

Trion Middle School

Tier 1(Primary Level 80%)

- All students have access to core instruction with grade-level content at the **Tier 1** level, and they are provided access to this content through strong, differentiated core instruction. MTSS is an equity-based approach to education in which all students are provided the opportunity to succeed. This includes access to core instruction that is differentiated to their individual needs.

Tier 1 Instructional Resources

Reading

- GA State Standards
- Common Lit
- No Read Ink
- Study Island
- Reading Plus
- COMPASS


Math

- GA State Standards
- GA Math Frameworks Tasks
- Three Act Tasks
- Study Island
- COMPASS
- Desmos


Tier 2 (Secondary Level 15%)

Tier 2 identification is based upon universal screening data. Based on data, the student's skill deficit is identified, interventions are implemented, and progress monitoring is documented. Tier 2 instruction is targeted to the area of need and evidence-based interventions/practices supplement or add to the Tier 1 (primary) instruction. It is through frequent progress monitoring that the ultimate goal of returning students to less intensive instruction in a short time period can be achieved.


Tier 2 Procedures




•Trion City School's looks at three measurements to determine if a student demonstrates a need for Tier II interventions. The analysis of Trion City School's Universal Screener (MAP), classroom data, and classroom performance are discussed in a collaborative setting (grade/content meetings).




•Students who are identified as Tier II will then be administered a diagnostic screener to determine skill deficit(s).
•Screeners include, but are not limited to, JAM, GLOSS, Sight Word Inventory, Phonics Inventory, and DRA. The data from diagnostic screener(s), along with other data sources, should be utilized to verify decisions.




•Following the identification of the student's skill deficits, a team meeting is held to align an intervention and assessment measure to address the student's skill deficit. Team meetings consist of the teacher, parent, and school administrator working collaboratively in the decision-making process. Documentation for a Tier II meeting must be obtained using the Tier II Parent Conference Form.



•Following the meeting, interventions are implemented with the duration and frequency established during the meeting. Progress monitoring data is collected over a period of nine to twelve weeks to determine the effectiveness of the intervention. To ensure fidelity of the intervention, it is recommended that a grade and/or content level team meet collaboratively to review progress monitoring data every four to six weeks following the implementation of the intervention.



•When the student has received the intervention for nine to twelve weeks, a follow-up team (teacher, parent, & administrator) meeting is held to determine if the student made adequate progress. If adequate progress is being made, the student will receive the intervention until they reach the benchmark or norm. If adequate progress is not made, the following should be considered: the effectiveness of the current intervention, the duration and frequency of the current intervention, and possible alternative interventions.



•If a student has been provided intervention with fidelity for a minimum of twelve weeks (or timeline stated by research-based program) and the team determines adequate progress has not been obtained, a request for Tier III support should be submitted to the RTI coordinator.

Tier 2 Instructional Interventions

Reading

- All resources as listed in Tier 1 with modified frequency and duration.
- Reading Plus diagnostic Assessment for students identified as Tier 2 based on Fall Map scores.
- Reading Plus (Fluency, Comprehension, and Vocabulary) Assignments will provide data based on independent reading levels and weekly progress.
- Students in Tier 2 will complete 3 Reading Plus assignments each week.
- *Two RP assignments will be completed during our morning WIN Time (Mondays and Fridays) and one RP assignment during ELA class each week.*

Math

- All resources as listed in Tier 1 with modified frequency and duration..
- GLOSS Diagnostic Assessment for students identified as Tier 2 based on Fall Map scores.
- Students in Tier 2 will complete 3 COMPASS math assignments related to specifically identified skill deficits.
- *COMPASS assignments will be completed during morning WIN Time (Thursdays), during math class or during in the "CPR" lab schedule during connections (Wednesdays and Thursdays).*

Tier 3 (Tertiary Level 3-5%)

Tier 3 identification occurs when students do not adequately respond to Tier 1 instruction and Tier 2 instructional interventions. The focus of Tier 3 is evidence-based intensive instruction and is continuously adjusted and individualized to address the needs of each student. Decisions regarding student participation in Tier 3 are made on a case by case basis, and based upon collaboration with SST members. Tier 3 interventions supplement the general education curriculum and address identified areas of student needs based on diagnostic assessments. It is through frequent progress monitoring that the ultimate goal of returning students to less intensive instruction in a short time period can be achieved.

