

# MTSS (Multi-tiered system of support)

Board of Education Curriculum Sub Committee  
New Fairfield Public Schools  
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# What is “MTSS”?

Multi-tiered systems of support (MTSS) provide a framework to ensure students receive targeted, data-informed instruction to meet their academic, behavioral, and social-emotional needs. The tiers contained within the systems are vital to student success. They increase in intensity (e.g., frequency, duration, group size) to be responsive to the needs of the student.

*(adapted from CSDE website)*

# Multi-Tiered System of Support (MTSS) - An Overview

## Instruction

### Intensive, Individual Interventions

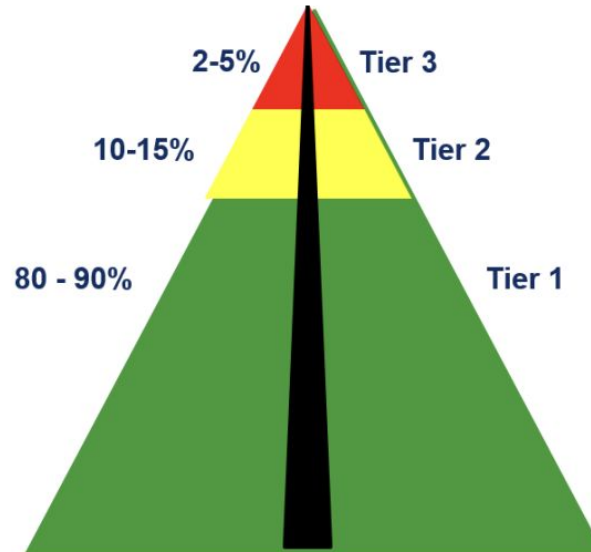
- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

### Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

### Universal Interventions

- All students
- Preventive, proactive



## Assessment

### Intensive Assessment

- Individual Students
- Diagnostic
- Progress Monitoring

### Targeted Group Assessment

- Some students (at-risk)
- Diagnostic
- Progress Monitoring

### Universal Assessment

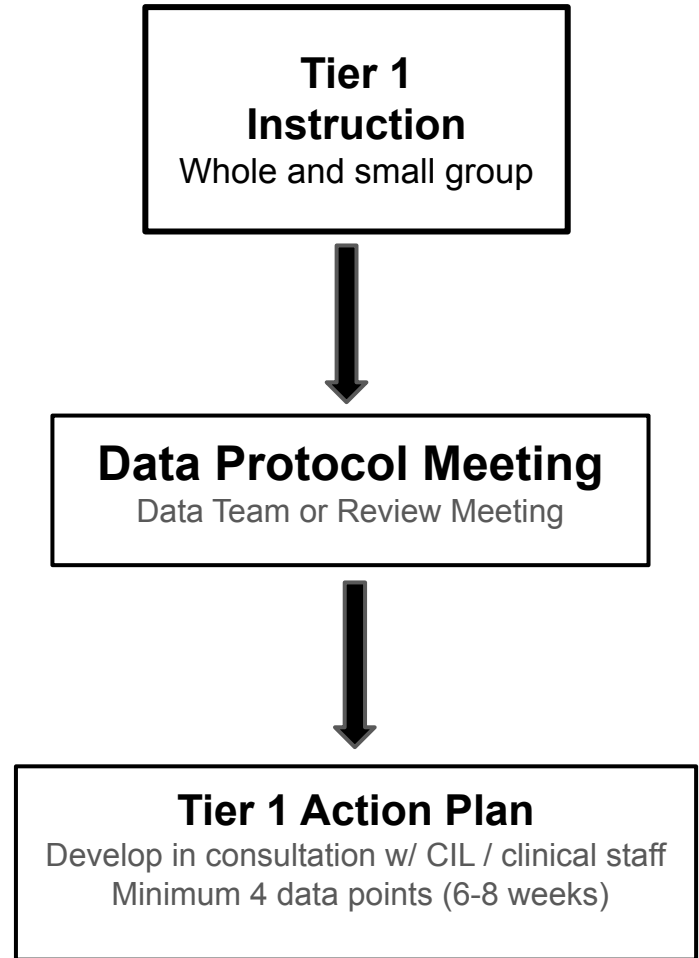
- All settings, all students
- Preventive, proactive
- Screenings
- Summative (Outcomes)
- Diagnostic (Instruction)

# Tier 1 in Action



Tier I Student Action Plan & Log	
Student Name	
Focus/Learning Target	
Standard	
IMPLEMENTATION	
<b>Differentiated Instruction</b> • What instructional moves, strategies, framework, or approaches will be provided to address the focus / learning target?	
When? (Frequency)	
Resources (texts, models, student work, whiteboards, etc.)	
Progress Monitoring Tool	
Parent Communication	(Date / Notes)

Progress Monitoring Log		
Date	Progress Monitoring Tool	Data
		(Baseline)



# Tier 1 Student Action Plan

**For students who are outliers in their performance, differentiated instruction targeting a specific skill is planned, implemented, and monitored as a Tier 1 Student Action Plan to determine if the student responds to the differentiated instruction.**

- Classroom teachers draft a **Tier 1 Student Action Plan** that indicates the learning target, ways in which instruction will be differentiated, and the progress monitoring tool.
- **CILs & interventionists** are available to consult and support the development of a Tier 1 Student Action Plan.

# Moving From Tier 1 to Tier 2

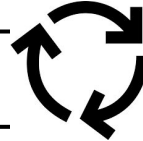
**Following implementation of a Tier 1 Action Plan,**  
if student progress is minimal and/or there are additional student concerns ...

Submit request for CST meeting w/ **Tier 1 Action Plan** attached.

## **CST Meeting**

### ***Initial Case Meeting or Case Review***

Participants include: Administrator, School Psychologist / Social Worker, Classroom Teacher, Interventionist and CIL, SPED Teacher (if T3), EL / ML (if applicable), Related Service providers (if applicable)



## **Intervention Implementation**

8-12 weeks, ongoing  
Goal with minimum 6 progress monitoring data points.  
T1 Student Action Plan updated /continued.

Tier 2 ...

Tier 3 ...

# About Tier 2

- **A Tier 2 Intervention Plan** is grounded in a specific goal, with baseline data and proposed rate of growth. *If needed, a Tier 2 diagnostic may be given to inform the intervention focus.*
- Evidence-based intervention is provided in **small groups** (for 8-12 weeks) by an interventionist.
- Progress monitoring data is recorded weekly or biweekly.
- Tier 1 Action Plans and progress monitoring remain in place in the classroom to ensure students continue to receive this support in the classroom (shared ownership of growth).

# About Tier 3

**A Tier 3 Intervention Plan** is implemented when there is a lack of growth or limited rate of growth for a student in Tier 2. Tier 3 provides **increased intensity** in one or more ways:

- Increased time (number of days/week, length of session, etc.)
- Dyad or individual intervention
- Change in evidence-based intervention

*Tier 1 Action Plans and progress monitoring remain in place in the classroom to ensure students continue to receive this support in the classroom (shared ownership of growth).*

*If a student continues to demonstrate a lack of growth in Tier 3, a PPT meeting may be initiated to determine if there is additional testing that may inform instruction or indicate eligibility for specialized instruction.*

# MTSS Next Steps

- **Ongoing implementation and refinement** at NFES / connections to NFMS.
- **Professional learning** ... process, progress monitoring, evidence-based interventions
- **Scaling up** to NFHS