



MTSS Implementation Manual

2026 - 2027

Manual Revisions

Leslie Presley.....	8/3/2021
Leslie Presley.....	9/3/2022
Leslie Presley.....	6/20/2024
Leslie Presley.....	7/21/2025
Leslie Presley.....	3/2/2026
Leslie Presley.....	7/15/2026

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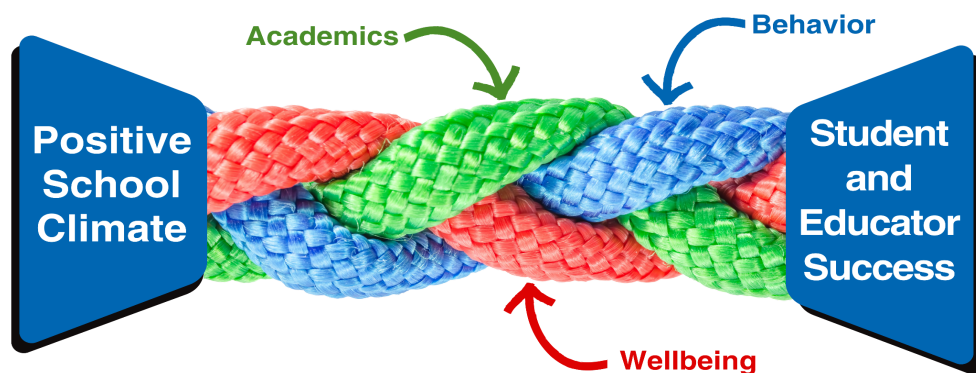
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Southwest Georgia STEM Charter (SGSC) School uses a Multi-Tiered System of Supports (MTSS) framework that recognizes the interconnectedness of academic, behavior, and wellbeing and the impact it has on a student's educational performance.



Federal and state legislation (i.e., ESSA and HB740) emphasize the importance of providing tiered systems for support and the use of evidence-based interventions for all students to meet grade level standards. MTSS is being implemented through Georgia's Tiered System of Supports for Students.

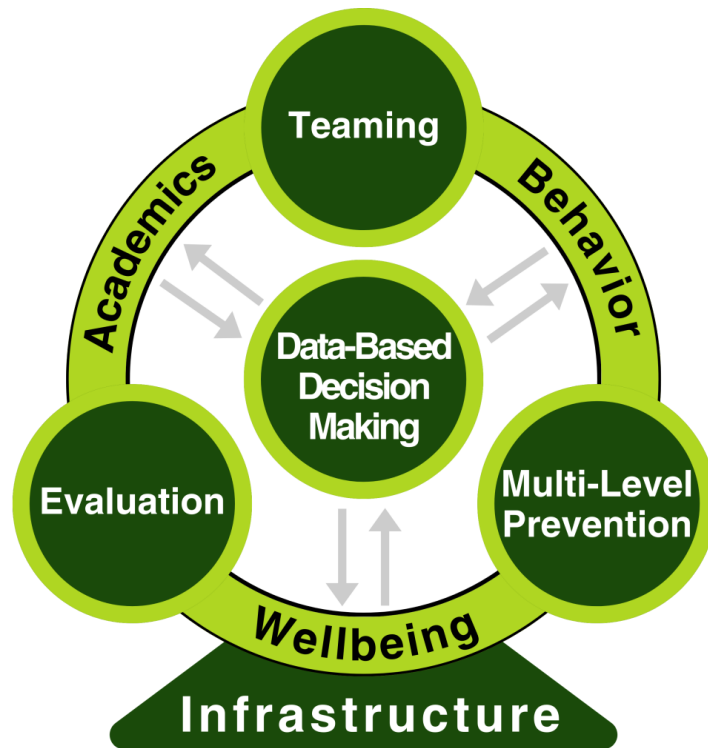
Key Terms

- **Multi-Tiered Prevention System** – a schoolwide framework with systems and resources that focuses on the premise that prevention is better than responding after problems arise. It is helping educators determine the most efficient way to address challenges.
- **Student Support Team (SST)** – a multi-disciplinary team which utilizes a problem-solving process to investigate the educational needs of students who are experiencing academic and/or social/behavioral difficulties. SST, which is required in every Georgia public school, uses a data-driven process to plan individualized supports and interventions and to assess their own effectiveness. It 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.
- **Response to Intervention (RTI)** – a process within the system of an MTSS framework. RTI is part of the data-based decision-making process within progress monitoring where team members review data to determine how students are responding to the interventions in place. It is a process to observe and adjust (intensify, select new, or continue) an intervention based on a student's progress toward the targeted goal.

	RTI	MTSS
Students:	Students identified as "at risk" or being considered for special education evaluation.	All students, including those already being served by programs such as 504/Dyslexia, Bilingual, GATE, Special Education, etc.
Supports:	Academic	Academic, Behavioral, and Social-Emotional
Purpose:	Remediation and Intervention	Prevention, Differentiation, and Intervention
Focus:	Isolated – academic needs are discussed in isolation.	Integrated – academic, behavioral, and social-emotional needs are discussed together. The whole child is considered.
Collaboration:	Teachers of at-risk students, special education teachers, Psychological Services, Campus Administrators	All campus and district staff
Campus Management:	A campus administrator(s)	Teachers, grade level / content teams (PLC), and a MTSS Campus Team.

- Data-Based Decision Making – a process for making informed decisions about instructional needs, the effectiveness of instruction, and level of intensity needed within a multi-level prevention system.
- At- Risk– students who have poor learning and/or behavioral outcomes. Also, students who are in jeopardy of being retained or students who may not be on track to graduate.
- Acceleration – interventions that are implemented to increase the speed at which students acquire skills.
- Assessment – the collection of information about student performance in a specific area.
- Benchmark – measures that are used to determine student progress and to guide instruction. For example, measures may assess a specific skill such as number of correct words read per minute (reading fluency).
- Screening – conducted to identify students who may need additional instruction or help so that early intervention can occur. These are typically brief and usually administered with all students at a grade level (Universal Screening).
- Progress Monitoring – scientifically based practice that is used to assess students' academic and behavioral performance and evaluate the effectiveness of instruction. Progress monitoring is not the same as monitoring progress. Progress monitoring is used for students who have been verified as “at risk”.
- Best Practices – evidence-based teaching strategies that generate positive student response.
- Evidence-Based Practices – an educational practice or strategy that has factual evidence for results.
- Differentiated Instruction – recognizing and responding to students' varying interests, readiness levels, and learning needs.
- Interventions –instruction, supplemental to the general education curriculum, that is based on student need; and is made of evidence-based instructional strategies and techniques.
- Evidence-Based Intervention – an intervention for which data from scientific, rigorous research studies have demonstrated or validated the results.
- Fidelity of Implementation – the accurate and consistent delivery of instruction or assessment in the way it was designed or prescribed according to research findings and/or developers' specifications.

MTSS is aimed at addressing the needs of all learners — struggling through advanced — by providing a continuum of support and intervention. This school improvement initiative is designed to support better educational outcomes — increasing graduation rates and ensuring that our students are college- and career-ready.



