

## SAMI Final for Piloting

### ORDER of ITEMS MAY CHANGE

#### ASSESSMENT AND DATA-BASED DECISION-MAKING

**FEATURES:**

1. **Assessment.** Includes the use of valid and reliable assessments within a comprehensive assessment system, and access and use of data
2. **Data-Based Decision-Making Practices.** Includes data-based decision-making practices at the system and student level

#	Anchor	0 Not Started	1 Emerging	2 Developing	3 Full Implementation	Data Source(s) (How do you know?)
<b>A1</b>	A comprehensive balanced assessment system is in place across academic and social-emotional-behavioral content.	The school does not have an established comprehensive balanced assessment system in place across academic and social-emotional-behavioral content.	The school has valid and reliable academic and social-emotional-behavioral assessments in place for the defined purposes: <ul style="list-style-type: none"> <li>● Universal Screening</li> <li>● Progress Monitoring</li> <li>● Assessment for Learning</li> <li>● Diagnostic</li> <li>● Summative</li> </ul>	AND the school implements assessments according to assessment purpose/guidelines for administration and student participation	AND the school uses the results to guide data-based decision-making at the system and student level.	
<b>A2</b>	Integrated *data- based decision making for student academic, and social-emotional-behavioral outcomes occurs across content areas, grade levels/subgroups, and tiers.  [*Data includes Healthy Indicator data]	Data are not collected on student academic and social-emotional-behavioral outcomes  OR  Data are collected, but data-based decision making does not occur across: <ul style="list-style-type: none"> <li>● Instructional tiers [universal, supplemental, intensive]</li> <li>● BOTH Academic AND Social-Emotional-Behavioral areas</li> <li>● Grade Levels</li> <li>● Subgroups</li> </ul>	Data-based decision making occurs for BOTH Academic AND Social-Emotional-Behavioral areas  AND  At least 1 of the following 3 areas: <ul style="list-style-type: none"> <li>● Instructional tiers [universal, supplemental, intensive]</li> <li>● Grade Levels</li> <li>● Subgroups</li> </ul>	Data-based decision making occurs for BOTH Academic AND Social-Emotional-Behavioral areas  AND  At least 2 of the following 3 areas: <ul style="list-style-type: none"> <li>● Instructional tiers [universal, supplemental, intensive]</li> <li>● Grade Levels</li> <li>● Subgroups</li> </ul>	Data-based decision making occurs for BOTH Academic AND Social-Emotional-Behavioral areas  AND  All 3 of the following 3 areas: <ul style="list-style-type: none"> <li>● Instructional tiers [universal, supplemental, intensive]</li> <li>● Grade Levels</li> <li>● Subgroups</li> </ul>	
<b>A3</b>	Across all tiers, data are used to identify the difference or “gap” between expected and current student outcomes relative to academic, and social-emotional-behavioral goals.	The gap between expected and current student outcomes is not identified	The gap between expected and current outcomes is identified,	and is associated with academic, social-emotional-behavioral goals	and is used to identify the appropriate level (tier) of instruction/intervention	

