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How to Use Equity-based MTSS Starter Kit

This Equity-based 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 students instruction and support in the general education curriculum, as well as supporting some students with additional and/or intensified instruction when warranted. Screening and progress monitoring data inform educator decisions so that students get early access to the academic, behavioral, and social instruction and support that is most beneficial to them. Effective implementation of MTSS requires schools and districts to identify available resources, set clear decision guidelines for when to provide additional support, and to schedule and equitably deliver resources and support across the full range of student variability. The following tools can be used to guide this process.

Resource Inventory

Equity-based 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 listed are broad categories and magnitudes of learning variability the educators are likely to encounter. This inventory can help schools consider possible reallocation of resources to best support students within an MTSS framework.

Schoolwide Schedule

Once a school maps out currently available resources, they may develop a draft Schoolwide 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 students have access to universal curriculum, when to deliver additional and intensified support, and how to collaboratively utilize all personnel in support of students. This schedule includes time for planning and providing additional and intensified support and

indicates who will be available to deliver it. The school is prepared to adjust its Schoolwide Schedule as needs change.

Tiered Instruction Matrix

A school prepares a Tiered instruction Matrix for each grade level and/or subject area for teams to reference when making initial support decisions for students. The tool provides a way for schools to plan how to utilize their universally available curriculum for all students; the screening criteria to identify which students may benefit from additional and/or intensified support; the instruction and support to consider as best match for these students; and progress monitoring tools and criteria for changing the support. Completed matrices lay out the available curriculum and/or instruction 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 Schoolwide Schedule.

Instruction Planning

Schools next use the instruction Planning tool to develop instructional groups for 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 Schoolwide Schedule resource allocations.

Resource Inventory

Resource	Intention	Task	Assignment	Questions
Personnel	Increase thinking about all human resources that may be accessed to support students.	List all personnel in the school and their talents, skills, and interests, regardless of current roles and responsibilities.		
Teams	Identify the current teams operating in the school at this time.	List the team, purpose of the team, and membership.		
Facilities	Consider all space available to the school and how it might be used in new ways to support students.	List all rooms and spaces available in the school buildings and how they are currently used.		
Curriculum & Instructions	Identify all available resources and materials that may be used for academic, behavior, and social-emotional learning instruction.	List curricular material available in the school and how it is currently used		

Resource Inventory

Resource	Intention	Task	Assignment	Questions
Time Allocations & Requirements	Identify specific time requirements for core instruction and currently allocated time for providing additional instruction and support.	List the current schedule for delivery of content.		
Data Sources	Identify all the sources of data that are available for understanding student learning.	List all the data sources that teams can access to make instruction and support decisions.		
Cycles of Inquiry	Consider all the processes that are based on a Continuous Improvement Cycle and how using one cycle across routines would be helpful.	List any process in the school that is based on continuous improvement or problem-solving process. List the steps and vocabulary used in the process.		

Resource	Intention	Task	Assignment	Questions
Additional Resources	Identify any other resources available to support MTSS implementation.	List the additional resources available to students across the tiers.		

Schoolwide Schedule 2024-25														
	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														

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Schoolwide Schedule Elementary Blank

Schoolwide Schedule 2024-25													
	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
Grade 5														
Teacher 1														Dismissal
Teacher 2														
Specialized Educators, Related Service Providers, Support Staff														
Specialized Educator														Dismissal
Support Staff														
Related Service Provider														

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Schoolwide Schedule Elementary Example

Schoolwide Schedule 2024-25

	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 / Green / Brown	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
Grade 1														
Demoss / Wyer / Duguid		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
Grade 2														
Michael / Bowser		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

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Schoolwide Schedule Elementary Example

Schoolwide Schedule 2024-25													
	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
Grade 3														
Kalbaugh **Bearinger** **Moore**	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
Grade 4														
Green **Michael**	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
Grade 5														
Hensel **Eberly**	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

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Schoolwide Schedule Elementary Example

Schoolwide Schedule 2024-25														
	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 Paper work	Lunch	Planning 3rd		Kindergarten Reading + instruction				Dismissal
Sp. Educator 2	Planning 5th		5th grade Reading					IEP Paper work	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 Paper work	Dismissal

Tiered Instruction Matrix Blank

School/District: _____ Grade(s): _____Date: _____

Curricular Area:☐ Literacy ☐ Mathematics ☐ Behavior ☐ Social-Emotional Learning

What	How
Who & 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 Guidelines	If … then	If … then	If … then	If … then

Part 3: Instruction and Support

	Who Provides		When Provided
	Additional Support		**Intensified Support**
Area identified for 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 Guidelines	If … then	If … then	If … then	If … then

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Tiered Instruction Matrix Example