FIVE ESSENTIAL COMPONENTS OF MTSS

<u>Screening</u>	<u>Progress Monitoring</u>	<u>Multi-level Prevention System</u>	<u>Data-Based Decision Making</u>	<u>Infrastructure</u>
Tools that identify students who are at risk for poor learning outcomes. Screening tools can include formative	Progress monitoring tracks student progress. It involves brief assessments that are valid, reliable, and	Helps schools build personalized preventive educational systems that	Uses data to create continuous school improvement processes that support students' academic, behavioral, and	Ensures schools can build preventive educational systems. It includes three tiers of intensity

assessments, screeners, and summative evaluations. Focus: conducted for ALL students Timeframe: Administered 3 times a year- Fall, Winter, Spring	evidence-based. Focus: students identified “at-risk” Timeframe: Students are assessed at regular intervals i.e. weekly, twice monthly	meet the needs of all students. Focus: conducted for ALL students.	well-being outcomes. Focus: conducted for ALL students. Timeframe: Once monthly	for instruction and intervention. Focus: All students
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Georgia’s Multi-Tiered System of Supports (MTSS) for students is a framework that provides support to students based on their needs. MTSS includes three levels of intervention, or tiers, that are represented as a "pyramid of intervention":

- Primary level: Tier I Instruction and core curriculum for all students
- Secondary level: Tier II Intervention for some students
- Tertiary level: Tier III Intensive intervention for a few students

Academics/Speech

- Intensive and individualized
- Research or evidence-based interventions
- Individual or small group (1-5 students)
- Interventions provided 3-5 times/week
- Classroom or pull out
- Provided by teacher and/or interventionist
- Progress monitor weekly
- Review and analyze data every 4-6 weeks

- Targeted and standardized
- Research or evidence-based interventions
- Small group (3-10 students)
- Intervention provided 2-3 times/week
- Classroom or pull out
- Provided by teacher and/or interventionist
- Progress monitor weekly or bi-weekly
- Review and analyze data every 4-6 weeks

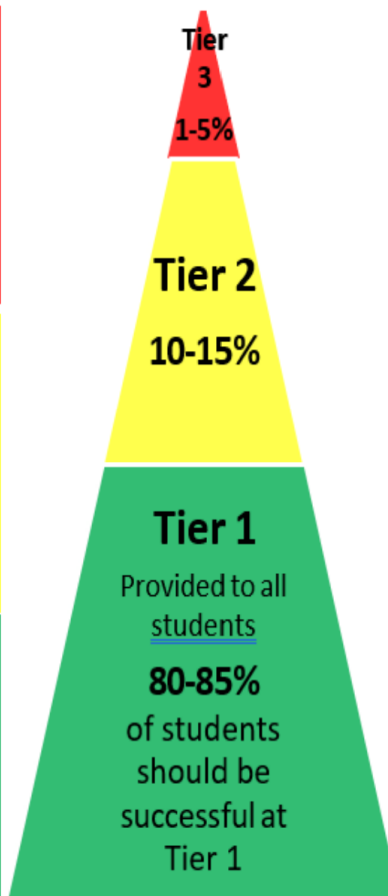
- Universal and core instruction
- TEKS based curriculum/PK Guidelines
- Whole group and small group
- Provided by classroom teacher
- Instruction and differentiation provided daily
- Universal screener and benchmark data collected
- Screen and analyze data every 9-12 weeks

Behavior

- Intensive and individualized
- Interventions based on behavior function
- Focus on teaching social and behavior skills
- Interventions provided daily
- Classroom based w/pull out support as needed
- Provided by teacher and campus staff
- Progress monitor at least 4x/day
- Review and analyze data weekly

- Targeted and standardized
- Research or evidence-based interventions
- Individual or small group
- Interventions provided daily
- Classroom based
- Provided by teacher and/or campus staff
- Progress monitor daily
- Review and analyze data every 4-6 weeks

- Universal and core instruction
- SEAD campus and classroom behavior systems (e.g. PBIS, RJ/RP, Conscious Discipline)
- Whole group and small group
- Provided by classroom teacher
- Instruction and differentiation provided daily
- Universal screener and behavior data collected
- Screen and analyze data every 9-12 weeks



Tiered System in an MTSS Framework

TIER 1—UNIVERSAL

Tier 1 is the least intensive level of the MTSS framework and typically includes the core curriculum and instructional practices used for all students. Tier 1/core instruction generally includes:

A core curriculum that is research-based and aligned to identified "priority standards"

Instructional practices that are culturally and linguistically responsive.

Universal screening to determine students' current levels of performance

Differentiated learning activities (e.g., mixed instructional grouping, use of learning centers, peer tutoring) to address individual needs.

Accommodations to ensure all students have access to the instructional program

Problem-solving to identify interventions, as needed, to address behavior problems that prevent students from demonstrating the academic skills they possess.

Students who require interventions continue to receive instruction in the core curriculum.

TIER 2—TARGETED

Tier 2 (secondary prevention) typically involves small-group instruction that relies on evidence-based interventions that specify the instructional procedures, duration, and frequency of instruction. Tier 2 instruction usually consists of adult-led small-group instruction using validated interventions implemented with fidelity. Tier 2 supports are expected to benefit most students who do not respond to effective Tier 1 instruction. When data indicates students are not benefiting from Tier 2 interventions, more intensive instruction or an individualized form of intervention should be delivered through Tier 3 supports and services.

TIER 3—INTENSIVE

Tier 3 (tertiary prevention) is the most intensive of the three levels and is individualized to target each student's area(s) of need. At Tier 3, the teacher often begins with a more intensive version of the intervention program used in secondary prevention (e.g., longer sessions, smaller group size, more frequent sessions). However, the teacher does not presume it will meet the student's needs. Instead, the teacher conducts frequent progress monitoring (i.e., at least weekly) with each student. These progress monitoring data quantify the effects of the intervention program by depicting the student's rate of improvement over time. When the progress monitoring data indicate the student's rate of progress is unlikely to achieve the established learning goal, the teacher engages in a problem-solving process. That is, the teacher modifies components of the intervention program and continues to employ frequent progress monitoring to evaluate which components enhance the rate of student learning. By continually monitoring and modifying (as needed) each student's program, the teacher can design an effective, individualized instructional program.

Parents play a critical role in supporting what their children are learning in school. Research shows that the more parents are involved in student learning, the higher the student achievement. As with all aspects of education, parents play a major role in the MTSS process. Strong parent communication and active engagement in all steps of the process and in all decisions regarding adjustments to a student's curriculum and needs will accelerate his/her success.

Parents Can:

- Frequently communicate with their child's teacher(s).
- Participate in school functions such as parent-teacher conferences.
- Monitor and assist with their child's homework assignments.
- Find out what skills and knowledge their child is expected to learn.
- Participate in team meetings.
- Parents should ask school team members the following questions:
 - What targeted supports are the school using if he/she is struggling in the classroom?
 - How will parents be informed of student progress?
 - What happens if a student is not making progress?

- Practice and reinforce any strategies or educational plans at home

At Southwest Georgia STEM Charter School:

- We assess students for the purpose of identifying who needs additional support.
- We want to prevent failure by catching potential challenges early.
- Teachers implement interventions for specific skills and do frequent checks on the student's progress.
- We work collaboratively to maximize student achievement and appropriate behavior.

MTSS Procedures at Southwest Georgia STEM Charter School

Tier 1: Instructional Support for all students focusing on mastery of the Georgia Standards of Excellence Curriculum (GSE). Instructional support includes the implementation of differentiated instructional strategies and research-based practices. Student progress will be monitored using formative assessment data, analysis of student work and behavioral data. Students who fall below established criteria will be considered for Tier 2.

Students will have the following Benchmark assessments administered 3 times a year:

Beginning of the Year Benchmark Schedule

August 17, 2026: Beacon Reading Assessment (Grades K – 8)

August 18, 2026: Beacon Math Assessment (Grades K – 8)

August 19, 2026: Science Progress Learning Assessment (Grades 5 – 8)

August 20, 2026: Social Studies Progress Learning Assessments (Grades 6 – 8)

August 21, 2026: Make Up Day

Middle of the Year Benchmark Schedule

November 16, 2026: Beacon Reading Assessment (Grades K – 8)

November 17, 2026: Beacon Math Assessment (Grades K – 8)

November 18, 2026: Science Progress Learning Assessment (Grades 5 – 8)

November 20, 2026: Make Up Day

Semester 1 EOC/EOPA Schedule

December 7, 2026 - Literature and Composition II

December 8, 2026 - Literature and Composition II

December 9, 2026 - Biology

December 10, 2026 - US History

December 11, 2026 - Make-Up Day and EOPA - Agriculture

End of the Year Benchmark Schedule

March 15, 2027 - Beacon Reading Assessment (Grades K-8)

March 16, 2027 - Beacon Math Assessment (Grades K-8)

March 17, 2027 - Science Progress Learning Assessment (Grades 5-8)

March 18, 2027 - Social Studies Progress Learning Assessments (Grades 6-8)

March 19, 2027 - Make Up Day

April 20, 2027 - Beacon Reading Assessment (Grades K-2)

April 21, 2027 - Beacon Math Assessment (Grades K-2)

Grades K-8th will take Reading and Math Beacon Assessments this year. Science (5-8) and Social Studies (6-8) will take Progress Learning Assessments during their content classes.

