

Madison Elementary School Multi-Tiered System of Support Cycle

I. Gather Data: Assess student learning and analyze student performance data

A. Establish benchmark data with the initial assessment

1. M-Step
2. AIMSweb
3. Grade level common assessments

B. Extensive assessment (for students who perform below benchmark)

1. Fountas & Pinnell Benchmark Assessment System
2. AIMSweb – further assessment depending on grade level

C. Grade level team data meetings to analyze student data

1. Identify Title I students based on criteria eligibility
2. Identify on-level students at/or near proficiency
3. Identify academically advanced students

II. Plan/Design: Determine best strategies and plan multiple tiers of instructional support and interventions to help all students reach end-of-year expectations

A. In the classroom with the classroom teacher (Essential Practices)

1. Whole group on-level instruction based on grade level standards
2. Differentiated small group instruction
 - a) *Title I students - focused remedial work on pre-requisite skills that are lacking*
 - b) *On-level students - focused on re-teaching previous concepts and practicing on-level concepts*

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c) Academically Advanced – focused on enrichment opportunities to push students above grade level

3. Interventions to remediate, reteach, and enrich

B. Team Time with teachers and/or Title I interventionists

1. Title I – (with Teachers and/or Title I interventionists)

a) Small groups (2-3 students per group)

b) Research based curriculum/interventions

c) Focused on pre-requisite skills that are lacking

2. On-Level – (With Teachers)

a) Smaller groups

b) Practice and review

c) Focused on current concepts

3. Academically Advanced – (With Teachers)

a) Smaller groups

b) Enrichment opportunities

c) Focused on above-grade level skills and concepts/projects

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III. Implement: Facilitate prescriptive levels of support described in the plan

A. In the classroom with classroom teacher

1. Integrated literacy block that infuses social studies and science instruction
2. Whole group and differentiated small group instruction (Essential Practices)
3. Strategically monitor students who are near proficiency
4. Progress monitor Title I students at least once every two weeks

B. Team Time with teachers and/or Title I interventionists

1. 2-4 days per week, 25-30 minutes per day
2. Prescriptive, targeted instruction
3. Progress monitor Title I students at least once every two weeks

C. Intensive small group instruction for students not responding to interventions

1. Student Study Team (SST) or Multidisciplinary Evaluation Team (MET)
2. Small group/1-on-1 intensive intervention for students without IEP
 - a) *In addition to Team Time*
 - b) *Intensive targeted intervention focused on pre-requisite skills*
3. Intensive intervention for students with IEP
 - a) *Out-of-level instruction for identified IEP students*
 - b) *Led by resource room teacher*
4. Progress monitor students every week

IV. Evaluate: Analyze the impact of MTSS

- A. Use benchmark data to assess the impact of all programs
- B. Celebrate successes and begin process again