

How to Use SWIFT MTSS Starter Kit

SWIFT MTSS Starter Kit is a set of tools that can be used by schools to implement a multi-tiered system of support, or MTSS. Within an MTSS framework, schools provide all students access to the general education curriculum, and some students additional and intensified support based on their data-based needs. Screening and progress monitoring data guide decisions so that students get early access to the academic, behavioral, and social instructions and supports they need. Effective implementation of MTSS requires schools and districts to identify available resources, set clear decisions rules for when to provide additional support, and to schedule and equitably deliver resources and support when needed. The following tools can be used to guide this process.

Resource Inventory

SWIFT MTSS begins with schools thinking creatively about how to use their existing resources for the benefit of all students. The first step in this process is to develop an inventory of all currently available resources in their school and district. The Resource Inventory tool prompts a school team to identify a wide variety of resources used to support students, such as personnel, facilities, and curriculum. Also list are broad categories and magnitudes of student needs the school is likely to encounter. This inventory can help schools consider possible reallocation of resources to best support all students within an MTSS framework.

Master Schedule

Once a school maps out currently available resources, they may develop a draft Master Schedule that considers how to allocate time as well as the personnel and facilities listed in the Resource Inventory. When developing the schedule, schools consider such questions as how to ensure all student have access to universal curriculum, when to deliver additional and intensified support, and how to collaboratively utilize all personnel in support of all students. In an MTSS, the schedule includes time for providing additional and intensified support and indicates who will be available to deliver it. The school is prepared to adjust its Master Schedule as student needs change.

Tiered Instruction Matrix

A school prepares a Tiered instruction Matrix for each grade level and applicable subject area for teams to reference when making initial support decisions for students. The tool provides a way for schools to plan their universally available curriculum for all students; the screening criteria to identify which students may need additional and/or intensified support; the instructions and supports to consider as best matching student needs; and progress monitoring tools and criteria for changing these supports. Their completed matrices lay out the available curriculum or instructions from the Resource Inventory to consider for students who are not meeting the benchmark in the criterion as well as for students who are exceeding the benchmark. This plan may prompt revisions in the Master Schedule.

Instruction Planning

Schools next use the instruction Planning tool to develop instruction groups based on the data from their particular students. These plans are continuously reviewed and adjusted in light of screening and progress monitoring data, and may lead to adjustments in the Master Schedule resource allocations as student needs change

Resource	Intention	Task	Assignment	Questions
Personnel	Increase thinking about all human resources that may be accessed, regardless of current role and responsibilities	List, by position, all personnel working in the building (e.g., Teacher Algebra 1: Ms. Hardey)		
Facilities	List all rooms and spaces available in the building	Consider all of the space available to the school (e.g., Rm 351–small room next to cafeteria in basement)		
Curriculum & Instructions	Identify all available instructional resources and materials used for academic, behavior, and social emotional learning instruction	List the curricular material available for core curriculum instructions and supports for academics and behavior (e.g., core reading curriculum: Wonder series)		
Time Allocations & Requirements	Identify specified time requirements for core instruction and time currently allocated for providing additional instructions and supports.	List the current schedule for delivery of content (e.g., 120 minute daily instruction block)		
Additional Resources	Identify any supplementary resources available to support MTSS implementation.	List the additional resources available to meet student need across tiers (e.g., Boys & Girls Club's Homework Club)		
Schoolwide Data	Provide a general overview of the percentage of students who need additional support	Indicate schoolwide need as determined by data (e.g., 38% of students who may need additional reading instruction)		