EOG Milestones Assessment and Semester 2 EOC/EOPA Schedule

April 26, 2027: EOG Milestones ELA Section 1 (3rd - 8th)

April 27, 2027: EOG Milestones ELA Sections 2 & 3 (3rd - 8th)

April 28, 2027: EOG Milestones Math Sections 1 & 2 (3rd - 8th)

April 29, 2027: EOG Milestones Science Sections 1 & 2 (5th & 8th)

April 29, 2027: Literature and Composition II EOCT

April 30, 2027: EOG Milestones SS Sections 1 & 2 (8th)

April 30, 2027: Literature and Composition II EOCT

May 3, 2027: Agricultural EOPA
May 3, 2027: EOG Milestone Assessment Make-Up Day
May 4, 2027: Marketing EOPA
May 5, 2027: Biology EOCT
May 6, 2027: Algebra EOCT
May 7, 2027: US History EOCT
May 10, 2027: Make-Up Day for all EOC/EOPA Testing

For middle and high school students, if a student is not progressing, as indicated by at least 2 pre-referral interventions and data, and meets qualifying criteria (Criteria Sheet), then that student will move to Tier 2.

The following assessments may be used to determine eligibility: BEACON Reading, BEACON Math, and GMAS. Also, if a student is eligible for EIP (K-5th), then he/she will be in Tier 2 for an area(s) of need. The following procedures will be followed in the event that the student is not making adequate progress:

Tier 2:

1. The general education teacher will communicate with all teachers who teach the student. The general education teacher with the initial concern will then submit the Google Tier 2 Referral Form. He/she will have a conversation with the MTSS Director regarding the referral, as well as other teachers who are concerned. The teacher (#1) with the initial concern will also make contact with the parent(s).
2. Teacher #1 will enter in the contact log in IC, that he/she has contacted the parent about the student's need to move to Tier 2.
3. Leslie Presley (MTSS Director) will send the Tier 2 notification letter and permission to screen home to be signed by the parent.. The letter is required only if a student is being initially placed into Tier 2.

Forms to Complete for Tier 2 Placement

1. Screening Permission/Tier 2 Notification Letter (Parent/MTSS Director)
2. Criteria Considerations for Tiered Entry/Exit (MTSS Director)
3. Implementation Plan (MTSS Director)

Once a student is placed into Tier 2, there may be more in depth assessments completed to pinpoint what skill(s) the student is missing.

Assessments: GLOSS &/or IKAN (Georgia Numeracy Project), Reading fluency/comprehension assessments (Leveled Literacy Intervention (LLI), Core Phonics Survey, Heggerty Phonemic Awareness Assessment, iReady &/or other informal assessments focusing on suspected deficit area.

Once the needs have been established, research-based interventions will be implemented by an Interventionist, General Education/Remediation Teacher, and/or a Classroom Teacher.

Intervention Implementation through Early Intervention Program: 4-5 times weekly, at least 45 minutes each day (K-3), 4-5 times weekly, at least 50 minutes each day (4-5), 2 times weekly, at least 10 - 20 minutes (K-5 Tier 2 Only, 6th - 12th grades)

Progress monitoring: At least once every other week for 6 weeks

Steps To Complete the Tier 2 Process:

1. The MTSS Committee will review student data for Tier 2 on a scheduled date at least every 6 weeks. If a student is not progressing after 6 weeks of Tier 2 interventions, and is still at risk according to performance on GSEs, discipline referrals, and/or other data, then the committee will recommend changing the intervention and/or frequency of it.
2. At the following Tier 2 review meeting, student data will be reviewed. If a student is not progressing after 6 weeks of Tier 2 interventions, and is still at risk according to performance on GSEs, the committee will recommend that the student move to Tier 3.
3. Tier 3 Referral Form (paper) must be completed and submitted to the MTSS Director within 1 week of the Tier 2 review meeting.
4. The MTSS Team (EIP Teachers, MTSS Director, Attendance Clerk, School and School Counselor) will review all students in Tier 2 to ensure that all students are making adequate progress in the current implementation of interventions. The MTSS Director will communicate with teachers if there are additional concerns that Teacher #1 has not indicated regarding student performance and progress.
5. Tier 2 intervention(s) and progress monitoring should continue, regardless of any next steps for Tier 3.

Tier 3: After a Tier 2 Data Review/Tier 3 meeting is scheduled by the MTSS Director, the MTSS Committee will meet to participate in a problem solving process to guide the design of individualized interventions that best fit the

student. During Tier 3 meetings, the team, to include the referring teacher, MTSS Director, EIP teacher(s) or Remediation teacher(s) will analyze work samples, all previous interventions, progress monitoring data, assessments, discipline referrals, analyzed work samples, and/or other criteria to determine which research-based interventions to implement. There must be at least one intervention for the identifiable area of weakness. This intervention is implemented over a 6-week period, but if the student is not making progress by week 3-4, the intervention must change to a new one that addresses that area of weakness.

Intervention Implementation: Individual or small group (2-4 students), 3 times a week, 15-30 minutes over a 6-week period.

Progress monitoring: It is taken once every week using the Tier 3 Intervention Plan and Progress Monitoring form. It is ultimately the General Education Teacher's responsibility to make sure that the student is receiving the interventions that the committee has deemed appropriate. All information, such as data, charts, and examples of student work, will be kept in the MTSS Director's office at the beginning of the Tier 3 process. The MTSS Director will be monitoring the Implementation Plan to ensure that interventions are being implemented with fidelity. If a student is not progressing after 6 weeks of interventions, and is still at risk according to assessment, discipline referrals, and/or other criteria, then the SST Committee will meet again and discuss the possibility of a comprehensive evaluation, change in interventions, etc. Programs used to assess & intervene for Tier 3: BEACON, End of Course (EOCs), Lexia, IXL Diagnostic, i-Ready, GMAS, UFLI oral reading fluency assessment/spelling tests.

Forms to Complete for Tier 3 Placement

1. MTSS Process Initial Referral Form (General Education Teacher)
2. Parent Notification Letter for MTSS Tier 3 Referral & Student Background Information (MTSS Director)
3. Tier 3 Meeting Notes (MTSS Director)
4. Analyzed Work Sample (General Education Teacher)
5. Communication Checklist (If applicable, General Education Teacher)
6. T3 Intervention Plan & Progress Monitoring (General Education Teacher and/or Interventionist)

Sowega STEM Charter (SGSC) School

Tier 2 Parent Notification Letter

Date: _____

Dear Parent of _____,

As part of continuous efforts to improve student achievement, all Southwest Georgia STEM Charter School students are consistently assessed and monitored to measure their progress in the curriculum over time. Regular education interventions (extra support) will be provided as needed to all students who are not meeting expected levels of achievement in reading, math, behavior, attendance and/or speech/language, which is implemented through what is referred to as Multi-Tiered System of Supports or MTSS. MTSS is a problem-solving model that is designed to meet the needs of all students

Your child has been referred to receive Tier 2 interventions based on the following area(s) of concern:

☐ Reading ☐ Math ☐ Behavior ☐ Speech/Language ☐ Attendance

A phone conference with your child's teacher has been scheduled for _____. Through data analysis and knowledge of research-based intervention, our goal is to develop a successful MTSS Implementation Plan to help your child have a productive school year. Parental input is considered very important, as you are vital to our team.

We are also asking for permission, as part of the MTSS process, to conduct a hearing/vision screening to ensure that these factors are not interfering with your child's learning and/or behavior.

We appreciate your support of our efforts. If you have any questions, please contact me at 229-345-3033.

