SUMTER COUNTY SCHOOL SYSTEM

MTSS

MULTI-TIERED SYSTEM OF SUPPORTS

A Framework for Academic Excellence, Behavior Support, and Student Well-Being

™

WHOLE CHILD FOCUSED

DATA-DRIVEN DECISIONS

MULTI-LEVEL PREVENTION

COLLABORATIVE SUPPORT

STUDENT SUCCESS

A comprehensive framework that integrates evidence-based practices, data-informed decision-making, and collaborative support to meet the academic, behavioral, and social-emotional needs of all students.

ENGAGE • EMPOWER • ELEVATE

EVERY STUDENT. EVERY DAY.

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GaMTSS Website

- **A Framework for Systematic Support:** MTSS is a systematic framework designed to provide timely and targeted interventions to meet the academic, behavioral, and wellbeing needs of all students.

- **Data-Driven:** It relies on data to identify students who may be struggling and to guide decision-making regarding appropriate interventions. This data can include academic assessments, behavioral observations, and progress monitoring measures.

- **Tiered Approach:** MTSS organizes supports into three tiers. Tier 1 provides high-quality instruction for all students. Tier 2 offers targeted interventions for those who need additional support. Tier 3 provides intensive interventions for students with significant needs.

- **Preventative and Proactive:** MTSS emphasizes early intervention and prevention of academic and behavioral difficulties, aiming to address issues before they escalate.

- **Collaborative:** It fosters collaboration among educators, administrators, support staff, families, and community partners to ensure a comprehensive and coordinated approach to student support.

- **Multi-Tiered System of Support:** A prevention framework that aims to address the needs of the whole child that uses assessments to identify and predict students who may be at risk for poor learning outcomes (PBIS, Academics, Student Support Team, Wellbeing)

Data is crucial in education and MTSS because it helps tailor instruction to individual student needs, track student progress, inform instructional decisions, guide interventions, improve teaching methods, and ensure accountability, ultimately enhancing learning outcomes for each student.

Defining Multi-Tiered System of Supports

MTSS (Multi-Tiered System of Supports) is a comprehensive framework for school improvement that integrates data-driven decision-making, evidence-based practices, and a tiered system of support to address the academic, behavioral, and social-emotional needs of all students. The goal of MTSS is to ensure that every student receives the right level of support at the right time through proactive and targeted interventions, continuous monitoring, and collaborative problem-solving among educators, families, and other stakeholders.



Georgia Multi-Tiered System of Supports

Georgia Multi-Tiered System of Supports Georgia Multi-Tiered System of Supports (GaMTSS) is a data-driven, multi-level prevention system designed to meet the needs of the whole child by implementing a continuum of tiered supports (see Figure 1). GaMTSS is grounded in the belief that academics, behavior, and wellbeing are interconnected and impact student success. By integrating academics, behavior, and wellbeing data, systems, and practices, teams can align efforts to address barriers to learning and improve outcomes.

GaMTSS provides a structure to use integrated data to drive decisions and a process to select evidence-based practices. As depicted in the Five Essential Components (Figure 2), data-based decision making is at the center of GaMTSS and is an integral part of Georgia's Systems of Continuous Improvement. This work requires district level infrastructure to align data and practices into one integrated system of supports to improve student outcomes. Please see the Five Essential Components document to learn more about GaMTSS.

Figure 1

Continuum of Tiered Supports

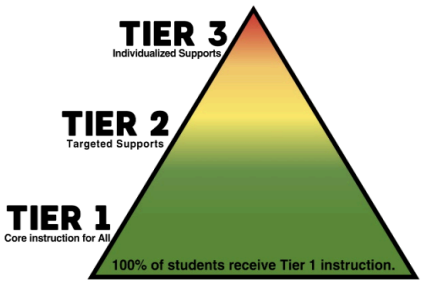
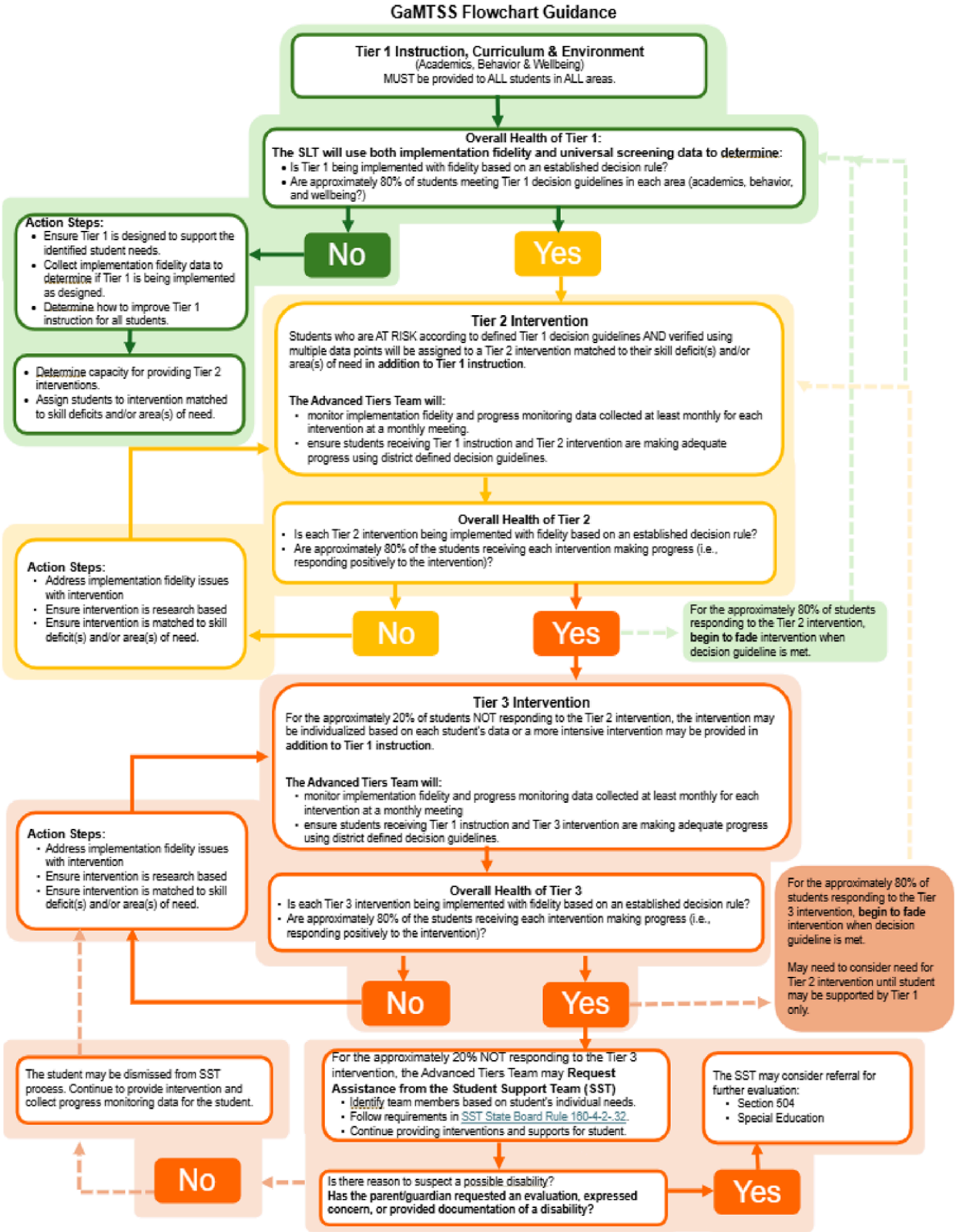


Figure 2

GaMTSS Five Essential Components



GaMTSS Flowchart Guidance



What is the relationship between MTSS, RTI, SST, and PBIS?

MTSS (Multi-Tiered System of Supports) is a comprehensive, school-wide framework designed to support the academic, behavioral, and social-emotional needs of all students. It is an umbrella structure that integrates previously siloed processes—such as RTI, PBIS, and SST—into a cohesive, tiered system. MTSS is grounded in the use of whole-child data, including achievement, attendance, behavior, and connectedness/well-being. All students are supported within this framework, beginning with Tier 1 universal supports.

MTSS emphasizes collaborative and proactive problem-solving across school teams and encourages strong communication with all stakeholders to ensure alignment and consistency in support. According to the National Center on Intensive Intervention, MTSS "integrates assessment and intervention within a multilevel prevention system to maximize student achievement and reduce behavioral problems," and promotes system alignment to increase the efficacy and effectiveness of resources.

- **PBIS (Positive Behavioral Interventions and Supports)** is a tiered, evidence-based framework that falls within MTSS. It focuses specifically on improving behavioral outcomes and the school climate. PBIS has been shown to reduce disciplinary incidents, increase perceptions of safety, improve school culture, and support positive academic outcomes for all students.
- **RTI (Response to Intervention)** is a critical process embedded within MTSS. It refers to the systematic use of data-based decision-making and progress monitoring to evaluate how students are responding to academic or behavioral interventions. RTI guides instructional adjustments based on student progress toward a defined goal, ensuring that supports are tailored and responsive.
- **SST (Student Support Team)** is a school-based, interdisciplinary team that uses a structured, problem-solving process to address the academic or behavioral concerns of individual students. In Georgia, SST is part of the larger MTSS framework and is often activated as students require more intensive support at higher tiers.

Assessing MTSS Implementation with the School Fidelity Tool (SFT)

These documents below were designed to support the implementation of MTSS in school districts. Teams can utilize GaMTSS Fidelity Tools to monitor implementation:

1. To measure the fidelity of an existing integrated tiered system of supports, or
2. To serve as a road map for schools seeking to integrate academics, behavior, and wellbeing into one tiered system of supports.

	Tool	Rating Form Schools Make A Copy 1st	Purpose	Completion Requirements	Frequency
District	The District Fidelity Tool (DFT)	DFT Rating Form	Measures the fidelity of districtwide infrastructure for GaMTSS.	Must be completed by at least three members of the District Leadership Team led by an External Facilitator.	x2
School	The Walkthrough	PBIS Rating Form GAMTSS Rating Form	Measures the implementation of chosen practices aligned with district improvement goals.	Must be led by an External Facilitator.	x1
	The Team Fidelity Tool (TFT)	TFT Rating Form	Measures the fidelity of problem solving meetings.	Must be completed by at least three members of the School Leadership Team led by an External Facilitator.	x1
	The School Fidelity Tool (SFT)	SFT Rating Form	Measures the fidelity of schoolwide implementation of GaMTSS.	Must be completed by at least three members of the School Leadership Team led by an External Facilitator.	x2

MTSS Criteria Guidelines

Tier 1 is the core classroom instruction that should be sufficient for at least 80% of the students. When that threshold isn't met, it suggests that systemic improvements are needed. Here's a breakdown of supports that may be necessary to strengthen Tier 1 instruction: (e.g., additional instructional materials, data analysis, differentiation, remediation, reteaching, supplementation of foundational skills, decodable readers, professional learning, coaching etc.).

Elementary and Middle School: Two or more sources that reflect student performance in ELA/Reading, mathematics, or both: ● Required universal screener(s) ○ For example: iReady, Amira, and/or Renaissance ● Local assessment(s) ● Standardized norm-referenced assessment (below 25th percentile) ● Georgia Kindergarten Inventory of Developing Skills (GKIDS) Readiness Check: ○ On the majority of skills assessed on the GKIDS ELA, Mathematics, or both sections, performance levels indicate *Not Yet Demonstrated* or *Emerging* ● Georgia Milestone Assessment: ○ Mathematics: Score at the Beginning Learner proficiency level ○ ELA: Score at the Beginning Learner proficiency Level or a Reading Status of Below Grade level	**High School:** ● Review student performance in a language art or a mathematics course from grades 6-12 using the universal screener. ● Documented low performance in reading and/or mathematics ● Standardized test score below 25th percentile in reading or mathematics ● Georgia Milestone end-of-course score indicates student is at the Beginning Learner achievement in english language arts or mathematics or has a reading status of Below Grade level

Exit Criteria

Two or more sources that reflect student performance in ELA/Reading, mathematics, or both on or above grade level are required to exit:

Data Source	Criteria
Universal screener(s)	On or above grade level
Local assessment(s)	Proficient or above
Standardized norm-referenced assessment (s)	On or above grade level
Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0)	Meets or Exceeds the majority of the skills assessed.
Georgia Milestones Assessment	Developing, Proficient, or Distinguished Learner level
Classroom Grades	Consistently demonstrates proficiency in grade-level standards, as evidenced by a passing classroom grade in the applicable content area

MTSS Procedures for withdrawing/enrolling students

When students withdraw from your school: Please make sure that ALL MTSS documents are up to date PRIOR to the student being withdrawn. Teachers should have all data points entered, and Outcomes Meetings/Minutes must communicate a clear status of progress. All current documents should be sent to the receiving school.

When students enter your school: The Registrar must communicate incoming transfers with the MTSS Coordinator immediately. MTSS files must be requested from the previous school. The MTSS Coordinator will review the status and recommendations, and a meeting must be held to analyze data and align interventions.

Building a Strong MTSS Infrastructure

The implementation of a Multi-Tiered System of Supports (MTSS) depends on a strong school infrastructure and well-established support mechanisms. A well-designed infrastructure ensures that schools have the knowledge, resources, and organizational structures needed to drive school improvement and improve student outcomes across all tiers.

These foundational elements enable schools to:

- ✔ Begin MTSS implementation
- ✔ Implement MTSS with fidelity
- ✔ Sustain MTSS over time

The MTSS Infrastructure is built on 11 Key Indicators:

1. **Buy-In:** Staff support MTSS and understand it is a framework for all students, not just those struggling.
2. **Family Engagement**: Systems are in place to involve and communicate with families, ensuring transparency and collaboration.
3. **Leadership Personnel:** School and district leaders actively champion and support MTSS, modeling commitment and providing direction.
4. **Staff Communication & Collaboration:** Staff collaborate regularly with each other and maintain two-way communication with leadership to align efforts.
5. **School-Based Professional Development:** Ongoing professional learning equips staff with the knowledge and skills needed for effective MTSS practices.
6. **Teaming Structures:** Clearly defined teams that meet regularly using structured procedures for decision-making about students and systems.
7. **Schedule:** The master schedule includes protected time for assessment, core instruction, interventions, and decision-making.
8. **Evaluation of Fidelity:** Schools have systems to monitor if MTSS practices are implemented as intended.
9. **Resources:** Funding, staffing, and material resources are allocated to support MTSS implementation.
10. **Evaluation Outcomes:** Regular monitoring of outcomes and progress towards identified goals, including academic, behavioral, and MTSS system health.
11. **Cultural and Linguistic Relevance:** Staff use culturally and linguistically responsive practices in instruction, interventions, and assessments.

