

Georgia's Tiered System of Supports for Students

A Framework for Success

**Georgia's
MTSS**

2020

Application to Participate



Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

1/9/2020

Application to Participate in Georgia's Tiered System of Supports

Georgia's Tiered System of Supports for Students

Georgia's Tiered System of Supports for Students (Georgia's MTSS framework) is a continuum of evidence-based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for decision making to empower each Georgia student to achieve high standards.

Georgia's MTSS provides multi-phase training and ongoing support for refinement and sustainability purposes for districts to implement the integrated academic, behavior, and social framework. To achieve Georgia's MTSS, resources must be used effectively and efficiently to enable students to be successful. Georgia's MTSS does not automatically require additional resources or add on to existing practices. Instead, it involves evaluating current practices, identifying practices that yield evidence of effectiveness, addressing areas that are missing, and replacing ineffective or inefficient approaches with those that are supported by research. Georgia's MTSS becomes one of the primary guiding frameworks for a continuous, data based, school improvement process supporting academic, social emotional and behavioral achievement of all students to prepare them to be successful high school graduates.

Georgia's MTSS is funded through the State Personnel Development Grant (SPDG) and is designed as a multi-year project with cascading supports. Implementation will be supported by the state team, regional teams, district teams, school teams, students and their families.

Project Goals:

- Georgia's MTSS will work with cohorts of local school districts to provide support in measurement and evaluation, professional learning, and technical assistance including coaching, necessary to support implementation of the framework.
- Partnering school districts will have the necessary infrastructures and support personnel identified for successful building level implementation: identified MTSS Coordinator at the district/building level; other collaborative teams who meet on a regular and consistent basis to provide feedback to the Building-level Leadership Team (BLT); BLTs that provide feedback to the District-level Leadership Team (DLT) regarding implementation efforts; and effective and efficient data systems for collecting, storing, and analyzing data at all levels.

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Georgia's MTSS Application Questions

As part of the application process, please answer the following questions:

1. Does your district currently utilize a screening/progress monitoring assessment for the following content areas?

Reading	Yes No	<p>If so, what is the name of your assessment(s)?</p> <p>Purpose: <input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring</p>	How often is it given?	For which grades?
Math	Yes No	<p>If so, what is the name of your assessment?</p> <p>Purpose: <input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring</p>	How often is it given?	For which grades?
Behavior	Yes No	<p>If so, what is the name of your assessment?</p> <p>Purpose: <input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring</p>	How often is it given?	For which grades?

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2. Does your district currently offer any evidence-based interventions for the following content areas?

Reading	Yes No	If so, what is the name of your intervention(s)?	Who receives the intervention?
Math	Yes No	If so, what is the name of your intervention(s)?	Who receives the intervention?
Behavior	Yes No	If so, what is the name of your intervention(s)?	Who receives the intervention?

3. Describe your district's need for Georgia's MTSS include in your description how a tiered system of support will fit within your current initiatives, priorities, structures, supports, and parent/community values.

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4. What is your district's capacity for implementing Georgia's MTSS including what resources are available for training, staffing, technology supports, data systems, and administration?

5. What is the expected outcome in your district if Georgia's MTSS is implemented, and how will you build capacity to sustain implementation?

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This document is a required component for Georgia's MTSS application process, and must be completed, appropriately signed, and submitted in order to be considered.

Developing a systemic framework of Georgia's MTSS should become a priority of the district. It is a process to operationalize and sustain school improvement efforts as they relate to creating a positive school climate and improve achievement for all students. Full commitment of the district and appropriate building level administrators is required.

(Insert full name of school district above)

Agrees to the following commitments and participation requirements:

1. The school district will spend the time necessary developing the infrastructures to support participating buildings and grade levels as it prepares to scale up in future years. This potentially includes Pre-K through 12th grade. This also includes participation at required statewide trainings and meetings.
2. The school district understands that the implementation of Georgia's MTSS is a multi-year commitment in order to move toward sustained implementation.
3. The school district agrees to align its beliefs and practices with the implementation of Georgia's MTSS across all appropriate levels, potentially Pre-K through 12th grade.
4. The school district agrees to designate a district-level administrator to provide oversight for the coordination and communication of Georgia's MTSS effort in conjunction with Georgia's MTSS project staff.
5. The school district agrees to establish building leadership teams at each participating building and a district leadership team.
6. The school district agrees to collaborate across all departments in all participating buildings and at all appropriate grade levels to create efficient resources and align practices and priorities in an ongoing manner.
7. The school district agrees to designate school-level MTSS Coordinators to support implementation at each of the participating schools.
8. The school district agrees to allocate resources (time and fiscal) to support implementation efforts and long-term sustainability, which include:
 - a. Ongoing planning for visibility, political support, and funding.
 - b. Development of a training infrastructure that integrates and aligns district professional development activities while protecting time for such activities.
 - c. Protecting district and building level administration and staff from competing initiatives.

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9. The district agrees to support all participating buildings and appropriate grade levels using the following assessment measures and data collection systems:
 - a. Universal screening and progress monitoring tools for literacy and/or math and/or behavior (pre-K-12)
 - b. A data system for analyzing office discipline referral/behavior incident referral data if behavior content area is chosen
 - c. Fidelity assessment to determine growth in implementation of Georgia's MTSS components
 - d. Capacity assessment to identify the district's and schools' capacity to support Georgia's MTSS and to inform action planning
 - e. Training and coaching evaluation, logs, surveys, and interviews to provide formative feedback on implementation training and supports
10. The school district agrees to complete a self assessment with Georgia's MTSS staff in order to develop a district plan for Georgia's MTSS implementation in schools, which includes professional development, professional learning communities, coaching, and other mechanisms of technical assistance that are evaluated and revised annually through the school improvement process.
11. The school district agrees to establish a system of communication and feedback that encompasses all appropriate levels of the system, families, and other appropriate stakeholders to support the achievement of all students.
12. The school district agrees to collaborate with Georgia's MTSS staff to develop capacity for training and coaching functions necessary for implementation and sustainability efforts.
13. The school district agrees to adhere to mutually developed project and data submission timelines.
14. The school district agrees to modify practices and policies that interfere with the implementation of Georgia's MTSS.
15. The school district agrees to monitor and evaluate the actions schools have taken to sustain the implementation of Georgia's MTSS annually as well as beyond the grant period.

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The District, through its authorized representative(s), agrees to comply with all requirements applicable to the State Personnel Development Grant (SPDG), including the assurances contained herein and the conditions that apply to implementation of Georgia's MTSS framework.

Superintendent (Printed Name)	Signature	Date
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Special Education Director (Printed Name)	Signature	Date
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Up to three (3) Participating Schools:

1. Building Principal (Printed Name)	Signature	Date
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Name of School

2. Building Principal (Printed Name)	Signature	Date
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Name of School

3. Building Principal (Printed Name)	Signature	Date
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Name of School

LEA Contact and Coordinator (person responsible) for Georgia's MTSS:

Name: _____ Position: _____ Office: _____

Telephone: _____ Email Address: _____

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Application Submission

If you have any questions regarding the application or submission process, please email them to ksuddeth@doe.k12.ga.us

Electronically submit applications (pdf) at: gamtss@doe.k12.ga.us

You may also mail applications to:

Georgia's Tiered System of Supports for Students

Attn: Karen Suddeth, Program Manager

Georgia Department of Education
205 Jesse Hill Jr. Drive SE
1770 Twin Towers East
Atlanta, Georgia 30334