Master Schedule 2016-17														
	8:50	9:00	9:30	10:00	10:30	11:00	11:30	12:00	12:30	1:00	1:30	2:00	2:30	3:10
PreK														
Williams		Breakfast					Dismissal		Arrival	Lunch				
Kindergarten														
Tang	Opening	Math 9:10-10:10	Science/ SS 10:15-10:45	Centers 10:45-11:15	Lunch/ Recess 12:00- 1:00	Reading / SE 1 Co -teachers								Dismissal
Green														
Brown														
Grade 1														
Demoss		Reading 9:00-11:05	Lunch/ Recess 11:10- 12:10	Math 12:15-1:15	Science/ SS 1:15-1:45	LA/ Writing 1:45- 2:20	Unified Arts 2:20-3:10							Dismissal
Wyer														
Duguid														
Grade 2														
Michael	Math 9:00-10:05	Unified Arts 10:05-10:50	Science/ SS 10:15-10:45	Lunch/ Recess 11:30-12:30	LA/ Writing 12:30-1:00	Reading 1:00-3:10 / SE 2 Co -teachers								Dismissal
Bowser														
Grade 3														
Kalbaugh	Reading 9:00-11:10 / SE 1 Co-teaches	Math 11:10-12:15	Unified Arts 12:15-1:00/ 3rd grade planning	Lunch/ Recess 1:00 -2:00	LA/ Writing 2:00-2:30	Science/ SS 2:30-3:10								Dismissal
Bearinger														
Moore														
Grade 4														
Green	Reading 9:00-11:00	Math 11:00-12:05 /SE 2 co-teaches	Lunch/ Recess 12:05 -1:05	LA/ Writing 1:05-1:30	Unified Arts 1:30 -2:20	Science/ SS 2:20-3:10								Dismissal
Michael														
Grade 5														
Hensel	Unified Arts 9:05-9:55 / 5th grade planning	Reading 9:55 - 11:55 / SE 2 co-teaches	Math 1:00 -2:00	Lunch/ Recess 1:00-2:00	Science/ SS 2:00-2:40	LA/ Writing								Dismissal
Eberly														



MTSS Master Schedule Elementary Example

Master Schedule 2016-17														
	8:50	9:00	9:30	10:00	10:30	11:00	11:30	12:00	12:30	1:00	1:30	2:00	2:30	3:10
Specialized Educators, Related Service Providers, Support Staff														
Sp. Educator 1	3rd Grade Reading + instruction				IEP Paperwork	Lunch	Planning 3rd		Kindergarten Reading + instruction				Dismissal	
Sp. Educator 2	Planning 5th		5th grade Reading				IEP Paperwork	Lunch	2nd Grade Reading + instruction				Dismissal	
Instructionist	4th grade Reading and instruction				4th Grade Math		Lunch	1st Grade Math/ Science/SS/Writing		Planning 4th		Planning 1st	Dismissal	
Paraprofessional	1st Grade Reading				3rd Grade Math		5th Grade Math		Lunch	1st Grade Science/SS/Writing		IA Training	Dismissal	
Teacher of English Learners	Grade 1	Grade 3	Grade 4		Grade 5		Lunch	Grade 2		Planning	Kindergarten		Dismissal	
Speech/ Language Pathologist	Grade 3	Grade 1	Grade 5		Grade 4		Lunch	Planning	Grade 2		Grade 1	IEP Paperwork	Dismissal	



MTSS Master Schedule Elementary Blank

Master Schedule 2016-17														
	8:50	9:00	9:30	10:00	10:30	11:00	11:30	12:00	12:30	1:00	1:30	2:00	2:30	3:10
PreK														
Teacher 1														Dismissal
Teacher 2														
Kindergarten														
Teacher 1														Dismissal
Teacher 2														
Grade 1														
Teacher 1														Dismissal
Teacher 2														
Grade 2														
Teacher 1														Dismissal
Teacher 2														
Grade 3														
Teacher 1														Dismissal
Teacher 2														
Grade 4														
Teacher 1														Dismissal
Teacher 2														
Grade 5														
Teacher 1														Dismissal
Teacher 2														
Specialized Educators, Related Service Providers, Support Staff														
Specialized Educator														Dismissal
Support Staff														
Related Service Provider														