School/District: __Wolf Creek Elementary__   Grade(s): _K-5_   Date: _9/2024_

Curricular Area: ☒ Literacy   ☐ Mathematics   ☐ Behavior   ☐ Social-Emotional Learning

Part 1: Universal Support

What	How
District standards document (click here) Alternate standards document (click here)	Curriculum map by quarter (click here) Instructional and differentiation framework (click here) Recommend lesson plan template (click here)

Who & When
Classroom Teachers, Each grade level 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 Guidelines	**If** DIBELS Composite and/or subtest indicator yellow and/or MAP below 40th %ile, **then** consider best	**If** DIBELS Composite indicator green AND MAP above 75th %ile, **then** consider best match from instruction listed	**If** DIBELS Composite and/or subtest indicator red and/or MAP below 20th %ile, **then** consider best	**If** DIBELS Composite indicator green and MAP above 90th %ile, **then** consider best match from instruction listed

	match from instruction listed below	below	match from instruction listed below

AND

Intensified Support options | below

AND

Intensified Support options |

Part 3: Instruction and Support			
	Who Provides		**When Provided**
	CJ, AP, MK, JD (Available personnel as identified on Schoolwide schedule)		ELA Block (As identified on Schoolwide schedule)
	Additional Support		**Intensified Support**
Area identified for support	…to meet benchmark	…when exceeding benchmark	options to consider
Phonics	Wonders T2 mini lesson First Grade PALS EIR Skill specific lesson FAST ForWord	Skill specific lessons Targeted Centers	*Considerations for Universal and Additional Tiers* Increase frequency or duration of additional support Change arrangements Increase and vary positive corrective feedback Increase and vary opportunities to respond Break tasks into segments with specific focus goals Provide scaffolds Include strategies for self-monitoring
Phonemic Awareness	Wonders T2 mini lesson KPALS KEIR	Skill specific lessons Targeted Centers	
Fluency	Read Naturally Repeated Readings	Skill specific lessons Targeted Centers	

Part 3: Instruction and Support			
Vocabulary	Early Vocabulary Connections Words Their Way	Skill specific lessons Targeted Centers	Attend to opportunities to generalize and integrate
Comprehension	PALS FAST ForWord Cognitive processing strategies	Literature circles Skill specific lessons Targeted Centers	

Part 4: Progress Monitoring		
Tools	**Who Administers**	**When Administered**
Academic reading subtest matched to instruction Assessments embedded in instruction General outcome measures, as appropriate Other measures when necessary	Instructional Specialist	Academic reading subtest – 2-4 times per month Assessments embedded in instruction – weekly for Additional Support *or* daily for Intensified Support General outcome measures – 1 time 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

Part 4: Progress Monitoring

Decision Guidelines	**If** progress monitoring tool indicates 3 consecutive data points at or above proficiency, **then** consider exiting the instruction. **If** 3 consecutive data points indicate lack of sufficient progress, **then** consider adjusting instruction or beginning Intensified	Individually determine actions that best fit the Additional Support provided.	**If** 3 consecutive data points indicate lack of sufficient progress, **then** consider adjusting Intensified Support. **If** 3 consecutive data points demonstrate sufficient progress, **then** consider whether to continue or reduce Intensified Support.	Individually determine actions that best fit the Intensified Support provided.

Part 4: Progress Monitoring

	Support.			

School/District: <u>Wolf Creek Elementary</u>   Grade(s): <u>K-5</u>   Date: <u>9/2024</u>

Curricular Area: ☐ Literacy ☒ Mathematics ☐ Behavior ☐ Social-Emotional Learning

Part 1: Universal Support	
What DIstrict standards document (click <u>here</u>) Alternate standards document (click <u>here</u>)	**How** Curriculum map by quarter (click <u>here</u>) Instructional and differentiation framework (click <u>here</u>) Recommend lesson plan template (click <u>here</u>)
Who & When Classroom Teacher, Each grade level Math 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 Guidelines	**If** DIBELS Composite and/or subtest indicator yellow	**If** DIBELS Composite indicator green and MAP above	**If** DIBELS Composite and/or subtest indicator red and/or MAP below	**If** DIBELS Composite indicator green and MAP above 90th %ile, **then** consider

Part 2: Universal Screening			
	and/or MAP below 40th %ile, yellow and/or MAP below 40th %ile, **then** consider best match from instruction listed below.	75th %ile, **then** consider best match from instruction listed below.	the 20th %ile, **then** consider best match from instruction listed below AND Intensified Support options.	best match from instruction listed below AND Intensified Support options.

