

Multi-Tiered Systems of Support - Mehlville's Journey



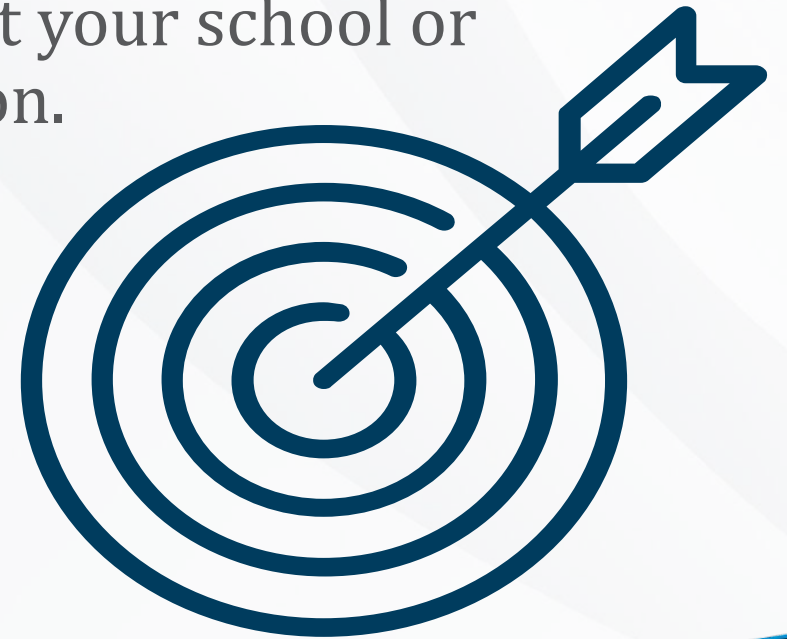
Kim Lawson, Special Education Director,
Mehlville
Adam Smith, Executive Director of Student
Services, Mehlville
Breeya Perry, MTSS Facilitator

Getting in the Room



Outcomes

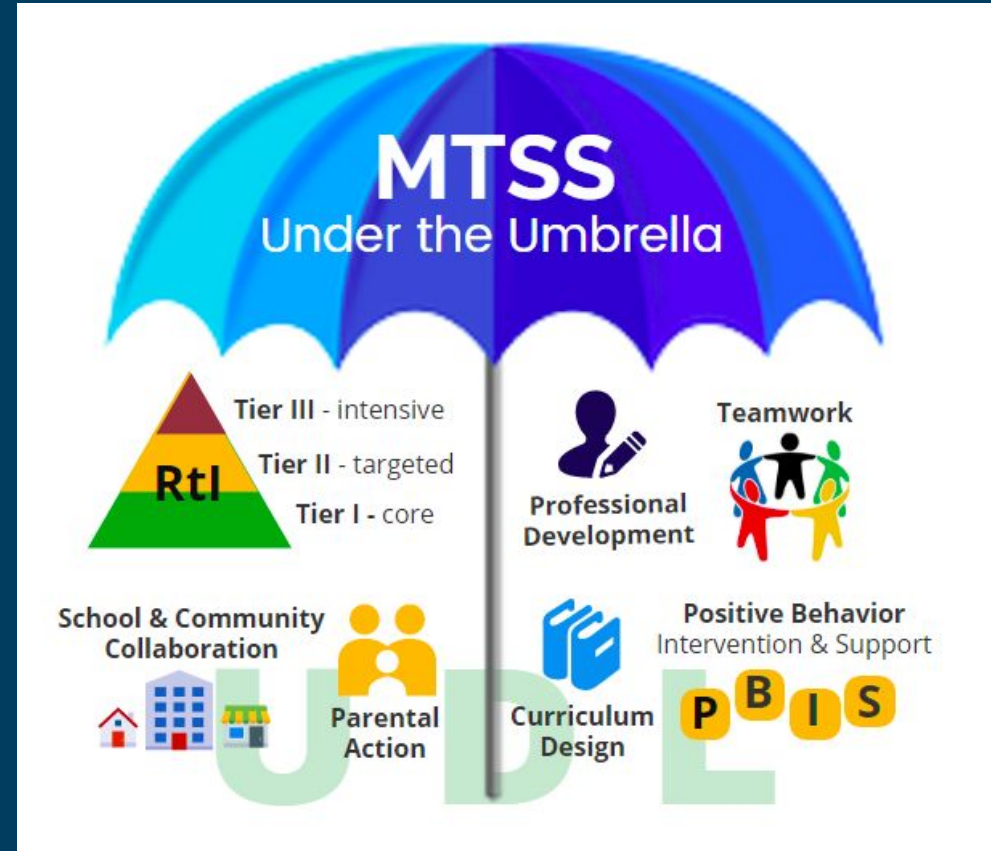
1. Describe MTSS implementation across the Mehlville School District.
2. Consider resources shared that will support your school or district's journey with MTSS implementation.



Agenda

- What is MTSS?
- Mehlville's Journey
- Tools and Strategies for Buildings
- Lessons Learned and Future Priorities

What is MTSS?



MSIP 6

Effective Teaching and Learning TL7 - The school system provides a comprehensive multi-tiered system of support that addresses the academic, emotional, behavioral, social, and physical needs of each student.

- A. The school system establishes learning and behavioral supports that are identified, coordinated, and implemented with fidelity at the classroom, building, and system level.
- B. The school system monitors the implementation of these supports through observation, program evaluation, and data analysis.
- C. The school system implements a written process for the early identification of students' needs and implements differentiated learning and behavioral supports for each student.
- D. The school system uses targeted student assessment and data collection to monitor, evaluate, and inform decision-making to identify and implement successful learning and behavioral supports.
- E. The school system collaborates with community partners to provide information and resources to students and parents/guardians to address barriers impacting student success.
- F. The school system implements methodologies to support social-emotional learning, culturally responsive teaching, and trauma-informed practices based on student need.