MTSS Leadership Team

The **MTSS Leadership Team** serves as the strategic driver of MTSS implementation, guiding integrated academic, behavioral, and well-being practices to support the whole child. The team ensures proactive, equitable, and data-informed decision-making through a coherent, responsive, and sustainable tiered support system.

Team Responsibilities:

- Lead schoolwide decision-making grounded in disaggregated academic, behavioral, and social-emotional data.
- Ensure effective implementation of Tier 1 instruction and coordinate Tier 2 and Tier 3 interventions based on student need and evidence.
- Align all initiatives with school improvement goals to avoid fragmentation of efforts.
- Evaluate system effectiveness using fidelity checks, outcome data, and progress monitoring.
- Engage a diverse cross-section of the school community, including staff, families, and—where appropriate—students.
- Embed continuous improvement practices, including professional learning, coaching, and implementation tracking.

A high-functioning MTSS Team must include decision making individuals with demonstrated expertise in academics, behavior, and student well-being, while also maintaining representative diversity that mirrors the school's stakeholders. This includes but is not limited to administrators, general and special education teachers, behavioral specialists, family liaisons, and—when appropriate—student representatives.

By fulfilling this role, the MTSS Leadership Team ensures that the school cultivates a culture of prevention, responsiveness, and equity, resulting in better outcomes for all learners.

DISTRICT/SCHOOL LEADERSHIP MTSS MEETING (Focus: Data Analysis)	
GOAL	Evaluate school-wide health and wellness of MTSS practice
DURATION/ FREQUENCY	1-2 hours, monthly (post-universal screeners), or as needed
ATTENDANCE	• Principal • MTSS Coordinator (Assistant Principal) • School Level PBIS Designee (Counselor or Principal Designee) • School Level Academic Coaches • School Level Special Ed Designee • School Level English Learner • School Level Social Worker (To Include Attendance)
AGENDA	• Examine the percent of students adequately served by the core • Examine equity of core instruction (across demographics, grades, and classrooms) • Evaluate student body growth and tier movement • Evaluate equity of student growth and tier movement • Evaluate quality of intervention delivery • Plan for improved support
RESOURCES	• GaMTSS Leadership Agenda • Modified Meeting Agenda

Monitoring Team Function Using the Team Fidelity Tool (TFT)

To ensure the MTSS Leadership Team is operating effectively and fulfilling its responsibilities, schools will be rated with the GaMTSS Team Fidelity Tool to engage in structured self-reflection and monitoring.

Using the Tool in Practice:

Once a year, a district facilitator should be invited to observe an MTSS Leadership Team meeting and rate the features of the TFT. Once the rating process is complete, the MTSS Leadership Team will plan their next steps to improve or sustain their meeting foundations and problem-solving protocols.

To prepare for the observation and rating from the district facilitator, schools can leverage the Team Fidelity Tool Implementation Worksheet.

	Tool	Purpose	Completion Requirements	Frequency
School	The Team Fidelity Tool (TFT)	Measures the fidelity of problem solving meetings.	Must be completed by at least three members of the School Leadership Team led by an External Facilitator.	x1

The Team Fidelity Tool Helps Schools:

- Assess the structure and functioning of the MTSS Leadership Team (e.g., meeting frequency, stakeholder representation, decision-making processes)
- Monitor implementation fidelity across academic, behavioral, and social-emotional domains
- Evaluate the team's use of data to drive decisions, allocate resources, and assess impact
- Identify strengths and areas for growth within leadership practices
- Set actionable goals for improving team operations and student outcomes

By leveraging the GaMTSS Team Fidelity Tool, schools create a clear feedback loop that supports sustainable implementation, empowers leaders to reflect on practice, and strengthens the collective capacity to meet the needs of all learners.

MTSS Support Teams

While the MTSS Leadership Team oversees the strategic direction and fidelity of MTSS implementation, its success depends on a network of **collaborative teams** working at various levels throughout the school. These supporting teams play a vital role in translating the MTSS framework into day-to-day practice by using data, aligning instruction, monitoring student progress, and problem-solving barriers to learning.

Each team has a distinct purpose, yet all are connected through a shared commitment to equity, early intervention, and continuous improvement. The table below outlines the key teams that work in concert to sustain a high-functioning MTSS infrastructure.

TEAMS THAT SUPPORT THE WORK OF MTSS	
Team	**Team Purpose**
CPT	Collaborative Planning Teams (CPTs) will meet to plan for High-Quality Tier 1 Instruction to teach the Georgia Standards of Excellence (GSE) by implementing district-approved resources and work to answer the following questions: 1. What should students know and be able to do? 2. How will we know they have learned it? 3. What will we do when they don't? What will we do when they do? 4. What is the individualized need for each and every student? How will we meet that need?
PBIS	The Positive Behavioral Interventions and Supports (PBIS) Team meets monthly to analyze Tier 1 behavior data and collaboratively problem-solve, ensuring that the school's behavioral expectations and interventions are proactively taught, consistently implemented, equitably applied, and continuously improved to support the success of all students.
LSAC	Local School Attendance Committee (LSAC) meeting to identify interventions for students who are chronically absent; update the local school attendance plan; and implementation of local school Tier 1 Interventions.
Tier 2 Team	Tier 2 Teams meet to monitor progress of students' receiving Tier 2 support and look for trends in support needs at the system, teacher, or student level.
SST	A Student Support Team (SST) is defined as an interdisciplinary group that uses a systematic process to address learning and/or behavioral problems of individual students, K-12, in a school. A Student Support Team allows teachers, other educators and parents to work in a collaborative manner to develop a Tier 3 intervention plan to address the individual needs of students who are not meeting success in the school system. Students who experience academic difficulties, display poor social skills, exhibit emotional/behavioral problems or who consistently score below average on standardized achievement tests may be considered for Tier 3 SST referral.

Monitoring Responsibilities by Tier and Area

Tier	Area	Frequency	Responsible Lead/Team
Tier 1	Academic	Weekly	Academic Coaches/ Collaborative Planning Teams (CPTs)
	Behavior/SEL/Well-being	Monthly	PBIS Teams
	Attendance	Weekly	Local School Attendance Committee (LSAC)
Tier 2	Academic	Monthly (Alternate PM Week)	Content Specialists / Tier 2 Data Team / Grade Level Teams
	Behavior/SEL/ Well-being	Bi-Weekly (Alternate PM Week)	Tier 2 Behavior Lead / PBIS Coach (Counselor or Principal Designee)
	Attendance	Weekly	LSAC / Tier 2 Team
Tier 3	Academic/Behavior/ SEL/Well-being	Bi-Weekly	Content Specialists / Tier 2 Data Team / Grade Level Teams (Monitoring Implementation and Student Progress)
	Academic/Behavior/ SEL/Well-being	Monthly	Student Support Team (SST) / School Social Worker
	Attendance	Weekly	SST / School Social Worker

Collaborative Planning Teams (CPTs)

LEADERSHIP TEAM MEETING (Focus: Academic Focus)	
GOAL	Collaborative Planning Teams (CPTs) aim to improve instructional effectiveness and student outcomes through structured collaboration, focusing on explicit instruction, strategic practices, and continuous improvement measures. They achieve this by implementing coaching cycles, observing best practices, evaluating instruction, and ensuring compliance with educational requirements.
FREQUENCY	Weekly
ATTENDANCE	• Grade level/ Content Area Administrator • Grade Level/ Content Area Teachers • School Level Academic Coaches • Content Experts as Needed (e.g. Curriculum Coordinators, Content Specialist, Special Education specialists)
AGENDA	**Inclusive of:** Link • Team Norms/ Agreements • Celebrations/ Wins • Discussion focused on the questions below: o What should students know and be able to do? o How will we know they have learned it? o What will we do when they don't? What will we do when they do? o What is the individualized need for each and every student? How will we meet that need? Key considerations • Stay aligned with district pacing, lesson plans, and instructional materials • Rehearse lessons for feedback with team members • Keep all student groups at the center of the instructional decisions • Ensure all team members hold high expectations for all student groups • Remember the "learning" component in CPT. Use student work samples and data, articles, videos, podcasts, professional learning all as ways to decide how to best serve your current students.
RESOURCES	• CPT Expectations Guide • CPT Meeting Agenda/Minutes • Collaborative Planning HIP Rubric

PBIS Teams

LEADERSHIP TEAM MEETING (Focus: Behavior Focus)	
GOAL	To problem-solve Tier 1 schoolwide behavior data
FREQUENCY	Once a month
ATTENDANCE	• PBIS Administrator (Assistant Principal) • PBIS Coach (Counselor or Principal Designee) • Data Analyst • School Level Counselor • Behavior Expert • Acknowledgment Coordinator *For more detail descriptors - see* Tier 1 Leadership Team Roles
AGENDA	• Complete the Monthly Behavior Data Drill Down Section • Complete the Monthly Solution Development Section • Complete the Acknowledgment Planning Section PBIS Team Agenda
RESOURCES	• Digital Intervention Tracking (Assigned Program) • Behavior Flowchart • **Sumter County Schools Behavior Guide**

Local School Attendance Committee (LSAC)

LEADERSHIP TEAM MEETING (Focus: Attendance)	
GOAL	Develop and monitor the local school attendance plan and implementing targeted interventions to promote and support consistent student attendance
FREQUENCY	Weekly
ATTENDANCE	• Administrators (Attendance AP, Principal) • School Counselor • School Social Worker • Attendance Clerk (if applicable) **Subject Matter Experts (to be included as deemed appropriate)** • Content Coordinator • Content Specialist • School Psychologist • Cluster Nurse • Special Education Coordinator
AGENDA	• First meeting will include completion of the Local School Attendance Plan (LSAP) • School social worker will provide data to committee that includes students with 5 or more absences • Committee will discuss student needs and interventions to support school attendance
RESOURCES	• Top Down Attendance Monitoring Plan | SCS Attendance Protocol • Attendance Agenda/Minutes

Tier 2 Teams

TIER 2 DATA TEAM MEETING	
GOAL	Monitor progress of students' receiving Tier 2 support and look for trends in support needs at the system, teacher, or student level
FREQUENCY	Monthly (Alternate PM Week)
ATTENDANCE	• All teachers and specialists who are working with students receiving Tier 2 support in that grade or content area. • MTSS Leader Team Member • Counselor as needed
AGENDA	*First meeting after screener* • Bring in classroom data that either confirms or conflicts with screener data results. • Review tiers and students that will receive tiered support • Create groups and plans for students participating in Tier 2 support • Schedule student problem-solving meetings for students participating in Tier 2 support *Follow-up meetings* • Review progress of groups receiving Tier 2 support • Look for trends in student growth • Make course corrections to promote growth (e.g., provide support to teachers, change strategy) • Schedule individual problem-solving for students if necessary
RESOURCES	• Tier 2 Checklist • Tier 2 Data Meeting Agenda • Tier 2 Signature Page • Tier 2 Intervention Letter • SST Ongoing Support Letter • SCS Tier 2 Data Meeting Log • Tier 2 Data Meeting Agenda Tips • Parent Notification Tier Movement • Digital Intervention Tracking (Assigned Program)

Student Support Teams

TIER 3 SST MEETING	
GOAL	Deeper dive problem-solving for students not making sufficient progress, and to create/revise Intervention Plans
DURATION/ FREQUENCY	Bi-weekly or Monthly ½ or full-day meetings (depending on the number of students needing Tier 3 support)
ATTENDANCE	The composition of the SST can vary based on the needs of the referred student. The membership of the team would be: **(Parent must be invited)**
	Required: • Administrator • Parent • General Education Teacher • School Counselor • School Social Worker • Subject Area Specialist (Content Specialist or Academic Coaches) As Needed: • ESOL Teacher • Special Education Teacher • School Psychologist • Other Appropriate Personnel
AGENDA	• Teacher presents data • Team evaluates individual student progress • Team analyzes and identifies problems • Team creates intervention plan to support student
RESOURCES	SST Manual • Tier 3/SST Checklist • SST Parent Invitation • SST Meeting Agenda Sample • SCS Background Information for Parents-Teacher Referral • Tier 3 Signature Page • Tier 3 Intervention Letter • SST Ongoing Support Letter • Parent Notification Tier Movement

Member Roles and Needed Data Access

Possible Team Member	Roles	Needs for Access & PD
MTSS Coordinator/ Contact (Assistant Principal)	● Meet with teachers every 4 weeks to review data and make informed outcomes decisions ● Serve as the local school MTSS point of contact ● Attend with members of your team district level MTSS meetings ● Facilitate Professional Development opportunities at the local school ● Update student flags in IC and share all data with teachers serving students ● Oversee and monitor all tier movement and progress tracking	Panorama Database Management System Programs and Screeners (i.e iReady, Amira, STAR)
Local School Discipline Coordinator (Assistant Principal)	● Supports the committee with support in discipline policy, interventions, and restorative practices	Panorama Database Management System
PBIS Coach (Counselor)/ Behavior Interventionist (Tier 2 lead)/SEL Representative	● Provides SST committees with specific behavioral interventions that could support identified students. ● Supports the committee using behavior data for decisionmaking and implementing all the Critical Elements of PBIS with fidelity. ● Helps to ensure a focus on the root cause of behavior to be proactive with problem-solving. ● SpeGSE directly to the whole child and components of Social Emotional Learning	Panorama Database Management System
Curriculum Principal or Designee	● Supports the MTSS Coordinator in developing infrastructure components, scheduling, and professional development opportunities ● Serves as a secondary contact to the MTSS Coordinator	Panorama Database Management System Programs and Screeners (i.e iReady, Amira, STAR)

Student Specialized Programs Leaders (SPED, ESOL, Gifted)	• Provides instructional support and best practices as it relates to specialized learning programs	
School Based Literacy Coach (K-3), ELA Academic Coach	• Supports the Literacy intervention initiatives at the local school • Provides SST committees with specific interventions that could support the student in Literacy • Attends district level meetings	CPT Practices, Fidelity of Implementation Data for interventions and instruction
Math Academic Coach	• Supports the Math intervention initiatives at the local school • Provides SST committees with specific interventions that could support the student in Mathematics • Attends district level meetings	CPT Practices, Fidelity of Implementation Data for interventions and instruction
School Counselor Department Chair or Representative	• Supports the whole-learner conversation in the RTI process • Supports the graduation requirements and courses needed	Panorama Database Management System Programs and Screeners (i.e iReady, Amira, STAR)
Local School Psychologist	• Attends school MTSS/RTI Data Team Meetings as needed • Reviews progress monitoring data • Supports the RTI Data Team through the special education referral procedures and databased decision making	Panorama Database Management System Programs and Screeners (i.e iReady, Amira, STAR)
Social Worker	• Connects student and family with wraparound services to address non-academic needs such as economic, medical, and behavioral health resources • Provides tiered-level interventions in the areas of attendance monitoring; policy guidance and implementation	Panorama Database Management System

Scheduling

Leveraging the Schoolwide Schedule to Drive MTSS Success

Scheduling is one of the most powerful tools school leaders have to support MTSS. A well-constructed schoolwide schedule is the foundation for equitable access to instruction and intervention. It ensures that every student receives sufficient time in Tier 1 instruction, while also providing protected time for Tier 2 and Tier 3 interventions, progress monitoring, and data-driven teaming.

