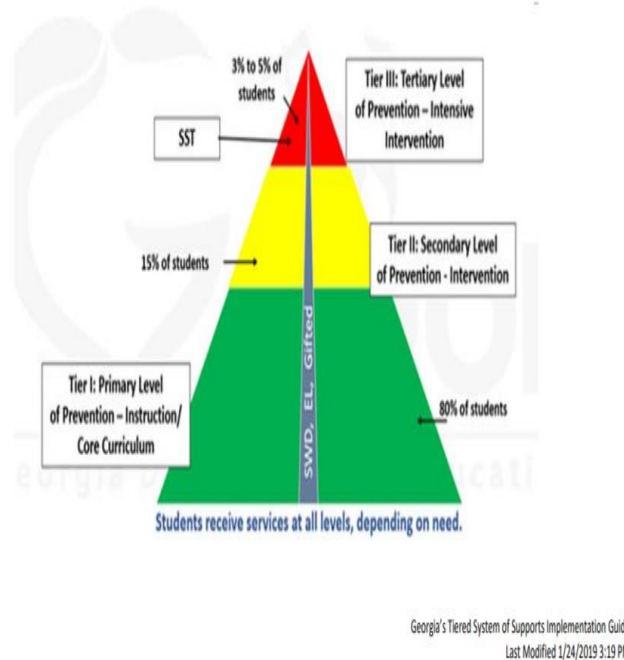


Key MTSS Terms

- Tier I (Low risk) is considered core instruction and should meet the needs of approximately 80% of students. (This is whole class instruction during class time.)
- Tier II (moderate risk) is aimed to provide a focused intervention for students who are not fully responding to core instruction. Up to 15% of students may require small group instruction for interventions designed to supplement Tier I. (This instruction is in skills classes and/or academic classes.)
- Tier III (high risk) is the most intensive level of intervention. Approximately 5% of students may need this level of individual or small group intervention. (Intensive support in skills classes; Student Support Team; Special Education Testing)
- Universal Screening: A procedure in which all students are given an academic screening assessment three times per year for the purpose of identifying those students in need of specialized interventions.
- Progress Monitoring: A practice used to frequently assess students' academic and behavior progress to determine the effectiveness of intervention.



Richards Middle School

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The mission of Richards Middle School is to prepare students to become life-long learners through international understanding and respect.

Richards Middle School An International Baccalaureate School

MTSS Information



Multiple Tiers System of Supports

MTSS Information



What is MTSS?

A Multi-Tiered System of Support (MTSS) integrates all students. It is a process that provides high-quality, research-based instruction targeted to learner needs. Needs are identified by monitoring students' progress. Adjustments to instruction and interventions are based on students' performance and rate of success.

MTSS promotes a well-integrated system, connecting general, gifted, and special education with intervention and enrichment services.

MTSS provides high-quality, standards-based instruction and intervention that is matched to students' academic, social and behavioral needs. MTSS was previously referred to as Response to Intervention.

What is the Parent's Roll?

Parents play a critical role in supporting what their children are learning in school. Research has demonstrated that the more parents are involved in student learning, the higher the student achievement. Parents can be involved in the process by communicating any concerns to the child's teacher, providing insight into their child's learning and development, and assisting with identified interventions at home.

Tier 2 Reading & Math Skills Classes

Based on the academic screener data, our students are placed in Reading and/or Math Skills classes where they work on academic deficits. The interventions used in our skills classes are Achieve 3000, Lexia for reading, and IXL for math. Teachers set academic growth goals for students and collect progress monitoring data every month (Tier 2) and bi-weekly (Tier 3). When students reach their set academic goals, they are removed from the skills class.

Screening Information

PURPOSE	Identify students who are in need of enrichment/acceleration or who are at risk for poor learning and/or poor behavior outcomes and provide an indicator of system effectiveness.
FOCUS	<u>ALL</u> Students
TOOLS	Brief assessments that are valid and reliable and that demonstrate diagnostic accuracy for predicting learning potential or behavioral problems.
TIME FRAME	Administered more than one time per year (e.g., fall, winter, and spring)

MCS D Screeners Given Administered 3 Times per Year (Fall, Winter & Spring)

Review 360 BESS Social Emotional Screener

STAR Reading Screener

STAR Math Screener

Behavior Data Reviewed for Tier Placement

BESS Screener, Discipline, and Attendance

Academic Data Reviewed for Tier Placement

Reading: STAR Reading, Achieve 3000, Lexia

Math: STAR Math, IXL, and QBA/Common Assessments

For more information about MTSS at Richards please contact any of the following people:

Mr. Lance Henderson, Principal

Dr. Alicia Head, Academic Coach

Mrs. Ronda Allen, Academic Dean