 2006) defines RTI as:

"…an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified services using progress monitoring data."

RtI is an integrated approach to service delivery that encompasses general, intervention and special education through a multi-tiered service delivery model. It utilizes a problem solving framework to identify and address academic and behavioral difficulties for all students using scientific, research-based instruction. Essentially, RtI is the practice of: (a) providing high quality instruction/intervention matched to all students' needs and (b) using learning rate over time and level of performance to (c) make important educational decisions to guide instruction (National Association of State Directors of Special Education, 2005). RtI practices are proactive, incorporating both prevention and intervention and are effective at all levels from early childhood through high school.

RtI is intended to reduce the incidence of "instructional casualties" by ensuring that students are provided high quality instruction with fidelity. By using RtI, districts can provide interventions to students as soon as a need arises. This is very different, for example, from the methods associated with the aptitude-achievement discrepancy models traditionally utilized for SLD identification which have been criticized as a "wait to fail" approach.

What is the Purpose of Response to Intervention?

Response to Intervention is a practice of providing high-quality, scientifically validated instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. RtI is a dynamic Problem Solving Process in which data are integral in making decisions about what skills struggling students lack, and whether intervention instruction provided to date has been effective. There are four fundamental beliefs:

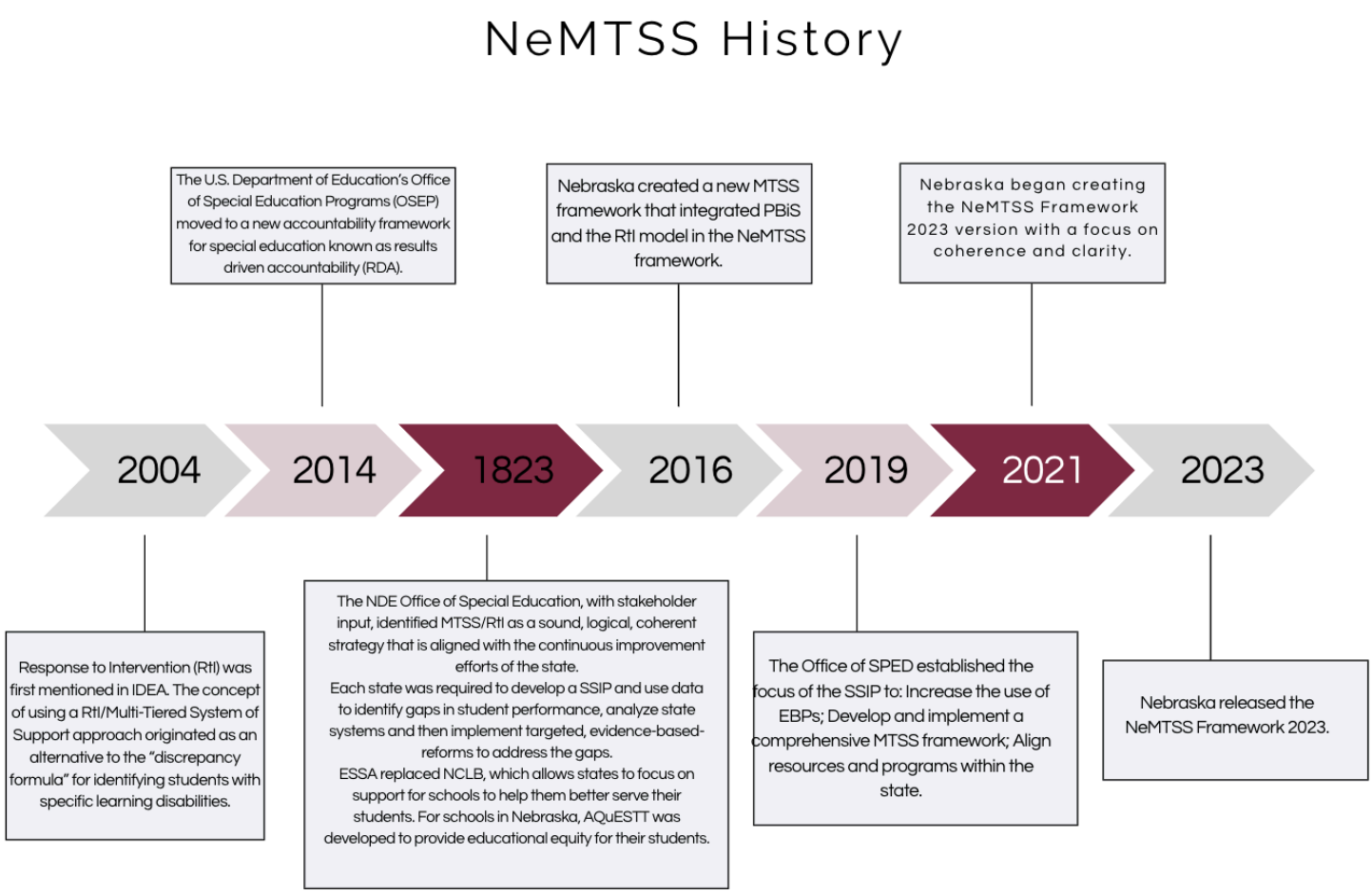
· Preventive action is better than the wait-to-fail approach.
· Early intervention is more effective than later remediation.
· Universal screening helps prevent students from falling through the cracks. · Tiers of instruction are available to meet the needs of all students.