MTSS Tiered Instruction Matrix

School/District: _____

Grade(s): _____ Date: __

Curricular Area: Literacy Mathematics Behavior / Social Emotional Learning

Part 1: Universal Support	
What	
When	

Part 2: Universal Screening				
Tools	Who Administers		When Administered	
	Additional Support		Intensified Support	
	...to meet benchmark	...when exceeding benchmark	...to meet benchmark	...when exceeding benchmark
Decision Rules	If ... then	If ... then	If ... then	If ... then

Part 3: Instruction and Support			
	Who Administers		When Administered
Area identified for support	Additional Support		Intensified Support
	...to meet benchmark	...when exceeding benchmark	options to consider
Skill Area			

Part 4: Progress Monitoring				
Tools	Who Administers		When Administered	
	Additional Support		Intensified Support	
	...to meet benchmark	...when exceeding benchmark	...to meet benchmark	...when exceeding benchmark
Decision Rules	If ... then	If ... then	If ... then	If ... then

School/District:

Grade(s): 1 _____ Date: __

Curricular Area: Literacy Mathematics Behavior / Social Emotional Learning

Part 1: Universal Support	
What	Extra emphasis provided for vocabulary strategies All students receive ELA block based on Wonders Reading Series Whole group and Small leveled book instruction Attend to UDL principles and guidelines
When	1:30-3:00 ELA Block

Part 2: Universal Screening				
Tools	Who Administers		When Administered	
DIBELS MAP	Classroom Teacher with staff covering classroom during assessments		Fall/Winter/Spring	
	Additional Support		Intensified Support	
	...to meet benchmark	...when exceeding benchmark	...to meet benchmark	...when exceeding benchmark
Decision Rules	<p>If DIBELS Composite and/or subtest indicator yellow and/or MAP below 40th %ile...</p> <p>then consider best match from instructions listed below</p>	<p>If DIBELS Composite indicator green</p> <p>AND</p> <p>MAP above 75th %ile...</p> <p>then consider best match from instructions listed below</p>	<p>If DIBELS Composite and/or subtest indicator red and/or MAP below 20th %ile...</p> <p>then consider best match from instructions listed below</p> <p>AND</p> <p>Intensified Support options</p>	<p>If DIBELS Composite indicator green and MAP above 90th %ile...</p> <p>then consider best match from instructions listed below</p> <p>AND</p> <p>Intensified Support options</p>

Part 3: Instruction and Support			
	Who Administers		When Administered
	CJ, AP, MK, JD (Available personnel as identified on master schedule)		8:30-9:15 (Available time as identified on master schedule)
Area identified for support	Additional Support		Intensified Support
	...to meet benchmark	...when exceeding benchmark	options to consider
Phonics	Wonders Tier II mini lessons First Grade PALS EIR Skill specific lesson developed FAST ForWord	Literature circles Skill specific lessons developed Targeted Centers Independent or Small Group Project with Text of Choice Move ahead in curriculum as mastery is demonstrated	Increase instruction dosage or time (frequency or duration) Change group size Provide immediate, positive corrective feedback Increase opportunities to respond
Phonemic Awareness	Wonders Tier II mini lesson KPALS KEIR	Literature circles Skill specific lessons developed Targeted Centers	Break tasks into segments with specific focus goals
Fluency	Read Naturally Repeated Readings	Literature circles Skill specific lessons developed Targeted Centers	Increase self-monitoring Increase to generalize and integrate
Vocabulary	Early Vocabulary Connections Words Their Way	Literature circles Skill specific lessons developed Targeted Centers	
Comprehension	PALS FAST ForWord Cognitive processing strategies	Literature circles Skill specific lessons developed Targeted Centers	

Part 4: Progress Monitoring				
Tools	Who Administers		When Administered	
DIBELS subtest matched to instruction Assessments embedded in instructions GOM, as appropriate Other measures when necessary	Instructionist (Person administering instruction)		DIBELS: subtest matched to instruction – 2-4x per month instruction Assessment: Weekly for additional supports Daily for Intensified Supports GOM 1x per month Other measures frequency identified by teacher/team	
	Additional Support		Intensified Support	
	...to meet benchmark	...when exceeding benchmark	...to meet benchmark	...when exceeding benchmark
Decision Rules	If instruction progress monitoring tool indicates 3 consecutive data points at or above proficiency, then exit the instruction If it indicates 3 consecutive data points not making progress, then adjust instruction or begin Intensified Support.		If instruction progress monitoring tool indicates 3 consecutive data points not making progress, then adjust Intensified Support	

