



SWIFT MTSS Starter Kit

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 interventions 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 of 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 Intervention Matrix

A school prepares a Tiered Intervention 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 interventions 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 interventions 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.

Intervention Planning

Schools next use the Intervention Planning tool to develop intervention 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.

MTSS Resource Inventory

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 & Interventions	Identify all available instructional resources and materials used for academic, behavior, and social emotional learning instruction	List the curricular material available for core curriculum interventions 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 interventions and supports.	List the current schedule for delivery of content (e.g., 120 minute daily intervention 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)		



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
PreK														
Williams		Breakfast					Dismissal		Arrival	Lunch				
Kindergarten														
Tang	Opening	Math 9:10-10:10	Science/S S 10:15-10:45	Centers 10:45-11:15	Unified Arts 11:15-12:00	Lunch/Recess 12:00-1:00	Reading / SE 1 co-teaches	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 9-10:05		Unified Arts 10:05-10:50		Science/S S 10:55-11:30	Lunch/Recess 11:30-12:30		LA/Writing 12:30-1:00	Reading 1:00-3:10 / SE2 co-teaches				Dismissal	
Bowser														
Grade 3														
Kalbaugh	Reading 9:00-11:10 / SE1 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														



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
Hensel	Unified Arts 9:05-9:55 / 5th grade planning			Reading 9:55-11:55 / SE 2 co-teaches				Math 11:55-1:00		Lunch/Recess 1:00-2:00		Science/SS 2:00-2:40	LA/Writing	Dismissal
Eberly														
Specialized Educators, Related Service Providers, Support Staff														
Sp. Educator 1	3rd Grade Reading + Intervention				IEP Paperwork	Lunch	Planning 3rd		Kindergarten Reading + Intervention				Dismissal	
Sp. Educator 2	Planning 5th		5th Grade Reading				IEP Paperwork	Lunch	2nd Grade Reading + Intervention				Dismissal	
Interventionist	4th Grade Reading + Intervention				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 (School Year)														
Day of the Week														
	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
Pre-K														
Teacher 1														
Teacher 2														Dismissal
Kindergarten														
Teacher 1														
Teacher 2														Dismissal
Grade 1														
Teacher 1														
Teacher 2														Dismissal
Grade 2														
Teacher 1														
Teacher 2														Dismissal
Grade 3														
Teacher 1														
Teacher 2														Dismissal
Grade 4														
Teacher 1														
Teacher 2														Dismissal
Grade 5														
Teacher 1														
Teacher 2														Dismissal
Specialized Educators, Related Service Providers, and Support Staff														
Specialized Educator														Dismissal
Support Staff														Dismissal
Related Service Provider														Dismissal

Master Schedule (School Year)

Day of the Week

6th Grade

Key

Assigned to Other Grade

Planning

Staff Lunch

Room #	Teacher	8:13 Period 1	8:55 Period 2	9:33 Period 3	10:15 Period 4	10:53 Period 5	11:31 Period 6	12:09 Period 7	12:47 Period 8	1:29 Period 9	2:09 Period 10		
	Teacher 1												
	Teacher 2												
	Teacher 3												
	Teacher 4												
	Teacher 5												
	Teacher 6												
	Teacher 7												
	Teacher 8												
	Teacher 9												
	Teacher 10												
	Teacher 11												
	Teacher 12												
	Specialized Educator 1												
	Specialized Educator 2												
	Specialized Educator 3												



MTSS Tiered Intervention Matrix

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

Curricular Area: Literacy Mathematics Behavior / Social Emotional Learning

Universal Support	
What	
When	

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

Intervention 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			

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



MTSS Tiered Intervention Matrix

School/District: _____ Grade(s): 1 Date: _____

Curricular Area: Literacy Mathematics Behavior / Social Emotional Learning

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

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	if DIBELS Composite and/or subtest indicator yellow and/or MAP below 40 th %ile... then consider best match from interventions listed below	If DIBELS Composite indicator green AND MAP above 75 th %ile... then consider best match from interventions listed below	If DIBELS Composite and/or subtest indicator red and/or MAP below 20 th %ile... then consider best match from interventions listed below AND Intensified Support options	If DIBELS Composite indicator green and MAP above 90 th %ile... then consider best match from interventions listed below AND Intensified Support options

MTSS Tiered Intervention Matrix

Intervention 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 intervention 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 Increase self-monitoring Increase to generalize and integrate
Phonemic Awareness	Wonders Tier II mini lesson KPALS KEIR	Literature circles Skill specific lessons developed Targeted Centers	
Fluency	Read Naturally Repeated Readings	Literature circles Skill specific lessons developed Targeted Centers	
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	

MTSS Tiered Intervention Matrix

Progress Monitoring				
Tools	Who Administers		When Administered	
DIBELS subtest matched to instruction Assessments embedded in interventions GOM, as appropriate Other measures when necessary	Interventionist (Person administering intervention)		DIBELS: subtest matched to instruction - 2-4x per month Intervention 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 intervention progress monitoring tool indicates 3 consecutive data points at or above proficiency, then exit the intervention If it indicates 3 consecutive data points not making progress, then adjust intervention or begin Intensified Support.		If intervention progress monitoring tool indicates 3 consecutive data points not making progress, then adjust Intensified Support	