<b>A4</b>	Academic and social-emotional-behavioral data are used to identify and verify reasons why students are not meeting expectations.	Reasons why students are not meeting expectations are not identified	Reasons why students are not meeting expectations are identified	and Data are used to verify the reasons why students are not meeting expectations	and The reasons why students are not meeting expectations span multiple reasons related to instruction and the learning environment of why students struggle and are verified using a range of assessment methods	
<b>A5</b>	Student progress specific to academic and social-emotional-behavioral goals specified in intervention plans are monitored.	Progress monitoring does not occur and student progress is not evaluated	Plans for monitoring progress toward expected student outcomes are developed	and In most cases data are collected to monitor student progress and intervention fidelity	and Changes are made to instruction/intervention based on student responses	
<b>A6</b>	Patterns of student performance across diverse groups (e.g., racial/ethnic, cultural, social-economic, language proficiency, disability status) are used to inform MTSS impact, and ensure subgroup needs are addressed.	Patterns of student performance across diverse groups are not identified	Data on student outcomes are collected	and Patterns of student performance across diverse groups are identified	and Data on student outcomes informs how MTSS implementation efforts are impacting different groups of students	
<b>A7</b>	Processes, procedures, and decision rules are established for data-based decision making.	No systematic processes, procedures, or decision rules are established	Processes, procedures, and decision rules needed to engage in data-based decision making are developed  AND  existing structures and resources are incorporated	AND  The steps of decision making; procedures for accessing, submitting, and using data; and decision rules needed to make reliable decisions are communicated to staff	AND  Data based decision making processes, procedures, and decision rules are refined based on data and feedback from staff, schedule changes, and resource availability	
<b>A8</b>	Staff are provided data on MTSS implementation fidelity and student outcomes	Staff are not provided any data regarding MTSS implementation fidelity nor student outcomes	Staff are rarely (1x/year) provided data regarding MTSS implementation fidelity and student outcomes	Staff are regularly (2x/year) provided data regarding MTSS implementation fidelity and student outcomes	Staff are frequently (3x+/year) provided data regarding MTSS implementation fidelity and student outcomes	
<b>A9</b>	Staff understand and have access to academic and social-emotional-behavioral data sources that address the purposes of a comprehensive, balanced assessment system.	Staff do not understand and have access to academic and social-emotional-behavioral data sources or that address the purposes of assessment	Staff learn the purposes of assessment within MTSS  AND  the leadership team selects measures for the purposes of assessment across academic, social-emotional-behavioral areas that are reliable, valid, and accessible,	AND  Staff engage in assessment with fidelity to: · answer predetermined guiding/critical questions regarding student functioning/outcomes	AND  The leadership team and/or staff collaboratively and systematically evaluate and refine (as needed) critical guiding questions and adjust assessment practices to ensure availability of accurate and useful data to inform instruction; assessment tools are	

			AS WELL AS  culturally, linguistically, and developmentally appropriate	<ul style="list-style-type: none"> <li>· identify students who are at-risk at least 3-4 times/year</li> <li>· determine why a student is at-risk</li> <li>· monitor student growth/progress</li> <li>· inform instructional/ intervention planning</li> <li>· determine student attainment of academic, social-emotional-behavioral outcomes</li> </ul>	evaluated for continued value, usefulness, and cultural, linguistic, and developmental appropriateness	
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**UNIVERSAL INSTRUCTION**

**FEATURES:**

1. **Accessible, evidence-based universal tier.** Includes short-and long-term, research-based practices to meet the needs of all students.
2. **Consensus and Beliefs.** Includes perceptions and opinions regarding the purpose of universal tier and students ability to learn.
3. **Identification of Implementation Barriers:** Includes practices to identify and prioritize barriers to implementation of universal tier practices to support action planning.

#	Anchor	0	1	2	3	
<b>UI1</b>	Tier 1 (Universal) academic practices exist that clearly identify learning standards and school -wide expectations for instruction that engage all students.	Tier 1 (Universal) academic practices are not developed and/or clearly defined	Tier 1 (Universal) academic practices incorporate 1 of the following 3: <ul style="list-style-type: none"> <li>● clearly defined learning standards [Early Learning Standards and Iowa Core Standards]</li> <li>● school -wide expectations for instruction and engagement</li> <li>● link to behavior and social -emotional content/ instruction</li> </ul>	Tier 1 (Universal) academic practices incorporate 2 of the following 3: <ul style="list-style-type: none"> <li>● clearly defined learning standards [Early Learning Standards and Iowa Core Standards]</li> <li>● school -wide expectations for instruction and engagement</li> <li>● link to behavior and social -emotional content/ instruction</li> </ul>	Tier 1 (Universal) academic practices incorporate all of the following: <ul style="list-style-type: none"> <li>● clearly defined learning standards [Early Learning Standards and Iowa Core Standards]</li> <li>● school- -wide expectations for instruction and engagement</li> <li>● link to behavior and social-emotional content/ instruction</li> </ul>	
<b>UI2</b>	Tier 1 (Universal) social-emotional-behavior al practices exist that clearly identify school-wide expectations, social-emotional skills instruction, and classroom management practices.	Tier 1 (Universal) social-emotional-behavioral practices are not developed and/or clearly defined	Tier 1 (Universal) social-emotional-behavioral practices incorporate 1 of the following 3: <ul style="list-style-type: none"> <li>● clearly defined school-wide expectations</li> <li>● classroom management practices</li> <li>● link to Tier 1 academic content/ instruction</li> </ul>	Tier 1 (Universal) social-emotional-behavioral practices incorporate 2 of the following 3: <ul style="list-style-type: none"> <li>● clearly defined school-wide expectations</li> <li>● classroom management practices</li> <li>● link to Tier 1 academic content/ instruction</li> </ul>	Tier 1 (Universal) social-emotional-behavioral practices incorporate all of the following: <ul style="list-style-type: none"> <li>● clearly defined school -wide expectations</li> <li>● classroom management practices</li> <li>● link to Tier 1 academic content/ instruction</li> </ul>	

