

The MTSS Model

St. John Elementary School

WHAT IS MTSS?

The Multi-Tier System of Supports (MTSS) is a process to provide instruction and support to promote the academic success of all students. While it can be used for all subject areas as well as behavioral success, St. John Elementary is currently utilizing the process in reading and mathematics. For the 2014-15 school year, children will have 25-30 minutes of MTSS Reading time daily and 20 minutes of MTSS math time 4 days per week.

Any effective MTSS process will have 3 key components. The first is core instruction. ALL students will receive the same core instruction in mathematics and reading from their regular classroom instructors. The second key component is a universal screener, which is used to help determine the level of instruction and assistance students need to be successful. AIMSweb is the screener used by St. John Elementary. The final component is research-based supplemental instruction. This is instruction given in addition to the student's regular classroom time and is dependent upon each students' individual needs.



Purpose - Passion - Pride

FAQ's

Why is MTSS needed?

Not all children learn in the same way and at the same rate. MTSS time is an opportunity for all students to reach their full academic potential.

How is MTSS different from special education?

Some students may not qualify for special education services, but still need interventions in order to reach their full potential. MTSS provides that opportunity.

What about the children who catch on to concepts right away? Why is MTSS needed for them?

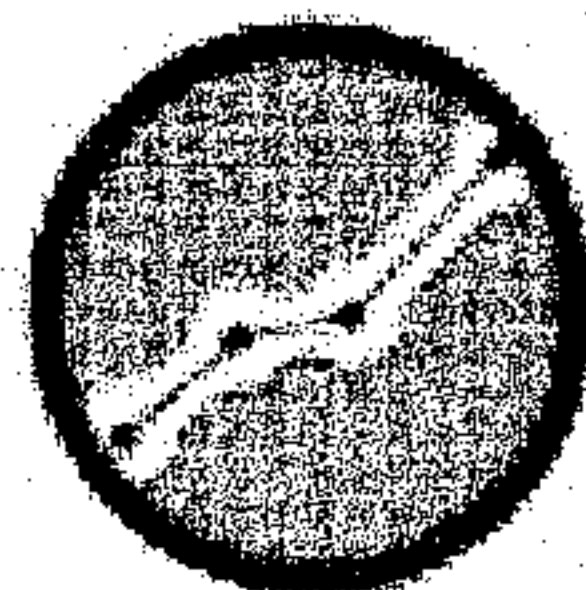
MTSS benefits all students. It is a great time is a great time for these students to be engaged in enrichment activities, such as games related to the topic, projects, etc. that they may not have an opportunity for during regular instruction time.

How are tiers determined? Can they change as the year goes on?

The diagrams and explanations on the next few pages will go into further details on how the process works.

What is AIMSweb?

AIMSweb is a universal screening and progress monitoring system used by many districts nationwide, including USD 350, to determine students' current knowledge in mathematics and reading. This information helps determine instruction used for MTSS, as well as specific interventions that may be required to meet each student's individual educational needs. Tests are brief, with each taking only a few minutes. Each test has a target score based



AIMSweb

on national norms, and these target scores increase as the year progresses. For instance, a 6th grade student "on-target" should score a 16 (points, not percent), on the Mathematics - Computation test in the fall. By Spring, they should score a 31 to remain "on-target" For St. John Elementary, all students in grades K - 6 are tested at least 3 times per year (Fall, Winter, and Spring). Students receiving Tier 2 or 3 instruction are tested more frequently to monitor progress.