Schoolwide scheduling matters in MTSS because it:

- Allocates time for all tiers of instruction (Tier 1, Tier 2, and Tier 3) based on student needs.
- Ensures equitable access to intervention and enrichment for all student groups (e.g., EIP, REP, SPED, and Gifted).
- Maximizes use of FTEs and resources by aligning staff expertise with instructional blocks.
- Protects time for assessment, data review, and collaborative problem solving.
- Supports systemic implementation of MTSS by embedding time for teaming and data-based decision making.

The GaMTSS School Fidelity Tool (SFT) calls for:

- A clearly defined assessment schedule for universal screeners,
- Regularly scheduled meetings at all tiers of support, and
- Scheduled fidelity checks to ensure that interventions and practices are implemented as intended.

The master schedule is a critical tool to put these expectations into action with fidelity.

<u>Key Questions for MTSS Facilitators and Leadership Teams</u>

1. Who is involved in creating the master schedule?
    a. Are all stakeholder voices represented?
    b. How are their perspectives influencing the structure of Tiered supports?
2. How are we using data to drive scheduling decisions?
    a. Are we reviewing academic and behavior data to determine where additional time or support is needed?
    b. Is there enough time allocated for interventions at the recommended intensity and frequency?
3. Is there a process for evaluating the effectiveness of our current schedule?
    a. How often do we reflect as a leadership team to assess if the current structure meets schoolwide needs?
    b. Is time for planning protected and productive?

Leadership Expectations for MTSS Facilitators/Coordinators

- Advocating for protected instruction and intervention time across all grade levels.
- Ensuring that intervention staff are effectively utilized based on skillsets and student needs.
- Partnering with administration during the scheduling process to align resources with schoolwide needs.
- Monitoring fidelity of scheduling implementation, including alignment to evidence-based practices.
- Coordinating structures that allow teams time to analyze data, group students, and adjust support based on progress.

Intervention Plan Overview SCS Intervention Assignment/Times

Plans are created for reading, math, characteristics of dyslexia, and/or behavior.

Tier	Requirements
Tier 2 (Yellow Folder)	• Parent Consent Hearing & Vision | Diagnostic Screening Request Hearing/Vision Screening Form • Teacher PM data (academic or behavior) • Student work samples • Tier 2 Notification
Tier 3 Determination Meeting (Red Folder)	• Required to move from Tier 2 to Tier 3 • General education teacher(s) collects PM data, two work samples per subject, FBA (for behavior) • Initial Tier 3 Meeting/ Parent Request: The meeting notes should be documented using the meeting summary form and PM data sheets per subject • Document data driven interventions (specify interventions used (name of intervention and time of intervention) based on needs of individual student) in Meeting Summary along with a data analysis of the areas of concern • Participants signatures required on the Tier 3 document
Tier 3 (Red Folder)	• Parent Consent Hearing & Vision | Diagnostic Screening Request Hearing/Vision Screening Form • Teacher Data • Tier 3 Meeting determination Form • Tier 3 Parent Notification (**Ten (10) Day Notification**) • Tier 3 Parent Invitation: Every 4 weeks • Behavior: Tier 3 FBA • Behavior: Tier 3 Classroom Behavior Observation • Speech: Communication Referral Checklist • Speech: Tier 3 Communication Instructional Strategies • Medical Impairment Form (It should only be sent to those who are suspected of having a medical related disability)

Tier 1	• All Students • Universal Screeners • Core Curriculum • Monitoring Progress Weekly
Tier 2	• Progress Monitor Monthly (Collect Data Points) • Group Size: 5-7 Students • Frequency: Minimum of 2x Weekly • Duration: 15-30 min.
Tier 3	• Progress Monitor Bi–Weekly • Group Size: 1-6 Students • Frequency: 3x or more per week • Duration: 30-45 min.

Tier Criteria:

Identification of Characteristics of Dyslexia

- Grade Level: At or Above 40th percentile
- Tier 2: Below 25th percentile
- Tier 3: Below 10th percentile…Student making little to no growth over an appropriate period of time
- School Based Request for Comprehensive Evaluation: Student continues to make little to no progress with Tier 3 interventions implemented
- Exit Criteria: Two or more sources that reflect student performance in ELA/Reading, mathematics, or both on or above grade level

Advanced Tier Placement

- **Tier 1, Tier 2, and Tier 3 supports will be determined based on the criteria and performance levels prescribed by the district's identified universal screener program.** Student placement will be based on screening data, identified skill deficits, and additional diagnostic or progress-monitoring data as appropriate. Tier placement will be reviewed regularly to determine the effectiveness of interventions and whether adjustments in the level of support are needed.

For example:

Tier	Criteria	Level of Support
Tier 1 – Core Instruction	Students meet or exceed the district-established benchmark	High-quality core instruction with differentiation and ongoing monitoring
Tier 2 – Targeted Intervention	Students fall below the established benchmark and demonstrate specific skill deficits	Targeted small-group intervention with progress monitoring
Tier 3 – Intensive Intervention	Students demonstrate significant skill deficits and inadequate response to Tier 2 support	Intensive, individualized/small-group intervention with more frequent progress monitoring

Intervention Plan Dates and Norms

To ensure regular data review and alignment, the following norms apply to all intervention plans:

- **Start Date:** The date the plan begins does NOT change for the duration of that specific intervention.
- **End Date:** Set to change every 4 weeks to force a formal data review and outcome summary update. **(Final end date is the last day of school)**

Building Your Multi-Level Prevention System

Building a multi-level prevention system means creating a comprehensive, tiered framework of academic, behavioral, and social-emotional supports that meet the diverse needs of all students. This system is grounded in three tiers:

- **Tier 1**: High-Quality Tier 1 Instruction includes universal support for all students to promote success and prevent challenges.
- **Tier 2**: Targeted interventions that support Tier 1 instruction for students who need more support.
- **Tier 3**: Intensive, individualized interventions for students with the most significant needs.

A strong prevention system is proactive, data-informed, and responsive. It calls for a school environment that intentionally fosters the full range of student needs—academic, behavioral, emotional, and social. It also requires dedicated time to "inspect what we expect," ensuring that teams regularly reflect on implementation, monitor progress, and adjust practices to improve outcomes for every learner.

What Is Intervention Capacity?

A school's intervention capacity refers to the number of students who can be supported with targeted, evidence-based instruction beyond Tier 1 within the current staffing, scheduling, and resource framework. Understanding your school's intervention capacity is essential to ensuring an effective and sustainable MTSS.

Why Intervention Capacity Matters?

An effective MTSS framework requires the MTSS Leadership Team to establish a system that meets the academic and behavioral needs of all students, from Tier 1 through Tier 3. This involves not only selecting appropriate interventions but also designing schedules and allocating personnel in a way that maximizes the reach and impact of those interventions.

When fewer than 80% of students are meeting grade-level expectations, it signals a need for more intensive Tier 1 supports and for school-level teams to assess and build local capacity to address tiered needs. Systematic analysis helps ensure that intervention services are equitably distributed and aligned to actual student needs.

Tier 2 provides targeted, small-group instruction for students who are at risk of not meeting grade-level expectations despite receiving high-quality Tier 1 instruction. Schools must carefully assess their Tier 2 capacity to ensure the following:

- The right students receive the right level of support
- Interventions are implemented with fidelity
- Staffing and schedules are aligned to meet instructional needs
- The system is sustainable and can scale based on student performance data

By thoughtfully assessing intervention capacity, school teams can maximize resources, improve instructional alignment, and ensure that students most in need receive timely, evidence-based support. A strong Tier 2 system also reduces unnecessary referrals to Tier 3, preserves intensive resources for the most at-risk students, and contributes to a culture of continuous improvement and student success.

The following protocol can support MTSS Leadership Teams with building the infrastructure for their Multi Level Prevention System:

Step 1: Assess Tier 2 Intervention Capacity

The first step in aligning intervention services with student need is to assess your Tier 2 capacity through the following guiding questions:

A. Identify Skill Gaps at Each Grade Level
    a. What multiple data sources (e.g., Leadership Dashboard, Early Warning System, GMAS, ACCESS, grade-level failures, fidelity checks, classroom work samples) indicate students are not responding to Tier 1 supports?
    b. Which grade levels demonstrate the greatest need?
    c. What are the specific skill gaps (e.g., phonics, fluency, comprehension, computation, reasoning) at those grade levels?

B. Examine Intervention Availability and Requirements
    a. What evidence-based interventions are currently available at the targeted grade levels?
    b. What are the fidelity requirements (frequency, duration, group size) for these interventions?

C. Analyze Scheduling Constraints
    a. Does the current master schedule allow for interventions to be delivered as recommended?
    b. Is there sufficient time allocated to implement the intervention with fidelity?

D. Evaluate Staffing Resources
    a. Which staff members are trained and available to deliver interventions with fidelity?
    b. Are these staff members consistently available, or are they frequently assigned other duties that interfere with implementation?
    c. Can we protect their time to ensure high-quality, uninterrupted support?

Step 2: Assess Overall Tier 2 System Capacity

Once capacity data has been gathered:

A. Calculate the percentage of students who can realistically receive Tier 2 support based on current staffing, scheduling, and interventions. B. Use this data to:
    a. Align intervention assignments with priority needs
    b. Identify and verify risk status for students using standardized criteria
    c. Plan for Tier 3 support to ensure that students with more intensive needs are identified and served

SCS District Intervention Programs

As schools determine the level of need and intervention capacity, every school should have an intervention menu specific to the students they serve. Each school should have an intervention menu so that all stakeholders are aware of the supports available in their building. **Intervention Repository**

Sumter County Schools has approved the following programs for every school to utilize in Intervention.

- Click here for Academic Intervention Repository and Descriptions
- Click here for approved Positive Behavior Interventions & Support

MTSS Data-Based Decision Making

Data-based decision making is the foundation of a strong Multi-Tiered System of Supports (MTSS). It ensures that instruction, interventions, and resources are aligned to student needs and implemented with fidelity. Through systematic analysis of academic, behavioral, attendance, and social-emotional data, school teams can make informed decisions that improve outcomes for all learners.

Purpose of Data-Based Decision Making

- **Diagnose needs** at the school, grade, classroom, and individual student levels
- **Allocate resources**—time, staff, interventions—based on identified need and capacity
- **Monitor implementation** of instruction and intervention across all tiers
- **Evaluate effectiveness** of core instruction and tiered supports
- **Promote equity** by disaggregating data across student groups and ensuring that all students are adequately served

Core Practices for Data-Based Decision Making

To ensure MTSS is implemented effectively, schools must establish consistent structures for analyzing and acting on data:

- **Defined assessment calendar** for universal screeners, progress monitoring, and benchmark assessments
- **Regularly scheduled data team meetings** at each tier (CPT, Tier 2, SST)
- **Standard protocols and tools** to guide analysis and decision making
- **Fidelity checks** to assess the quality of implementation and identify professional learning needs
- **Use of multiple data sources**, including:
    - Universal screeners
    - Progress monitoring tools
    - GMAS
    - ACCESS scores
    - Grade-level common assessments
    - District Assessments
    - Course Performance
    - Behavior and attendance data
    - Classroom-based evidence (e.g., work samples, formative checks)

Key Questions to Guide Data Discussions, when reviewing data with teams:

- What percentage of students are meeting Tier 1 expectations? Are there patterns by grade, groups of students, or classroom?
- Which students are not responding to Tier 1 support?
- What skill gaps are emerging across grade levels or content areas?
- Are current interventions aligned to the identified needs?
- Is there sufficient time and staff to implement those interventions with fidelity?
- How effective are our interventions based on progress monitoring data?
- Are our decisions equitably serving all students?

Leadership Expectations

Leaders play a critical role in fostering a culture of data-driven decision making. Key expectations include:

- Facilitating data team meetings with clear agendas, roles, and protocols
- Ensuring access to timely, relevant data for all staff involved in decision making
- Monitoring intervention effectiveness and guiding instructional adjustments
- Creating protected time for teams to collaborate and act on data
- Building staff capacity through training on data interpretation, progress monitoring, and problem-solving protocols
- Partnering with teams to make strategic, student-centered decisions

Embedding Data Use into MTSS Implementation

When embedded in daily practice, data-based decision making becomes the engine of MTSS. It empowers teams to:

- Proactively identify students in need of additional support
- Adjust instruction in real time based on progress
- Allocate resources more efficiently
- Support continuous improvement at every tier

A responsive MTSS framework depends on consistent, collaborative, and strategic use of data. When schools "inspect what they expect" through data cycles, they ensure that instructional decisions are grounded in evidence, equitable in application, and impactful for every learner.

Universal Screening as a Foundation for Data-Based Decision Making

Universal screening is a critical component of an effective Multi-Tiered System of Supports (MTSS). It provides timely, actionable data that informs data-based decisions about instruction, enrichment, intervention, and schoolwide system effectiveness. When conducted with fidelity, screening helps schools proactively identify students who may require additional support or acceleration and evaluate the overall strength of core instruction.

