



MTSS

Academic

Tier 1 - Universal Supports

Tier 1 Academic - Expected Universal Supports	
Learning Targets	Who to Contact for Support
On display where students can see	
Linked to Minnesota State Standards	
Lessons begin and end with learning targets	
Explicit Instruction	Who to Contact for Support
Modeling of new skills (I Do)	
Ample opportunities for guided practice (We Do)	
Ample opportunities for independent practice and feedback (You Do)	
Routines and Procedures	Who to Contact for Support
Established routines and procedures (ie. for turning in work, accessing materials, procedures for “down time,” exit tickets, transitioning between activities, lesson closing, etc.)	
Use of stations/centers to differentiate instruction	
Structured educational choice in place of unstructured time in class	
Literacy Instruction	Who to Contact for Support
105 minutes (grades K-4) or 50 minutes (grades 5-8) of literacy instruction daily	
Use of EL Education literacy curriculum (Modules), following scope and sequence	
Use of UFLI for foundational literacy skills (not applicable to grades 6-8 ASD/EBD classrooms)	
Progress monitoring at least monthly using a FastBridge or STAR literacy measure	
Use of data to inform instruction (EL Education assessments, FastBridge, PRESS and/or UFLI)	
Classroom Library	Who to Contact for Support
Includes a variety of books with different subjects/genres	
Includes wide variety of culturally relevant texts	



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Books are at appropriate text level for students in classroom (at or below instruction level to increase fluency/comprehension)	
Library usage is connected to other classroom routines (access when work is complete, during quiet time, other leisure times)	
Math Instruction	Who to Contact for Support
50 minutes of math instruction daily	
Use of Envision or Bridges math curriculum, following scope & sequence	
Progress monitoring at least monthly using a FastBridge or STAR math measure	
Use of data to inform instruction (Envision, Bridges, FastBridge and/or SpringMath)	
Intervention Instruction	Who to Contact for Support
Intervention block used for tier 2 math and/or literacy instruction for students showing skill gaps, or enrichment for students who are at grade level (PRESS, UFLI, MobyMax, SpringMath, etc.)	
Consistent use of communication supports for complex communicators (if applicable)	Who to Contact for Support
Coreboard visible	
AAC device or communication tool within arm's reach of student	
Minimum 10 language models that matches every student's communication method (per 30 minutes)	