<b>UI3</b>	Class-wide interventions and/or supports are implemented when 60% or fewer students are on track for proficiency [a critical mass of students are not proficient].	Class-wide interventions are not implemented.	Class-wide interventions are implemented when 60% or fewer students are on track for proficiency;	AND the intervention plans consistently specify what will be done, by who, when it will occur, progress monitoring schedule, and plan for monitoring implementation fidelity with enough detail to be implemented;	AND the impact of the class-wide intervention is monitored at least every benchmarking period to determine next steps.	
<b>UI4</b>	*Students receiving targeted or intensive instruction continue receiving full universal instruction [academic and social-emotional-behavioral content]  *This includes all students with diverse learning needs across all student subgroups.  *For students with significant cognitive disabilities, academic universal instruction is grounded in the Iowa Core Essential Elements	No students receiving targeted or intensive instruction continue receiving full universal instruction.	Some students receiving targeted or intensive instruction continue receiving full universal instruction.	Most students receiving targeted or intensive instruction continue receiving full universal instruction.	All students receiving targeted or intensive instruction continue receiving full universal instruction.	
<b>UI5</b>	Instructional staff use formative assessment practices aligned to academic content standards and social-emotional-behavioral expectations.	Formative assessment practices aligned to academic content standards/social-emotional-behavioral expectations are not consistently used schoolwide.	Formative assessment practices clarify intended learning that is aligned to academic content standards/social-emotional-behavioral expectations  AND consistently include eliciting evidence about learning and needs school-wide	AND Consistently include interpreting the evidence school-wide	AND Consistently include acting on the evidence together with students school-wide	
<b>UI6</b>	Instructional staff implement academic content standards and social-emotional-behavioral expectations.	The universal tier does not provide equity in the opportunity to learn academic content standards/social-emotional-behavioral expectations.	Enacted curriculum data are regularly collected school-wide (at least 1x/2-3 years);	AND Enacted-to-intended curriculum alignment data are used to determine the extent to which there is equity in opportunity to learn the	AND Opportunity to learn data are used with student learning data to differentiate learning experiences based on student learning needs school-wide.	

				academic content standards/social-emotional-behavioral expectations school-wide;		
<b>UI7</b>	Instructional staff use instructional materials that facilitate the use of evidence-based practices to support the learning of academic content standards/social-emotional-behavioral expectations.	Instructional staff do not consistently use instructional materials that facilitate the use of evidence-based practices to support the learning of academic content standards/social-emotional-behavioral expectations in the universal tier school-wide.	All instructional staff have access to a common set of instructional materials aligned to the big ideas for the academic content standards/social-emotional-behavioral expectation.	AND Staff can accurately explain, with evidence, how their instructional materials: <ul style="list-style-type: none"> <li>Address the breadth and depth of the academic content standards/social-emotional-behavioral expectations, and</li> <li>help them use research-based instructional practices</li> </ul>	AND Implementation fidelity data are used to improve instructional matching and delivery.	
<b>UI8</b>	A collaborative, team-based approach is used to examine student learning data to monitor and adjust the universal tier.	A collaborative, team-based approach is not consistently used to monitor and adjust the universal tier.	There is a structure or process in place to establish and communicate with staff school-wide (at least 2x/year) the purpose of using student learning data to monitor and adjust the universal tier	AND The vast majority (e.g., at least 80%) of staff school-wide <ul style="list-style-type: none"> <li>Can explain the purpose of using student learning data to monitor and adjust the universal tier, and</li> <li>Report that a collaborative, non-evaluative approach is used when discussing student data.</li> </ul>	AND Teams intentionally collaborate (minimum of 2-3 times monthly) to review/analyze student data to enhance instructional practices and materials in the universal tier at the grade, classroom, or student level.	