Tier 3 Procedures


- Through the Request for Assistance Form Tier 3 approval is granted from the RTI coordinator and/or school administrator.
- A Tier 3 Parent Meeting Invitation along with a Background Information Form is sent to the student's parent/guardian. The meeting should be scheduled no sooner than 2 weeks from the date in which the meeting notice is sent home. This will allow adequate time for the return of the results of the vision/hearing and academic screener prior to the initial meeting.
- Upon return of the Parent Meeting Invitation (consent for vision/hearing screening is embedded in the Parent Meeting Invitation) the RTI coordinator and/or school administrator sends a request for vision/hearing screening to the school nurse.
- Upon completion of hearing and vision screening,(consent for initial screening embedded in the Parent Meeting Invitation) the RTI coordinator and/or school administrator sends a request to the school psychologist for an academic screener.
- An initial Tier 3 meeting is held and information is recorded on an initial Tier 3 grade level band form. The initial Tier 3 meeting should include the teacher, parent, and administrator. If applicable the student may attend. During the Tier 3 meeting, the committee reviews, analyzes, and identifies skill deficits from provided data to determine research based interventions. Each identified skill deficit requires the implementation of 2 research based interventions along with an identified progress monitoring assessment.
- Following the initial Tier 3 parent meeting, the identified interventions and assessments are implemented with fidelity for a minimum of 9 to 12 weeks or the recommended time as indicated by the research based program.To ensure fidelity of the interventions, it is recommended that a grade level/ content collaborative team review the progress monitoring data 4 to 6 weeks following the implementation of the interventions.
- Follow the procedures outlined in the SST Process Checklist Form, which is located on the left side of the blue SST student folder.
- After 9 to 12 weeks of intervention, the data is analyzed to determine if adequate progress has been made. If the student is making progress, interventions continue until the benchmark is met. If adequate progress has not been obtained, the following should be considered: the effectiveness of the current interventions, the duration and frequency of the current interventions, and possible alternative interventions.
- After the analysis of progress monitoring data, a parent invitation is sent for a follow up Tier 3 meeting. This meeting should be recorded on the SST/RTI 3 Follow Up Meeting Form. It is required that a minimum of two Tier 3 parent meetings are conducted each year.
- During the follow up Tier 3 meeting, the committee reviews and analyzes the student's classroom grades, grade level benchmark assessments, and progress monitoring data for each identified skill deficit. Based on the

analysis of all data, the committee determines the effectiveness of the interventions by reviewing the following:


- Progress inadequate- establish new interventions or modify frequency/duration of current interventions
- Progressing adequately- continue interventions until goal or benchmark is met
- Grade level benchmark achieved- reduce intervention to monitoring status Tier 2
- If all the above has been considered, the interventions have been implemented with fidelity for a minimum of two cycles of the recommended time as indicated by the research based program, and minimal progress has been achieved, the committee will collaborate to determine if a referral to Student Support Services is warranted. The request should be submitted to the RTI coordinator/school administrator.
 - In the event the student demonstrates severe skill deficits or developmental delays which significantly impedes their daily functioning in the educational setting, the committee will accelerate the procedures to meet the needs of the student. These situations should be a rare occurrence.

Tier 3 Instructional Interventions

Reading

- All resources as listed in Tier 1 and Tier 2 with increased frequency and duration.
-  The following interventions should be implemented at a minimum of 20 minutes daily 4 days per week.

Math

- All resources as listed in Tier 1 and Tier 2 with increased frequency and duration.
-  The following interventions should be implemented at a minimum of 20 minutes daily 4 days per week.