Integrated Multi-Tiered Systems
of Support **Blending RTI and PBIS**

Kent McIntosh
Steve Goodman

SWiFT
education center



m **DEPARTMENT
OF EDUCATION**

MiMTSS



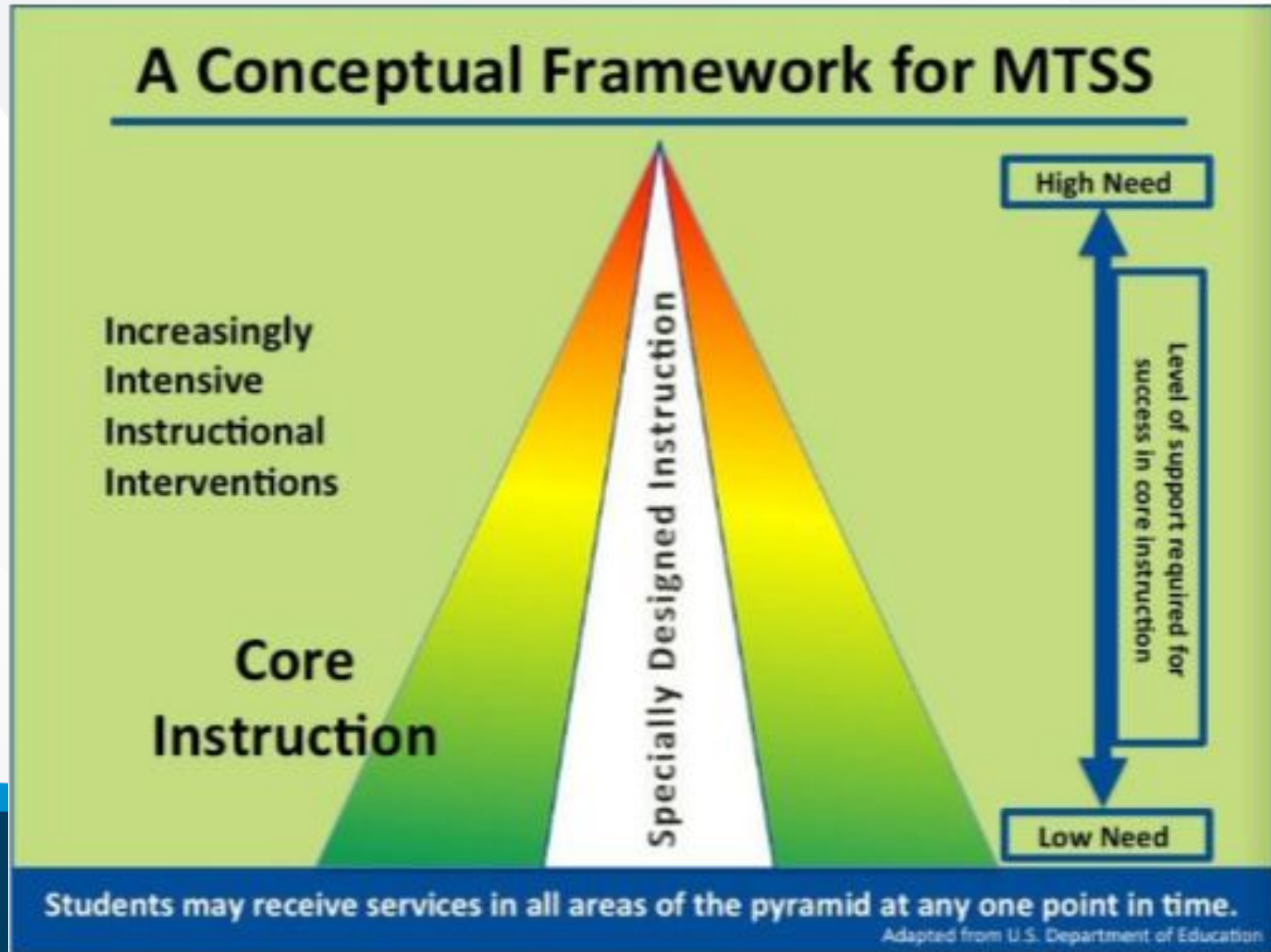
Technical Assistance Center

What is the MTSS work?

Within a tiered system at the district and school level, it is important that there is consideration and planning around the six core defining MTSS features (McIntosh & Goodman, 2016):

1. Team based leadership and coordination
2. Evaluation of implementation fidelity
3. Continuum of evidence-based practices
4. Continuous data-based progress monitoring and decision-making
5. Comprehensive universal screening
6. On-going professional development including coaching with local content expertise

How Does Special Education Fit In?