UNIVERSAL SCREENING PROCEDURES	
Purpose	Identify students who are in need of enrichment/acceleration or who are at risk for poor learning and behavior outcomes and provide an indicator of system effectiveness.
Focus	ALL students
Tools	Brief assessments that are valid and reliable that demonstrate diagnostic accuracy for predicting learning potential or behavioral problems. Secondary (High School) Early Warning Indicators (Attendance, Behavior and Course Performance) ABC data.

Expectations:

- Procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate).
- Screening data are used in concert with at least two other data sources (e.g., classroom performance, curriculum-based assessment, performance on state assessment, diagnostic assessment data, short –term progress monitoring) to verify decisions about whether a student is or is not at risk or in need of enrichment/acceleration.

UNIVERSAL SCREENING				
Grade Band	**Academic Screening** (ELA)	**Academic Screening** (Math)	**Behavioral Screening/Mental Health**	**Notes**
K-8	Amira (fall, winter, spring)	i-Ready (fall, winter, spring)	Ci3T (fall, winter, spring)	ELA Required under HB 307 (Early Literacy and Dyslexia Act) EWS reviewed to support the identification of at-risk students and course completion rates.
9-12	Renaissance (STAR) (fall, winter, spring)	Renaissance (STAR) (fall, winter, spring)	Ci3T (fall, winter, spring)	Math Required under HB 1030 (Math Matters Act) Course completion rates reviewed

Leveraging Screening to Drive Data-Based Decisions

Screening results should initiate a collaborative review process at the classroom, grade level, and leadership team levels. Key decisions informed by screening include:

- Adjusting **core instruction** based on patterns of performance
- Identifying **professional learning needs** for teachers
- Identifying students who may need intervention or acceleration.
- Informing **schoolwide priorities** in behavior and well-being

Universal screening enables schools to act early, respond appropriately, and ensure that the right supports are delivered to the right students at the right time. SCS has created protocols that teams can use to help support their data-based decisions.

Screener Protocols

- i-Ready Screener Protocols
- STAR Screener Protocols
- Amira Screener Protocols
- Georgia Reading and Dyslexia Screening Process 2025-26
    - Characteristics Of Dyslexia Rubric
- Student Universal Wellness Screener Resources
    - Ci3T

Academic Screening

SCS uses the i-Ready Universal Screener for math and the Amira Universal Screener for reading in grades K–8 three times per year: beginning, middle, and end of the school year. Students in grades 9-12 will be administered the STAR assessments for reading and math as the Universal Screener three times per year.

i-Ready/Amira are adaptive assessments that determine a student's instructional level. It includes a read-aloud option and is untimed. Accommodations beyond what the platform provides should not be used, as they may affect the accuracy of results. While IEP accommodations are allowed on grade-level tests, they are not appropriate for Universal Screeners. Students unable to access the screener due to documented impairments should be reported to the school's Exceptional Education Supervisor.

House Bill 307

Requires the screening of students in grades K-3 three times a year **(fall, winter, spring).** SCS has been committed to the principles now reinforced by House Bill 307. Through the implementation of Senate Bill 48 and House Bill 538, we have already established strong practices such as universal K–3 screening to identify students at risk for reading difficulties, delivering characteristics of dyslexia services within the MTSS framework, and consistently using evidence-based practices aligned with the science of reading. We've also prioritized the development and use of the state dyslexia handbook, ensured proper training and certification for literacy screeners and interventionists, and adopted approved screeners that meet state criteria. House Bill 307 builds upon and strengthens these foundations; we are well-positioned to meet its expanded requirements and continue advancing literacy outcomes for all students.

How HB 307 Strengthens SB 48 & HB 538:

- Repeals and replaces SB 48 but retains core requirements (MTSS, screening, services).
- Expands to early literacy support for **all** students—not just those at risk for dyslexia.
- Prohibits 3-cueing practices in Georgia Public Schools. Mandates **structured literacy** aligned to the **Science of Reading**.
- Enhances parent communication and notification requirements. Schools must monitor and document parent communications at screening, eligibility, and intervention stages.
- Requires **annual** professional development for teachers. By **August 1, 2025**, all K–3 teachers are required to complete a training on **structured literacy** and the **Science of Reading.**
- Screening and intervention reporting requirements stay the same; however, starting **April 1, 2026**, GaDOE must release a **public annual report by school and district** showing progress and compliance with literacy law implementation.

Behavior Screening

Behavior universal screening is a proactive process designed to identify students who may be at risk for behavioral, academic, and social-emotional challenges and who may benefit from additional support. Screening data are used as one source of information, along with other student data, to inform instructional practices and guide decisions within the district's multi-tiered system of support (MTSS). Universal screening is not intended to diagnose students or identify specific mental health conditions; rather, it supports early identification and prevention.

Our district utilizes the Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention to support systematic, data-informed screening and decision-making. Ci3T integrates academic instruction, positive behavioral supports, and social-emotional well-being within a coordinated three-tiered system.

As part of the Ci3T framework, the district will utilize a validated universal behavior screener to identify students demonstrating risk for internalizing and externalizing behavior patterns. The Student Risk Screening Scale–Internalizing and Externalizing (SRSS-IE) is one of the behavior screening tools supported by Ci3T and is designed for use across K–12 settings. The SRSS-IE provides information related to both externalizing behaviors (e.g., aggression, noncompliance, negative attitudes) and internalizing behaviors (e.g., withdrawal, anxiety, or other indicators of concern).

Systematic screening will be conducted three times annually—fall, winter, and spring—to monitor student risk over time and determine whether additional supports may be warranted. Screening results will be reviewed in conjunction with other relevant data, such as attendance, office discipline referrals, academic performance, and existing intervention data. These data will be used to strengthen Tier 1 practices and, when appropriate, connect students to Tier 2 or Tier 3 interventions.

The district will establish procedures for administering, reviewing, and responding to screening data while maintaining appropriate confidentiality and following applicable federal, state, and local requirements.

MTSS Facilitator/Coordinator Expectations:

- Oversee MTSS implementation for academics and behavior.
- Align RTI/SST and behavior flowchart processes school wide.
- Drive discussions around Data-Based Decision Making to identify student needs and interventions.
- Support Tier 1–3 implementation with fidelity.
- Track and document student progress; adjust groups as needed.
- Help staff follow behavior flowchart and PBIS implementation.
- Provide PD, coaching, and planning support for MTSS.
- Promote strong Tier 1 instruction and interventions.
- Partner with leadership, teachers, and district support teams.
- Share regular updates and advocate for student needs.

Progress Monitoring

Monitoring Progress of GSE, Behavior, and Attendance

In addition to progress monitoring at Tiers II and III, all schools must implement a consistent process for monitoring progress at the Tier 1 level. Tier 1interventions acknowledge that students may need "just-in-time" academic, behavioral, or attendance-related support within specific units or components of the GSE. Monitoring at Tier 1 includes tracking academic performance, behavioral patterns (such as frequency of disruptions, time-on-task, or social-emotional needs), and attendance trends that may impact learning. Tier 1 support can be enhanced through remediation strategies found in the Teaching and Learning COMM centers, the use of EBP (Quality Plus Teaching Strategies), differentiated instruction, and proactive classroom management and engagement strategies. Identifying and addressing emerging needs early at Tier 1 helps ensure that students remain on track before more intensive interventions are required.

PROGRESS MONITORING TIER 2 AND 3	
Purpose	Monitor students' response to Tier 2 or Tier 3 instruction/intervention in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the efficacy of different forms of academic and behavior instruction.
Focus	Students identified who are at risk for poor learning and behavior outcomes.
Tools	(1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end- of year performance; and (4) reliability and validity information for the performance-level score is available.
Time Frame	Administered at regular intervals (weekly, biweekly, or monthly) based on the prescription of the intervention or probe.

Progress Monitoring Protocols

To ensure consistent and accurate data collection across the district, all schools must adhere to the following protocols:

- **Frequency:** Progress monitor every two weeks for Tier 2; every week for Tier 3 or as prescribed by the program.
- **Data Integrity:** A zero cannot be used as a data point.
- **Absences:** Data points cannot be repeated due to student absence. If a student is absent or not present on the day of progress monitoring, attempt to collect data on another day during that week.
- **Documentation of Absences:** If a student is absent the entire week, include a comment in the outcome summary. For example: No progress monitoring data point for the week of [dates] due to student absence for [number] days.
- **Uploading data:** Data will be uploaded after each screener or on an as needed basis.

The purpose of progress monitoring tools is to provide data to monitor students' response to Tier II or Tier III instruction/intervention in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the efficacy of different forms of academic and behavior instruction. These tools must: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end- of year performance; and (4) reliability and validity information for the performance-level score is available. Tier II progress monitoring should be conducted at minimum once a month. Tier III progress monitoring should be administered as prescribed by the intervention.

PROGRESS MONITORING (PM)
• Intervention instruction should match the skill gap area. • PM assessment should match the intervention provided.

Students receiving Tier II or Tier III intervention should be administered progress monitoring as prescribed by the intervention.

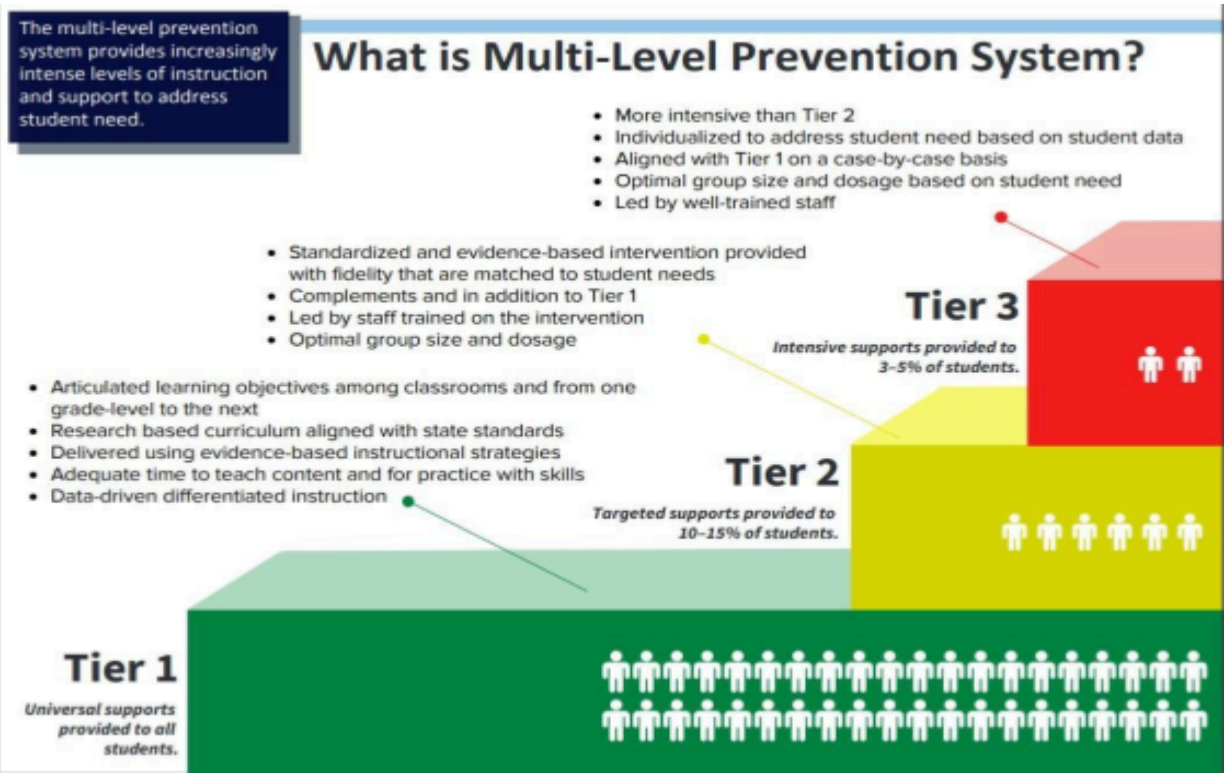
Progress monitoring is used to assess a student's academic performance, to quantify a student rate of improvement (ROI) or responsiveness to instruction, and to evaluate the effectiveness of instruction. When additional intervention is being provided in Tier II or Tier III, the effectiveness of the instructional intervention should be monitored to ensure that it is helping the student reach a goal. All progress monitoring will be done in the area of deficit using an instrument that is sensitive to change dependent on the student's progress and area of need.

Each month, the building MTSS team will conduct fidelity checks to ensure that all students receiving RTI support K-8 are being assessed using the progress monitoring tool probes. All high school students receiving intervention should be progress monitored on the same schedule using a resource or postassessment that effectively evaluates the student's current levels and the strength of support being provided.

Access to the list of district-approved progress monitoring tools can be found on the Intervention Repository.

Multi-Level Prevention System

The multi-level prevention system is the organization of supports for students that includes three tiers of intensity for instruction and intervention. The continuum of support available through the multi-level prevention system helps schools to create a fluid and flexible structure that allows students to receive services at all tiers, depending on need. Decisions about access to these supports follow an iterative and data-driven problem-solving process. (MTSS for Success)



MTSS Facilitator/Coordinator Expectations:

- In collaboration with the Principal, the MTSS Facilitator should be making data-based decisions that positively impact the whole learner at the local school level.
- In collaboration with the principal, ensure the MTSS: PBIS and RTI infrastructure and processes are being delivered with high fidelity at the local school level.
- Serve as the local school point of contact.
- Attend with members of your team district level MTSS meetings.
- Facilitate Professional Development opportunities at the local school.

Identify the Need for Intervention

This visual serves as a practical guide for school teams to identify when a student may need additional support in the areas of **attendance**, **behavior**, or **academic content**, and to ensure that any intervention implemented is effective and aligned with best practices. By clearly understanding how to identify the need for intervention and ensuring fidelity of implementation, this visual supports the development of a robust **multi-level prevention system**. It helps schools move beyond reactive responses to student needs and toward a proactive, data-driven framework that ensures all students receive the right support at the right time. By embedding consistent practices and progress monitoring into everyday decision-making, this process strengthens the school's capacity to provide systematic, equitable support across all levels. (click here)

Characteristics of the Tiers

** Tier placement is **not** solely based on one data point, use a variety of data to make a decision.*

Tier I (Standards-Based Classroom Learning):

SCS students experience High-Quality Tier 1 Instruction supported by the Evidence Based Practices (EBP) and High-Leverage Practices (HLPs).