Sincerely,

Leslie Presley, MTSS Director

Student Name: _____

_____ Yes, I agree for the hearing/vision screenings to be conducted.

_____ No, I do not agree for the hearing/vision screenings to be conducted.

_____ Yes, I will participate in the phone conference.

_____ No, I will need to reschedule the time of the phone conference.

Parent/Guardian Signature

Date

Sowega STEM Charter School (SGSC)
Tier 2 Continuation Letter

Date: _____

Dear Parent/Guardian,

Your child, _____, received additional support (MTSS Tier 2) during the 2025 - 2026 school year to help he/she to meet academic and/or behavioral needs in the area(s) of:

☐ Reading ☐ Math ☐ Behavior

Your child will **continue** to receive Tier 2 interventions in the classroom for the 2026 -2027 school year.

SGSC implements a Multi-tiered System of Supports (MTSS) that allows for ensuring that all students receive what they need to be successful. The MTSS Team consists of general educators, administrators and specialists to maximize your child's success. The team's efforts by include the following activities:

- Vision and Hearing Screening
- Review of Student Records
- Analysis of Student Work
- Observation of the Student in the Classroom
- Classroom, Curriculum, or Observation-Based Assessments

Having this valuable information, the team and teacher are more likely to develop an intervention plan to address any identified problems that are preventing your child from succeeding.

If you have any questions about MTSS, the intervention planning process, please contact Leslie Presley, MTSS Director at 345-3033.

I understand that my child will continue to receive additional support through Tier 2 interventions.

Student's Name: _____

Parent Signature: _____ Date: _____

Sowega STEM Charter (SGSC) School EIP & Tier 2 Parent Notification Letter

Date: _____

Dear Parent/Guardian of _____,

The purpose of the Early Intervention Program (EIP) is to serve students who are at risk of not achieving academic grade level success. It is a state funded instructional program designed to serve students in grades K - 5 as outlined in the Georgia State Board of Education's Early Intervention Program Guidelines.

EIP provides students with additional instructional support when they are performing below grade level to help them reach grade level performance in the shortest time possible. A student's placement and exit is determined by student achievement in the content areas of ELA/reading and mathematics. EIP is aligned with Multi-Tiered System of Supports (MTSS), which is a problem-solving model that is designed to meet the needs of all students. The MTSS Team consists of general classroom teachers, administrators, EIP teachers, other specialists and most importantly, YOU who all work together to identify interventions to improve your child's performance. The team's efforts may include the following:

- Vision and Hearing Screening
- Review of Student Records
- Analysis of Student Work and Data
- Observation of the Student in the Classroom
- Classroom, curriculum, or Observation-Based Assessments

With this information, the MTSS Team will create an appropriate, research-based intervention plan to maximize your child's success. They will also monitor your child's progress in academics, speech and/or behavior to ensure that success is being attained. If your child is not achieving success as anticipated, the MTSS Team will meet to change the plan or consider a referral for more intensive supports. You will be contacted regarding any Tier 2 meetings to discuss your child's level of performance.

Your child has met eligibility for EIP in the areas of: ☐ Reading ☐ Math

An intervention plan will be focused on the following areas:

☐ Reading ☐ Math ☐ Speech/Language ☐ Behavior ☐ Attendance

I understand that my child will receive additional support through EIP and Tier 2 interventions in the above areas. I recognize the importance of taking an active role in reinforcing school instruction. If you have any questions, please contact Leslie Presley, MTSS Director at 345-3033.

Parent Signature _____ Date _____

TIERED IMPLEMENTATION PLAN
Southwest Georgia STEM Charter School
2026 - 2027 SY

Date: _____

Teacher(s): _____

Student: _____

Grade Level: _____

READING	MATH	BEHAVIOR
WHAT: ☐ LLI ☐ PowerUp ☐ UFLI ☐ Lexia Core 5 ☐ Repeated Reading ☐ Push In Support -Grade Level Skills ☐ Other _____ ☐ Tier 2 ☐ Tier 3	WHAT: ☐ IXL ☐ Xtramath ☐ Georgia Numeracy ☐ Deliberate Practice ☐ Push In Support -Grade Level Skills ☐ Other _____ ☐ Tier 2 ☐ Tier 3	WHAT: ☐ Check In Check Out ☐ Mentor/Check In Check Out ☐ Emotional Coaching ☐ Token Board ☐ Behavior Contract ☐ Other _____ ☐ Tier 2 ☐ Tier 3
WHEN: _____ ☐ 2 times weekly ☐ 3 times weekly ☐ 4 times weekly ☐ 5 times weekly ☐ Other: _____	WHEN: _____ ☐ 2 times weekly ☐ 3 times weekly ☐ 4 times weekly ☐ 5 times weekly ☐ Other: _____	WHEN: _____ ☐ 2 times weekly ☐ 3 times weekly ☐ 4 times weekly ☐ 5 times weekly ☐ Other: _____
WHEN: _____ ☐ 2 times weekly ☐ 3 times weekly ☐ 4 times weekly ☐ 5 times weekly ☐ Other: _____	WHEN: _____ ☐ 2 times weekly ☐ 3 times weekly ☐ 4 times weekly ☐ 5 times weekly ☐ Other: _____	WHEN: _____ ☐ 2 times weekly ☐ 3 times weekly ☐ 4 times weekly ☐ 5 times weekly ☐ Other: _____
WHO: ☐ Annette ☐ Courtney ☐ Georgia ☐ Tammy ☐ Toni ☐ Other _____	WHO: ☐ Annette ☐ Courtney ☐ Georgia ☐ Tammy ☐ Toni ☐ Other _____	WHO: ☐ LouAnn ☐ Leslie ☐ Other _____

MTSS TEAM

TIERED IMPLEMENTATION PLAN
Southwest Georgia STEM Charter School
2026 - 2027 SY

Date: _____

Teacher(s): _____

Student: _____

Grade Level: _____

SPEECH

WHAT:

- ☐ Modeling
- ☐ Drill Practice
- ☐ WH Questions
- ☐ Vocabulary Enrichment
- ☐ Other _____

☐ Tier 2

☐ Tier 3

WHEN: _____

- ☐ 2 times weekly
- ☐ 3 times weekly
- ☐ 4 times weekly
- ☐ 5 times weekly
- ☐ Other: _____

WHEN: _____

- ☐ 2 times weekly
- ☐ 3 times weekly
- ☐ 4 times weekly
- ☐ 5 times weekly
- ☐ Other: _____

WHO:

- ☐ Toni
- ☐ Other _____

MTSS TEAM

Tier 2 Plan and Progress Monitoring

Student: _____ **Area of Weakness:** _____

Goal: _____

Intervention: _____

Interventionist: _____

Frequency: _____ **Time(s)** _____

Individual or Small Group (Size): _____

Location: _____

Length of Intervention: _____

100

0

DATE : **DATE:** **DATE:** **DATE:** **DATE:**

SOWEGA STEM CHARTER SCHOOL
TIER 2 Exit Letter

To the Parent(s) /Guardian(s) of: _____

The Georgia Department of Education has developed a problem solving approach, called the Pyramid of Interventions, to work with any child who has difficulty in the academic/behavioral setting. The pyramid is divided into three tiers. Tier 1 includes all students in the general education classroom. Tier 2 students receive interventions in one or more of the following areas: academic, speech/language, or behavioral. Tier 3 students receive more intense interventions. Your child has been receiving academic and/or behavioral and/or speech/language interventions.

This letter is to inform you that your child has made progress and has exited Tier 2. He/she was placed back into Tier 1 on _____ for
(Date)

(Skill Area)

If you have any questions, please call your child's teacher at _____.
(Phone Number)

Intervention Provider's Name _____ **Date** _____

Please sign and return as soon as possible.

I have been notified that my child has exited Tier 2 and has been placed back into Tier 1 of the *Pyramid of Interventions*.