Model for Managing Complex Change



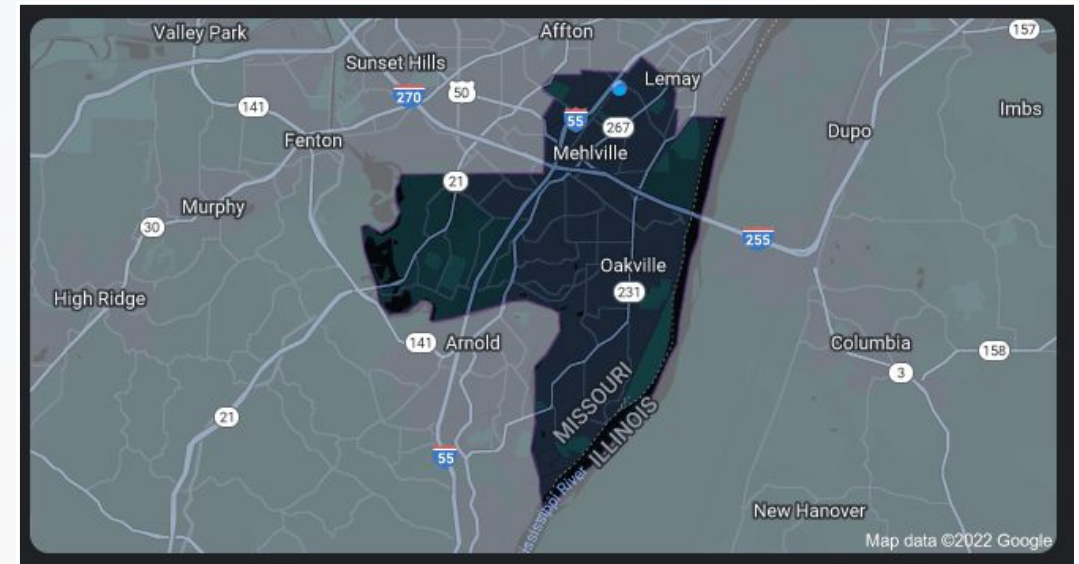
Mehlville's Journey

A District-Led Approach



Mehlville School District

- Fourth largest district in St. Louis County
- 29% F/R Lunch
- 11% EL
- 15% Special Education
- 15:1 Student:Teacher Ratio
- 264:1 Student:Administrator Ratio
- 93.2% Four-year Graduation Rate
- 21.1 ACT Composite



Disproportionality:

- ✓ Risk ratio for African-American students with Intellectual Disabilities
- ✓ Risk ratio for Multi-racial students with total discipline removals
- ✓ Risk ratio for Multi-racial students with out-of-school suspensions less than or equal
- ✓ Three Title I Elementary Schools
- ✓ One Targeted Middle School
- ✓ One Targeted High School

Intellectual Disability Risk Ratios Over 6 Years (Black to Non-Black)

Sorted by most recent year's Ratio; Risk Ratios 3.5 or higher are shaded orange

Count of African-American students with primary disability of ID appears in parentheses

	15	16	17	18	19	20
MEHLVILLE	3.577 (18)	4.051 (23)	4.384 (23)	4.570 (22)	4.159 (22)	5.381 (28)
County Wide	3.035 (1,022)	2.952 (1,014)	3.008 (1,030)	3.019 (1,003)	3.023 (984)	2.953 (961)

Long Term Implementation



Integrated Multi-Tiered Systems
of Support [Blending RTI and PBIS](#)

Kent McIntosh
Steve Goodman

Stages of Implementation

Focus	Stage	Description
Should we do it!	Exploration/Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Work to do it right!	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
Work to do it better!	Elaboration	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Continuous Improvement/Renewal	Make it easier, more efficient. Embed within current practices.



A Team Approach



Designing School-Wide Systems for Student Success

Academic Systems

Intensive, Individual Intervention

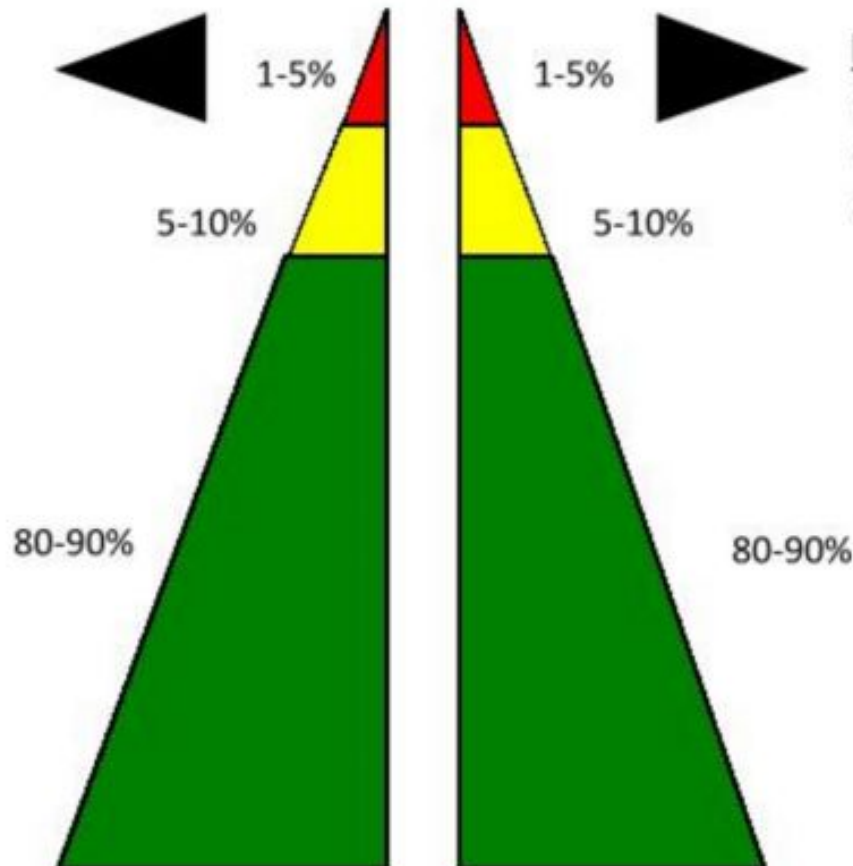
- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students, all settings
- Preventive, proactive