Evidence Based Practices (EBP) are Skills, techniques, and strategies that have been proven to work through experimental research studies or large scale research field studies identified by Sumter County Schools to reduce variability in instruction and ensure all students have equitable access to learning the Georgia Standards of Excellence (GSE). These priority strategies support High-Quality Tier 1 instruction, which is designed to meet the diverse needs of the greatest number of students through explicit, systematic, and sequential teaching.

High-Quality Tier 1 instruction is also diagnostic—responsive to student progress—and incorporates multimodal and multi-sensory approaches to actively engage learners and reinforce understanding. When implemented effectively, EBP and these instructional principles lead to improved student achievement, fewer students requiring intervention, and greater coherence and consistency in teaching and learning across classrooms.

- Implement explicit, systematic, and multi-sensory, multi-modal teaching methods to enhance the Evidence Based Practices
- Ensure sequential and cumulative instruction, allowing for diagnostic assessments that inform student learning progress
- Provide differentiation support through teacher-led small group instruction during high-quality tier 1 instruction, alongside designated Tier 2 and 3 interventions that provide targeted support
- Foster a culture of belonging by delivering appropriate feedback, encouraging student growth, and creating inclusive learning environments that prioritize engagement and success.

Observation documents have been created to help leaders and teachers understand the elements of High Quality Tier 1 instruction as well as how to support all students.

- High-Quality Tier 1 Instruction Math | ELA

PBIS and Tier 1 Behavior (SCS Behavior Guide)

Tier 1 support for behavior refers to the foundational level of behavioral interventions and supports provided to all students in a school as part of a Multi-Tiered System of Supports (MTSS) or Positive Behavioral Interventions and Supports (PBIS) framework. The goal of Tier 1 is to proactively teach, model, and reinforce positive behavior schoolwide to prevent problem behaviors before they start.

- Schoolwide Expectations: Clear, positively stated behavior expectations are established (e.g., Be Respectful, Be Responsible, Be Ready) and taught to all students in all settings.
- Behavior Teaching and Modeling: Just like academic content, appropriate behavior is explicitly taught and modeled by staff throughout the year.
- Consistent routines and procedures: Classrooms and school environments have predictable routines and clearly defined procedures.
- Positive Reinforcement: A system is in place to recognize and reward students for meeting expectations (e.g., praise, points, tokens, PBIS tickets).
- Data Based Decision Making: Behavior data (e.g., office referrals, minor incidents, attendance) is regularly reviewed to identify trends and make adjustments.

Minor vs. Major Behavior Definitions

Behavior Category	Definition & Handling
Minor Behavior Events	Handled by the teacher with support as stated in the behavior flow chart. Examples: Defiance (brief resistance), Disruption (yelling, horseplay), Inappropriate Language (general), Technology Violation, Property Misuse.
Major Behavior Events	Handled by administration. Examples: Physical Aggression (serious contact/injury), Repeated/High-intensity Defiance, Insubordination, Non-compliance (continuous refusal).

Tier 1 Attendance Support

Tier 1 support for school attendance, within a Multi-Tiered System of Supports (MTSS) framework, refers to universal strategies and interventions designed to promote positive attendance for all students. It's the foundation of the system, focusing on prevention and creating a positive school environment that encourages regular attendance.

- Establishment of a local school attendance team
- Completion of the Local School Attendance Plan (LSAP)
- Development and implementation of school-wide attendance initiatives
- Facilitation of the Local School Attendance Collaborative Meetings
- Early connection support
- Incorporation of PBIS strategies

MTSS Procedures and Documentation Tier 1 & 2

What Does Tier 1 Look Like?

Examples of Tier 1	Non-Examples of Tier 1
Instructional delivery includes high-quality, research-based practices such as explicit modeling, guided practice, and checks for understanding.	Instruction relies primarily on lecture or worksheets with limited student engagement or feedback.
General education teachers use diagnostic and formative assessment data to inform flexible grouping and targeted reteaching within core instruction.	Instructional decisions are based only on summative data or teacher intuition, with no system for adjusting instruction based on student needs.
Teachers plan collaboratively and use shared strategies aligned to schoolwide instructional expectations (e.g., EBP, high-leverage practices).	Teachers work in isolation with varied expectations and instructional practices across classrooms.
Schoolwide expectations for behavior are clearly posted, taught, and consistently reinforced in all settings by all staff.	Behavior expectations are inconsistently stated, not explicitly taught, or only applied by some staff.
Classrooms follow consistent routines and procedures that are modeled, practiced, and reinforced regularly.	Daily procedures vary widely by classroom and are assumed rather than taught.
Teachers and staff make early, positive connections with families to promote school attendance and engagement.	Families are only contacted when students are chronically absent or at risk of truancy.

Tier 1 Checklist

This checklist guides teachers and teams in providing extended, differentiated support for students not yet meeting grade-level expectations, even with strong Tier 1 instruction. It helps identify students needing remediation or enrichment, align instruction with GSE using EBP, and monitor progress through data-driven planning and flexible grouping. Use this tool to ensure targeted instruction is in place for at least 6–8 weeks before considering Tier 2 support. Regular communication with families and collaboration with MTSS leaders is essential throughout the process.

Tier 1 Checklist

Students are identified as needing extended instruction to support learning or behavioral deficits. Tier 1 acceleration opportunities and supports may be fluid, therefore, teachers will provide differentiated learning opportunities and frequently monitor their progress.
□ Review previous meetings documented in Infinite Campus/Panorama, student records/SLDS for previous RTI/SST support.
□ Identify students and develop student intervention groups in need of specific instructional support based on pertinent data and the belief that all students are capable of grade-level learning with adequate support. See the blurb below.
□ Provide explicit, systematic, sequential, and cumulative instruction using the EBP aligned with your GSE. This includes flexible grouping, and differentiated learning activities, with quick and impactful feedback in regard to the learning target using data-based criteria related to strengths/areas of opportunity.
□ Administer a variety of consistent, GSE aligned formative/summative assessments; analyze data and select attainable goals. Develop an action plan and match interventions to drive instruction. CPTs need specific data protocols, such as the ATLAS, to develop best pedagogical practices to close the achievement gap of student groups.
□ Assess progress, re-teach, and plan next steps. Use data from formative/summative assessments to plan instruction and flexible groups within the classroom. Course Teams and/or CPT Teams should answer the following questions: How will we respond when some students have not shown mastery of the GSE? How will we extend the learning opportunities for students who have already demonstrated mastery?
□ Communicate regularly with parents and gather input. (ie. Communication folder, emails, phone calls, progress reports, Infinite Campus Parent Log, etc.). Two-way communication is fundamental in building positive relationships with families.
□ TYPICALLY, provide at least 6-8 weeks for the Tier I Instructional program to be implemented before determining, through the MTSS Team process, if Tier 2 support is needed. Data, and collaboration is critical in determining whether a student needs to receive additional support through Tier 2 intervention. Decisions to increase the frequency, intensity, or duration of interventions should be based on data, observation, and work samples. □ Consult with your local school MTSS or SST/RTI Coordinator. **Data points are determined by the progress monitoring tool used. Any exceptions should be determined by the team not by an individual.
□ Use the Fidelity Checklist as a guide, if needed, to aid in the decision-making process-this is NOT required.

Approximately 80% of the student body should achieve academic and behavioral success when receiving Tier 1 instruction alone. Universal screening is used to identify students who are struggling academically with Tier 1 supports and might need more intensive remedial support. Tier I+ is the students' response to highly effective Tier 1 differentiated support and instruction.

Tier 2 (Needs-Based Learning):

To support individual students who have not met benchmarks through the whole class model of Tier 1.

· Use flexible small group instruction for non-responders to Tier 1
· Focus on individual non-responders who receive additional instruction
· Use of research-based, district supplemental materials and interventions
· Have on-going consultation support
· Institute progress monitoring and data collection (see Progress Monitoring section)
· Cycle responders back to Tier 1 when progress is made
· Systematic identification of non-responders for Tier III

Tier 2 Data Talks and Tier 2 Support for Academics and Behavior

Who: A student demonstrating a misconception or gap in academic learning or behavior skills, as evidenced by screener data, the differentiated small group work samples, grades/assessments with below proficient scores, teacher observation (anecdotal record or conferring notes), and behavior tracking tools (office referrals, point sheets).

What: The instruction is different from and in addition to the Tier 1 instruction that the student receives based on content or dosage needed to address their needs. This support is:

- Targeted to address a specific academic misconception or behavior need.
- Evidence-based, aligned to the identified area of concern.
- Delivered with increased frequency, intensity, and specificity.
- Behavioral supports may include Check-in/Check-out, behavior contracts, structured feedback systems, or social-emotional skills groups.

When: Small group or additional instruction occurs at least 2-3 times a week in addition to the Tier 1 instructional opportunities for the student for 30-45 minutes. Behavioral support may also be embedded throughout the school day.

Where: Small groups can occur during the instructional day or at a different time during the school day. Use data such as; observation, anecdotal notes, conferring notes, and formative assessments to plan instruction. Behavior support may occur in the classroom or another designated area. Planning is guided by data.

Why: The student has a misconception or skill gap in academic content or behavior expectations that is preventing them from demonstrating proficiency on grade-level GSE, rooted in content taught earlier in the year or in prior grades, and/or is hindering their ability to fully engage in or benefit from instruction and routines.

First Step: The teacher begins by analyzing formative and summative assessment data, behavior data, and student work samples in relation to the vertical progression of the Georgia Standards of Excellence (GSE) and/or behavior expectations to determine the specific learning gap or misconception. This reflection includes an evaluation of the core instruction, classroom environment, and teaching practices to ensure they align with student needs. The goal is to identify what the student needs next instructionally or behaviorally, based on clear evidence, and to determine whether the current Tier 1 supports are sufficient or if more targeted Tier 2 interventions are required.

Tier 2 Attendance Support

Tier 2 support provides targeted interventions for students who are beginning to show signs of disengagement or chronic absenteeism, but who haven't yet reached the most severe levels.

- Parent outreach
- Check-in/Check-out
- 5, 10, and 15-Day Attendance Letters
- Student Attendance Review Committee (SARC) Meeting
- Attendance Buddy
- Small groups
- Home visits

What Does Tier 2 Look Like?

Examples of Tier 2 Instruction	Non-Examples of Tier 2
Mathematics Strategies Class implemented with dedicated time for the Support Class teacher and the Mathematics teacher to routinely collaborate on instruction and student needs.	**Mathematics Strategies Class** taught in isolation with no alignment or communication with the general education Mathematics I teacher.
Reading Intervention class supports students in applying reading strategies across content areas. Pre-identified strategies are reinforced by content and connections teachers.	**Tier 1 Core Instruction** is the only access students have to reading instruction. Students are removed from core instruction for isolated remediation.
Intervention teachers and general education teachers use common planning time to co-analyze data and co-develop reteaching plans.	**Intervention teacher** assigns struggling students to intervention teacher without knowing what's being taught or how it aligns with classroom instruction.
Behavioral Tier 2 support includes Check-In/Check-Out with daily modeling and feedback, goal setting, and family communication tied to clearly defined social-emotional skills.	**Behavior plan** involves informal notes and occasional verbal praise with no consistent tracking, feedback system, or behavioral goal.
Attendance Tier 2 support includes family outreach when a student has been absent and positive outreach when they are coming to school.	**Attendance** is only addressed when it has become a problem and the student is approaching 10 days of absences.

Tier 2/3 Checklist

Use this checklist to guide the identification, planning, and documentation of Tier 2 interventions. It supports teams in determining student need based on universal screener data and response to Tier 1 instruction, helps structure data team meetings, and ensures timely parent communication and progress monitoring. Follow the checklist before, during, and after MTSS Data Team meetings to ensure a consistent and effective Tier 2 process.

Tier 2 Checklist | Tier 3 Checklist
Prior to Tier 2 Data Team Meeting:
Tier 2 Data Meetings may occur based on two types of student need. Students MAY be referred to Tier 2 based on a lack of response to Tier 1 instruction or students may be referred to Tier 2 based on Universal Screener and/or benchmark data. • Students will be monitored through Tier 1 instruction for at least 6-8 weeks. If students do not show expected growth or there is a lack of response to instructional strategies, use the Tier 2 Checklist to determine if Tier 2 support is needed. • Following universal screenings, MTSS Data Team Coordinator will schedule meetings for the Grade/Course Team Meeting to review data for students being considered for Tier 2 (or above) interventions.
During Tier 2 Data Team Meeting: *Parents do not have to be invited, but they do have to be notified of their child's deficit and the school's plan to address it.
• Identify at-risk students based on Universal Screener results and additional data points • Tier 2 Teams will determine if a student is in need of Tier 2 interventions. • If the Tier 2 Team finds a student not to be in need of Tier 2 support, STOP here and return to Tier 1. • If found to be in need of initial Tier 2 support or continued Tier 2 support, Tier 2 Team will conduct a Tier 2 Data Talk to determine appropriate interventions and progress monitoring. For a list of approved interventions and their descriptions, please see the SCS District Intervention Programs section on page 24 for Reading, Mathematics, Behavior, Academics and Wraparound services.. • If found to be in need of Tier 3/SST support, see Tier 3/SST Checklist. • Ensure parents are well informed about the RTI process and what it means using
After Tier 2 Data Team Meeting: • Send home the Tier 2 intervention letter | Tier 3 intervention letter to inform parents of the Universal Screener results and communicate the need for Tier 2 interventions during parent-teacher conferences. Invite parents to contact the teacher with questions. • If this is not the initial Tier 2 meeting, and interventions are in place but are changing, communicate this with parents • Progress Monitor students in Tier 2 as needed, at a minimum of every 4 weeks. • For students needing Tier 3 support, see Tier 3/SST Checklist.

The Kid Talk/Data Team Meeting Protocol schools can be used when discussing a student at Tier 2. Kid talks is one of many protocols schools can use for Tier 2 Data Team Meeting Talks Conversations.

