Multi-Tiered Systems of Support (MTSS) Implementation: Reflection and Action Planning Sheet

# Instructions

# This planning sheet provides schools with a space to reflect and identify goals and next steps that are appropriate for developing and/or strengthening a district or school-wide MTSS framework.

Work with your district team to review the MTSS components below. After reflecting on your district’s implementation status for each of the questions, begin drafting some goals and next steps that are most relevant to your role.

# MTSS Essential Components

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| MTSS Essential Component | Guiding Questions | Status/Notes |
| MTSS Vision and Teams | What other initiatives are in your district? How can you align those initiatives within your MTSS framework? |  |
| Do you have a district implementation team to support MTSS implementation? Who are the members of that team? Is there someone with executive leadership authority on the team? |  |
| Does the district currently have an implementation plan for MTSS that uses fidelity data, student outcome data, capacity data, scale-up data, and includes goals that are measurable?  |  |
| Is there a district communication plan about MTSS? Does the communication plan include internal and external stakeholders?  |  |
|  | Does the district team plan for continuous improvement of staff skills through professional development and/or coaching?  |  |
| What are the district decision rules (e.g., between tiers), cut points, and data-based decision-making framework process? |  |
| Tier 1 | Does your district meet frequently to identify students at-risk for poor learning outcomes? |  |
| What are the strengths and weaknesses of your district core curriculum programs?  |  |
| Are your core curriculum standards aligned, evidence based, comprehensive, and meeting the needs of 80% of the students?  |  |
| How do you ensure that teachers are delivering and using evidence-based practices? |  |
| Tier 2 | How do you ensure that teachers are implementing interventions with fidelity? |  |
| What is the district’s guidance around evidence-based programs and practices that should be used at Tier 2?  |  |
| Is there guidance around how schools should set up their schedules to ensure they are truly supplemental to Tier 1? |  |
| How do teachers monitor responsiveness in Tier 2?  |  |
| What funding or other resources, if any, are available to help schools implement Tier 2, standardized interventions?  |  |
| What are the strengths and weaknesses of Tier 2 systems in your district? |  |
| Tier 3 | How do you ensure that teachers are implementing interventions with fidelity? |  |
| What are the strengths and weaknesses of Tier 3 systems in your district? |  |
|  | What is the district guidance around evidence-based programs and practices that should be used at Tier 3?  |  |
| How do teachers monitor responsiveness in Tier 3?  |  |
| Is there guidance around using Data-Based Individualization (DBI) to intensify instruction at Tier 3? |  |
| How are students with disabilities served across tiers?  |  |

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| MTSS Essential Component | Choose 5 priorities from the above sections: | Goals/Action Steps |
| Action Steps | Person Responsible |
|  MTSS Vision and TeamsTier 1Tier 2Tier 3  | 1.  |  |  |
| 2. |  |  |
| Choose priorities from the above sections: | Goals/Action Steps |
| Action Steps | Person Responsible |
| 3.  |  |  |
| 4. |  |  |
| 5. |  |  |