

# A Family Guide to MTSS

## What is MTSS?

**MTSS is a multi-step process of providing instruction and support to promote the academic success of all children. Lincoln Elementary School will focus on the reading progress of each individual child during the 2011-2012 school year. With MTSS, individual children's progress is monitored and results are used to make decisions about further instruction and intervention. The MTSS process is flexible and has been designed by our staff MTSS Team to meet the needs of all our students.**

# What does the MTSS Process Look Like?

The MTSS process typically has three tiers. Each tier provides differing levels of support.

## \*TIER I

All students receive high quality reading curriculum and instruction in the general education classroom. The teacher assists all students.

## \*TIER II

Teachers will provide supplemental instructional support, in smaller groups, to students who need additional support to what they are receiving from the general curriculum.

## \*TIER III

In this Tier, intense instructional support is provided to students with the greatest needs, with frequent progress monitoring.

## \*WHEN GOALS ARE MET

When a child meets the goals developed by the teacher and the team, the intervention is no longer needed and the child continues to receive support in the general education classroom. When progress monitoring shows that a child is not responding to the intervention another approach or intervention may be tried. However, when a higher level of support is needed, children are given individualized instruction, which further focuses on supporting the skills they need to be successful learners.

## \* WE WANT ALL CHILDREN TO BE SUCCESSFUL

As the children progress in their reading mastery, parents will be informed of progress. We're all in this together!

# What do the Tiers Look Like

## Tier I

This Benchmark (on grade level) group consists of students who have successfully mastered the core reading curriculum and consistently perform at grade level on Aimsweb Benchmark testing. The benchmark students are introduced to a variety of extended reading activities.

## Tier II

The strategic level of instruction is divided into groups which are formed according to the scores students receive on the Aimsweb Testing. Each group of strategic or Tier II students receives phonemic awareness, phonics and decoding instruction at the primary levels, and fluency and comprehension instructional strategies at the intermediate level. The groups are typically made up of 3 to 7 students per instructor. These students receive lessons that include repetition and lots of opportunities for mastery of basic reading skills.

## Tier III

The intensive level of instruction serves students who have several challenge areas in reading. This group of students is formed based on their performance on the Aimsweb Testing. This group of 3 to 6 students receives instruction in the area of phonemic awareness, phonics and decoding instruction as well as fluency and comprehension at the intermediate level to help with the basic reading skills. These students receive lessons which use "hands on" activities, games, and repetition, which allows for opportunities to master the reading skills.

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## **MTSS SNAPSHOT**

This team approach to reading instruction provides small and large group instruction at each student's success level. Each "tier" introduces, practices, and provides mastery level instruction in the process of learning to read and comprehend. Students will be assessed frequently to determine if their needs of instruction have changed. The students are moved to the level of instruction that best fits their needs on a regular basis. The purpose of this method of instruction is to more adequately meet the reading goals of all students.

## **Multi-Tiered System of Supports Team:**

**All K-5 Teachers**

**Title One Teachers**

**Special Education Teachers**

**Special Education Paras**

**Title One Aides**

**Josh Robinson, Principal**

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**LINCOLN ELEMENTARY  
SCHOOL**

**MTSS**

**Multi-Tiered**

**System of Support**