There are Eight Core Principles of Response to Intervention

1. We can effectively teach all children.
2. Intervene early.
3. Use a multi-tier model of service delivery.
4. Use a problem solving model to make decisions within a multi-tier model. 5. Use scientific, research-based validated intervention and instruction to the extent available.
6. Monitor student progress to inform instruction.
7. Use data to make decisions. A data-based decision regarding student response to intervention is central to RtI practices.
8. Use assessment for screening, diagnostics, and progress monitoring.

*National Association of State Directors of Special Education, Response to Intervention: Policy Considerations and Implementation, 2006.

Nebraska Perspective



Response to Intervention (RtI) Framework

The Nebraska RtI Consortium Executive Committee developed suggested essential elements to assist Nebraska school districts as they design and implement Response to Intervention models. The current essential elements below were taken from the NDE website at www.education.ne.gov/RTI/rtiframework.html on April 24, 2012.

When implemented with fidelity, the Essential Elements of RtI provide a framework for prevention, early intervention, school improvement and valid data for eligibility decisions. The Essential Elements for RtI are based on principles identified in research for an effective RtI system and provide the overarching framework to guide the implementation of RtI.

Multi-Tiered Systems of Support (MTSS)

Educational practices related to RtI have continued to evolve. Currently evidence-based practices indicate an integrated systematic approach related to impacting student growth both in academics and behavior. There have also been increased linkages between RtI implementation and school improvement efforts. As RtI has become a national movement multiple models have developed informed by local practices. This growth has provided for additional research, insight, and development opportunities into best practices of core components. These developments have expanded the concept of RtI but fit well with the original purpose of *reducing the incidence of "instructional casualties" by ensuring that students are provided high quality instruction.* Because of this increase in scope, RtI has been retitled Multi-Tiered Systems of Support (MTSS).

**Editors S.R. Jimerson, M.K. Burns, A.M. VanDerHeyden, (2016). Handbook of Response to Intervention: The Science and Practices of Multi-Tiered Systems of Support.

In 2018, the Nebraska Department of Education developed technical assistance related to MTSS. Nebraska's Multi-tiered System of Support (NeMTSS) is a framework designed through the lens of continuous improvement to guide school districts, schools, and all educators to ensure each and every student has access to learning experiences that enhance their educational outcomes. The NeMTSS framework outlines specific skills and actions to organize, support, deliver and drive continuous improvement. The NeMTSS framework meets required continuous improvement regulations set forth in Section 009 of Nebraska's Administrative Code, Rule 10, Accreditation of Schools and regulation 005.03 requiring accredited schools to have a student assistance process. NeMTSS provides districts, schools and educators with a structured approach to reaching goals they are already accountable for achieving.

In 2023, the Nebraska Department of Education updated the NeMTSS framework. The updated NeMTSS model simplified the essential elements to include: Infrastructure and Shared Leadership, Layered Continuum of Supports, Data-Based Decision Making, and Communication and Collaboration. Students' progress is monitored and instruction and intervention are provided in varying intensities based on individual need. NeMTSS organizes instruction and intervention into three tiers, which provide different levels of support. New additions included highlighting Five Keys to Success for MTSS implementation:

1. **Strong Tier I Core:** Evidence-based practices for academic, social, emotional and behavioral support established for all students in preschool through graduation, providing a foundation of prevention.
2. **Universal Screening:** Universal screening processes identify students who need additional support by measuring the fluency and accuracy of students' critical early skills that are predictive of future skill attainment.
3. **Evidenced Based:** Evidence-based interventions are implemented to provide a layered continuum of supports matched to each student's needs.
4. **Progress Monitoring:** Progress monitoring data are used continuously to determine student response to intervention and are essential to determine next steps for fading, exiting or intensifying interventions for students.
5. **Data Based Decision Making:** NeMTSS supports a problem-solving process to guide decision-making at all levels of support.
    - Inclusive of all students
    - Uses evidence-based practices
    - Effectiveness is based on both fidelity of the process and in the implementation of the instruction/intervention plan
    - Applies to all tiers of instruction/intervention and at all levels
    - Iterative process that may require multiple cycles to find solutions