Part 3: Instruction and Support			
	Who Provides		**When Provided**
	JD, AP, RH, KW (Available personnel as identified on Schoolwide schedule)		Math Block (As identified on Schoolwide 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	*Considerations for Universal and Additional Tiers* Increase frequency or duration of Additional Support Change arrangements Increase and vary positive corrective feedback
Computation	enVision instruction or reteach Math XL Xtra math Skill specific lesson Focus Math	enVision instruction Math XL Skill specific lesson	Increase and vary opportunities to respond Break tasks into segments with specific focus goals Provide scaffolds Include strategies for self-monitoring Attend to opportunities to generalize and integrate

Part 3: Instruction and Support

	Intensive		
Problem Solving	Fusion Math Recovery	Independent / Small Group Project of Choice	

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Part 4: Progress Monitoring		
Tools	**Who Administers**	**When Administered**
Academic math subtest matched to instruction Assessments embedded in instruction General outcome measures, as appropriate Other measures when necessary	Instructional Specialist	Academic math subtest – 2-4 times per month (Concepts & Applications 1 per month) Assessments embedded in instruction – weekly for Additional Support *or* daily for Intensified Support General outcome measures – 1 time 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 Guidelines	**If** progress monitoring tool indicates 3 consecutive	Individually determine actions that best fit the	**If** 3 consecutive data points indicate lack of sufficient	Individually determine actions that best fit the Intensified Support provided.

Part 4: Progress Monitoring			
	data points at or above proficiency, **then** consider exiting the instruction. **If** 3 consecutive data points indicate lack of sufficient progress, **then** consider adjusting instruction or beginning Intensified Support.	Additional Support provided.	progress, **then** consider adjusting Intensified Support. **If** 3 consecutive data points demonstrate sufficient progress, **then** consider whether to continue or reduce Intensified Support.	

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School/District: <u>Wolf Creek Elementary</u>   Grade(s): <u>5th</u>   Date: <u>9/2024</u>

Curricular Area: ☐ Literacy ☐ Mathematics ☒ Behavior ☐ Social-Emotional Learning

Part 1: Universal Support

What	**How**
All students receive Schoolwide Expectation lessons	Second Step – whole group Attend to UDL principles and guidelines Reinforce expectations with literature library

Who & When

Classroom Teachers — 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	…when exceeding benchmark

Part 2: Universal Screening				
Decision Guidelines	**If** students pass Gate 2 on SSBD, **then** consider function of behavior and best match from instruction listed below		**If** a behavior plan exists or is needed, **then** consider function of behavior and best match from instruction listed below AND Intensified Support option.	

Part 3: Instruction and Support			
	Who Provides		**When Provided**
	AP, JG		2:00-2:30
	Additional Support		**Intensified Support**
Area identified for support	…to meet benchmark	…when exceeding benchmark	options to consider
Safety	Second Step mini lesson Reteach Behavioral Contract Social Skills Club Home/Community Support Counseling	Safety Patrol Leadership Club	Increase frequency or duration of Additional Support Change arrangements Increase and vary positive corrective feedback Increase and vary opportunities to respond Break tasks into segments with specific focus goals Provide scaffolds Include strategies for self-monitoring Attend to opportunities to generalize and integrate Consider assessing function (FBA) Create BIP and/or Wraparound plan
Respectful	Second Step mini lesson Reteach Behavioral Contract Social Skills Club	Peer model Student Ambassador Leadership Club	

Part 3: Instruction and Support			
	Home/Community Support Counseling		
Responsible	Check-in/Check-out (CICO) Behavioral Contract Study Skills/Guidance period Home/Community Support Counseling	Study Buddy Leadership Club	

Part 4: Progress Monitoring

Tools	Who Administers		When Administered	
Behavior Observation/ Teacher and Student Self-Assessment/ Assessments embedded in instructions	AP, AG		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 Guidelines	**If** predetermined goal is not met, **then** consider making an adjustment to the instruction. **If** predetermined goal has been met, consider decreasing or		**If** progress monitoring tool indicates 3 consecutive data points not making Sufficient progress, then adjust Intensified Support.	

Part 4: Progress Monitoring			
	eliminating the instruction.		

School/District: _____   Grade(s): _____ Date: _____

Curricular Area: ☐ Literacy ☐ Mathematics ☐ Behavior ☐ Social-Emotional Learning

Focus Area	Student Group & Instruction	Instruction Provider	Time	Locations

- Focus Area and Student Groups & instruction are identified by screening, progress monitoring, or previous assessment; available instruction options are located on the Tiered Instruction Matrix.
- Instruction Provider, Time, and Location are the available personnel, time, and space located on the Resource Inventory and Schoolwide Schedule.

School/District: _____   Grade(s): _____ Date: _____

Curricular Area: ☐ Literacy ☐ Mathematics ☐ Behavior ☐ Social-Emotional Learning

Focus Area	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