**INTERVENTION SYSTEM**

<b>FEATURES:</b>					
<ol style="list-style-type: none"> <li><b>Diagnose.</b> Diagnose for instructional design.</li> <li><b>Design.</b> Design for instructional delivery.</li> <li><b>Deliver.</b> Deliver for learner engagement.</li> </ol>					
#	Anchor	0	1	2	3
<b>IS1</b>	Tier 2 (supplemental) academic practices exist that include strategies addressing integrated common student needs, are linked to Tier 1 Instruction and are monitored using	Tier 2 strategies are not developed and/or clearly defined	Tier 2 strategies incorporate 1 of the following 4: <ul style="list-style-type: none"> <li>common student needs</li> <li>link to Tier 1 instruction</li> </ul>	Tier 2 strategies incorporate 2 or 3 of the following 4: <ul style="list-style-type: none"> <li>common student needs</li> <li>link to Tier 1 instruction</li> </ul>	Tier 2 strategies incorporate all of the following: <ul style="list-style-type: none"> <li>common student needs</li> <li>link to Tier 1 instruction</li> </ul>

	assessments/data sources tied directly to the academic and social-emotional-behavioral skills taught		<ul style="list-style-type: none"> <li>· link social-emotional-behavioral content/ instruction</li> <li>· assessments/ data sources link directly to the skills taught</li> </ul>	<ul style="list-style-type: none"> <li>· link to social-emotional-behavioral content/ instruction</li> <li>· assessments/ data sources link directly to the skills taught</li> </ul>	<ul style="list-style-type: none"> <li>· link to social-emotional-behavioral content/ instruction</li> <li>· assessments/ data sources link directly to the skills taught</li> </ul>
<b>IS2</b>	Tier 2 (supplemental) social-emotional-behavioral practices exist that address integrated common student needs, are linked to Tier 1 instruction, and are monitored using assessments/data sources tied directly to the skills taught	Tier 2 strategies are not developed and/or clearly defined	Tier 2 strategies incorporate 1 of the following 4: <ul style="list-style-type: none"> <li>· common student needs</li> <li>· link to Tier 1 instruction</li> <li>· link academic content/ instruction</li> <li>· assessments/ data sources link directly to the skills taught</li> </ul>	Tier 2 strategies incorporate 2 or 3 of the following 4: <ul style="list-style-type: none"> <li>· common student needs</li> <li>· link to Tier 1 instruction</li> <li>· link academic content/ instruction</li> <li>· assessments/ data sources link directly to the skills taught</li> </ul>	Tier 2 strategies incorporate all of the following: <ul style="list-style-type: none"> <li>· common student needs</li> <li>· link to Tier 1 instruction</li> <li>· link academic content/ instruction</li> <li>· assessments/ data sources link directly to the skills taught</li> </ul>
<b>IS3</b>	Tier 3 (intensive) academic practices exist that include integrated strategies that are developed based on students' needs, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught	Tier 3 strategies are not developed and/or clearly defined	Tier 3 strategies incorporate 1 of the following 4: <ul style="list-style-type: none"> <li>· developed based on students' needs across academic, social-emotional-behavioral domains</li> <li>· aligned with Tier 1 and Tier 2 instruction</li> <li>· link to social-emotional-behavioral content/instruction</li> <li>· assessments/data sources that link directly to the skills taught</li> </ul>	Tier 3 strategies incorporate 2 or 3 of the following 4: <ul style="list-style-type: none"> <li>· developed based on students' needs across academic, social-emotional-behavioral domains</li> <li>· aligned with Tier 1 and Tier 2 instruction</li> <li>· link to social-emotional-behavioral content/instruction</li> <li>· assessments/data sources that link directly to the skills taught</li> </ul>	Tier 3 strategies incorporate all of the following: <ul style="list-style-type: none"> <li>· developed based on students' needs across academic, social-emotional-behavioral domains</li> <li>· aligned with Tier 1 and Tier 2 instruction</li> <li>· link to social-emotional-behavioral content/instruction</li> <li>· assessments/data sources that link directly to the skills taught</li> </ul>