Tier 2 Academic Kid Talk Protocol (SLT)

Purpose: This protocol (agenda) is to focus the conversation on the instructional needs of the student and think through the root cause and next steps to support student growth and goal mastery, promoting student success.

Time: Approximately 10-15 minutes per student based on the complexity of the student's need and the preparation of the participants engaged in the Kid Talk

Roles: The roles vary based on the structure of the school and may include: intervention team members, instructional team (e.g., CPT, PLC), Student Intervention AP/Contact, counselor, instructional coach, etc.

Considerations: Student-centered norms are necessary and there must be an element of trust, respect, and objectivity among and between the team.

Tier 3 (Individualized, Skill-Driven Learning):

Tier 3 provides the most intensive, individualized interventions within a general education setting. This level of support is designed for students who demonstrate significant and persistent skill deficits or learning barriers that have not been resolved through high-quality Tier 1 and Tier 2 instruction and intervention. Tier 3 supports are not exclusive to students receiving special education services—they are available to any student requiring more intensive, targeted support to succeed.

Students receiving gifted services, English language support, or with an IEP/504 Plan may still require Tier 3 academic, attendance, or behavioral interventions outside of their identified service area. All students have access to Tier 3 if data indicates need.

Key Characteristics of Tier 3 Instruction:

- Individualized and based on clearly defined skill gaps
- Delivered in very small groups as prescribed by identified intervention
- Uses evidence-based, district-approved interventions aligned to the identified deficit
- Progress is monitored bi-weekly using tools aligned to the skill gap
- Focuses on access to and success in the general education curriculum
- Small intensive groups in addition to Tier 1 instruction

Who Receives Tier 3 Support?

Students are considered for Tier 3 supports when:

- Data shows they have not made adequate progress with Tier 1 and Tier 2 supports despite fidelity of implementation
- They exhibit multiple or severe academic and/or behavioral deficits
- They require support that is different from and significantly more intensive than what is provided in Tiers 1 and 2

Students with or without IEPs or 504s may be referred to Tier 3 for intervention. A Tier 3 referral does not automatically initiate special education evaluation or indicate that a student is suspected of having a disability but is part of a comprehensive problem-solving and support process.

Tier 3 Attendance Support

Tier 3 support represents the most intensive and individualized level of intervention provided to students with persistent and severe attendance problems. It is designed for students who haven't responded adequately to Tier 1 (universal) and Tier 2 (targeted) supports and require customized, sustained attention to address their unique challenges. For information on holding SARC Meetings, please consult the SST manual.

- Referral to the Division of Family and Children Services (DFCS)
- Referral to the Truancy Review and Intervention Panel (TRIP)
- Submission of a Children in Need of Services (CHINS)/Truancy Packet

What Does Tier 3 Look Like?

Examples of Tier 3	Non-Examples of Tier 3
The SST or IEP team meets to discuss an individual student's needs and prescribe an intervention tailored to his or her skill deficit.	Students are mass scheduled for Tier 3 interventions based on screener results.
School psychologists consult SST to analyze a student's data and refine interventions.	**Immediate special ed referral** without discussion of interventions or data thresholds
Additional reading screeners are given for students with reading weakness to identify skill gaps.	**Universal Screener Results** are used to identify students who will be given below-grade materials without diagnostic planning or targeted interventions.
Group Size, Time, and Frequency of intervention are followed based on the intervention prescription.	**Group Sizes are increased, and Time is decreased** to meet scheduling needs.

Student Support Teams and Tier 3 Support for General Education Students

The Student Support Team (SST) is a problem-solving process in every Georgia school. Its purpose is to find ways around roadblocks to success for any student referred to it. *For more information around SST Law, meeting structures and compliance, please consult the SST Manual.*

Multilingual Learners and Tier 3 Support

In some cases, students with a primary or home language other than English (PHLOTE) may experience learning difficulties unrelated to language acquisition. Prior to a Student Support Team (SST) referral or a Response to Intervention (RTI), the ESOL teacher and the content classroom teacher should have planned and implemented instructional support(s) as noted by their current English proficiency level. Based on the WIDA Can Do descriptors, teachers should be able to identify needed scaffolds for student success. These supports should be implemented in both the content and the ESOL settings with progress monitoring data collected. As a reminder, the ESOL teacher and/or special education teacher may be able to provide valuable input to the content classroom teacher on possible sources of academic difficulty for the EL student.

The SST process should be used with any student who is not making adequate progress. RTI is a 3-Tier intervention model designed to offer students more intensive and frequent interventions as needed as they progress through the tiers. This process can overlap and work concurrently with the English Learner Proficiency Plan for ELs.

The student's ACCESS scores, and other assessment results should also be reviewed for any patterns of growth or language "plateauing." ACCESS scores in the domain areas give critical information about the student's learning strengths and weaknesses. This review is an important step for all students with a PHLOTE whether they are eligible for ESOL services, exited from ESOL services, or never served in ESOL. For more information on supporting an SST for a multilingual student, please consult the SST manual.

Georgia Multi-Tiered System of Supports (GaMTSS)

The Georgia Department of Education (GaDOE) provides a recognition system based on the **Georgia Multi-Tiered System of Supports (GaMTSS) framework**. It includes a unique GaMTSS data platform within My Georgia Insights, formerly known as the Statewide Longitudinal Data System, that not only informs recognition but enables schools and districts to view **academic, behavior, and wellbeing data** to inform their Tier 1 system.

The GaMTSS framework is the same framework Sumter County Schools leverages to build strong Tier 1 schoolwide systems, with targeted Tier 2 and Tier 3 supports for students needing additional academic, behavioral, attendance, and wrap-around interventions.

Schools will be recognized based on behavior, attendance, and course performance, rather than PBIS implementation alone. Schools must complete the following to be considered for State Recognition:

- **District Fidelity Tool**
  - One time a year completed by at least three members of the DLT led by an external facilitator.
- **School Fidelity Tool**
  - One times a year completed by at least three members of the SLT led by an external facilitator.
- **Team Fidelity Tool**
  - One time a year completed by at least three members of the SLT led by an external facilitator.
- **Walkthrough Form**
  - One time a year must be led by an external facilitator.

If schools complete the required components, they will then be awarded levels of implementation using the following rubric.

This recognition is a part of the GaDOE's local school's climate rating. 2025-2026 GaMTSS Recognition System Manual

Outcome Criteria

DATA	OUTCOME CRITERIA		
Tier 1 Attendance (CCRPI Results)	80-100% of Students Absent < 10% of Enrolled Days **OR** Percentage of Students Absent < 10% of Enrolled Days Increases by at least 3% Compared to FY25 **1 Point**		
Tier 1 Behavior* (Student Records)	95-100% of Elementary Students NOT Receiving Any State Reportable Incidents 85-100% of Secondary Students NOT Receiving Any State Reportable Incidents **1 Point**		
Tier 1 English Language Arts** (CCRPI Results)	80-100% of Students Proficient or Distinguished in ELA **AND** 80-100% of Students Reading At or Above Grade-Level **OR** ≥ 80 ELA Progress Score for FY24 to FY26 in Each CCRPI Grade Cluster Served (Elementary, Middle, High) **1 Point**		
Tier 1 Mathematics (CCRPI Results)	80-100% of Students Proficient or Distinguished in Mathematics **OR** School Meets or Exceeds Mathematics Target Score for Closing Gaps in Each CCRPI Grade Cluster Served (E, M, H) **OR** ≥ 80 Mathematics Progress Score for FY24 to FY26 in Each CCRPI Grade Cluster Served (E, M, H) **1 Point**		
School Climate Perception (Survey Data)	Meet Participation Requirements on all School Climate Surveys **AND** 4- or 5-Star Rating for the Survey Domain of the School Climate Star Rating **1 Point**		
	EMERGING	**OPERATIONAL**	**DISTINGUISHED**
Point Ranges	**0-2 Point**	**3-4 Points**	**5 Points**

*Secondary schools include any school serving grades 6–12. Schools classified as elementary will also be considered secondary if they serve two or more grades within 6–12 (e.g., a K–7 school).
**English Language Arts Closing Gaps for all students is not available in 2026 but will be added to the 2027 Outcome Criteria.

Sumter County Schools Parent Opt-Out Form



Sumter County Schools Parent Opt-Out Form

Student Information:

- **Student Name:** _____
- **Grade:** _____
- **School:** _____
- **Teacher:** _____

Parent/Guardian Information:

- **Parent/Guardian Name:** _____
- **Phone Number:** _____
- **Email Address:** _____

Reason for Opt-Out Request:

Please briefly explain your reason for requesting to opt your child out of MTSS supports:

_____

_____

_____

Acknowledgement and Consent:

By signing this form, I acknowledge that:

- I understand that MTSS is a framework used to provide support based on my child's academic and/or behavioral needs.
- I have been informed of the services and interventions my child qualifies for.
- I am choosing to decline or opt my child out of the MTSS intervention(s) at this time.
- I understand that this may impact the school's ability to provide targeted support.
- I may contact the school at any time to discuss re-enrollment to support my child.

Opt-Out Applies To (Check all that apply):

- ☐ Academic Interventions
- ☐ Behavioral Interventions
- ☐ Social-Emotional Supports
- ☐ Progress Monitoring
- ☐ Other (please specify): _____

Parent/Guardian Signature: _____
Date: _____

School Administrator Signature: _____
Date Received: _____

Note: This form will be reviewed by the MTSS team. A meeting may be scheduled to ensure you have full understanding of available services and the potential implications of refusing services.

Sumter County Board Policy IHE: Promotion and Retention

Board Policy IHE: Promotion and Retention **Status:** ADOPTED

Original Adopted Date: 04/13/2000 | **Last Revised Date:** 09/11/2025 | **Last Reviewed Date:** 09/11/2025

It is the policy of the Sumter County Board of Education that placement or promotion of a student into a grade, class, or program be based on an assessment of the academic achievement of the student and a determination of the educational setting in which the student is most likely to receive instruction and other services needed in order to succeed and progress to the next higher level of academic achievement. The Board further requires that each principal shall annually notify parents or guardians that the promotion, placement or retention of a student will be based on the academic achievement of the student and criteria established by the Sumter County Board of Education.

DEFINITIONS

a. **Accelerated Instruction** – challenging instructional activities that are intensely focused on student academic foundational skills gaps and deficiencies in reading and/ or mathematics. This accelerated instruction is designed to enable a student who has not achieved grade level, as defined by the Office of Student Achievement, to meet grade-level standards in the shortest possible time.

b. **Additional Instruction** – Academic instruction beyond regularly scheduled academic classes that are designed to bring students not performing on grade level, as defined by the Office of Student Achievement, to grade level performance. It may include more instructional time allocated during the school day, instruction before and after the school day, Saturday instruction, and/ or summer/inter-session instruction.

c. **Differentiated Instruction** – instructional strategies designed to meet individual student learning needs.

d. **Grade Level** – the standard of performance as defined by the Office of Student Achievement.

e. **Placement** – assignment of a student to a specific grade level based on the determination that such placement will most likely provide the student with instruction and other services needed to succeed and progress to the next higher level of academic achievement.

f. **Placement committee** – the committee established by the local school principal or designee to make placement decisions concerning a student who does not meet established criteria to be considered on grade level. This committee shall be comprised of the principal or designee, the student's parents or guardian, and the teacher(s) in the content area(s) in which the student did not achieve grade level.

g. **Promotion** – the assignment of a student to a higher grade level based on the student's achievement of established criteria in the current grade level.

h. **Retention** – the re-assignment of a student to the current grade level during the next school year.

a. **Chronic Absenteeism** – will be reviewed as part of promotion and retention decisions. Students who are chronically absent may be considered for retention if there is insufficient evidence of mastery of grade-level standards. For a student enrolled for the entire 180-day calendar, this equals 18 or more days. For students enrolled for fewer than 180 days, the 10% threshold is calculated based on the actual number of days enrolled, whether excused or unexcused.

j. **Chronic Absenteeism Definition** – In accordance with the Georgia Department of Education and federal accountability guidelines, a student is considered chronically absent when he or she misses 10% or more of the total days enrolled during the school year. For a student enrolled for the entire 180-day calendar, this equals 18 or more days. For students enrolled for fewer than 180 days, the 10% threshold is calculated based on the actual number of days enrolled, whether excused or unexcused.

Promotion, Placement or Retention for Grades - Kindergarten – 5th

A. Documentation that supports promotion, placement, or retention will be on file in the student's permanent.

Steps 1 and 2 must be considered for a student to be promoted to the next grade:

1. A student in grades K-5 must achieve a final grade of 70 or above in Language Arts and Math courses.
2. Attendance/Tardies – A student in grades K- 5 must not be absent more than 10% of enrollment in a school-year. If a student is absent more than 10% of enrollment (excused and/or unexcused), he/she will be retained.
3. The retention decision may be appealed to the principal within 10 working days.

B. Should a student be recommended for retention in grades K-5, then:

1. The information obtained by the state kindergarten assessment will be considered as part of the required documentation.
2. The student's parent(s)/guardian(s) will be notified of the retention decision.
3. Should a student's parent(s)/guardian(s) appeal the retention, the principal will convene a placement committee to determine the appropriate placement of the student.
4. A locally developed rubric and/or set of content mastery criteria will be used by the placement committee to determine placement.

5. To override the recommendation to retain the student requires unanimous support of the placement committee.
6. When a student is retained, an alternative, developmentally appropriate instructional program will be provided.

Promotion, Placement or Retention for Grades 6-8

UNIVERSAL READING AND DYSLEXIA SCREENING RESULTS LETTER

SUMTER COUNTY SCHOOLS

UNIVERSAL READING AND DYSLEXIA SCREENING RESULTS NOTIFICATION

Date: _____

To the parent/guardian of: _____

This letter is to inform you that your child has been recently administered a universal reading and dyslexia screener as required by the Georgia Early Literacy and Dyslexia Act (H.B. 307). Universal screeners help us understand areas of strength and weakness in your child's reading development. The results of the screener, along with other quantitative and qualitative data, show that your child **is/is not** significantly at risk of not attaining grade level reading proficiency. More information about your child's screening results is included in the attached screening report. Please feel free to reach out to your child's teacher to review the findings and recommendations, or to set up a time to meet.

