

PBIS Team

Purpose of Team:

The purpose of the Behavior Team within the Multi-Tiered System of Supports (MTSS) framework is to systematically review and analyze schoolwide behavior data—including referral trends—to identify patterns, determine root causes, and guide data-driven decision-making. Through structured problem-solving, the team adjusts supports, interventions, and systems to improve student behavior outcomes and foster a positive, consistent school climate.

A core responsibility of the Behavior Team is to lead and monitor the implementation of Positive Behavioral Interventions and Supports (PBIS) initiatives. This includes evaluating the effectiveness of schoolwide expectations, reinforcement systems, and recognition programs, as well as ensuring that PBIS practices are implemented consistently across all settings. The team uses tools such as the Tiered Fidelity Inventory (TFI) to assess fidelity, track progress on action plans, and make continuous improvements to strengthen Tier 1, Tier 2, and Tier 3 behavior supports.

Additionally, the Behavior Team reviews students participating in Social-Emotional Learning (SEL) groups, monitoring both individual progress and overall group effectiveness. The team evaluates whether SEL interventions are meeting student needs and makes data-informed adjustments to increase impact. By aligning PBIS initiatives, monitoring fidelity, and continuously reviewing data, the Behavior Team ensures that behavioral supports are proactive, equitable, and responsive to the needs of all students.

Team Members:

- Administration
- Behavior Interventionist
- General Education Social Worker
- Student Advocates

Meeting Cadence:

- Monthly

Reading/Acadience Team

Purpose of Team:

The purpose of the Reading Team within the Multi-Tiered System of Supports (MTSS) framework is to collaboratively analyze literacy data—particularly Acadience benchmark and progress monitoring data—to identify grade-level trends and determine which students require additional reading support. The team uses this data to drive instructional decisions, ensure early intervention, and promote strong literacy outcomes for all students.

The Reading Team is responsible for reviewing and refining the schoolwide reading plan to ensure alignment with evidence-based practices and the needs of students. This includes monitoring implementation fidelity through tools such as the Reading Tiered Fidelity Inventory (RTFI) and using findings to guide action planning and continuous improvement of Tier 1 instruction and Tier 2/3 interventions.

Additionally, the team evaluates the effectiveness of reading interventions delivered both within the classroom and through pull-out supports. This includes monitoring student progress in intervention programs, ensuring interventions are implemented with fidelity, and making data-driven adjustments to instruction and grouping as needed. Through ongoing collaboration and a focus on data, the Reading Team ensures that literacy instruction and interventions are cohesive, targeted, and responsive to student needs across all tiers.

Team Members:

- Administration
- Literacy Coach
- Reading Interventionists
- Curriculum & Testing Coordinator

Meeting Cadence:

- Monthly

Grade-Level Team

Purpose of Team:

The purpose of grade-level teams within the Multi-Tiered System of Supports (MTSS) framework is to collaboratively analyze grade-level data to identify academic and behavioral trends, ensure early identification of students in need of additional support, and implement targeted, evidence-based interventions. Through consistent data review—including universal screeners, progress monitoring, and classroom performance—teams work to make informed, student-centered decisions.

Grade-level teams are also responsible for aligning instructional practices across classrooms to ensure consistency, equity, and high-quality Tier 1 instruction for all learners. By engaging in ongoing collaboration, teams refine strategies, share best practices, and ensure that instruction and interventions are responsive to the diverse needs of students. Ultimately, the goal is to improve student outcomes by providing timely, systematic, and cohesive support at every tier.

Team Members:

- Grade level teachers
- Instructional Coach

Meeting Cadence:

- Weekly

Advanced Tiers Team

Purpose of Team:

The purpose of the Advanced Tiers Team within the Multi-Tiered System of Supports (MTSS) framework is to ensure the effective implementation and continuous improvement of intensive (Tier 2 and Tier 3) interventions for students requiring additional academic and/or behavioral support. The team systematically reviews student-level data to monitor progress within interventions and determine overall effectiveness.

A primary responsibility of the Advanced Tiers Team is to evaluate the fidelity of intervention implementation, ensuring that supports are delivered as designed and aligned with evidence-based practices. Through ongoing data analysis, the team assesses whether students are responding adequately to interventions and identifies when adjustments are needed.

The team engages in structured problem-solving to make informed decisions about maintaining, intensifying, modifying, or exiting interventions based on student progress. This includes ensuring timely transitions between tiers of support and preventing unnecessary prolongation of ineffective interventions.

Through a data-driven and collaborative approach, the Advanced Tiers Team ensures that interventions are targeted, implemented with fidelity, and responsive to individual student needs, ultimately improving outcomes for students requiring the highest levels of support.

Team Members:

- Administration
- Intervention Coordinators
- MTSS Coordinator

Meeting Cadence:

- Monthly

Child Study Team

Purpose of Team:

The purpose of the Child Study Team within the Multi-Tiered System of Supports (MTSS) framework is to provide a structured, collaborative process for reviewing individual students when academic, behavioral, or social-emotional concerns arise. The team works to gather and analyze comprehensive student data to better understand the root causes of concerns and to develop targeted, evidence-based support plans.

The Child Study Team engages in problem-solving to recommend and monitor interventions, ensuring that supports are appropriate, implemented with fidelity, and responsive to the student's needs. This includes reviewing progress over time and making adjustments to interventions as necessary to improve student outcomes.

Additionally, the team plays a critical role in determining when a referral to specialized services may be warranted, such as evaluation for an Individualized Education Program (IEP) or a Section 504 Plan. The team ensures that all pre-referral support and data have been considered and documented, and that decisions are made in alignment with legal requirements and best practices.

Through a collaborative and data-driven approach, the Child Study Team ensures that each student receives the appropriate level of support and that pathways to additional services are thoughtful, timely, and student-centered.

Team Members:

- Student's classroom teacher
- Resource Room Teacher
- Administration
- MTSS Coordinator
- Interventionists

Meeting Cadence:

- As needed

MTSS School Leadership Team (SLT)

Purpose of Team:

The purpose of the MTSS School Leadership Team is to provide a comprehensive, systems-level approach to ensuring the effectiveness and alignment of academic and behavioral supports across the school. The team analyzes schoolwide data trends—including both academic and behavior outcomes—to identify strengths, gaps, and priorities that impact overall student success.

The leadership team is responsible for guiding the development, implementation, and continuous improvement of MTSS structures by ensuring that practices are equitable, data-driven, and aligned across all tiers of support. This includes monitoring the effectiveness of core instruction, interventions, and behavior systems, and making strategic decisions that strengthen outcomes for all students.

A critical component of this team's work is incorporating the voices and perspectives of key stakeholders, including families, students, and staff. By actively seeking and utilizing input, the team ensures that decisions are responsive, inclusive, and reflective of the school community's needs.

Through a focus on systemic improvement, collaboration, and shared accountability, the MTSS School Leadership Team works to create a cohesive framework that supports the academic achievement, behavioral success, and overall well-being of every student.

Team Members:

- Administration
- Instructional Coaches
- Behavior Interventionists
- Social Worker
- Special Education Representative
- Curriculum & Testing Coordinator
- Truancy Officer
- Student Representatives
- Parent Representatives
- General Education Teacher

- MTSS Coordinator

Meeting Cadence:

- Monthly