<b>IS4</b>	Tier 3 (intensive) social-emotional-behavioral practices include integrated strategies that are developed based on students' needs and strengths, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught	Tier 3 strategies are not developed and/or clearly defined	Tier 3 strategies incorporate 1 of the following 4: <ul style="list-style-type: none"> <li>· based on students' needs across academic, social-emotional-behavioral domains</li> <li>· aligned with Tier 1 and Tier 2 instruction</li> <li>· link to academic content/instruction</li> <li>· assessments/data sources that link directly to the skills taught</li> </ul>	Tier 3 strategies incorporate 2 or 3 of the following 4: <ul style="list-style-type: none"> <li>· based on students' needs across academic, social-emotional-behavioral domains</li> <li>· aligned with Tier 1 and Tier 2 instruction</li> <li>· link to academic content/instruction</li> <li>· assessments/data sources that link directly to the skills taught</li> </ul>	Tier 3 strategies incorporate all of the following: <ul style="list-style-type: none"> <li>· based on students' needs across academic, social-emotional-behavioral domains</li> <li>· aligned with Tier 1 and Tier 2 instruction</li> <li>· link to academic content/instruction</li> <li>· assessments/data sources that link directly to the skills taught</li> </ul>
<b>IS5</b>	Specific instructional/intervention plans are developed and implemented based on verified reasons why students are not meeting academic and social-emotional-behavioral expectations	Instructional/ intervention plans are not developed	Instructional/intervention plans are developed	and Instruction/Intervention plans consistently specify what will be done, by who, when it will occur, and where with enough detail to be implemented	and Instructional/intervention plans consistently are developed based on verified reasons students are not meeting expectations
<b>IS6</b>	There is a structure and process to review Tier 2 (supplemental) and Tier 3 (intensive) in order to diagnose, design, and deliver interventions and supports to meet diverse learner needs.	There is no structure or process to: <ul style="list-style-type: none"> <li>· Identify learners who need additional support,</li> <li>· Assign and implement interventions,</li> <li>· Examine data to determine efficacy and/or</li> <li>· If intervention changes/additional investigation or support is needed.</li> </ul>	There is a structure or process established to complete 1 of the 4 below: <ul style="list-style-type: none"> <li>· Identify learners who need additional support,</li> <li>· Assign and implement interventions,</li> <li>· Examine data to determine efficacy and/or</li> <li>· If intervention changes/additional investigation or support is needed.</li> </ul>	There is a structure or process established, and it is used to complete 2 of the 4 below: <ul style="list-style-type: none"> <li>· Identify learners who need additional support,</li> <li>· Assign and implement interventions,</li> <li>· Examine data to determine efficacy and/or</li> <li>· If intervention changes/additional investigation or support is needed.</li> </ul>	There is a structure or process established and used to: <ul style="list-style-type: none"> <li>· Identify learners who need additional support,</li> <li>· Assign and implement interventions,</li> <li>· Examine data to determine efficacy and/or</li> <li>· If intervention changes/additional investigation or support is needed.</li> </ul>

IS7	A collaborative, team-based approach is used to examine student learning data to monitor and adjust supplemental and intensive instruction.	A collaborative, team-based approach is not consistently used to monitor and adjust supplemental and intensive instruction.	There is a structure or process in place to establish and communicate with staff school-wide (at least 2x/year) the purpose of using student learning data to monitor and adjust supplemental and intensive instruction.	<p>AND</p> <p>The vast majority (e.g., at least 80%) of staff school-wide</p> <ul style="list-style-type: none"> <li>• Can explain the purpose of using student learning data to monitor and adjust supplemental and intensive instruction, and</li> <li>• Report that a collaborative, non-evaluative approach is used when discussing student data.</li> </ul>	<p>AND</p> <p>Teams intentionally collaborate (minimum of 2-3 times monthly) to review/analyze student data to enhance instructional practices and materials for supplemental and intensive instruction at the grade, classroom, or student level.</p>
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**LEADERSHIP [Team established -consensus - beliefs, knowledge and skills established, and support for staff for the belief, knowledge and skills for MTSS implementation]**

