**KY-ABRI University of Louisville**

**MTSS Teaming Structures**

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| **Team** | **Membership** | **Level of focus** | **Purpose** | **Meeting****Frequency** |
| **District Level MTSS Team** | * District Administrators (Super, Assistant Super, DPP, Transportation, DAC, DOSE,

C&I)* School Administrators
* District MTSS/PBIS Coordinator
* District behavior specialist
* Family Resource/Nurse/Mental Health
 | * MTSS Framework
* Tier 1/Universal

  | * Develop and implement district action plan
* Create and implement district MTSS plan for Academics/Behavior(PBIS)/School Mental Health(ISF)
* Evaluate implementation and effectiveness of MTSS model
* Analyze monthly Academic and Behavior Data districtwide
* Build capacity in schools
 | Monthly/Quarterly |
| **School Level MTSS Team** | * Principal
* Counselors
* Grade level/content area representatives
* Specialists/Student services representative
* District Representative
 | * School capacity
* School-wide level: ALL students
* Primary focus- Tier 1/Universal
* Tier 2/3
 | * Develop and implement school-wide MTSS plan including PBIS and ISF
* Coordinate and manage integrated MTSS model including evidence based interventions
* Evaluate implementation, fidelity and effectiveness of Tier 1 by analyzing academic and behavior data
* Evaluate implementation, fidelity and effectiveness of Tier 2 and Tier 3 interventions/accelerations
 | Monthly |
| **Grade Level/****Content Area MTSS Team** | * Principal
* Grade-level teachers
* Content Area Teachers
* Support staff/classroom aides
 | * ALL grade level students
* Students receiving interventions/

accelerations | * Collect and review grade level universal screening data and diagnostic assessment
* Collaborate and implement grade level integrated behavior and academic practices such as intervention groupings and evidence based intervention
 | Monthly/Quarterly/as Universal Screening Data is available  |
| **Student Intervention Team** | * School administrator or Counselor
* Classroom teacher
* Interventionist/Specialists
* Family members
 | * Individual student
 | * Set individual student goals
* Choose appropriate evidence based interventions
* Review student progress monitoring data

  | 4-8 weeks as determined by the district guidance  |

**Chart adapted from:**

McIntosh, K. & Goodman, G. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS.* New York, NY: The Guilford Press.