Child's Name _____ Date _____

Parent's Signature _____

Sowega STEM Charter School (SGSC)
Tier 3 Continuation Letter

Date: _____

Dear Parent/Guardian,

Your child, _____, received additional support (MTSS Tier 3) during the 2026 - 2027 school year to help he/she to meet academic and/or behavioral needs in the area(s) of:

☐ Reading ☐ Math ☐ Behavior

Your child will **continue** to receive Tier 3 interventions and EIP (Early Intervention Program) for the 2026 -2027 school year.

SGSC implements a Multi-tiered System of Supports (MTSS) that allows for ensuring that all students receive what they need to be successful. The MTSS Team consists of general educators, administrators and specialists to maximize your child's success. The team's efforts by include the following activities:

- Vision and Hearing Screening
- Review of Student Records
- Analysis of Student Work
- Observation of the Student in the Classroom
- Classroom, Curriculum, or Observation-Based Assessments

Having this valuable information, the team and teacher are more likely to develop an intervention plan to address any identified problems that are preventing your child from succeeding.

If you have any questions about MTSS, the intervention planning process, please contact Leslie Presley, MTSS Director at 345-3033.

I understand that my child will continue to receive additional support through Tier 3 interventions.

Student's Name: _____

Parent Signature: _____ Date: _____

The Tier 2 meeting minutes will be completed by the MTSS Director.
MTSS Master Review for SPRING 26 - 27 SY

The Tier 3 meeting minutes will be completed by the MTSS Director as well.
Those will be documented in GOMTSS within the SST student record.

Sowega STEM Charter School (SGSC)
Criteria Considerations for Tiered Entry/Exit

Student Name:

Date:

Please check the ones that apply:

- ☐ Tier 1 Progress Monitoring Data
- ☐ Tier 2 Progress Monitoring Data
- ☐ Tier 3 Progress Monitoring Data
- ☐ The student transferred into SGSC with records indicating he/she was in Tier 2 or 3.

Data To Consider	Tier 2	Tier 3
DRC BEACON math assessment	☐ Support Needed ☐ Near Target	☐ Support Needed
Math EIP Rubric	☐ Meets Criteria for Grade Level	
GMAS	☐ Developing Learner in the area of Math	☐ Beginning Learner in the area of Math
DRC BEACON reading assessment	☐ Support Needed ☐ Near Target	☐ Support Needed
ELA/Reading EIP Rubric	☐ Meets Criteria for Grade Level	
GMAS	☐ Developing Learner in the area of Reading	☐ Beginning Learner in the area of Reading
LEXILE LEVEL	☐ Below 520L (3rd grade) ☐ Below 739L (4th grade) ☐ Below 830L (5th grade)	
Office Referrals	☐ 3rd offense for classroom managed behavior	☐ 3rd offense for office managed behavior
Absences	☐ More than 5 absences	☐ More than 7 absences
Speech/Language Screener	☐ Meets Criteria for Age Level	☐ Did Not Meet Goal(s)
Additional Data To Be Considered: Classroom Performance	☐ Elem: 70% or below ☐ MS/HS: 70% or below	☐ Elem: 50% or below ☐ MS/HS: 50% or below
Additional Data To Be Considered: Tier 1 Classroom Interventions	☐ Did Not Meet Goal #1 OR #2	☐ Did Not Meet Goal #1 AND #2

RESULTS/RECOMMENDATIONS:

- ☐ Eligible for Tier ___ in the area(s) of _____ (must have checked at least 2 criteria).
- ☐ Student is ineligible at this time in the area(s) of _____.
- ☐ A comprehensive evaluation is recommended at this time.

Referring/Homeroom Teacher

MTSS Director

Sowega STEM Charter School (SGSC)
Middle/High School
Criteria Considerations for Tiered Entry/Exit

Student Name:

Date:

Please check the ones that apply:

- ☐ Tier 1 Progress Monitoring Data
- ☐ Tier 2 Progress Monitoring Data
- ☐ Tier 3 Progress Monitoring Data
- ☐ The student transferred into SGSC with records indicating he/she was in Tier 2 or 3.

Data To Consider	Tier 2	Tier 3
DRC Beacon Math (6th - 8th grades)	☐ Support Needed ☐ Near Target	☐ Support Needed
GMAS (6th - 8th grades)	☐ Developing Learner in the area of math ☐ Beginning Learner in the area of math	☐ Beginning Learner in the area of math
EOC (End of Course - 9th grade)		
DRC Beacon ELA (6th - 8th grades)	☐ Support Needed ☐ Near Target	☐ Support Needed
GMAS (6th - 8th grades)	☐ Developing Learner in the area of ELA ☐ Beginning Learner in the area of ELA	☐ Beginning Learner in the area of ELA
EOC (End of Course - 10th grade)		
LEXILE LEVEL	☐ Below 925L (6th grade) ☐ Below 970L (7th grade) ☐ Below 1010L (8th grade)	
Office Referrals	☐ 3rd offense for classroom managed behavior	☐ 3rd offense for office managed behavior
Absences	☐ More than 5 absences	☐ More than 7 absences
Speech/Language Screener	☐ Meets Criteria for Age Level	☐ Did Not Meet Goal(s)
Additional Data To Be Considered: Classroom Performance	☐ MS/HS: 70% or below Subject(s):	☐ MS/HS: 50% or below Subject(s):
Additional Data To Be Considered: Tier 1 Classroom Interventions	☐ Did Not Meet Goal #1 OR #2	☐ Did Not Meet Goal #1 AND #2

RESULTS/RECOMMENDATIONS:

Referring/Homeroom Teacher

MTSS Director

**SOWEGA STEM CHARTER SCHOOL
TIER 3 INITIAL REFERRAL FORM**

Date: _____

Student: _____

Birth Date: _____

Homeroom Teacher: _____

Current Grade: _____

Has the student been retained?

If yes, what grade (s)? _____

☐ Yes

☐ No

Does the student have a medical diagnosis? If yes, what? _____

☐ Yes

☐ No

Is the student taking medication?

If yes, what? _____

☐ Yes

☐ No

Does the student wear glasses? _____ Does the student wear hearing aids? _____

Is the student: excessively tardy or absent? If yes, indicate days absent/tardy. _____

☐ Yes

☐ No

Does the student receive:

☐ EIP

Other: _____

☐ Speech/Language

☐ OT

☐ PT

☐ Gifted

☐ Previous Special Education services

If applicable, please include most recent data from the following:

GKIDS: Baseline _____ End of the Year _____

Georgia Milestones:

Grade/Year: _____ Reading/ELA _____ Math _____

Grade/Year: _____ Reading/ELA _____ Math _____

Grade/Year: _____ Reading/ELA _____ Math _____

MAP DATA:

Date: _____ Reading: _____ Math: _____

Date: _____ Reading _____ Math: _____

Date: _____ Reading _____ Math: _____

Please check any that apply:

Behavioral Characteristics

- | | |
|--------------------------------------|---|
| ☐ Tense | ☐ Impulsive |
| ☐ Responsible | ☐ Withdrawn |
| ☐ Anxious | ☐ Moody |
| ☐ Cheerful | ☐ Easily Upset |
| ☐ Courteous | ☐ Hostile |
| ☐ Dependent | ☐ Eager for praise/to please |

Relations with Others

- | | |
|---|--|
| ☐ Outgoing; good-natured | ☐ Communicates |
| ☐ Has few friends | ☐ Seeks attention |
| ☐ Reacts positively to praise | ☐ Jealous |
| ☐ Independent | ☐ Assumes leadership roles easily |
| ☐ Refuses to follow leadership of others | ☐ Enjoys group activities |
| ☐ Physically aggressive | ☐ Tactful |
| ☐ Patient | ☐ Plays alone |
| ☐ High degree of conformity to peer group expectations | |

Attention

- ☐ listens carefully ☐ inattentive to most instructions ☐ seems to understand most instructions
- ☐ begins to work impulsively without listening to instruction
- ☐ waits for complete instructions before beginning

Referral form completed by: _____ Date: _____

**SOWEGA STEM CHARTER SCHOOL
TIER 3 BACKGROUND INFORMATION FORM**

Student's Name: _____ Birth Date: _____

Mother's Name: _____ Father's Name: _____

Student Lives with: ☐ Both Parents ☐ Mother ☐ Father ☐ Other _____

Developmental History

Birth: ☐ Full-term ☐ Premature Post-Due Date _____ Birth Weight _____

Were there any problems during pregnancy, at delivery, or after delivery? ☐ Yes ☐ No

If yes, please describe.