- FEATURES:**
1. **Distributed.** Includes membership, establishment of a team, representation, roles and responsibilities
  2. **Practices.** Includes establishing priorities and goals, aligning resources to priorities, monitoring and coordinating instructional programming and prioritizing and participating in educator learning.
  3. **Competencies.** Includes acquiring and applying complex knowledge, and solving complex problems.
  4. **Planning.** Includes the development of an action plan, using DBDM to improve the plan/implementation and monitoring/evaluation of MTSS Implementation [DCA]

#	Anchor	0	1	2	3
L1	The principal is actively involved in and facilitates MTSS implementation	The principal does not actively support MTSS.	The principal communicates an urgent desire to implement MTSS, participates in professional development on MTSS, and is establishing an MTSS vision	and The principal actively supports the leadership team and staff to build capacity for implementation	and The Principal actively supports data-based decision-making use at the school
L2	Staff have consensus and are actively engaged in MTSS Implementation	Staff are not provided opportunities to gain understanding of the need for MTSS	Staff have 80% consensus for implementation and are provided opportunities to gain understanding of: (a) the need for MTSS (b) the strategic plan for MTSS	and Staff have opportunities to: (a) gain understanding of its relevance to their roles and responsibilities, (b) actively create connections between MTSS, the strategic plan and their work	and Staff have opportunities to provide input on the strategic plan, as well as ongoing input that directly informs MTSS implementation.
L3	There is a leadership team to lead and support implementation of MTSS.	There is no leadership team responsible to lead and support implementation of MTSS	<p>A leadership team exists that is representative of the school</p> <p style="text-align: center;">OR</p> <p>A leadership team exists that is of functional size</p>	A leadership team exists that is representative of the school AND it is of functional size	AND the leadership team members understand their role and responsibilities which include explicit expectations to lead and support implementation of MTSS
L4	Leadership Team members have consensus [belief] and leadership skills to collaboratively lead implementation of MTSS	<p>Leadership team members do not believe that all students can achieve age- or grade-level standards</p> <p>OR</p>	<p>Leadership team members believe that all students can achieve age- or grade-level standards</p> <p>AND</p>	AND the leadership team understands and uses an effective collaborative inquiry approach to leading MTSS implementation	AND the leadership team uses effective meeting and internal/external communication processes

		Leadership team members are below 100% in their beliefs that implementation of MTSS will support students to achieve age- or grade-level standards	Leadership team members are at 100% consensus in their belief that implementation of MTSS will support students to achieve age- or grade-level standards		
<b>L5</b>	Leadership Team members have the content knowledge needed to collaboratively lead implementation of MTSS .	Leadership team members - as a collective team - do not have the content knowledge needed to collaboratively lead implementation of MTSS.	Leadership team members - as a collective team - have the below content knowledge needed to collaboratively lead implementation of MTSS: <ul style="list-style-type: none"> <li>• The key components of MTSS</li> <li>• Leadership and infrastructure/system functioning such as continuous improvement, policies, procedures, schedules and resource allocations</li> </ul>	AND Leadership team members - as a collective team - also have the below content knowledge needed to collaboratively lead implementation of MTSS: <ul style="list-style-type: none"> <li>• Professional learning - the Iowa Professional Development Model</li> <li>• Universal Instruction - Early Learning Standards and the Iowa Core Standards</li> <li>• Universal Instruction - Social-Emotional-Behavioral expectations</li> </ul>	AND Leadership team members - as a collective team - also have the below content knowledge needed to collaboratively lead implementation of MTSS: <ul style="list-style-type: none"> <li>• Assessment and Data-Based Decision-Making, including data display and interpretation</li> <li>• Intervention Systems and supports for diverse learners [Specially Designed Instruction]</li> <li>• Monitoring and evaluation of programs, including fidelity measures</li> </ul>
<b>L6</b>	The leadership team actively engages staff in ongoing professional development and coaching necessary to support MTSS implementation	The leadership team does not have a needs- based plan to provide staff with professional development or coaching to support MTSS implementation	A needs assessment is conducted to gather information on beliefs, knowledge, and skills to develop a professional development plan to support MTSS implementation	and A professional development plan is created based on the needs assessment and used to engage staff in ongoing professional development and coaching	and Ongoing professional development activities are informed by data collected on the outcomes of professional development and coaching for continuous improvement
<b>L7</b>	The leadership team is actively facilitating implementation of MTSS as part of their school improvement planning process	The leadership team is not actively engaging in efforts to facilitate MTSS implementation	The leadership team engages in action planning and has created a strategic plan to facilitate implementation of the critical elements of MTSS	and The leadership team provides support to educators implementing the critical elements of MTSS identified in the strategic plan	and The leadership team uses data on implementation fidelity of the critical elements of MTSS to engage in data- based decision-making for the purpose of continuous school improvement
<b>L8</b>	A strategic plan for MTSS implementation is developed and aligned with the school improvement plan	No strategic plan for MTSS implementation exists	Leadership team engages district, family, and community partners to identify stakeholder needs, resources for, and barriers to MTSS implementation	and As part of the school improvement planning process a strategic plan is developed that specifies MTSS implementation	and A strategic plan for MTSS implementation is updated as needed based on student outcome and implementation fidelity data as part of the school improvement planning process

## INFRASTRUCTURE

### FEATURES:

1. **Professional Learning.**
2. **Evaluation.**
3. **Community and Family Engagement.**
4. **Scheduling.**

5. <u>Resources</u>					
#	Anchor	0	1	2	3
IF1	The key components of MTSS are defined and understood by school staff	No information on the key components of the school's MTSS is available	The key components of MTSS are being defined	and The key components of MTSS are defined and are communicated to school staff	and The curriculum, assessment, and instructional practices that define the school's key components of MTSS can be communicated by all school staff
IF2	The Iowa Professional Development Model focused on MTSS [academic and social-emotional-behavioral content] is implemented to support the learning needs of leadership and staff.	Initial professional development focused on MTSS is not provided to all staff members  OR  The school does not use the Iowa Professional Development Model	The Iowa Professional Development Model focused on MTSS is used to engage staff in initial, job-embedded professional development focused on: <ul style="list-style-type: none"> <li>● <b>Assessment and Data-Based Decision-Making</b> that includes the following as needed across staff (a) Purpose and administration of assessment tools (b) Role of assessment/data sources in making instructional decisions (c) Rationale for the use of data-based decision-making (d) Roles and responsibilities for team members implementing assessments and engaging in data-based decision-making (e) Analyzing and using assessment results to improve instruction (f) Using various types of data to inform instructional practices to meet the needs of diverse learners (g) Steps to address school-wide, classroom, small group, and individual student needs (h) Communicating and partnering with families about data and assessment practices</li> <li>● <b>Universal Instruction and Intervention Systems</b> [academic and social-emotional-behavioral content] that includes the following as needed across staff: (a) Rationale for and modeling of instructional and intervention design and delivery [e.g., Early Learning Standards/Iowa Core Standards, instructional routines, Universal Positive Behavior Supports, lesson planning for active student engagement], (b) Connections regarding how practices are aligned with and</li> </ul>	And the staff engage in ongoing professional development and coaching [modeling, practice, collaborative feedback] differentiated by role/responsibilities and needs in: <ul style="list-style-type: none"> <li>● <b>Assessment and Data-Based Decision-Making</b> that includes the following as needed across staff: (a) Changes or updates to assessments/data sources (b) Changes to data collection, tracking, and analysis (c) instructional practices and interpreting assessment results, (d) data-based decision-making steps (e) collaborative inquiry and teaming skills</li> <li>● <b>Universal Instruction and Intervention Systems</b> [academic and social-emotional-behavioral content] that includes the following as needed across staff: (a) Instructional and intervention design and delivery (b) evidence-based interventions, (c) using data to inform differentiation of instruction across tiers.</li> </ul>	And data on professional development/coaching, implementation fidelity, and student outcomes are used to inform continuous improvement of professional development and coaching efforts