Math Tests Taken at Each Grade Level

Kindergarten - Oral Counting (OCM), Number Identification (NIM), Quantitative Discrimination (QDM), Missing Number (MNM)

1st Grade - OCM, NIM, QDM, MNM,

2nd Grade - Math-Concepts and Applications (M-CAP), Math-Computation (M-COMP),

3rd Grade - M-CAP, M-COMP

4th Grade - M-CAP, M-COMP

5th Grade - M-CAP, M-COMP

6th Grade - M-CAP, M-COMP

Reading Tests Taken at Each Grade Level

Kindergarten - Letter Naming (LNF), Letter Sound (LSF), Phonemic Segmentation (PSF), Nonsense Word (NWF)

1st Grade - LNF, LSF, PSF, NWF, Reading-Curriculum Based Measurement (R-CBM), Comprehension (MAZE)

2nd Grade - R-CBM, MAZE

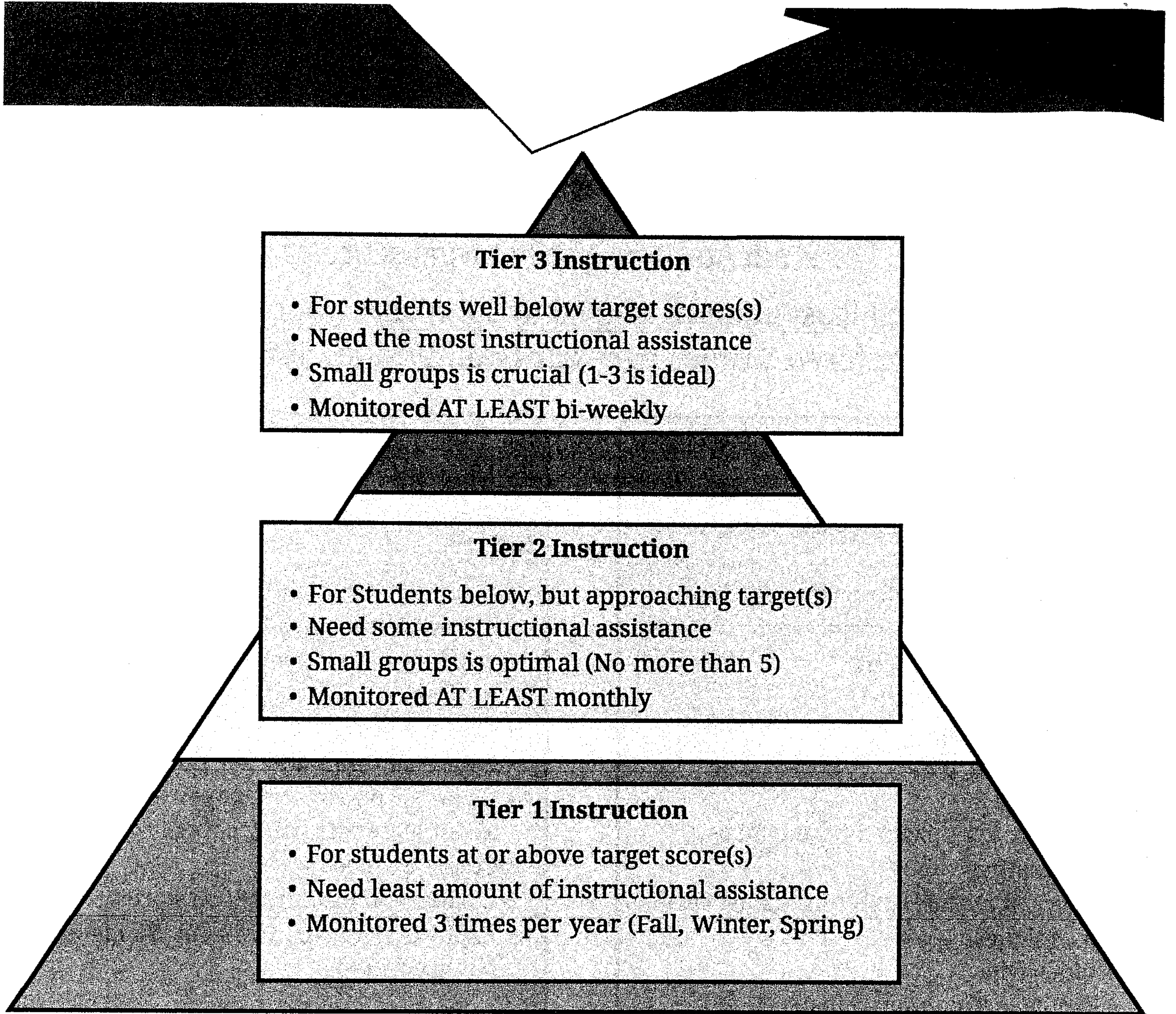
3rd Grade - R-CBM, MAZE

4th Grade - R-CBM, MAZE

5th Grade - R-CBM, MAZE

6th Grade - R-CBM, MAZE

More information on AIMSweb is available at www.aimsweb.com



The St. John Elementary Model

How are tiers determined?