_____.

Were developmental milestones met within average ranges (i.e. first words, sitting, pulling up, walking, toileting skills, etc.)? ☐ Yes ☐ No

List student's major injuries, illnesses, operations, or disorders/syndromes:

Is your child taking medication? ☐ Yes ☐ No If yes, please indicate names and dosages.

Are there any physical or medical conditions present? ☐ Yes ☐ No If yes, please indicate name(s). _____

Did your child attend preschool or daycare? ☐ Yes (Include Name) _____

☐ No

How did your child react when he/she started school?

Current Concerns

What are your main concerns with your child's functioning in school?

Does your child display average ability to play, work, follow directions, or communicate with others? ☐ Yes ☐ No
(If no, please explain.)

--
Have there been any changes in his/her levels of success, effort, or ability? ☐ Yes ☐ No If yes, please explain.

--
How does your child respond to correction and discipline at home?

How does your child get along with his/her siblings?

Does your child get along with other children in the neighborhood? ☐ Yes ☐ No

How much time is generally spent each night completing homework?

List some of your child's strengths and weaknesses:

Strengths:-----

Weaknesses:-----

Has your child received any services outside of the school system (i.e. private psychologist, individual/family counseling, evaluation, social worker, etc.) ☐ Yes (if so, which services and approximate date) ☐ No

Behavioral Characteristics in the Home Setting (check all that apply):

- | | |
|---|---|
| ☐ easily discouraged | ☐ is self-confident |
| ☐ has extreme or unusual fears | ☐ has short attention span |
| ☐ does not sleep well | ☐ has sudden mood changes |
| ☐ is overly dependent for age | ☐ walks in sleep |
| ☐ complains that others don't like him/her | ☐ is generally happy |
| ☐ is considerate of others | ☐ sucks thumb/fingers |
| ☐ has tantrums | ☐ does not eat well |
| ☐ is abusive toward others | ☐ disobedient |
| ☐ is overactive | ☐ daydreams a lot |
| ☐ controls temper | ☐ stays to him/herself |
| ☐ destructive | ☐ abusive to animals |
| ☐ wets bed | ☐ holds grudges |
| ☐ often sad | ☐ unmotivated |

Information provided by:----- Date:-----

Analyzed Work Samples

Must be for the area(s) the student has demonstrated as a weakness. Only problematic areas require work samples and observation. If the teacher indicates problems in 3 areas, there should be work samples from 3 areas.

Incomplete student work/papers are not valid samples of what the student has difficulty doing. In order to assess a student's ability, you must see his/her responses and analyze their work. Incomplete pages document that the students have difficulty with work habits but not necessarily that the student has difficulty finding the main idea, subtracting numbers, writing a paragraph or identifying words, etc...

The number of analyzed work samples is determined by the general education teacher. Quality is preferred over quantity.

Teacher written commentary explaining the following: date of assignment, instructions for completing the assignment, length of time, if extra time was provided, independent/group activity, and any other helpful information.

How does this student's work compare to an average student? Considering the time it takes to complete, amount of support needed, any modifications made, and overall quality of work. Comparative work samples should only have the identified student's name; all other names should be marked out.

Complete the content specific Work Sample Analysis Form and attach work samples.

Basic Reading Skills
Work Sample Analysis

Name: _____ Date: _____

This Work Sample is _____Pre-Intervention _____Post-Intervention

Directions: Choose a work sample(s) that best represents the area of concern and demonstrates the deficits in the area. Please attach the work sample(s). You must complete this form for each sample included.

Objective of Lesson:

Grade Level of Assignment: _____Below Grade Level _____ Grade Level

Instruction: _____ Individual _____ Small Group _____ Whole Group

Task Presentation: _____ Visual _____ Auditory _____ Tactile

Response Expected: _____ Oral _____ Written Other: _____

Is the student lacking prerequisite skills?

_____ No _____ Yes, specify: _____

Is there a pattern in the errors made?

_____ No _____ Yes, specify: _____

Are there factors which hinder progress?

_____ No _____ Yes, specify: _____

Check those that apply to this specific work sample(s).

___Does not know all the letters of the alphabet

- __Does not accurately recognize letters and letter order (reverses and/or transposes letters)
- __Has difficulty with sound-symbol relationships
- __Does not discriminate between similar letters and words when reading
- __Cannot accurately sound out unfamiliar words; does not smoothly blend sounds when attacking new words.
- __Fails to demonstrate word attack skills (e.g., phonics, context clues, picture clues, etc.)
- __Omits, adds, substitutes, or reverses letters, words, or sounds when reading.
- __Has not mastered sight words
- __Fails to recognize words on grade level
- __Does not read independently
- __Does not accurately read new words in context after they have been introduced by the teacher
- __Difficulty with phonic skills when reading (i.e., fails to sound out words correctly or blend sounds into words)
- __Can read words correctly in one context but not in another
- __Cannot read fluently; overly relies on pointing with a finger, holding the book close, etc.
- __Has not mastered reading silently without inappropriate subvocalizing
- __Does not read orally and silently at about the same rate as peers
- __Does not read and scan fluently; has excessive omissions, substitutions, loses his/her place.
- __Has not mastered frequently used, irregular words (especially th- and wh- words)

Adapted from McCartney, S. & Wendling, A. (1987), Learning disability intervention manual. Columbia, MO: Hawthorne Educational Services.

Reading Comprehension

Work Sample Analysis

Name: _____ Date: _____

This Work Sample is _____ Pre-Intervention _____ Post-Intervention

Directions: Choose a work sample(s) that best represents the area of concern and demonstrates the deficits in the area. Please attach the work sample(s). You must complete this form for each sample included.

Objective of Lesson:

Grade Level of Assignment: ____ Below Grade Level ____ Grade Level

Instruction: ____ Individual ____ Small Group ____ Whole Group

Task Presentation: ____ Visual ____ Auditory ____ Tactile

Response Expected: ____ Oral ____ Written ____

Other: _____

Is the student lacking prerequisite skills?

____ No ____ Yes, specify: _____

Is there a pattern in the errors made?

____ No ____ Yes, specify: _____

Are there factors which hinder progress?

____ No ____ Yes, specify: _____

Check those that apply to this specific work sample(s).

- ___Does not self-correct.
- ___Misuses such that meaning is distorted
- ___Does not observe punctuation when reading
- ___Loses place when reading (i.e., leaves out words, lines, or sentences when reading)
- ___Fails to finish assignments because of reading difficulties (i.e., reads too slowly to finish on time)
- ___Does not follow written instruction as well as peers
- ___Fails to comprehend the meaning of words in the reading vocabulary
- ___Understands what is read to him/her, but not what he/she reads silently
- ___Does not recall facts after reading orally
- ___Does not accurately comprehend statements w/ conditional words only, never, always, either or, etc.
- ___Fails to correctly answer comprehension questions from reading activities
- ___Cannot find a main idea statement accurately
- ___Cannot infer meaning beyond the text.
- ___Does not correctly use textural elements such as headings, subheadings, introductions, summaries, graphic presentations, indexes, etc.

Adapted from McCartney, S. & Wendling, A. (1987), Learning disability intervention manual. Columbia, MO: Hawthorne Educational Services

Mathematics Calculation

Work Sample Analysis

Name: _____ Date: _____

This Work Sample is _____ Pre-Intervention
_____ Post-Intervention

Directions: Choose a work sample(s) that best represents the area of concern and demonstrates the deficits in the area. Please attach the work sample(s). You must complete this form for each sample included.

