

Purpose

The purpose of this tool is for the school team to assess their current practices related to building a tiered system of supports for all students. This tool specifically helps a school to pinpoint areas of strength as well as opportunities for growth. It is intended to provide schools with a way to assess current core and intervention instructional practices within their Multi Tiered System of Support.

When to use

This tool can be used across the year to promote continued improvement in delivering tiered supports. A spring to spring cycle of use is recommended so that the current program can be evaluated and plans for modification can be made for the following school year.

- At the beginning of the school year, discuss with staff desired outcome and action steps as it relates to universal practices to facilitate shared understanding and vision of MTSS.
- Complete again the following early spring to determine if you reached your implementation goals and also for planning for the next year.

How to use

1. Complete as a Leadership or other school team, as appropriate. Read each item carefully and determine current reality, or the degree to which this essential element is in place, and the importance of the element to your school. **Remember to consider** the implications of the items with regard to **all** students. Information from the third page is used to identify strengths, opportunities for growth, and steps for action planning on the second page.
2. Identify Possible Impact Points for Action Planning
 - a. Determine areas of Strength by looking at the current reality ratings. List all items that received a *Current Reality* rating of 3 **and** an *Importance* rating of 3.
 - b. Determine opportunities for growth. Review *Reality* and *Importance* ratings. List all items that have a *Current Reality* rating of 1 or 2 **and** also have an *Importance* rating of 3.
 - c. Out of these, prioritize an element(s) to focus on – What essential element would be a quick win? Is there an element where if we focused on it – it would help other elements in our system of supports?
 - d. Look at your identified strengths – how can you use these to help you with your areas for growth?

Worksheet

Self-Reflection of Current MTSS Practices

Identify possible Impact Points for Action Planning

Identified Strengths	Opportunities for Growth
Strong Current Reality and High Importance	Weak Current Reality and High Importance

Action Planning Template

Specific action steps	To be done by whom?	By when?	Resources needed?	Review date?

Self-Reflection of Current MTSS Practices

Essential Elements within an MTSS framework	Our Current Reality <small>1=Little Evidence 2=Partial Evidence 3=Clear Evidence</small>	Our Priority at This Time <small>1=Not important 2=Important 3=Very Important</small>	Possible Action steps to reach Desired Outcome
1. We have embraced that MTSS is a school-wide process that requires collective responsibility of all staff to ensure that all students learn.	1 2 3	1 2 3	
2. The master calendar and schedule is structured to meet the needs of students.	1 2 3	1 2 3	
3. We implement core instruction that is high quality and research and standards-based (CCSS, SELS).	1 2 3	1 2 3	
4. We deliver core practices and resources with fidelity in the language(s) of instruction, including academic instructional practices and behavior expectations and supports.	1 2 3	1 2 3	
5. We provide differentiated support based on student needs (reteach and extension) within core instruction (Tier 1).	1 2 3	1 2 3	
6. We universally screen (benchmark) all students with comprehensive math and literacy assessments in the language of instruction 2-3x/year.	1 2 3	1 2 3	
7. We match and implement evidence-based interventions with fidelity for those who need more support in addition to core (Tiers 2 & 3).	1 2 3	1 2 3	
8. We frequently (every 2-3 weeks) progress monitor those students who are at-risk.	1 2 3	1 2 3	
9. We review data (formative and summative) on a regular basis. Decisions are made based on data.	1 2 3	1 2 3	
10. We routinely communicate with parents and other stakeholders about our system of supports.	1 2 3	1 2 3	
11. Teacher teams meet regularly to discuss the effectiveness of core instruction and to review grade level data.	1 2 3	1 2 3	
12. Teacher teams meet regularly to discuss the effectiveness of Tier 2 & Tier 3 instruction and to review data.	1 2 3	1 2 3	
13. Data for students in Tiers 2 & 3 is analyzed. Decisions are made based on data.	1 2 3	1 2 3	
14. Every staff member is aware of resources that support student growth and progress and is able to articulate how MTSS supports all students.	1 2 3	1 2 3	
15. Successes, no matter how small, are celebrated by all involved.	1 2 3	1 2 3	

(Adapted from mtss.madison.k12.wi.us - Madison Metropolitan School District, Madison, WI)