Current instruction and supports provided to your child:

____ Evidence-based reading instruction

____ Small group and/or individual intervention: _____

____ Other: _____

We will take the following actions to support your child in reading:

___ Continue to provide evidence-based reading instruction in the classroom

___ Provide small group and/or individual intervention (see the attached *Tiered Reading Support Plan*)

___Other: _____

Scan the QR code or click the link below to learn how you can help support your child's development of foundational reading skills.

Parent Resources:
Supporting Your Child's Reading Journey

https://url.gadoe.org/dm9uy

Thank you for partnering with us to help your child develop strong reading skills and experience success in school.

GaDOE TIERED READING SUPPORT PLAN TEMPLATE

TIERED READING SUPPORT PLAN

Student Name: **Grade:** **Date:** **District:**

This document is intended for students who have been identified as being significantly at risk of not attaining grade level reading proficiency in accordance with the Georgia Reading and Dyslexia Screening Process (Flowchart), Georgia's literacy and dyslexia legislation, and LEA determination.

A K-3 student is considered significantly at risk of not attaining grade level reading proficiency if their foundational literacy skills, as measured by scores on a universal reading screener and other quantitative and qualitative data, indicate that the student is at high risk of not attaining grade level reading proficiency.

Screening results, combined with other quantitative and qualitative data, may indicate a student is significantly at risk of not attaining grade level reading proficiency.

INTERVENTION INFORMATION

Skill(s) targeted by intervention:

- ☐ Phonological awareness
- ☐ Phonemic awareness
- ☐ Oral language
- ☐ Alphabet knowledge
- ☐ Phonics
- ☐ Decoding
- ☐ Spelling/encoding
- ☐ Oral reading fluency
- ☐ Vocabulary
- ☐ Reading comprehension
- ☐ Other:

Additional details (if applicable):

Describe the evidence-based intervention practices used and identify the person who will provide intervention:

Describe how progress will be monitored (e.g., tools, skills, measurable goals):

Progress monitoring frequency: **(Select one)**

Progress monitoring data will be reviewed on:

Additional details, if any:

INTERVENTION START DATE	FREQUENCY	SESSION DURATION	GROUP SIZE
	DAYS PER WEEK	MINUTES	☐ Individual ☐ Whole group ☐ Small group

Additional details, if any:

Revised 7/31/26

Tier 1 Walkthrough Form

SDI Classroom Observation Form
Revised December 2023

School Name:			Implementation Level Rating Scale:
Date:	Time In: Time Out:	Grade-level & Subject:	**0 - Not applicable (did not apply during the observation period)** **1 - Not observed (insufficient and/or no evidence of implementation)** **2 - Somewhat evident (emerging level of implementation)'** **3 - Evident (proficient level of implementation)** **4 - Very evident (exemplary level of implementation)**

#	Structure Indicators	Look Fors	Ratings (0, 1, 2, 3, or 4)
1	CI2: The instructor implements a clear, subject-area appropriate instructional framework with a sense of urgency about how time is used and incorporates smooth transitions.	The lesson clearly and effectively moves through each element of an appropriate instructional framework with a sense of urgency and smooth transitions. Examples include: Opening, Work Sesson, Closing in ELA and social studies; Engage, Explore, Apply, Reflect in mathematics; or Engage, Explore, Explain, Elaborate, and Evaluate in science.	
2	CI-2: The instructor communicates clear learning targets aligned to the rigor and intent of the standard addressed.	Verbalized and posted learning targets for mastery of the lesson; referred to often are used and are aligned to the rigor and intent of the standard. Academic vocabulary is used and highlighted.	
3	CI-2: The instructor communicates success criteria aligned to the rigor and intent of the standard addressed.	Verbalized and posted success criteria so students understand how to master the lesson are referred to often and are aligned to the rigor and intent of the standard.	
4	CI-2: The instructor uses high- yield instructional practices explicitly aligned to the rigor and intent of the standard addressed.	Examples are: identifying similarities and differences, summarizing and note-taking, reinforcing effort and providing recognition, practice, non-linguistic representations, cooperative learning, leverages prior knowledge, generating and testing hypotheses, cues, questions, or advance organizers, provides examples, explanations, representations, or models.	
5	CI-3: The instructor uses formative assessments (oral or written) to monitor learning and to inform instruction.	Effective Q & A session, quizzes, ticket-out-door slips, think-pair-share, journaling, clickers, interactive assessments activities that drive the instruction, or the distributive use of success criteria is utilized.	
6	SLE-1: The instructor establishes and implements rules, schedules, practices, and procedures within the classroom to maximize student learning.	Classroom rules & procedures are evident, resulting in a positive learning environment for all students. Transitions, routines, and procedures are executed in an orderly and efficient manner, promoting positive relationships and classroom culture.	
7	CI-2: The students are actively engaged.	75% or more of students are engaged in independent or collaborative learning from start to finish. Student engagement can look like: students reading critically (with pen in hand), writing to learn, creating, planning, discussing, debating, asking questions, performing, presenting, exploring, explaining, evaluating, experimenting, actively thinking, investigating problems, or problem solving.	
8	CI-2: The instructor implements strategies to meet specific learning needs of students during the lesson.	Differentiated, personalized learning, tiered assignments or scaffolding strategies for individual students, tiered activities, varied tasks/products, or varied reading level materials are evident.	
9	CI-2: The instructor provides personalized, standards-based instructional feedback to support proficient or distinguished learning.	The teacher deliberately checks for understanding throughout the lesson, provides interactive and rich dialogue and standards-based feedback that stimulates better and deeper student understanding. Feedback is specific to the standard, clearly stated to ensure student understanding, and goal-oriented or growth-minded to ensure learning moves forward	
10	SLE-3: Students function in a supportive learning environment created by the teacher, their peers, and other pro-social resources.	During the lesson, supportive dialogue and behavior occurs among the teacher and students to facilitate high levels of student learning and classroom morale.	

Tier 2/Tier 3 Walkthrough Form

RTI: Intervention Instructional Walkthrough

This high-level classroom observation tool can be used to view what is taking place during small group instruction when students are receiving interventions.

+/-	Observed	Comments
	Data supporting grouping assignments is available and up-to-date. (i.e., grouping charts, data documents, etc.)	
	Evidence of progress monitoring is available and up-to-date. (i.e., assessments, progress monitoringfolder, etc.)	
	There is an organizational system in place for students to know their group assignments and know how to transition to their groups.	
	Group size reflects student needs, where students with the most need are in the smallest groups.	
	Small group instruction and activities are differentiated to meet the needs of students in groups.	
	Teachers are using evidence-based instructional practices in small groups as prescribed in the intervention guide from the MTSS manual.	
	Instructional materials and resources in workstations and independent work activities are matched to student instructional levels.	

Other Notes:

EIP Notification Letter

SUMTER COUNTY SCHOOLS | STUDENT SERVICES

EARLY INTERVENTION PROGRAM (EIP)

FAMILY NOTIFICATION LETTER

Date: _____	**School:** _____
Student: _____	**Grade:** _____

Dear Parent/Guardian:

At Sumter County Schools, we are committed to ensuring that every student receives the academic support needed to succeed. Based on a review of your child's assessment results, classroom performance, progress-monitoring data, and other relevant information, your child has been identified to receive services through Georgia's Early Intervention Program (EIP).

What Is EIP?

The Early Intervention Program is a state-funded instructional program for students in kindergarten through fifth grade who are at risk of not reaching or maintaining grade-level academic performance. Its purpose is to provide additional, targeted instruction so students can develop the skills needed to meet grade-level expectations as quickly as possible.

EIP is an academic support program and is not a special education program.

Your Child's EIP Services

Your child will receive additional support in the following area(s):

☐ English Language Arts/Reading ☐ Mathematics ☐ Both areas

Your child will continue to participate in grade-level classroom instruction while receiving targeted intervention based on identified academic needs.

Monitoring Your Child's Progress

Your child's progress will be monitored regularly using classroom assignments, assessments, intervention data, observations, and other appropriate measures. Teachers will use this information to determine whether the intervention is helping your child make progress.

EIP services may be adjusted, continued, or discontinued based on your child's academic performance and progress-monitoring results. You will receive updates through progress reports, report cards, conferences, or other school communications.

How Families Can Help

- Ensure regular and on-time school attendance.
- Read with your child each day.
- Practice assigned reading or mathematics skills at home.
- Review homework, progress reports, and teacher communications.
- Attend conferences and intervention meetings when requested.
- Encourage your child to ask questions and give their best effort.

Questions or Additional Information

We value your partnership. Please contact your child's school if you have questions about your child's EIP eligibility, instructional services, or academic progress.

SUMTER COUNTY BOARD OF EDUCATION – 100 LEARNING LANE – AMERICUS, GEORGIA 31719 -229-931-8500
The Sumter County School System does not discriminate on the basis of race, color, national origin, sex, age or handicap in any educational program/activities or in employment practices.

REP Notification Letter

SUMTER COUNTY SCHOOLS | STUDENT SERVICES

REMEDIAL EDUCATION PROGRAM (REP)

FAMILY NOTIFICATION LETTER

Date: _____ **School:** _____

Student: _____ **Grade:** _____

Dear Parent/Guardian:

At Sumter County Schools, we are committed to ensuring that every student receives the academic support needed to succeed. Based on a review of your child's assessment results, classroom performance, progress-monitoring data, and other relevant information, your child has been identified to receive services through the Remedial Education Program (REP).

What Is REP?

The Remedial Education Program is an instructional support program for eligible students who need additional assistance to reach or maintain grade-level academic performance. Its purpose is to provide additional, targeted instruction so students can strengthen identified academic skills and make progress toward grade-level expectations.

REP is an academic support program and is not a special education program.

Your Child's REP Services

Your child will receive additional support in the following area(s):

☐ English Language Arts/Reading ☐ Mathematics ☐ Both areas

Your child will continue to participate in grade-level classroom instruction while receiving targeted intervention based on identified academic needs.

Monitoring Your Child's Progress

Your child's progress will be monitored regularly using classroom assignments, assessments, intervention data, observations, and other appropriate measures. Teachers will use this information to determine whether the intervention is helping your child make progress.

REP services may be adjusted, continued, or discontinued based on your child's academic performance and progress-monitoring results. You will receive updates through progress reports, report cards, conferences, or other school communications.

How Families Can Help

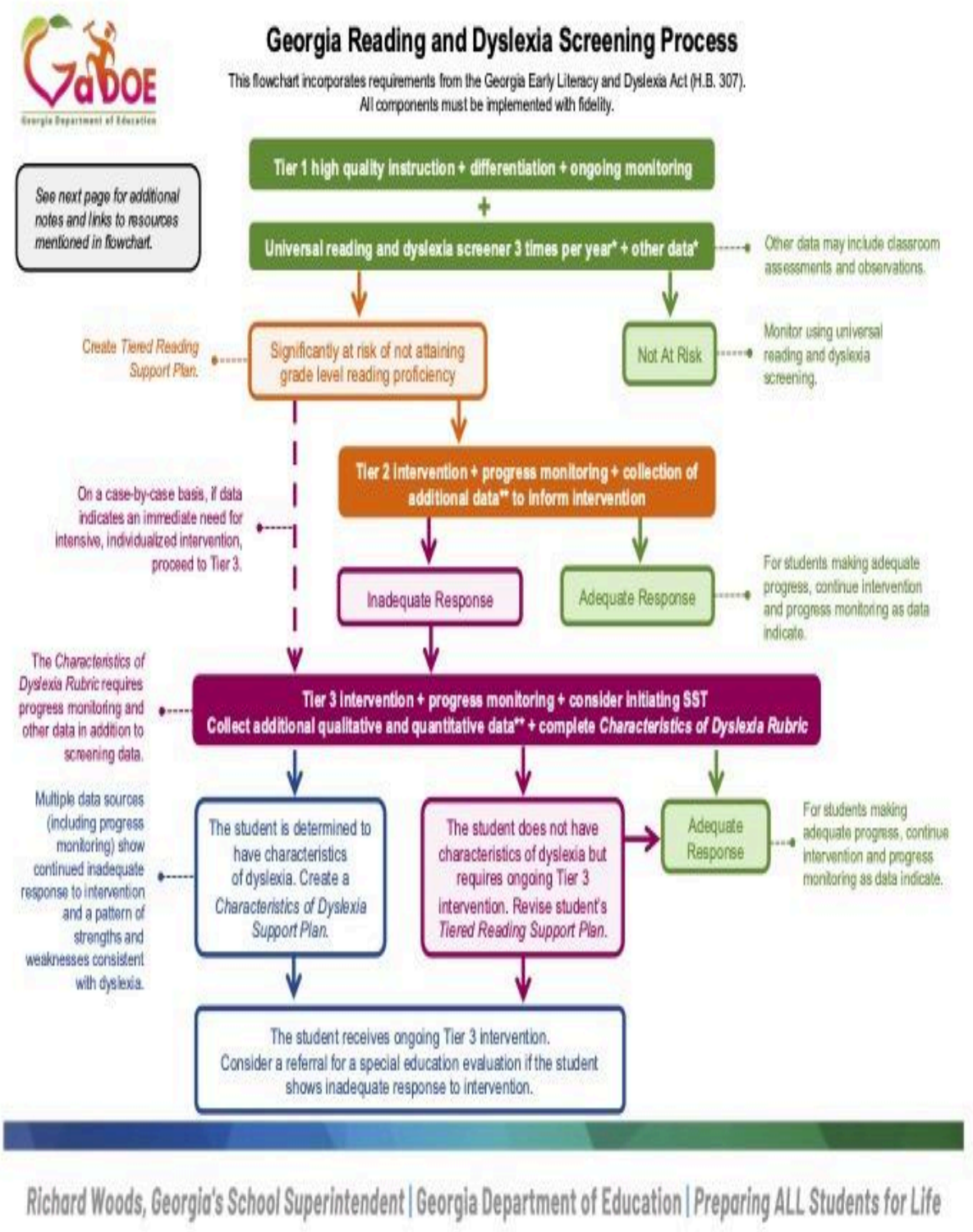
- Ensure regular and on-time school attendance.
- Read with your child each day.
- Practice assigned reading or mathematics skills at home.
- Review homework, progress reports, and teacher communications.
- Attend conferences and intervention meetings when requested.
- Encourage your child to ask questions and give their best effort.

