



Amira MTSS Guide

What is MTSS?

MTSS (Multi-Tiered System of Supports) is a proactive, preventative framework designed to ensure all students receive the support they need.

Tier 1 includes the universal practices all students experience, such as high-quality classroom instruction, positive school-wide expectations, and social-emotional learning. **Tier 2** provides targeted small-group interventions for students who need extra help in specific areas. **Tier 3** delivers individualized, intensive support for the small number of students with significant or persistent needs. In practice, about 80–90% of students thrive with Tier 1 support, 5–10% percent benefit from Tier 2 interventions, and 1–5% require Tier 3 services. These percentages are guidelines, not fixed rules, and the goal is to create a flexible system that adapts to student needs over time.

How does Amira fit into MTSS?

Amira supports MTSS at every tier by serving as both a diagnostic and instructional tool. At Tier 1, Amira provides universal screening and ongoing progress monitoring that give teachers clear, real-time insights into the strengths and needs of all students. At Tier 2, Amira Tutor and Amira Instruct offer targeted small-group or individual practice that helps address specific skill gaps in reading. At Tier 3, Amira's individualized guidance and detailed reporting help educators design and deliver intensive interventions for students with the greatest needs. By combining assessment data with adaptive, evidence-based instruction, Amira allows schools to identify gaps early, allocate resources effectively, and ensure students receive the right level of support at the right time.

Tier 1: Core Instruction (80–90% of students)

- **Universal Screening:** Benchmark assessments classify students, flag risks (including dyslexia indicators), and provide actionable data (ARM, Percentile Rank, DRI, and MAST).
- **Curriculum Alignment:** Class Progress, Reading Rope and Mastery reports help identify strengths and needs across literacy strands, ensuring Tier 1 instruction addresses skill gaps early



- **Instructional Support:** Amira Tutor provides all students with oral reading fluency practice and real-time feedback, reinforcing classroom instruction. Amira Instruct generates AI-driven lesson plans and microlessons that align with district pacing and the Science of Reading, helping teachers pre-teach and reinforce essential skills across the whole class.

Tier 2: Targeted Small-Group Support (5–10% of students)

- **Skill-Based Grouping:** Standards Mastery and Skills Status reports make it easy to form small groups based on specific skill needs.
- **Progress Monitoring:** Teachers can progress monitor using Progress Monitoring assessments, Subtests, or estimated mastery; Subtest On-Demand scores appear in the Student Summary Report, while Progress Monitoring scores can be found in the Class Progress Report.
- **Intervention Support:** Amira Tutor supplements teacher-led small groups with guided oral reading practice, targeting accuracy, and comprehension. Amira Instruct offers targeted microlessons for specific skill gaps, giving teachers resources to extend and focus small-group instruction.

Tier 3: Intensive Individualized Support (1–5% of students)

- **Focused Diagnostics:** Subtest On-Demand Assessments (SODAs) give short, targeted checks on isolated skill areas like decoding, fluency, or comprehension.
- **Compliance-Ready Documentation:** The Student Summary Report consolidates growth data, risk indicators, and performance charts to support MTSS documentation.
- **Intervention Support:** Amira Tutor delivers 1:1 oral reading practice at the student's instructional level with adaptive feedback, giving students frequent opportunities to strengthen fluency and comprehension. Amira Instruct builds individualized instructional pathways, including microlessons sequenced around each student's urgent needs, and generates compliance-ready Individualized Reading Instruction Plans (IRIPs) for MTSS meetings.



Using Amira to Plan Tier 2 and 3 Interventions

Amira provides both the data and the intervention tools needed to plan and deliver effective Tier 2 and Tier 3 supports. By following a clear problem-solving cycle, teams can use Amira to identify student needs, design targeted interventions, and track progress with confidence.

This guide includes two templates:

1. [Intervention Plan Template](#) – to document student needs, set SMART goals, select intervention strategies, and define a progress monitoring plan before beginning an intervention.
2. [Intervention Check-In Template](#) – to record ongoing data, notes, and team decisions across multiple check-in points, ensuring that supports are monitored, adjusted, and intensified when necessary.

Together, these templates support collaborative, data-driven decision-making and help ensure Tier 2 and Tier 3 interventions are systematic, equitable, and effective.



Intervention Plan Template

Student Name		Date of Meeting	
Grade		Teacher(s)	
Meeting Attendees			

Step 1: Identify the Need

Current Performance		
Class Progress Report	Student ARM Score:	Student Percentile Rank:
	Grade-Level Expectation:	Grade-Level Expectation:
Reading Risk Report	Student Dyslexia Risk Indicator Score: Risk Level: ☐ Low Risk ☐ At Risk, Weaker Signals ☐ At Risk, Stronger Signals	
Areas of Strength & Need		
Reading Rope Insights	Current Mastery:	To Improve:
Skills Diagnostic Report	Strengths:	Skill Gaps:
Contributing Factors and/or Root Causes	Instruction: Was Tier 1 core instruction explicit, systematic, and delivered with fidelity? Y / N Environment: Are attendance, behavior, and engagement factors affecting learning? Y / N Learner: Does data point to decoding, fluency, comprehension, vocabulary, or another skill gap? Y/N?	



	Notes:
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Step 2: Plan the Intervention

Intervention Focus		
Target Skill(s)		
SMART Learning Goal(s)	By [date], [student name] will improve in [specific skill] from [baseline] to [target], as measured by [assessment/tool].	
Intervention Tier	☐ Tier 2 (Small group, 60–90 min/week recommended) ☐ Tier 3 (Individualized, daily or near-daily sessions)	
Supports to Use	☐ ISIP Assess Data (Benchmarks, Progress Monitoring Assessments, SODAs) ☐ Amira Tutor (oral reading practice with feedback, fluency, comprehension) ☐ Amira Instruct (microlessons, lesson planning, IRIPs) ☐ Teacher-led instruction/intervention ☐ Other supports:	
Instructional Strategies		
Implementation Plan		
Start Date		
Implementation Schedule	Frequency: ____ minutes/week	Duration:
	Time/Instructional Block(s):	
Responsible Staff		
Progress Monitoring Plan		



Progress Monitoring Schedule	Metric:	Frequency
Assessment Tool	☐ Progress Monitoring Assessments ☐ Amira Tutor Sessions ☐ Subtest On-Demand Assessments ☐ Other:	
Reports to Check	☐ Standards Mastery Report ☐ Progress Report ☐ Skills Diagnostic Report ☐ Skills Status Report ☐ Other:	
Progress Reporting	Method (how will you share progress data?):	Frequency:
Next Meeting Date(s)	Check-in 1: Check-in 2: Check-in 3: Check-in 4:	

See next page for Intervention Check-in Template



Intervention Check-in Template

Student Name		Intervention Start Date	
Meeting Attendees			

Intervention Focus	
Target Skill(s)	
SMART Learning Goal(s)	By [date], [student name] will improve in [specific skill] from [baseline] to [target], as measured by [assessment/tool].
Baseline Data	

Check-in Date	Progress Data	Growth (from baseline or last check-in)	Observations/Notes	Decision
				☐ Continue ☐ Modify ☐ Exit Next Steps:
				☐ Continue ☐ Modify ☐ Exit Next Steps:



Check -in Date	Progress Data	Growth (from baseline or last check-in)	Observations/Notes	Decision
				☐ Continue ☐ Modify ☐ Exit Next Steps:
				☐ Continue ☐ Modify ☐ Exit Next Steps:
				☐ Continue ☐ Modify ☐ Exit Next Steps: