

**California's Multi-tiered System of Supports (MTSS):
A Framework for Implementation of the California State Standards including the
Common Core State Standards (CCSS)**

Needs Assessment and Action Planning Tool

District/Site: _____ **Date:** _____

Implementation Leadership Team Members:

_____	_____	_____	_____
Name	Role	Name	Role
_____	_____	_____	_____
Name	Role	Name	Role
_____	_____	_____	_____
Name	Role	Name	Role
_____	_____	_____	_____
Name	Role	Name	Role

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Implementation Level Criteria:

1 = Not Yet Implementing / Planning stage	3 = Proficient level - The required system is in place and is beginning to have an impact
2 = Implementing at Marginal Level – Just beginning the process of building the required systems	4 = Exemplary – Full implementation with an effective outcome

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Readiness Elements	Implementation Level				Comments
1. Leadership & Empowerment					
1. Formal leadership teams exist at all levels (district, site, and grade/course) and include representation from administration, staff, students, families and community collaborators.	1	2	3	4	
2. All teams have a clear and consistent understanding of their roles and responsibilities to make decisions about the implementation, sufficiency and effectiveness of the curriculum and instruction, and have a forum to influence changes.	1	2	3	4	
3. The leadership teams regularly engages in formal problem solving using district and site level data that provides frequent and up-to-date reports to allow data-based-decision-making to occur addressing both academics and behavior. Data are shared with the district, site and community.	1	2	3	4	
4. Teams have clearly documented and consistently follow decision rules to ensure early identification for intervention for students in both academics and behavior regarding; Access to Supports, Changing Supports, Intensifying Supports, and/or Exiting Supports.	1	2	3	4	
5. A communication plan, that provides information and data on a formal and frequent basis, is developed and utilized to communicate with district, site and community collaborators about MTSS implementation.	1	2	3	4	
6. The leadership teams review and align MTSS with other district and site initiatives for consistency and effectiveness of implementation.	1	2	3	4	
7. The data are openly shared and implications for instruction are discussed at all levels within the school, with families, and the community, including the celebration of improved indicators of success.	1	2	3	4	
8. There is a formal, long-term professional development plan for all staff members and administrators with all activities directly tied to practices that support the implementation and refinement of MTSS based upon local data.	1	2	3	4	

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Readiness Elements	Implementation Level				Comments
1. Leadership & Empowerment					
9. The leadership team actively works to enhance staff motivation and capacity to be actively involved in decision making and leading from within.	1	2	3	4	
10. Policies and decisions (including curriculum, Instruction, scheduling, staffing, & family involvement) are mutually determined based upon current evidence regarding effective practices.	1	2	3	4	
11. The implementation of MTSS is guided by a formalized multi-year action plan and has resulted in both academics and behavior becoming the top goals.	1	2	3	4	
12. There is a formal process to monitor fidelity of implementation, outcomes and sustainability of all principles and practices of MTSS to ensure that changes are positive for student progress.	1	2	3	4	
<p>Section Average Score: (Average all ratings for the section) _____</p> <p><i>Based on what you have gathered, reviewed, and discussed on Leadership and Empowerment, what are the important conclusions?</i></p>					

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Readiness Elements	Implementation Level				Comments
2. Data-Driven Decision-Making					
13. The assessment system for academics and behavior includes: Universal Screening, Diagnostic/Functional Behavior Assessment, Progress Monitoring, and Outcomes.	1	2	3	4	
14. Behavior/office discipline referrals are continually tracked by student, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision and the fidelity of data collection is monitored.	1	2	3	4	
15. Frequency of progress monitoring of students receiving supplemental and intensive instruction in academics and behavior is documented, followed and based upon research.	1	2	3	4	
16. Clearly identified teams conduct data-based decision making at each level: District, site, grade/course level.	1	2	3	4	
17. All staff members are actively involved and have been trained in the problem solving process and use it consistently to guide decisions related to academics and behavior, including following clearly documented decision rules.	1	2	3	4	
18. The team conducting system level decision-making uses data from; Outcome Assessments, Universal Screening and/or Progress Monitoring.	1	2	3	4	
19. The team makes recommendations for adjustments to the system by analyzing; Sufficiency of Instructional Procedures, Fidelity of Implementation of all Instruction, Effectiveness in Engaging Students, Families and Communities, Sufficiency and Effectiveness of the Multi-Tier System to meet the needs of all learners.	1	2	3	4	

Section Average Score: (Average all ratings for the section) _____

Based on what you have gathered, reviewed, and discussed on Data-based Decision-making, what are the important conclusions?

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Readiness Elements	Implementation Level				Comments
3. Instructional Planning and Supports					
20. Staff members select academic curricula, behavioral instructional materials, and programs/processes for supporting student behavior that are an appropriate match for the needs of the students at all tiers, based upon data.	1	2	3	4	
21. Staff members are specifically trained in using the academic and behavioral core, supplemental and intensive curricular materials and programs that they are responsible for providing. Coaching is provided as staff members implement the curricula and programs to ensure fidelity of implementation.	1	2	3	4	
22. The schedule provides sufficient time for core, supplemental and intensive instruction, as well as time for supports for English Language Develop (ELD) and other instructional supports and is protected from all controllable interruptions and monitored to ensure that planned time is actualized.	1	2	3	4	
23. Recommendations for instructional group sizes are met and instruction is delivered by highly trained staff members.	1	2	3	4	
24. All staff members are specifically trained in the use of targeted evidence-based instructional practices/strategies for academics and behavior. Ongoing support and coaching is provided as staff members implement the instructional practices/strategies.	1	2	3	4	
Section Average Score: (Average all ratings for the section) _____ Based on what you have gathered, reviewed, and discussed on Instructional Planning and Supports, what are the important conclusions?					

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Readiness Elements	Implementation Level				Comments
4. Aligned Systems of Support/Transition Planning					
25. A system of supports/transitions for English Learners is designed based on student achievement data, aligned to core instruction, and implemented, monitored, and improved focusing on increasing positive student outcomes.	1	2	3	4	
26. A system of supports/transitions for students with disabilities is designed based on student achievement/IEP data, aligned to core instruction, and implemented, monitored, and improved focusing on increasing positive student outcomes.	1	2	3	4	
27. A system of supports/transitions for underachieving students from low SES is designed based on student achievement data, aligned to core instruction, and implemented, monitored, and improved, focusing on increasing positive student outcomes.	1	2	3	4	
28. A system of supports/transitions for advanced students is designed based on student achievement data, aligned to core instruction, implemented, monitored, and improved focusing on increasing positive student outcomes.	1	2	3	4	
29. A system of supports/transitions for underachieving students exhibiting behavioral challenges designed based on student achievement data, aligned to core instruction, and implemented, monitored, and improved focusing on increasing positive student outcomes.	1	2	3	4	
30. A system of supports/transitions for underachieving students with social/emotional concerns designed based on student achievement data, aligned to core instruction, and implemented, monitored, and improved focusing on increasing positive student outcomes.	1	2	3	4	
31. The leadership team concentrates on supporting students prior to referral for special education (RTI/SST) and integrating the above systems of support into a cohesive, tiered system of supports.	1	2	3	4	
Section Average Score: (Average all ratings for the section) _____					
Based on what you have gathered, reviewed, and discussed on Instructional Planning and Supports, what are the important conclusions?					

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Prioritized Key Components	Action Steps	Person(s) Responsible	Resources Needed	Timeline	Evidence of Successful Completion
1. Leadership and Empowerment					
2. Data-driven Decision-making					
3. Instructional Planning and Supports					
4. Aligned Systems of Support/Transition Planning					

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