Objective of Lesson:

Grade Level of Assignment: ___ Below Grade Level ___ Grade Level

Instruction: ___ Individual ___ Small Group ___ Whole Group

Task Presentation: ___ Visual ___ Auditory ___ Tactile

Response Expected: ___ Oral ___ Written

___ Other: _____

Is the student lacking prerequisite skills?

___ No ___ Yes, specify: _____

Is there a pattern in the errors made?

___ No ___ Yes, specify: _____

Are there factors which hinder progress?

___ No ___ Yes, specify: _____

Check those that apply to this specific work sample(s).

- ___Has not mastered the elements of numerals (i.e., rote counting, recognizing and/or writing numbers in order)
- ___Does not comprehend place value
- ___Has not mastered basic mathematical facts for grade level
- ___Does not remember math facts
- ___Does not work math problems as quickly as classmates
- ___Confuses operational signs when working math problems
- ___Fails to change from one math operation to another
- ___Works math problems left to right instead of right to left
- ___No use of columns when working problems (e.g., puts numbers in wrong columns, adds across columns, etc.)
- ___Fails to follow necessary steps in math problems (e.g., does steps in the wrong order, omits a step, etc.)
- ___Cannot correctly complete operations that require multiple steps (e.g., long division or subtraction with regrouping)
- ___Cannot estimate and evaluate an answer that is approximately correct
- ___Fails to correctly solve math problems requiring addition
- ___Fails to correctly solve math problems requiring subtraction
- ___Fails to correctly solve math problems requiring regrouping
- ___Fails to correctly solve math problems requiring multiplication
- ___Fails to correctly solve math problems requiring division
- ___Fails to correctly solve math problems involving fractions or decimals

Adapted from McCartney, S. & Wendling, A. (1987), Learning disability intervention manual. Columbia, MO: Hawthorne Educational Services

Mathematical Reasoning

Work Sample Analysis

Name:_____ Date:_____

This Work Sample is _____Pre-Intervention _____Post-Intervention

Directions: Choose a work sample(s) that best represents the area of concern and demonstrates the deficits in the area. Please attach the work sample(s). You must complete this form for each sample included.

Objective of Lesson:

Grade Level of Assignment: ___Below Grade Level ___Grade Level ___Above Grade Level

Instruction: ___Individual ___Small Group ___Whole Group

Task Presentation: ___Visual ___Auditory ___Tactile

Response Expected: ___Oral ___Written Other:_____

Is the student lacking prerequisite skills?

___No ___Yes, specify:_____

Is there a pattern in the errors made?

___No ___Yes, specify:_____

Are there factors which hinder progress?

___No ___Yes, specify:_____

Check those that apply to this specific work sample(s).

- ___ Cannot recognize and comprehend key words that identify the operation used in a word problem
- ___ Cannot identify the numerical elements to be used in solving a word problem
- ___ Cannot express the equivalent parts of fractions, percentages, and decimals
- ___ Cannot solve life-related problems involving time, money, and measurement
- ___ Cannot accurately estimate response to everyday problems in time, money, and measurement
- ___ Cannot state the function and use of measurement terms to solve problems
- ___ Cannot solve basic problems involving geometry
- ___ Has difficulty solving math word problems
- ___ Does not understand abstract math concepts without concrete examples (i.e., must have manipulatives in order to work math problems)
- ___ Falls to correctly solve problems involving money
- ___ Fails to correctly solve problems using measurement Does not understand the concept of time

Adapted from McCartney, S. & Wendling, A. (1987), Learning disability intervention manual. Columbia, MO: Hawthorne Educational Services

Listening Comprehension *Work Sample Analysis*

Name: _____ Date: _____

This Work Sample is _____Pre-Intervention _____Post-Intervention

Directions: Choose a work sample(s) that best represents the area of concern and demonstrates the deficits in the area. Please attach the work sample(s). You must complete this form for each sample included.

Objective of Lesson:

Grade Level of Assignment: ___Below Grade Level ___Grade Level ___Above Grade Level

Instruction: ___Individual ___Small Group ___Whole Group

Task Presentation: ___Visual ___Auditory ___Tactile

Response Expected: ___Oral ___Written ___Other: _____

Is the student lacking prerequisite skills?

___No ___Yes, specify: _____

Is there a pattern in the errors made?

___No ___Yes, specify: _____

Are there factors which hinder progress?

___No ___Yes, specify: _____

Check only the descriptors that apply to this specific work sample(s) attached.

___Requires eye contact in order to listen successfully

- ___Attends more successfully when close to source of sound
- ___Has difficulty attending to peers/adults when they are talking
- ___Unable to follow appropriate verbal directions (requiring a single response)
- ___Does not hear all of what is said (e.g., misses word endings, misses key words such as "do not," etc.)
- ___Fails to direct attention or fails to maintain attention to important sounds in the immediate environment
- ___Unsuccessful in activities requiring listening (e.g., games, following oral directions, etc.)
- ___Needs oral questions and directions frequently repeated (e.g., student says, "I don't understand," needs constant reminders, etc.)
- ___Has trouble detecting humor or sarcasm in the verbal expression of others
- ___Cannot identify age appropriate vocabulary through picture cues
- ___Has difficulty differentiating speech sounds heard (e.g., cannot tell the difference between /ch/ and /sh/ sounds, similar vowel sounds, similar consonant sounds, rhyming words etc.)
- ___Demonstrates poor comprehension of sentences when presented with picture stimuli
- ___Unable to sequence pictures to demonstrate an understanding of orally presented material
- ___Unable to respond appropriately to wh- questions following oral presentation of a story
- ___Unable to verbally paraphrase sentences or stories presented orally

Adapted from McCartney, S. & Wendling, A. (1987), Learning disability intervention manual. Columbia, MO: Hawthorne Educational Services

Written Expression Work Sample Analysis

Name:_____ Date:_____

This Work Sample is _____Pre-Intervention _____Post-Intervention

Directions: Choose a work sample(s) that best represents the area of concern and demonstrates the deficits in the area. Please attach the work sample(s). You must complete this form for each sample included.

Objective of Lesson:

Grade Level of Assignment: _____Below Grade Level _____Grade Level

Instruction: ____Individual ____Small Group ____Whole Group

Task Presentation: ____Visual ____Auditory ____Tactile

Response Expected: ____Oral ____Written ____Other:_____

Is the student lacking prerequisite skills?

____No ____Yes, specify:_____

Is there a pattern in the errors made?

____No ____Yes, specify:_____

Are there factors which hinder progress?

____No ____Yes, specify:_____

Check only the descriptors that apply to this specific work sample(s) attached.

____Demonstrates poor motor coordination and motor fluency

- ___Reverses letters and numbers when writing
- ___Fails to form letters correctly when printing or writing
- ___Uses inappropriate letter size when writing
- ___Uses inappropriate spacing between words or sentences when writing
- ___Fails to write within a given space (e.g., writes off of the page, does not write on a line, etc.)
- ___Is unable to copy letters, words, sentences, and numbers from a model at close distance (e.g., cannot copy from a textbook)
- ___Fails to use spelling rules (e.g., “i” before “e” except after “c” rules for changing words to plural form, etc.)
- ___Has difficulty with phonetic approaches to spelling
- ___Has difficulty spelling words that do not follow the spelling rules
- ___Does not use word-endings correctly when spelling or omits them (e.g., -ed, -ing, -ly, etc.)
- ___Spells words correctly in one context, but not in another (e.g., can spell the word on a quiz but not in a sentence, cannot spell the word from dictation but can spell it correctly in sentences, etc.)
- ___Requires continued drill and practice in order to learn spelling words
- ___Unable to generate ideas orally
- ___Does not compose complete sentences or express complete thoughts when writing
- ___Omits, adds, or substitutes words when writing
- ___Fails to correctly organize writing activities (e.g., cannot sequence events, cannot develop a paragraph, use incorrect word order, etc.)
- ___Cannot write a single sentence from a sentence starter
- ___Cannot write a single sentence from a visual stimulus
- ___Cannot write a single sentence from a word
- ___Cannot write a single sentence from a topic
- ___Cannot write a paragraph from a visual stimulus
- ___Cannot write a paragraph following a verbal rehearsal of content with the teacher
- ___Cannot write a paragraph from a topic sentence
- ___Cannot write a paragraph from a topic
- ___Does not use descriptive words (adjectives, adverbs) in writing
- ___Fails to use capitalization correctly in writing
- ___Fails to use punctuation correctly in writing
- ___Demonstrates poor sentence structure in writing
- ___Does not use appropriate subject-verb agreement in writing
- ___Fails to use verb tenses correctly in writing

Adapted from McCartney, S. & Wendling, A. (1987), Learning disability intervention manual. Columbia, MO: Hawthorne Educational Services

Oral Expression
Work Sample Analysis

Name:_____ Date:_____

This Work Sample is _____Pre-Intervention _____Post-Intervention

Directions: Choose a work sample(s) that best represents the area of concern and demonstrates the deficits in the area. Please attach observation notes.