Implementation of NeMTSS connects to AQuESTT Domains and Tenets in which accountability to students and staff relies on the organizational and professional commitment that is centered around Educator Effectiveness, Student Achievement and Growth, and Positive Partnerships, Relationships, and Success. NeMTSS provides a framework for the ongoing process of learning, self-reflection, adaptation, and growth through action planning.

Millard Public Schools Policies and Rules

The District MTSS Model will be regulated by the district 6000 Curriculum, Instruction, and Assessment Policies and Rules as it relates to the written, taught and assessed curriculum; staff development; and the Millard Instructional Model.

Millard Public Schools District Strategic Plan (2009)

Strategy 4: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure high achievement for all students and all demographic subgroups.

SPECIFIC RESULT: Implement a response to intervention (RTI) model that uses standardized assessments, common data indicators and research-based interventions.

Action Plan Steps:

1. Implement a district-wide response to intervention (RTI) model for K-12 interventions based on individual academic achievement level for any student in need.
2. Identify valid and reliable K-12 universal screening, diagnostic, progress and strategic monitoring tools that have a strong positive correlation to district standards, indicators and assessment.
3. Provide professional development in the administration and scoring of assessments and the use of data for instructional planning and decision making.
4. Identify and evaluate appropriate scientifically or research based core instruction and interventions.
5. Determine a menu of intervention materials available with district support and professional development for building-level implementation with fidelity.
6. Develop a process to monitor the fidelity and adherence of core instruction, supplemental programs and interventions.
7. Identify data analysis teams that use data decision making criteria for determining instructional/intervention decisions at each tier of support.
8. Evaluate the effectiveness of interventions in closing the achievement gap.

Millard Public Schools District Strategic Plan (2013)

Strategy 2: We will develop and implement plans to utilize instructional best practices, formative and summative assessments, and student data designed to ensure that all students are college and career ready.

SPECIFIC RESULT: Examine demographic trends and develop strategies to address the unique needs of each student.

Action Plan Steps:

1. Identify, evaluate, and provide access to existing and potential social services, including those in the community, to meet the changing needs of our students. e.g. Backpack meal program, health needs, transportation, adult education
2. Implement strategic academic and social interventions based on data analysis. e.g. summer programming, extended school day
3. Develop and implement a system to allocate resources that includes measures of student performance and demographic data.
4. Provide on-going staff development on strategies that positively impact student achievement in all demographic subgroups.
5. Evaluate the effectiveness of the plan.

Strategy 3: We will develop and implement programs in cooperation with families and communities that develop the character traits that reflect positive social behavior and responsible citizenship.

SPECIFIC RESULT: Each school will establish a student behavior skills education program utilizing the site planning and/or school improvement process.

Action Steps:

1. Define and communicate the district-wide character traits.
2. Each school program shall be research based and in compliance with the three-tiered Millard Public Schools RtI+I model.
3. Each school program will incorporate a bullying prevention curriculum component.
4. Each school program shall identify a data process to evaluate behavior trends and individual needs.
5. Each program shall include an ongoing staff development plan.
6. Each school will implement an ongoing communication plan to our educational stakeholders.
7. Actively engage parents and community in support of the school's selected program.

Millard Public Schools District Strategic Plan (2018)

Strategy 3**:** In cooperation with family and community, we will address the behavioral and mental health needs of our students by implementing systematic practices that promote good character, positive social behavior, and responsible citizenship.

SPECIFIC RESULT: Expand on the systematic practices for mental health and behavioral supports.

Action Plan Steps:

1. Create and communicate a shared definition for behavior, mental health, and social and emotional learning (SEL) with all stakeholders.
2. Investigate the use of evidence-based assessments and universal data collection systems for social and emotional learning and behavior in all schools.
3. Build a proactive culture by integrating social and emotional learning curriculum within the Millard Education Program.
4. Expand, refine and communicate a multi-tiered system supporting academic, behavior, and social and emotional well-being.
5. Provide ongoing professional learning for all salaried and hourly staff members in Tier I/II/III practices that support social and emotional development and positive learning environments.
6. Define and communicate student and family support processes within the MPS community.
7. Evaluate current staffing allocations and programs to support high-need schools. 8. Evaluate the effectiveness of this plan on an annual basis.