Questions or Additional Information

We value your partnership. Please contact us if you have questions about your child's REP eligibility, instructional services, or academic progress.

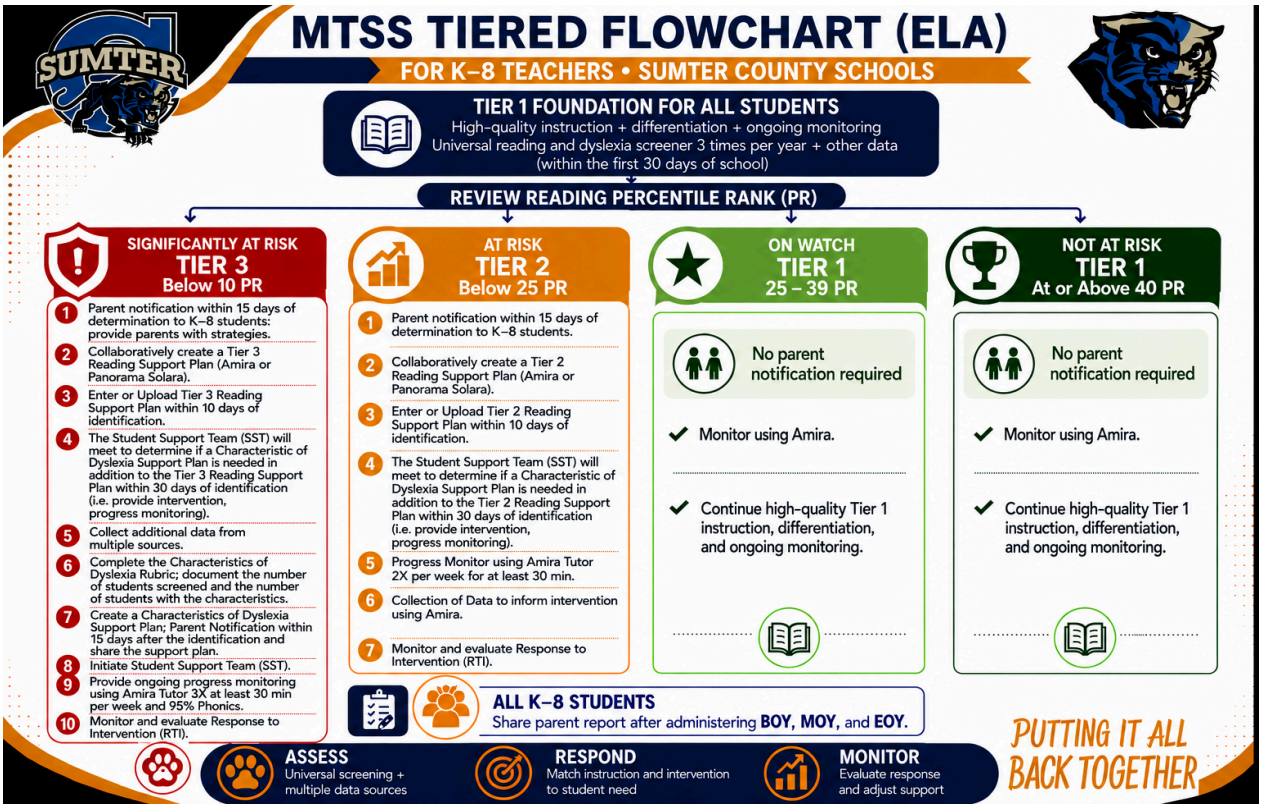
SUMTER COUNTY BOARD OF EDUCATION – 100 LEARNING LANE – AMERICUS, GEORGIA 31719 -229-931-8500
The Sumter County School System does not discriminate on the basis of race, color, national origin, sex, age or handicap in any educational program/activities or in employment practices.

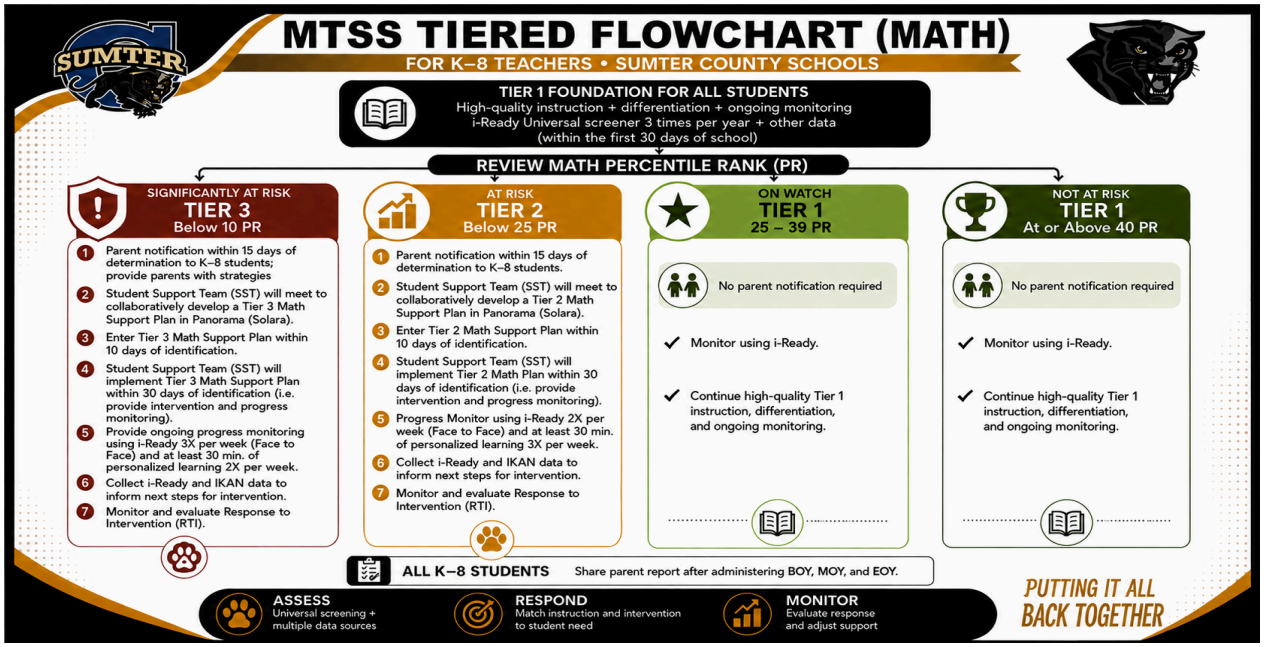
Georgia Reading and Dyslexia Screening Process



MTSS Tiered Flowcharts

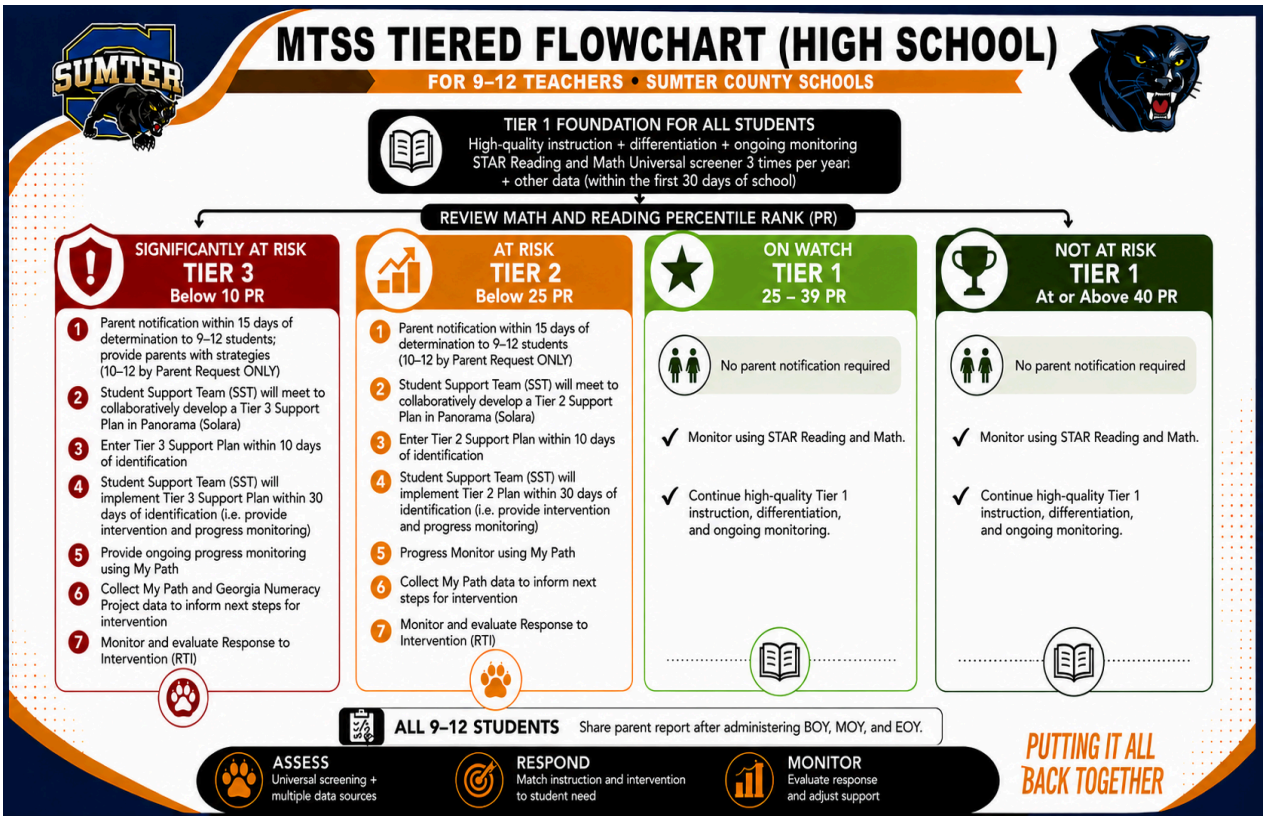
When moving students through the tiers, remember to follow the checklist included in the MTSS Manual. This checklist should be used to ensure that all required documentation, interventions, progress-monitoring data, and decision-making steps have been completed before a student is moved to a different tier of support.





MTSS Tiered Flowcharts…continued

When moving students through the tiers, remember to follow the checklist included in the MTSS Manual. This checklist should be used to ensure that all required documentation, interventions, progress-monitoring data, and decision-making steps have been completed before a student is moved to a different tier of support.



SCS Enrollment Documentation Form

SUMTER COUNTY SCHOOLS

SCS ENROLLMENT DOCUMENTATION FORM (K–12)

Use this form to document enrollment requirements, assigned responsibilities, and diagnostic assessment completion.

Student Name		**Grade**	
HR Teacher		**Enrollment Date**	
Parent/Guardian		**Form Started**	

COMPLETE	REQUIREMENT	DATE	INITIALS / NOTES
1. APPLICATION & DOCUMENTATION			**RESPONSIBLE: Registrar**
☐	Completed enrollment application		
☐	Proof of residency (e.g., utility bill or lease agreement)		
☐	Birth certificate or passport		
☐	Social Security card or signed waiver		
☐	Immunization records		
☐	Previous school records (transcripts, behavior records and report cards)		
☐	Student name added and sheet/form submitted		
2. PARENT/GUARDIAN INFORMATION			**RESPONSIBLE: Registrar**
☐	Parent/guardian contact information verified		
☐	Emergency contact information verified		
3. TRANSPORTATION			**RESPONSIBLE: Secretary**
☐	Transportation routes, schedules, and dismissal method provided		
4. HEALTH INFORMATION			**RESPONSIBLE: Nurse**
☐	Completed medical history form		
☐	Authorization for emergency medical treatment		
☐	Allergies or medical conditions documented and communicated		
5. DIAGNOSTIC ASSESSMENTS			**RESPONSIBLE: Testing Coordinator / Academic Coaches**
☐	Diagnostic assessment schedule established		

SCS District Contacts

Superintendent
Mr. Jerry Sanders, Superintendent of Schools **Mr. Tony Lowe,** Chief Financial Officer **Dr. Sebrina Pitts,** Director of Federal Programs
Student Services
Dr. Brooks Robinson, Director of Student Services **Ms. Crystal Coleman,** **Ms. Daphane Williams**, Lead Counselor (K-8) **Ms. Reagen Beamon**, Lead Counselor (9-12) **Dr. Adrienne Davis**, School Social Worker **Ms. Kyler Phelps**, School Social Worker **Ms. Alleyah Sims**, School Social Worker
Special Education & Psychological Services
Mr. Vamsee Mallineni, Director of Special Education **Ms. Elizabeth Holloway**, Special Programs Coordinator **Ms. Briana Harvey,** Behavior Specialist **Mr. Deepak Das,** Special Programs Instructional Coach **Ms. Takesha Lavendar**, Special Programs Administrative Assistant **Mr. Lee Wright**, Sphere Grant Director
Teaching and Learning
Ms. Rachael Arnold, Birth - 12 ELA Curriculum Coordinator **Ms. Phoenicia Cummings,** K-12 Math Curriculum Coordinator **Ms. Teira Wallace**, K-6 Math Content Specialist **Ms. Becky Schabeck**, K-6 ELA Content Specialist **Dr. Sebrina Pitts**, Director of Migrant & ESOL Learner Program **Mr. Vamsee Mallineni**, Director of Accelerated Programs & Gifted **Dr. Marnie Dutcher**, Director of Professional Learning & Assessments

OUR COMMITMENT

The Sumter County School System is committed to ensuring every student receives the right support at the right time. Through a Multi-Tiered System of Supports (MTSS), we use data, teamwork, and evidence-based practices to build strong foundations, remove barriers, and create opportunities for all students to succeed.

OUR FRAMEWORK

WHOLE CHILD FOCUSED
Addressing academic, behavioral, and social-emotional needs.

DATA-DRIVEN DECISIONS
Using meaningful data to guide instruction and interventions.

MULTI-LEVEL PREVENTION
Providing the right level of support to meet every student's needs.

COLLABORATIVE SUPPORT
Working together with teams, families, and communities.

STUDENT SUCCESS
Empowering every student to reach their full potential.

OUR MISSION

The mission of Sumter County Schools is to ensure all students receive an equitable education equipped with 21st Century Skills through transformational learning experiences.

ENGAGE • EMPOWER • ELEVATE

EVERY STUDENT. EVERY DAY.