- AIMSweb scores
 - Comparison to norm scores
 - Classroom teachers trained on testing
- Teacher professional knowledge
 - Special consideration (bad test day, etc.)
- Overall classroom performance

How do students move tiers?

- Reach Target goal in area(s) needing improvement
- Frequent monitoring/testing is important
 - Testing can be done more frequently than recommended in model based on needs and observations of students' progress

Goal: All students achieve mastery with Tier 1 instruction.

Tier 1 Instruction

For students at or above target score(s)

- Need least amount of instructional assistance
- Monitored 3 times per year (Fall, Winter, Spring)

Receive core math and reading instruction, using strategies such as:

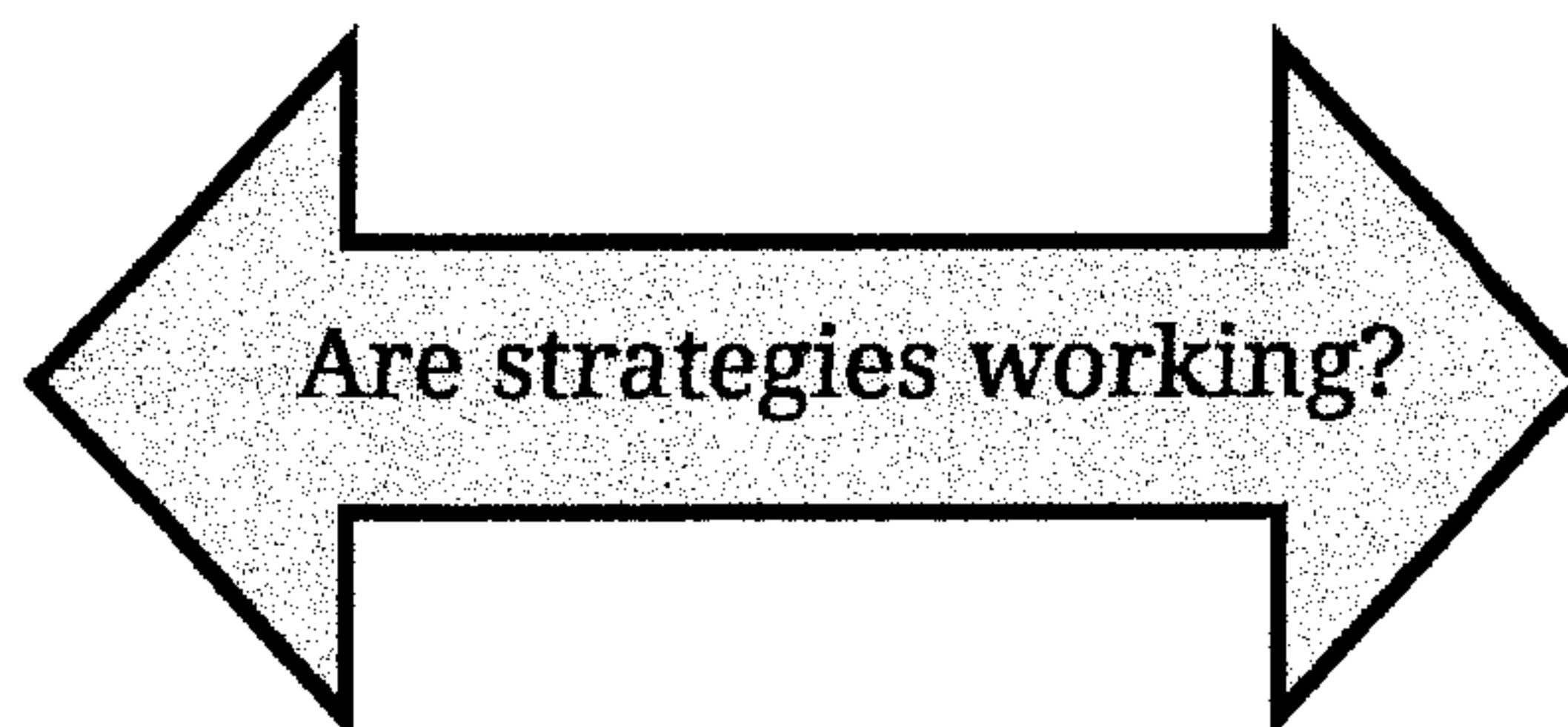
- Modeling of academic tasks
- Direct instruction
- Use of manipulatives and/or hands-on activities
- Cooperative Learning
- Visuals
- Sequence strips
- Student journals
- Flash cards
- Graphic organizers/thinking maps
- Scaffolding
- Check for understanding using various techniques
- Video clips
- Technology enhanced instruction