MTSS Tiered Intervention Matrix

School/District: _____ Grade(s): _____ 1 _____ Date: _____

Curricular Area: Literacy Mathematics Behavior / Social Emotional Learning

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

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	If DIBELS Composite and/or subtest indicator yellow and/or MAP below 40 th %ile... then consider best match from interventions listed below	If DIBELS Composite indicator green and MAP above 75 th %ile... then consider best match from interventions listed below	If DIBELS Composite and/or subtest indicator red and/or MAP below the 20 th %ile... then consider best match from interventions listed below AND Intensified Support options	If DIBELS Composite indicator green and MAP above 90 th %ile... then consider best match from interventions listed below AND Intensified Support options

MTSS Tiered Intervention Matrix

Intervention 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 intervention or reteach PALS Do the Math Skill specific lesson Early Numeracy Intervention L1	enVision intervention Math XL Skill specific lesson Move ahead in curriculum	Increase intervention dosage or time (frequency or duration) Change group size Provide immediate, positive corrective feedback
Computation	enVision intervention or reteach Math XL Xtra math Skill specific lesson Focus Math Intensive	enVision intervention Math XL Skill specific lesson	Increase opportunities to respond Break tasks into segments with specific focus goals Increase self-monitoring
Problem Solving	Fusion Math Recovery	Independent or Small Group Project of Choice	Increase to generalize and integrate

MTSS Tiered Intervention Matrix

Progress Monitoring				
Tools	Who Administers		When Administered	
DIBELS subtest matched to instruction Assessments embedded in interventions GOM, as appropriate Other measures when necessary	Interventionist (Person administering intervention)		DIBELS: subtest matched to instruction - 2-4x per month (Concepts and Applications 1x per month) Intervention 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 intervention progress monitoring tool indicates 3 consecutive data points at or above proficiency, then exit intervention. If it indicates 3 consecutive data points not making progress, then adjust intervention or begin Intensified Support		If intervention progress monitoring tool indicates 3 consecutive data points not making progress, then adjust Intensified Support	



MTSS Tiered Intervention Matrix

School/District: _____ Grade(s): _____ 1 _____ Date: _____

Curricular Area: Literacy Mathematics Behavior / Social Emotional Learning

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

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
Decision Rules	If Students pass Gate 2 on SSBD... then consider function of behavior and best match from interventions listed below		If a behavior plan exists or is needed then consider function of behavior and best match from interventions listed below AND Intensified Support options	

MTSS Tiered Intervention Matrix

Intervention 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 intervention dosage or time (frequency or duration) Change group size Provide immediate, positive corrective feedback
Respectful	Second Step mini lessons Reteach Friendship Circles 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

MTSS Tiered Intervention Matrix

Progress Monitoring				
Tools	Who Administers		When Administered	
Behavior Observation/ Teacher and Student Self- Assessment/ Assessments embedded in interventions	Interventionist (Person administering intervention)		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	If predetermined goal is not met, consider making an adjustment to the intervention If predetermined goal has been met, consider decreasing or eliminating the intervention		If intervention progress monitoring tool indicates 3 consecutive data points not making progress, then adjust Intensified Support	



MTSS Tiered Intervention Matrix

Example

School/District: _____ Grade(s): 9-12 Date: _____
 Curricular Area: Literacy Mathematics Behavior / Social Emotional Learning

Universal Support	
WHAT	Use of student-centered teaching strategies to reinforce classroom climate protocols (https://www.facinghistory.org/resource-library/teaching-strategies) across all classes. Direct instruction of schoolwide expectations for non-classroom settings Enhancements: Re-teaching of schoolwide expectations for non-classroom settings for 9 th graders Based on aggregate, schoolwide discipline referrals; (ex. to be conducted January 2017)
WHEN	Student-centered teaching strategies incorporated into lessons across all classes. Schoolwide expectations: Annually, 1 st month of school, grades 9-12

Universal Screening				
Tools	Who Administers		When Administered	
-Strengths & Difficulties Questionnaire (internalizing & externalizing behaviors) -EWS Profile	All 1 st period teachers; school psychologist coordinates day of screening, scoring and dissemination SITeam Data Manager		1 st month & 5 th month of school Ongoing	
	Additional Support		Intensified Support	
	...to meet benchmark	...when exceeding benchmark	...to meet benchmark	...when exceeding benchmark
Decision Rules	<i>If S & D > 4 OR Office Discipline > 3 ODRs OR missing 10% or more of instructional time then consider function of behavior and best match from interventions listed below</i>			