Millard Public Schools District Strategic Plan (2023)

Strategy 1: We value our changing demographics and will maximize our systems, educational programs, and instructional practices to ensure high levels of academic achievement and growth for all students.

SPECIFIC RESULT: Refine our current educational practices to address various learning needs and ensure rigorous instruction.

Action Plan Steps:

1. Evaluate current Tier I practices to prioritize effective strategies with the highest impact on all student growth and learning.
2. Research instructional practices that support specific student group needs (e.g., practices that support students with disabilities, English learners, students from poverty, students with trauma, and high ability learners).
3. Provide ongoing professional learning to equip all staff to meet the needs of all students.
    a. Consider topics related to various learning needs, interests, cultural backgrounds, and experiences of students
    b. Develop a means to apply, reflect, and refine strategies implemented
4. Implement best instructional practices to meet student group needs within Tier I instruction (e.g., Universal Design for Learning).
5. Explore ways to build stronger family partnerships and increase bidirectional communication to decrease barriers to improve learning (e.g., transfer students, students with disabilities, and English learners).

    a. Update systems for transition (e.g., PK to school-age, new enrollments, and level to level)
    b. Refine communication strategies and educational materials for families
    c. Expand translation services
6. Evaluate the plan annually to determine the impact on student learning.

Student Well Being and Personal Development

In 2024-2025, a dedicated team was established to focus on **Student Well Being and Personal Development**. They created the following guiding philosophy statement: *The Millard Public Schools Student Well-Being and Personal Development framework unites students, families, staff, and community partners to empower students with the resilience, self-efficacy, and skills necessary for academic, social, and career success, fostering strong character and supporting their growth into productive members of society.*

Through a review of relevant data, four key areas emerged: Behavior, Social, Emotional & Behavioral Learning, Achievement, and Engagement. The team also reviewed the current MTSS framework for attendance and agreed it accurately reflects the district's current reality. During the 2025-2026 school year, the committee will reconvene to develop a comprehensive framework aimed at strengthening students' wellbeing and personal development through targeted skill-building.

Documentation Updates 24-25 - Student information system: Synergy

We've enhanced the documentation of MTSS problem-solving conversations and planning within the Synergy MTSS module. This includes more consistent use of plans, progress monitoring, notes, and forms to better capture key milestones and changes in student progress. These improvements help tell a more complete story of each student's development over time. In collaboration with the Department of Assessment, Research, and Evaluation, we've also begun migrating progress monitoring data from the MTSS module into Power BI workspaces. This work is aimed at making MTSS data more accessible and usable, improving the efficiency of team-based problem solving and supporting stronger decision-making around student programming and support.

Assessment - Benchmark screening, diagnostic assessment, progress monitoring, and outcome assessment; can be formal and informal measures that are used to gather evidence relative to student learning.

Curriculum - A scope and sequence deemed critical and usually made mandatory for all students of a school system. District approved curricula are often instituted at the primary and secondary levels by school boards, Departments of Education, or other administrative agencies charged with overseeing education. District approved curricula must be research-based.

Differentiated Instruction: Instruction is scaffolded to meet the individual needs, learning styles and interest of all students within a class. The learning experience is personalized to maximize each student's potential. This can be done by adjusting the content, process or product of the learning experience.

District Approved Curriculum: Components of the Millard District Approved Curriculum Model include curriculum, assessment, instructional delivery, high quality instructional materials, intervention, learning environment, and family.

Environment - The physical, social and emotional surroundings where learning takes place. This may include: high expectations, engaging practice, technology, organization, and student accessibility.

Family - Regular communication with family, student practice, partnership with school.

High Quality Instructional Materials - Scientifically research-based materials that are aligned with academic standards and promote effective teaching and learning through individual instruction, and whole and small group instruction.

Indicators - Specific skills and strategies a student will learn and apply within a content area.

Instructional Delivery - Methods and strategies educators use to present information and facilitate learning. This may include: highly trained professional staff, adequate time, flexible grouping, explicit and systematic instruction, and use of data to inform instruction.

Intervention - Additional support, extended learning, supplemental services, and/or differentiated instruction to address specific learning gaps both academically and behaviorally.

Progress Monitoring - Data consistently collected to demonstrate student progress or need; the data also is used to inform instructional decisions and evaluate the effectiveness of the intervention.

Standards - District content standards derived from Nebraska State Standards and Indicators or from content-specific professional organizations and district-established content standards. These content standards describe the knowledge, skills, and processes that are taught, learned, and assessed.