For students exceeding target goals, enrichment opportunities should be considered. These include opportunities such as:

- A game related to the material
- Act out a scene in a book
- Create an advertisement or a newspaper article
- Create a brochure
- Create a presentation on the material
- Write a persuasive paper or editorial about materials being covered
- Create a video
- Compare and contrast two stories
- Explore iPad apps related to materials being covered

YES!

- Continue current strategies with student
- Consider enrichment opportunities for student



NO!

- Test and consider movement to Tier 2

How do we know?

- AIMSweb test scores
- Teacher's professional knowledge
 - Students academic performance
 - Classroom observations
 - Conversation with other staff member, parents, etc.

Tier 2 Instruction

- For Students below, but approaching target scores(s)
- Need some instructional assistance
- Small groups is optimal (no more than 5)
- Monitored AT LEAST monthly

Receive core math and reading instruction, using strategies such as:

- Modeling of academic tasks
- Direct instruction
- Use of manipulatives and/or hands-on activities
- Cooperative Learning
- Visuals
- Sequence strips
- Student journals
- Flash cards
- Graphic organizers/thinking maps
- Scaffolding
- Check for understanding using various techniques
- Video clips
- Technology enhanced instruction

Some examples of additional strategies that may help students reach their target scores include:

- Paraprofessional/aide assistance
- Extra response/wait time
- Modified assignments, including extra time for completion
- Targeted content vocabulary practice
- Peer tutoring
- Repeat and rephrase materials
- Simplify language (not content)
- Frequent opportunities for verbal communication
- Technology-assisted materials (apps, extra Lexia, etc.)

YES!

- Continue current strategies with student
- Consider testing and movement to Tier 1

Are strategies working?

NO!

- Test and consider movement to Tier 3 or need for SIT meeting

How do we know?

- AIMSweb test scores
- Teacher's professional knowledge
 - Students academic performance
 - Classroom observations
 - Conversation with other staff member, parents, etc.

Tier 3 Instruction

- For students well below target scores(s)
- Need the most instructional assistance
- Small groups is crucial (1-3 is ideal)
- Monitored AT LEAST bi-weekly

Receive core math and reading instruction, using strategies such as:

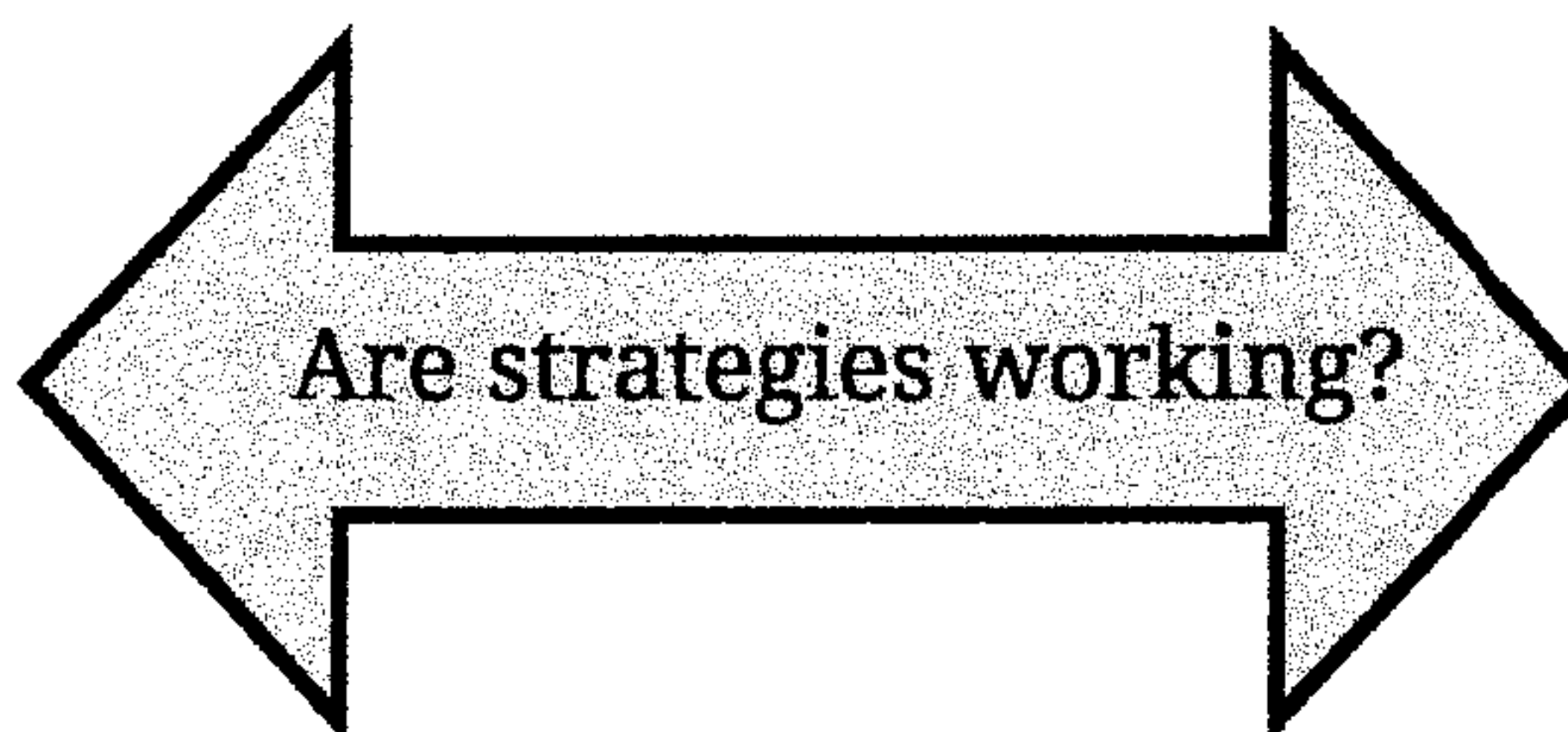
- Modeling of academic tasks
- Direct instruction
- Use of manipulatives and/or hands-on activities
- Cooperative Learning
- Visuals
- Sequence strips
- Student journals
- Flash cards
- Graphic organizers/thinking maps
- Scaffolding
- Check for understanding using various techniques
- Video clips
- Technology enhanced instruction

Some examples of additional strategies that may help students reach their target scores include:

- One-on-one instruction time
- Quiet setting
- Modifications as listed on students' IEP
- Paraprofessional/aide assistance
- Extra response/wait time
- Modified assignments, including extra time for completion
- Targeted content vocabulary practice
- Peer tutoring
- Repeat and rephrase materials
- Simplify language (not content)
- Frequent opportunities for verbal communication
- Technology-assisted materials (apps, extra Lexia, etc.)

YES!

- Continue current strategies with student
- Consider testing and movement to Tier 2



NO!

- Test and consider need for SIT meeting and special education services

How do we know?

- AIMSweb test scores
- Teacher's professional knowledge
 - Students academic performance
 - Classroom observations
 - Conversation with other staff member, parents, etc.