Intervention and Support			
	Who Administers		When Administered
	Multiple CICO Facilitators; 1 CICO Coordinator supports intervention overall		Daily
Area identified for support	Additional Support		Intensified Support
	...to meet benchmark	...when exceeding benchmark	options to consider
Internalizing behaviors	Check-in Check-out with internalizing focus School-based Facilitated Support Groups Social skills small group		Increase intervention dosage or time (frequency or duration) Change group size Provide immediate, positive corrective feedback
Externalizing behaviors	Check-in Check-out with externalizing focus School-based Facilitated Support Groups Social skills small group		Increase opportunities to respond Break tasks into segments with specific focus goals
Self Awareness	School-based Facilitated Support Groups Social skills small group		Increase self-monitoring Increase to generalize and integrate
Self Management	School-based Facilitated Support Groups Executive Functioning Group		

Intervention and Support			
	Who Administers		When Administered
	Multiple CICO Facilitators; 1 CICO Coordinator supports intervention overall		Daily
Area identified for support	Additional Support		Intensified Support
	...to meet benchmark	...when exceeding benchmark	options to consider
	Social skills small group		
Social Awareness	Diversity Club Social skills small group		
Relationship Skills	Youth Friends mentoring Social skills small group		
Responsible Decision Making	School-based Facilitated Support Groups Social skills small group		
Emergencies	Problem solving process		

Progress Monitoring				
Tools	Who Administers		When Administered	
Daily progress report Intervention monitoring	CICO Facilitators Student and/or Interventionist		Daily/weekly	
	Additional Support		Intensified Support	
	...to meet benchmark	...when exceeding benchmark	...to meet benchmark	...when exceeding benchmark
Decision Rules	<p>CICO: If student does not reach 2 weeks of 80%, layer on an additional intervention.</p> <p>If indicator of progress indicates intervention may no longer be necessary & student reports confidence with strategy, consider exiting intervention.</p> <p>If indicator of progress indicates intervention is not sufficient to address the concern, then adjust intervention or begin Intensified Supports.</p> <p>CICO: After 6 weeks on intervention and 2 consecutive weeks with 80% average student is exited from intervention.</p>		<p>CICO: If DPR points don't meet 80% over 2 wks, engage in problem solving process</p> <p>OR</p> <p>If indicator of progress indicates intervention is not sufficient to address the concern, then adjust Intensified Supports.</p>	



MTSS Tiered Intervention Matrix

Example

School/District: _____ Grade(s): 9-12 Date: _____

Curricular Area: Literacy Mathematics Behavior / Social Emotional Learning

Universal Support	
WHAT	Use of explicit vocabulary instruction routine used across all classes Increase use of extended discussion protocols across all classes
WHEN	Vocabulary routine and extended discussion protocols applied when appropriate across all classes

Universal Screening				
Tools	Who Administers		When Administered	
Gated process: NWEA MAP - ORF - MAZE	MAP proctor and SITeam members		Fall	
ORF/MAZE	Designated SITeam member		Reviewed monthly	
EWS profile				
	Additional Support		Intensified Support	
	...to meet benchmark	...when exceeding benchmark	...to meet benchmark	...when exceeding benchmark
Decision Rules	If < 40 th ile on MAP AND < 140 WRC OR < 95 th accuracy OR <80% on Maze OR Failure in one or more courses OR <2.0 GPA then consider best match from interventions listed below		If < 20 th ile on MAP AND < 140 WRC and < 95 th accuracy AND <80% on Maze then consider best match from interventions listed below AND Intensified Support options	

Intervention and Support			
	Who Administers		When Administered
	Available personnel as indicated on master schedule		During ELA block/Enhancement period or combination
Area identified for support	Additional Support		Intensified Support
	...to meet benchmark	...when exceeding benchmark	options to consider
Phonics and Fluency	REWARDS Expeditions Corrective Reading		Increase intervention dosage or time (frequency or duration) Change group size
Comprehension	Explicit strategy instruction and application lessons Expeditions Reading Apprenticeship		Provide immediate, positive corrective feedback Increase opportunities to respond
Vocabulary	Explicit vocabulary instruction and application lessons Expeditions		Break tasks into segments with specific focus goals Increase self-monitoring Increase to generalize and integrate

Progress Monitoring				
Tools	Who Administers		When Administered	
Assessments embedded in interventions Other measures when necessary	Person teaching intervention group		Daily/weekly	
	Additional Support		Intensified Support	
	...to meet benchmark	...when exceeding benchmark	...to meet benchmark	...when exceeding benchmark
Decision Rules	<p>If embedded assessments indicate intervention may no longer be necessary and the student reports confidence with the strategy - consider exiting intervention.</p> <p>If embedded assessments indicate intervention is not sufficient to address the concern, then adjust intervention or begin Intensified Supports.</p>		<p>If embedded assessments indicate intervention is not sufficient to address the concern, then adjust Intensified Supports.</p>	



MTSS Intervention Planning Tool

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

Curricular Area: Literacy Mathematics Behavior / Social Emotional Learning

Area of Need	Student Group & Intervention	Intervention Provider	Time	Location

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



MTSS Intervention Planning Tool

Example

School/District: _____ Grade(s): 1 Date: _____

Curricular Area: Literacy Mathematics Behavior / Social Emotional Learning

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

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