

## Appendix 3.1. NJTSS Tiered Team Procedural Snapshot

This procedural snapshot provides a tier-by-tier guide for teams implementing the New Jersey Tiered System of Supports (NJTSS) framework. It summarizes key processes for team functioning across Tiers 1, 2, and 3, focusing on team purpose, data analysis, problem-solving, and documentation.

Assessment	What Does It Measure?	Correlation With Important Out-come?	Scores Reliable?
Team Purpose	Analyze whole-school data (academic and behavioral) by grade to improve core instruction and school-wide supports.	Identify student groups with similar needs who require supports beyond Tier 1.	Identify individual students with significant needs and develop comprehensive, individualized plans.
Data Preparation & Analysis	Disaggregate data by grade. Summarize and share results. Teams may be grade-level or school-wide.	Prepare data on students below proficiency. Group students by level of need using screening data.	Analyze individual student data (current & prior year). Gather additional data as needed for a full profile.
Needs Identification Process	Review data by grade, identify trends, and apply the five-step needs identification process to define and address global is-sues.	Apply the five-step needs identification process to each student group. Design group interventions. Resolve logistical issues.	Apply the five-step needs identification process to each student. Plans may span school, home, and community settings. As-sign a case manager.
Plan Type	School-wide or grade-level improvement plans (academic and/or behavioral).	Small-group intervention plans targeting common needs.	Individualized student action plans addressing academic, behavioral, SEL, and/or mental health needs.
Documentation	Forms documenting data reviewed, goals, strategies, and progress check-ins.	Forms documenting group identification, intervention plans, progress tracking, and logistics.	Comprehensive documentation for each student includes goals, provider roles, monitoring, and adjustments.
Frequency of Review	Typically 3 times/year (fall, winter, spring), plus scheduled check-ins.	At least every 6–8 weeks to review progress and modify interventions.	Frequent (i.e., weekly or bi-weekly) reviews to evaluate and refine the action plan.
Team Composition	Leadership, grade-level teachers, behavior specialists, academic coaches.	Interventionists, specialists, class-room teachers, counselors.	Case manager, school psychologist, special educators, teachers, specialists, administrators, student, parents.
Key Considerations	Aligns with school-wide goals; ensures data-based instructional improvements.	Focus on efficient grouping, schedule coordination, and fidelity of group delivery.	Requires multi-agency coordination, high-level documentation, and may lead to special education referrals.