School/District: _____

Grade(s): 1 _____ Date: __

Curricular Area: Literacy Mathematics Behavior / Social Emotional Learning

Part 1: Universal Support	
What	All students receive Math block based on enVision. Whole group and Small group differentiated to meet student needs Attend to UDL principles and guidelines
When	9:00-10:00

Part 2: Universal Screening				
Tools	Who Administers		When Administered	
DIBELS MAP	Classroom Teacher with staff covering classroom during assessments		Fall/Winter/Spring	
	Additional Support		Intensified Support	
	...to meet benchmark	...when exceeding benchmark	...to meet benchmark	...when exceeding benchmark
Decision Rules	<p>If DIBELS Composite and/or subtest indicator yellow and/or MAP below 40th %ile...</p> <p>then consider best match from instructions listed below</p>	<p>If DIBELS Composite indicator green and MAP above 75th %ile...</p> <p>then consider best match from instructions listed below</p>	<p>If DIBELS Composite and/or subtest indicator red and/or MAP below the 20th %ile...</p> <p>then consider best match from instructions listed below</p> <p>AND</p> <p>Intensified Support options</p>	<p>If DIBELS Composite indicator green and MAP above 90th %ile... then consider best match from instructions listed below</p> <p>AND</p> <p>Intensified Support options</p>

Part 3: Instruction and Support			
	Who Administers		When Administered
	JD, AP, RH, KW (Available personnel as identified on master schedule)		10:00-10:45 (Available time as identified on master schedule)
Area identified for support	Additional Support		Intensified Support
	...to meet benchmark	...when exceeding benchmark	options to consider
Early Numeracy	enVision instruction or reteach PALS Do the Math Skill specific lesson Early Numeracy instruction L1	enVision instruction Math XL Skill specific lesson Move ahead in curriculum	Increase instruction dosage or time (frequency or duration) Change group size Provide immediate, positive corrective feedback Increase opportunities to respond Break tasks into segments with specific focus goals
Computation	enVision instruction or reteach Math XL Xtra math Skill specific lesson Focus Math Intensive	enVision instruction Math XL Skill specific lesson	Increase self-monitoring Increase to generalize and integrate
Problem Solving	Fusion Math Recovery	Independent or Small Group Project of Choice	

Part 4: Progress Monitoring				
Tools	Who Administers		When Administered	
<p>DIBELS subtest matched to instruction</p> <p>Assessments embedded in instructions GOM, as appropriate</p> <p>Other measures when necessary</p>	<p>Instructionist (Person administering instruction)</p>		<p>DIBELS: subtest matched to instruction – 2- 4x per month (Concepts and Applications 1x per month)</p> <p>instruction Assessment: Weekly for additional supports</p> <p>Daily for Intensified Supports GOM 1x per month</p> <p>Other measures frequency identified by teacher/team</p>	
	Additional Support		Intensified Support	
	...to meet benchmark	...when exceeding benchmark	...to meet benchmark	...when exceeding benchmark
Decision Rules	<p>If instruction progress monitoring tool indicates 3 consecutive data points at or above proficiency,</p> <p>then exit instruction.</p> <p>If it indicates 3 consecutive data points not making progress,</p> <p>then adjust instruction or begin Intensified Support</p>		<p>If instruction progress monitoring tool indicates 3 consecutive data points not making progress,</p> <p>then adjust Intensified Support</p>	

School/District:

Grade(s): 1 _____ Date: __

Curricular Area:

Literacy Mathematics Behavior / Social Emotional Learning

Part 1: Universal Support	
What	All students receive Schoolwide Expectation lessons Second Step – whole group Attend to UDL principles and guidelines Reinforce expectations with literature library
When	Lessons: weekly, 20 min. Reinforce: monthly Review: October