Behavioral Systems

Intensive, Individual Interventions

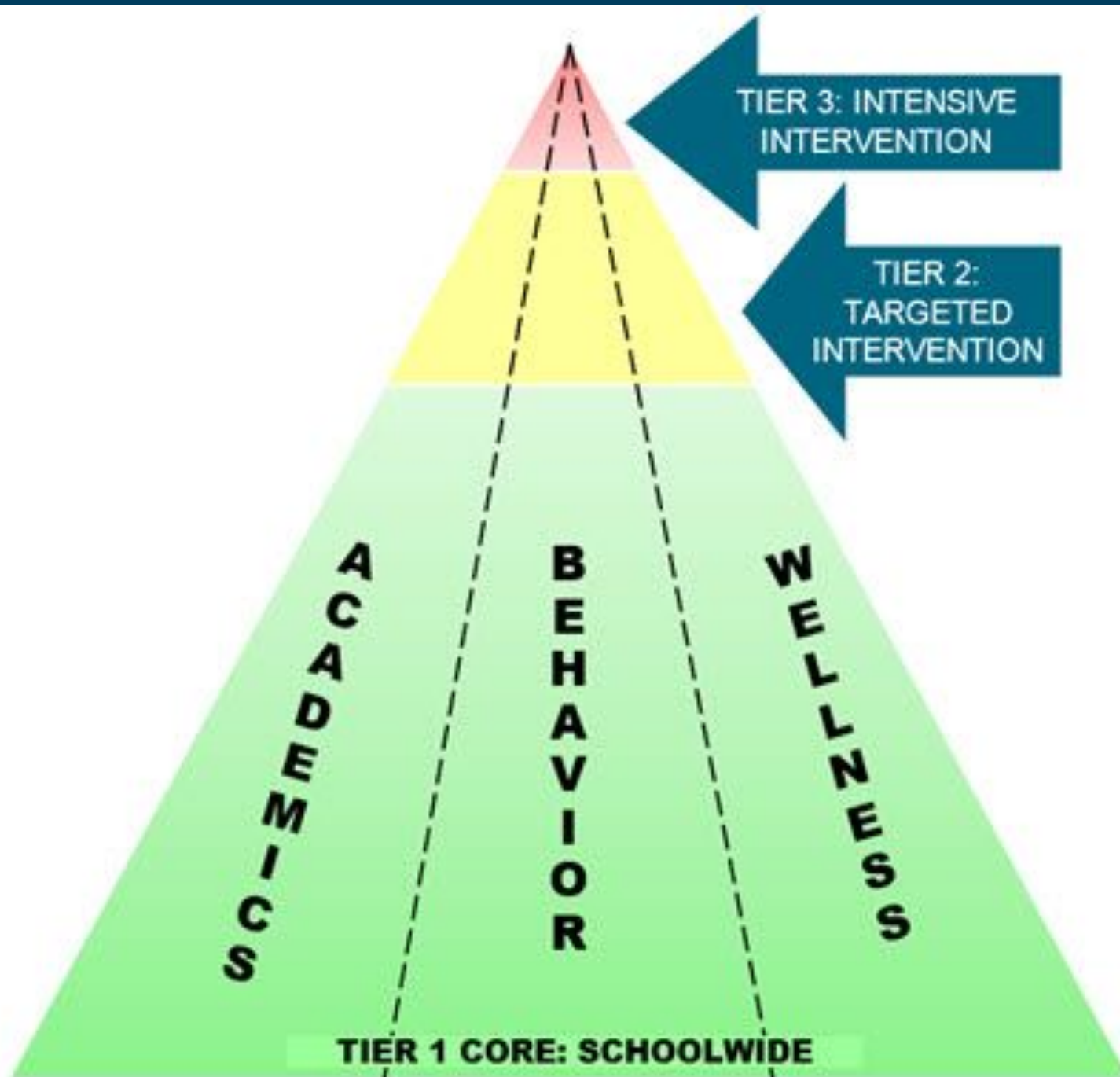
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive



MTSS Defined- Mehlville MTSS

The Mehlville School District (MSD) Multi Tiered System of Support (MTSS) is an integrated systematic data driven approach PK-12 to maximize the academic and social/emotional/behavioral outcomes for all students. This framework organizes District resources to implement with fidelity a multi tiered system of instruction that prepares all students to embody Portrait of a Graduate characteristics.



A	B	C
MTSS DLT Self Assessment Adapted from Colorado Dept of Ed	Scores for 20-21 SY	Scores for 21-22 SY
Team-Driven Shared Leadership		
1. The MTSS District Leadership Team (DLT) is representative of diverse stakeholders, includes a liaison to school teams, and includes at least one member of executive leadership (e.g. superintendent, cabinet-level administration).	1	1
2. The MTSS District Leadership Team (DLT) has clearly-defined roles and responsibilities, norms, expectations, decision rules, and intentional measurement of teaming effectiveness.	1	1
3. The MTSS District Leadership Team (DLT) meets at least quarterly and uses a consistent meeting process (agenda, minutes, etc.). A regular meeting calendar is defined.	2	1
4. The MTSS District Leadership Team (DLT) demonstrates a long-term commitment (5-7 years) to MTSS implementation.	1.5	1
5. The MTSS District Leadership Team (DLT) has identified current priorities and initiatives and actively braids or blends those priorities and initiatives with other district goals.	1	1
6. The MTSS District Leadership Team (DLT) allocates time and resources for Building Leadership Teams to meet and engage in collaborative work surrounding MTSS implementation.	0	1
7. The MTSS District Leadership Team (DLT) develops and continuously monitors an MTSS action plan to guide implementation.	0	1

Mehlville MTSS Team									
2021-2022 Action Plan									
Area of Implementation:	Goal Ensure goal is measurable, specific, observable, and aligned to school's goals	Action/Strategy/Milestones	Who is Responsible? (Champion)	Resources Needed	Projected Start Date:	Projected Completion Date:	Timeline Status A=Achieved/Maintained I=In Progress, or N=Not Started		
Goal Area 2: Support buildings with implementing integrated teams to manage building-wide MTSS	Establish building-level MTSS teams and effective teaming processes to monitor the fidelity and implementation of MTSS at each school	<ul style="list-style-type: none"> Principals develop MTSS teams Principals engage in book study starting December; book study will be discussed at instructional leadership meetings Teams will complete TFI's in the Spring 	Adam Smith		August 2021		A	I	I
	Develop and provide consistent coaching processes for all building MTSS teams to ensure effective implementation	<ul style="list-style-type: none"> collect current state of coaching processes create common documentation 	Kim Lawson		August 2021		I	I	I
	Provide professional development opportunities to support the integration of teams (book studies, conferences, etc.)	<ul style="list-style-type: none"> Create PD subcommittee Commit 2022/2023 district PD days to MTSS work (possibilities include afternoon of 8/17/2022, all day on 8/18/2022, 11/8/2022, 01/03/2023, 04/04/2023) PD subcommittee to identify sources and topics for professional learning for district PD days Coaches to outline admin book study for 2021/2022 (January, February, March, and April) including a concluding case study Coaches to adjust admin book study for BLTs use in 2022/2023 District will provide a list of MTSS conference opportunities for admin 	Brian Smith	MTSS PD calendar	August 2021	May 2022	N	I	
		District will commit 2022/2023 district PD days for							

Take a minute...

What is resonating with you so far?



Strategies and Tools for Buildings

June and August 2021

Building
Audits of
Practices

Overview
Training for
District
Administrators

System
Fidelity
Inventories

Addition of
ESSER-Funded
Interventionists

Alignment of
School
Improvement
Plans

MTSS
Process
Documents

System
Fidelity
Inventories





Reading Tiered Fidelity Inventory Secondary-Level Edition

Version 1.5
September 2021

Kim St. Martin, Ph.D.
Melissa Nantais, Ph.D.
Anna Hams, Ph.D.

Copyright © 2015 Michigan Department of Education (Michigan's Integrated Behavior and Learning Support Initiative). All rights reserved. This material may not be reproduced, displayed, or distributed without the express prior written permission of the copyright holder. For permission, contact [kstmartin@mimts.org].



Reading Tiered Fidelity Inventory Elementary-Level Edition

Version 1.4
September 2020

Kim St. Martin, Ph.D.
Melissa Nantais, Ph.D.
Anna Hams, Ph.D.
Ed Huth, Ed.S.

© 2015 Michigan Department of Education (Michigan's Integrated Behavior and Learning Support Initiative). All rights reserved. This material may not be reproduced, displayed, or distributed without the express prior written permission of the copyright holder. For permission, contact [kstmartin@mimts.org].

Math Draft

SSD
**SPECIAL
SCHOOL
DISTRICT**



September 2019

SWPBIS Tiered Fidelity Inventory version 2.1



Citation for this Publication

Algozzine, B., Barnett, S., Eber, L., George, H., Homer, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G. (2019). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

The Center is supported by a grant from the US Department of Education's Office of Special Education Programs (H1265130004). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.

SPECIALIZED FOR SUCCESS

Tier Guidelines - DRAFT
(Used with Mehlville MTSS Process Grids)

Supplemented Universal (in Tier 1)		
<ul style="list-style-type: none"> If the whole grade level or whole class is not at specified benchmark threshold (content based MTSS Grid for grade level), ALL students receive the appropriate skills based support. Supplemental (Tier 2) is implemented through the Supplemented Universal (Tier 1) support at the whole class level. Based upon the MTSS Process grid students who perform in the range for Intensified (Tier 3) support will still receive that level of instruction, in addition to Tier 1. Classroom teacher, Interventionist, Specialist, etc. partner to provide supplemented instruction in the classroom. Support is focused based on hierarchical skills on MTSS Process Grids. Whole group or small groups for ALL students. 		
Tier	Supplemental (Tier 2)	Intensified (Tier 3)
Frequency	<ul style="list-style-type: none"> 2-5 days per week at a set instructional time 	<ul style="list-style-type: none"> 4-5 days per week at a set instructional time
Duration	<ul style="list-style-type: none"> 5-60 additional minutes per day of instruction 	<ul style="list-style-type: none"> 30-120 additional minutes per day of instruction
Group Size	<ul style="list-style-type: none"> 5-12 students (can be smaller based on data), based on Intervention design 	<ul style="list-style-type: none"> 1-4 students
Environment	<ul style="list-style-type: none"> Group can be in-class or pull-out (st preference for in-class recommended to generalization and transfer.) Small group Teacher, Interventionist, or Specialist Use of evidence or research-based Intervention 	
Frequency of Progress Monitoring	<ul style="list-style-type: none"> Every 2 weeks; can be weekly 	

MTSS Process - Elementary ELA (K- 1)
(Draft 2021)

Universal Support (Tier 1)		
WHAT	All students receive all components of balanced literacy: <i>phonemic awareness, phonics</i> - LUOS Phonics; <i>fluency, vocabulary, & comprehension</i> - LUOS Reading; <i>Written Expression</i> - LUOS Writing, Literacy Footprints Whole group and small group skills based instruction	
WHEN	Daily instructional minutes for ELA (PER MSIP5- developmental reading and language arts) <div>Kindergarten and 1st -165 minutes daily</div>	
Universal Screening		
Tools	Who Administers	When Administered
I-Ready Benchmarks as outlined in the	<ul style="list-style-type: none">Benchmarking team which may include, classroom teachers, instruction specialists, school psychologists, etc.	<ul style="list-style-type: none">Three times a year, during district determined benchmark windows of September, January and May.
ry ELA (2-5)		
port (Tier 1)		
Fluency, vocabulary, & comprehension - LUOS		

MTSS Process - Elementary ELA (2-5)
(Draft 2021)

Universal Support (Tier 1)					
WHAT	All students receive all components of balanced literacy: <i>Fluency, vocabulary, & comprehension</i> - LUOS Reading; <i>Written Expression</i> - LUOS Writing, Literacy Footprints Whole group and small group skills based instruction				
WHEN	Daily instructional minutes for ELA (PER MSIP5- developmental reading and language arts) <table border="1"> <tr> <td>Kindergarten, 1st, and 2nd Grade 165 minutes daily</td><td>3rd Grade 150 minutes daily</td><td>4th & 5th Grade 135 minutes daily</td></tr> </table>		Kindergarten, 1st, and 2nd Grade 165 minutes daily	3rd Grade 150 minutes daily	4th & 5th Grade 135 minutes daily
Kindergarten, 1st, and 2nd Grade 165 minutes daily	3rd Grade 150 minutes daily	4th & 5th Grade 135 minutes daily			
Universal Screening					
Tools	Who Administers	When Administered			
I-Ready Benchmarks as outlined in the Benchmark Calendar	<ul style="list-style-type: none"> Benchmarking team which may include, classroom teachers, instruction specialists, school psychologists, etc. 	<ul style="list-style-type: none"> Three times a year, during district determined benchmark windows of September, January and May. 			
<p>If less than 70% are reading at grade level benchmark Supplement Instruction at Tier 1 and review tiered guidelines</p> <p>*Return to evaluation of Universal Support (Tiered Fidelity Inventories could also be used to determine support at the Universal Support level)</p>					
Supplemental Support (Tier 2)		Intensified Support (Tier 3)			

**Adapted from SWIFT Education Center
****Based on: <https://intensiveintervention.org/implementation-support/tools-support-intensive-intervention-data-meetings>

Power of Coaching

“Although training is a key driver, it is important not to assume that providing quality training will lead to improved implementation... Adding regular technical assistance to training efforts further enhances competency in a district’s schools”

Includes

- Rapport building
- Communication
- Precorrection
- Performance feedback
- Reinforcement

Can come from a range of individuals and can vary in intensity



McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS*. Guilford Press.

Coach Role/Responsibility	Principal Role/Responsibility
Support/Guide/Facilitate MTSS Building team discussions	Lead MTSS Building Teams
Collaborate with Principal (if needed) - MTSS Building Team Agendas	MTSS Building Team Agendas
Support/Guide/Facilitate TFI	Ensure TFI's are completed by Building MTSS Teams
Support/Guide/Facilitate other building teams as needed	Coordinate support with primary coaching contact for other building teams
	Benchmarking for ELA, Math and SEL are completed
	Ensure Panorama Student Success Dashboard is accurate
Meet with Principal monthly (minimum 30 minutes)	Meet with Primary Coach Contact monthly (minimum 30 minutes)
Support,Guide/Facilitate goal and action plan setting	Ensure MTSS Goals and Action Plans are completed by MTSS Building Team
Support, Guide/Facilitate completion of MTSS Building team quarterly reporting	Ensure Quarterly Reporting is completed by MTSS Building Teams

2021-2022 Coaches|Principals - Year at a Glance (YAG)

August	<ul style="list-style-type: none"> • Create an MTSS Team that meets monthly • Create a Building School Improvement Plan (BSIP)
September	<ul style="list-style-type: none"> • Complete Tiered Fidelity Inventories (TFIs) • Determine teaming structures within the building
October	<ul style="list-style-type: none"> • Utilize the BSIP and TFIs to guide action steps of MTSS implementation • Create effective MTSS teaming processes (roles, agenda, communication structures, etc.) • Create a vision/mission that supports the monitoring and implementation of the BSIP • Communicate team purpose and action plan to stakeholders
November	<ul style="list-style-type: none"> • Determine expected universal practices (academic and SEB) <ul style="list-style-type: none"> ◦ Collect and analyze implementation data ◦ Select action steps aligned with implementation data • Communicate action steps and share data
December	<ul style="list-style-type: none"> • Prepare for Winter benchmarking • Consider data and necessary adjustments needed when returning from winter break <ul style="list-style-type: none"> ◦ Review and revise the BSIP as necessary • Communicate action steps and share data
January	<ul style="list-style-type: none"> • Create a problem-solving process to analyze student data • Review and analyze school-wide data (SEB, attendance, grades, walkthroughs, etc.) • Review and revise grade-level/department teaming processes • Communicate action steps and share data

February	<ul style="list-style-type: none"> • Analyze benchmarking data to determine needed student supports • Communicate action steps and share data
March	<ul style="list-style-type: none"> • Analyze intervention data to determine intervention response rates and fidelity • Review and analyze school-wide data (SEB, attendance, grades, walkthroughs, etc.) • Monitor progress towards BSIP goals • Share needed considerations for MAP and EOC testing • Communicate action steps and share data
April	<ul style="list-style-type: none"> • Complete TFIs • Collect universal implementation data • Communicate action steps and share data
May	<ul style="list-style-type: none"> • Analyze TFI data • Analyze universal implementation data • Analyze school-wide data and begin brainstorming goals for the 2022/2023 BSIP • Draft 2022/2023 BSIP • Communicate action steps and share data
June	<ul style="list-style-type: none"> • Finalize BSIP and aligned professional development plan
July	<ul style="list-style-type: none"> • Prepare for return to school • Identify Tier 2/3 team

Let's Talk

What is standing out to you so far?

How might you adjust your own systems and structure?



Results

ELA

Viewing all 293 students

2021-2022 ▾

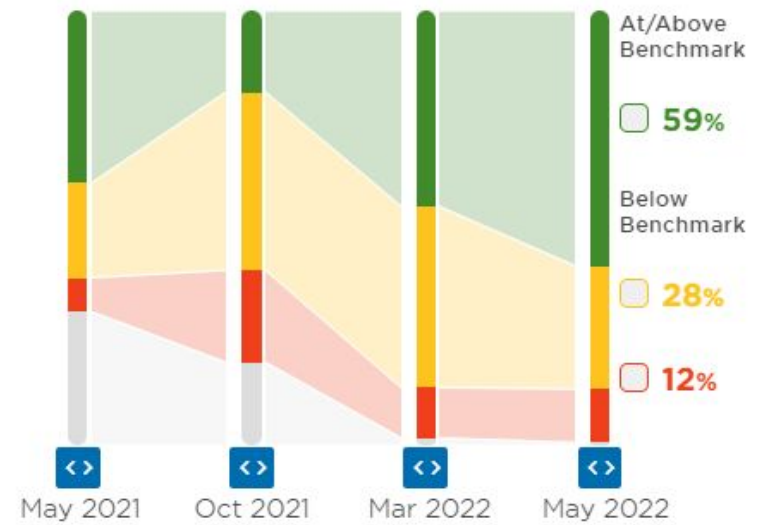
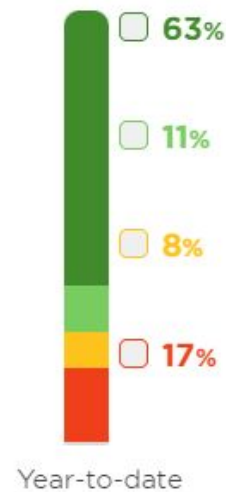
↓ Export

Print

ELA Coursework

EOC - ELA

i-Ready Reading Diagnostic ▾



ELA

Viewing all 543 students

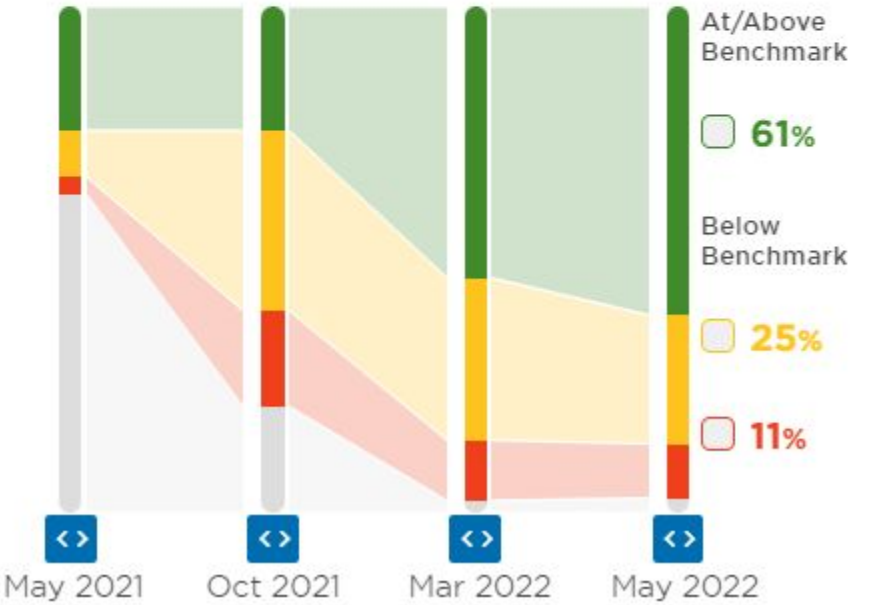
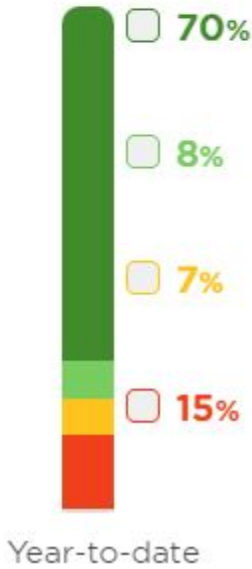
2021-2022

Export Print

ELA Coursework

EOC - ELA

i-Ready Reading Diagnostic



placeholder for district level data (iReady, STAR, Pano, etc, TFI?)

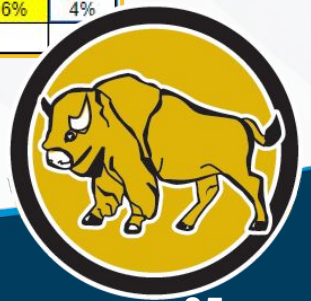
Add data

placeholder for district level data (iReady, STAR, Pano, etc, TFI?)

Add data

One School's Story

Student	NSGRA Benchmark					iReady Math Benchmark			iReady Reading Benchmark			SEL, Attendance, and Discipline				NSGRA Growth					iReady Math Growth				iReady Reading Growth			
	Beginning Level	Q1 Instructional Level	Q2 Instructional Level	Q3 Instructional Level	Q4 Instructional Level	Math Fall iReady	Math Winter iReady	Math Spring iReady	Reading Fall iReady	Reading Winter iReady	Reading Spring iReady	Fall Panorama SEL Strengths	Winter Panorama SEL Strengths	Attendance	Discipline Incidents	NSGRA Growth Beginning to Q1	NSGRA Growth Q1 to Q2	NSGRA Growth Q2 to Q3	NSGRA Growth Q3 to Q4	Total Growth for the Year	% Progress Toward Typical Growth (Winter)	% Progress Toward Stretch Growth (Winter)	% Progress Toward Typical Growth (Spring)	% Progress Toward Stretch Growth (Spring)	% Progress Toward Typical Growth (Winter)	% Progress Toward Stretch Growth (Winter)	% Progress Toward Typical Growth (Spring)	% Progress Toward Stretch Growth (Spring)
Student 1	O	P	Q	R	R	470	448	472	553	565	588	5	6	5		1	1	1	0	3	-96%	-67%	9%	6%	60%	33%	175%	97%
Student 2	I	J	K	L	M	429	412	427	493	477	488	3	1			1	1	1	1	4	-74%	-41%	-9%	-5%	-70%	-32%	-22%	-10%
Student 3	Q	R	S	T	T	460	474	478	545	587	586	2	6			1	1	1	0	3	61%	41%	78%	53%	210%	117%	205%	114%
Student 4	O	P	Q	R	R	428	441	469		512	554	5	7			1	1	1	0	3	57%	32%	178%	100%	2226%	1024%	2409%	1108%
Student 5	C	D	E	F	G	389	386	392	414	415	432	5	6		4	1	1	1	1	4	-13%	-6%	13%	6%	4%	2%	64%	29%
Student 6	P	Q	R	S	T	480	499	516	604	613	612	5	5	6		1	1	1	1	4	83%	58%	157%	109%	75%	45%	67%	40%
Student 7	Q	R	S	T	T	483	473	481	612	609	596	6	7			1	1	1	0	3	-53%	-42%	-11%	-8%	-25%	-15%	-133%	-80%
Student 8	P	Q	R	S	S	464	467	489	588	609	605	4	4			1	1	1	0	3	13%	9%	109%	74%	175%	105%	142%	85%
Student 9	P	Q	R	S	T	462	462	506	582	559	575	5	7			1	1	1	1	4	0%	0%	191%	129%	-192%	-115%	-58%	-35%
Student 11	P	Q	R	R	R	496	462	480	537	534	578	0	6	2		1	1	0	0	2	-179%	-142%	-84%	-67%	-15%	-8%	205%	114%
Student 12	E	F	H	I	J	400	415	419		313	356	0	3			1	2	1	1	5	63%	32%	79%	40%	1118%	505%	1271%	574%
Student 13	O	P	Q	R	R		442	473		541	545	6	7			1	1	1	0	3	1922%	1078%	2057%	1154%	2705%	1503%	2725%	1514%
Student 14	O	P	Q	R	R	424	433	448	555	548	567	4	1			1	1	1	0	3	39%	22%	104%	59%	-35%	-19%	60%	33%
Student 15	P	Q	R	S	S	469	480	487	579	636	616	2	5			1	1	1	0	3	48%	33%	78%	55%	475%	285%	308%	185%
Student 16	P	P	Q	R	R	449	399	433	468	493	474	4	7			0	1	1	0	2	-217%	-147%	-70%	-47%	89%	40%	21%	10%
Student 17	Q	R	S	S	S	457	545	480	554	580	576	5	6			1	1	0	0	2	383%	259%	100%	68%	130%	72%	110%	61%
Student 18	Q	R	S	S	S	436	459	472	575	583	576	3	6			1	1	0	0	2	100%	68%	157%	106%	47%	30%	6%	4%



Tier I

Ensuring 80 to 85% of students respond to Tier I instruction.

3rd Grade iReading Reading Winter Benchmark
(SY21-22)

89%

students now on grade level *or* on
pace for one year's growth



Lessons Learned and Future Priorities

MANAGING COMPLEX CHANGE

Managing Complex Change in MTSS

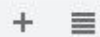
Team Based Leadership	+	Tiered Delivery System	+	Selection and Implementation of Instruction, Interventions, and Supports	+	Comprehensive Screening and Assessment System	+	Continuous Data-Based Decision Making	=	Improved Outcomes for All Students
MISSING	+	Tiered Delivery System	+	Selection and Implementation of Instruction, Interventions, and Supports	+	Comprehensive Screening and Assessment System	+	Continuous Data-Based Decision Making	=	DISSONANCE The education system lacks a sustainable, scalable, and engaging climate
Team Based Leadership	+	MISSING	+	Selection and Implementation of Instruction, Interventions, and Supports	+	Comprehensive Screening and Assessment System	+	Continuous Data-Based Decision Making	=	INEQUITABLE The instructional framework does not reach all learners and there is misallocation of resources
Team Based Leadership	+	Tiered Delivery System	+	MISSING	+	Comprehensive Screening and Assessment System	+	Continuous Data-Based Decision Making	=	INCOMPATIBLE The selected resources don't match learners needs or the district instructional philosophy
Team Based Leadership	+	Tiered Delivery System	+	Selection and Implementation of Instruction, Interventions, and Supports	+	MISSING	+	Continuous Data-Based Decision Making	=	DIRECTIONLESS The assessment process is not balanced and lacks an outcome driven approach
Team Based Leadership	+	Tiered Delivery System	+	Selection and Implementation of Instruction, Interventions, and Supports	+	Comprehensive Screening and Assessment System	+	MISSING	=	ARBITRARY The data analysis system is haphazard and decisions are made based on hunches and assumptions

(Adapted from Model for Managing Complex Change Model and [Michigan Department of Education \(MDE\) Multi-Tiered System of Supports Practice Profile](#))



A1 MTSS DLT Self Assessment

	A	B	C	D	E	F
1	MTSS DLT Self Assessment Adapted from Colorado Dept of Ed	Scores for 20-21 SY	Scores for 21-22 SY	Scores for (Insert Year)	Scores for (Insert Year)	Scores for (Insert Year)
2	Team-Driven Shared Leadership					
3	1. The MTSS District Leadership Team (DLT) is representative of diverse stakeholders, includes a liaison to school teams, and includes at least one member of executive leadership (e.g. superintendent, cabinet-level administration).	1	1			
4	2. The MTSS District Leadership Team (DLT) has clearly-defined roles and responsibilities, norms, expectations, decision rules, and intentional measurement of teaming effectiveness.	1	1			
5	3. The MTSS District Leadership Team (DLT) meets at least quarterly and uses a consistent meeting process (agenda, minutes, etc.). A regular meeting calendar is defined.	2	1			
6	4. The MTSS District Leadership Team (DLT) demonstrates a long-term commitment (5-7 years) to MTSS implementation.	1.5	1			
7	5. The MTSS District Leadership Team (DLT) has identified current priorities and initiatives and actively braids or blends those priorities and initiatives with other district goals.	1	1			
8	6. The MTSS District Leadership Team (DLT) allocates time and resources for Building Leadership Teams to meet and engage in collaborative work surrounding MTSS implementation.	0	1			
9	7. The MTSS District Leadership Team (DLT) develops and continuously monitors an MTSS action plan to guide implementation.	0	1			



Introduction

District Self-Assessment Data

3 Year Action Plan

2021-2022 Action Plan

2022-2023





Let's Wrap It Up!

What are you taking with you today?

Next month?

Next year?