Objective of Lesson:

Grade Level of Assignment: _____Below Grade Level _____Grade Level

Instruction: ___Individual ___Small Group ___Whole Group

Task Presentation: ___Visual ___Auditory ___Tactile

Response Expected: ___Oral ___Written ___Other:_____

Is the student lacking prerequisite skills?

___No ___Yes, specify:_____

Is there a pattern in the errors made?

___No ___Yes, specify:_____

Are there factors which hinder progress?

___No ___Yes, specify:_____

Check only the descriptors that apply, with an example.

___Demonstrates a limited speaking vocabulary

___Has poor age-appropriate vocabulary development

___Does not respond in complete sentences (example?)

- ___Unable to carry on conversation with peers and adults
- ___Unable to communicate ideas adequately with verbal statements (is dependent on gestures)
- ___Does not formulate sentences or stories related to stimuli
- ___Unable to relate experiences or stories in sequential order when visual stimuli or word cues are provided
- ___Cannot provide verbal labels for common objects in school or home environment
- ___Has difficulty with word retrieval (has difficulty “finding” words to describe intent)

Adapted from McCartney, S. & Wendling, A. (1987), Learning disability intervention

Tier 3 Intervention Plan and Progress Monitoring

Student: _____ Area of Weakness: _____

Goal: _____

Intervention: _____

Interventionist: _____

Frequency: _____ Time(s) _____

Individual or Small Group (Size): _____

Location: _____

Length of Intervention: _____

100

0

DATE :

DATE:

DATE:

DATE:

DATE:

SOWEGA STEM CHARTER SCHOOL
TIER 3 Exit Letter

To the Parent(s)/Guardians of: _____

The Georgia Department of Education has developed a problem solving approach, called Multi-Tiered System of Supports (MTSS), to help any student who has difficulty in the academic/behavioral setting. Tier 1 involves all students in the general education classroom. Tier 2 students receive interventions in one or more of the following areas: academic, speech/language or behavioral. Tier 3 students receive more intensive interventions. Your child has been receiving academic/behavioral/speech/language interventions.

This letter is to inform you that your child has made progress and has exited Tier 3. He/she was placed back into Tier 2 on _____ for
_____. **(Skill Area)** **(Date)**

If you have any questions, please call your child's teacher at
_____.
(Phone Number)

Intervention Provider's Name _____ **Date** _____

Please sign and return as soon as possible.

I have been notified that my child has exited Tier 3 and has returned to Tier 2.

Child's Name _____ Date _____

Parent's Signature _____

Georgia's Online MTSS/SST Application

Georgia's Online MTSS/SST Application is designed to help districts and schools facilitate data-based decision making within a tiered system of support for students. SGSC utilizes this application tool to create and maintain a record of a student's response to intervention.

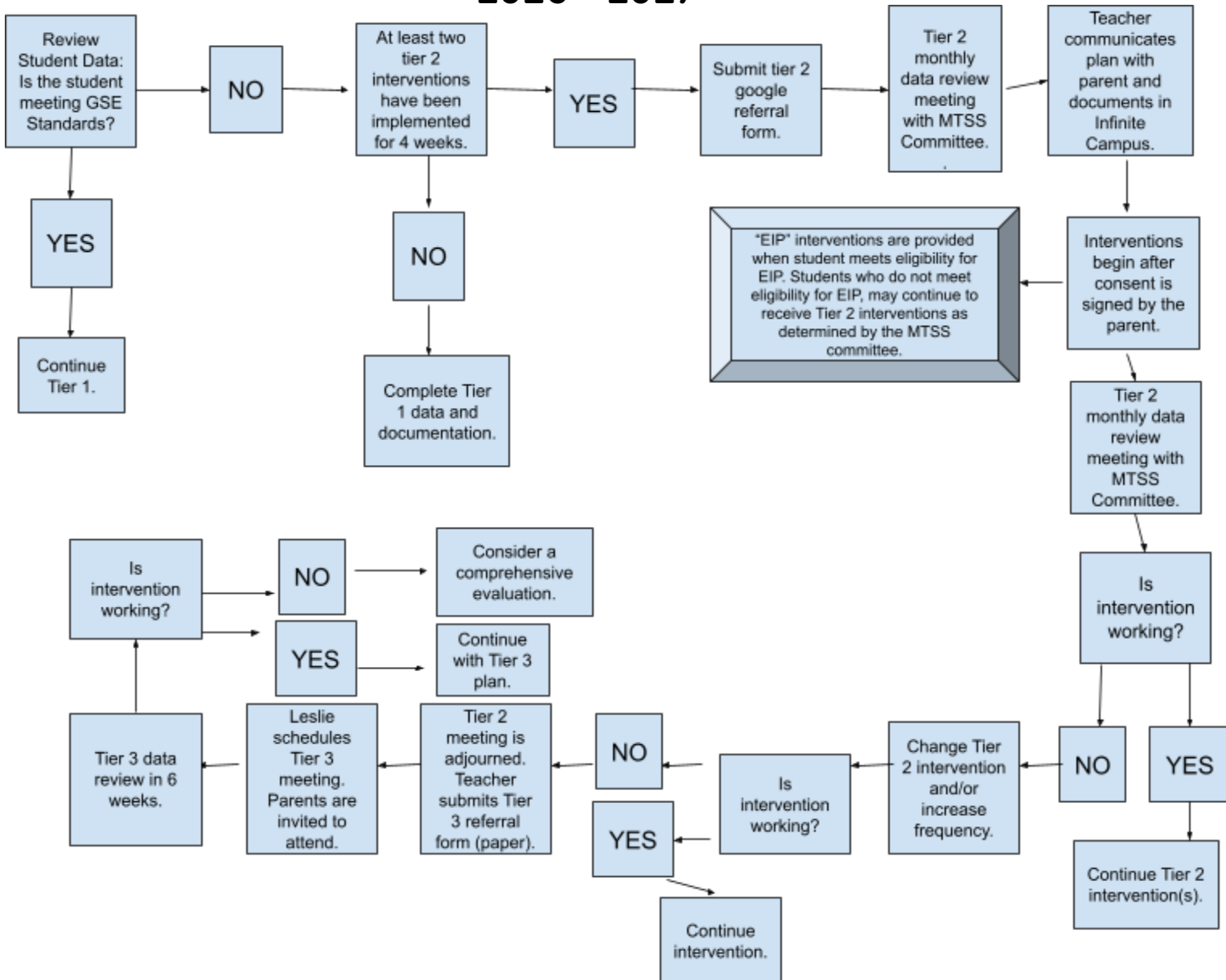
GO-MTSS:

- Web-based and accessible to all Georgia districts
- Provides real-time data
- Allows transfer of student data if a student moves anywhere in Georgia
- Fully integrated with the Statewide Longitudinal Data System, or SLDS
- Aligns with Georgia's Online IEP (GO-IEP) application which is also a part of SLDS

Multi-Tiered System of Supports (MTSS)

@ SGSC for ELEMENTARY

2026 - 2027



Multi-Tiered System of Supports (MTSS)

@ SGSC

2026 - 2027