Part 2: Universal Screening			
Tools	Who Administers		When Administered
Systematic Screening for Behavior Disorders (SSBD)	Classroom Teacher with staff support during assessment		Fall/Winter/Spring
	Additional Support		Intensified Support
	...to meet benchmark	...when exceeding benchmark	...to meet benchmark
Decision Rules	<p>If Students pass Gate 2 on SSBD...</p> <p>then consider function of behavior and best match from instructions listed below</p>		<p>If a behavior plan exists or is needed</p> <p>then consider function of behavior and best match from instructions listed below.</p> <p>AND</p> <p>Intensified Support option</p>

Part 3: Instruction and Support			
	Who Administers		When Administered
	AP, JG (Available personnel as identified on master schedule)		2:00-2:30 (Available time as identified on master schedule)
Area identified for support	Additional Support		Intensified Support
	...to meet benchmark	...when exceeding benchmark	options to consider
Safety	Second Step mini lessons Reteach Behavioral Contract Social Skills Club Home/Community Support Counseling	Safety Patrol Leadership Club	Increase instruction dosage or time (frequency or duration) Change group size Provide immediate, positive corrective feedback
Respectful	Second Step mini lessons Reteach Behavioral Contract Social Skills Club Home/Community Support Counseling	Peer model Student Ambassador Leadership Club	Increase opportunities to respond Break tasks into segments with specific focus goals Increase self-monitoring Increase to generalize and integrate
Responsible	CICO Behavioral Contract Study Skills/Guidance period Home/Community Support Counseling	Study Buddy Leadership Club	Consider assessing function (FBA) Create BIP and/or Wraparound plan

Part 4: Progress Monitoring				
Tools	Who Administers		When Administered	
Behavior Observation/ Teacher and Student Self-Assessment/ Assessments embedded in instructions	Instructionist (Person administering instruction)		Behavioral Contract and CICO data collected daily Behavior observations and assessments: Daily or weekly depending on intensity of support	
	Additional Support		Intensified Support	
	...to meet benchmark	...when exceeding benchmark	...to meet benchmark	...when exceeding benchmark
Decision Rules	<p>If predetermined goal is not met, consider making an adjustment to the instruction</p> <p>If predetermined goal has been met, consider decreasing or eliminating the instruction</p>		<p>If instruction progress monitoring tool indicates 3 consecutive data points not making progress, then adjust Intensified Support</p>	

School/District: _____

Grade(s): _____ Date: _

Curricular Area: Literacy Mathematics Behavior / Social Emotional Learning

Area of Need	Student Group & Instruction	Instruction Provider	Time	Locations

- Area of Need and Student Groups & instruction are identified by screening, progress monitoring, or previous assessment; available instructions are located on the Tiered Instruction Matrix.
- N/A means Not Applicable means no current needs identified by data.
- Instruction Providers, Time, and Location are the available personnel, time, and space located on the Resource Inventory and Master Schedule.

School/District: _____

Grade(s): _____ Date: _

Curricular Area: Literacy Mathematics Behavior / Social Emotional Learning

Area of Need	Student Group & Instruction	Instruction Provider	Time	Locations
Phonics	Wonders Tier II mini lessons Joe, Tiffany, Chris, Clifton, Mark	CJ	8:30-9:00	1st grade classroom
Phonics	Fast ForWord Mike	AP	8:30-9:00	Computer Lab
Phonemic Awareness	KPALS Jack, Leah, Greg	MK	8:30-9:15	Library
Vocabulary	Early Vocabulary Connections Maria	JD	8:30-9:00	Library

- Area of Need and Student Groups & instruction are identified by screening, progress monitoring, or previous assessment; available instructions are located on the Tiered Instruction Matrix.
- N/A means Not Applicable means no current needs identified by data.
- Instruction Providers, Time, and Location are the available personnel, time, and space located on the Resource Inventory and Master Schedule