			integrated into MTSS, (c) using data to inform instruction and intervention design and delivery that reflects student diversity and results in learning opportunities for all students		
<b>IF3</b>	Schedules provide adequate time for trainings and coaching support	Schedules do not include time allocated to professional development and coaching for MTSS	Schedules include time allocated for trainings	and Schedules include time for ongoing coaching support	and Schedules permit personnel to access additional training and coaching support that is differentiated based on their needs
<b>IF4</b>	Schedules provide adequate time to administer academic, behavior and social- emotional assessments needed to make data- based decisions	Schedules do not include time allocated to administering assessments needed to make decisions across tiers	Schedules include time for academic, behavior and social- -emotional assessments administered to all students (e.g., universal screening)	and Schedules include time to administer more frequent progress monitoring assessments to students receiving Tier 2 and 3 services as specified (e.g., weekly or monthly assessments)	and Schedules permit personnel to administer additional assessment (e.g., diagnostic assessments) across content areas and tiers needed to engage in data-based decision-making
<b>IF5</b>	Schedules provide adequate time for multiple tiers of evidence- based instruction and intervention to occur	The master schedule is developed without student data and does not include time for multi- tiered interventions	The master schedule is developed utilizing student data and includes time for multi- -tiered interventions	and The master schedule facilitates effective implementation of multi- -tiered interventions matched to student needs by content area and intensity (Tier 1, Tier 2, Tier 3)	and The master schedule allows for flexible student groupings
<b>IF6C</b>	Schedules provide adequate time for staff to engage in collaborative, data-based decision-making	The master schedule does not provide opportunities for collaborative, data-based decision-making to occur	The master schedule provides opportunities to engage in collaborative, data-based decision-making to occur	and The master schedule provides sufficient time for the process to occur with fidelity	and The master schedule provides opportunities for collaborative, data-based decision-making to occur in settings such as: <ul style="list-style-type: none"> <li>· Leadership team meetings</li> <li>· Grade- level meetings</li> <li>· Cross grade- level meetings</li> <li>· Cross- departmental meetings</li> <li>· Professional Learning Community meetings</li> </ul>
<b>IF7</b>	Resources to support MTSS implementation are identified and allocated	No process exists for mapping and allocating resources to support MTSS implementation	Leadership team members are gathering information on the personnel, funding, materials, and other resources to support MTSS implementation	and Resource inventories are established using the gathered information on the personnel, funding, materials, and other resources to support MTSS implementation and plans for allocating the resources are established	and Existing resource maps and resource allocations are updated at least annually based on student need, available personnel, funding, materials, and other resources
<b>IF8</b>	The infrastructure exists to support the school's goals for family and community engagement in MTSS	Family and community engagement is: not defined and monitored with data; not linked to school goals in SIP/MTSS plan; and procedures for facilitating 2- way communication do not exist	Family and community engagement are 1 of the following 3: <ul style="list-style-type: none"> <li>· defined and monitored with data</li> <li>· linked to school goals in SIP/MTSS plan</li> <li>· supported by procedures for facilitating 2-way communication</li> </ul>	Family and community engagement are 2 of the following 3: <ul style="list-style-type: none"> <li>· defined and monitored with data</li> <li>· linked to school goals in SIP/MTSS plan</li> <li>· supported by procedures for facilitating 2-way communication</li> </ul>	Family and community engagement are all of the following: <ul style="list-style-type: none"> <li>· defined and monitored with data</li> <li>· linked to school goals in SIP/MTSS plan</li> <li>· supported by procedures for facilitating 2-way communication</li> </ul>

<b>IF9</b>	Educators actively engage families in MTSS	Staff do none of the following: · actively engage families that represent the diverse population of the school · engage families in data-based decision-making when their children need additional supports · provide intensive outreach to unresponsive families · increase the skills of families to support their children's education	Staff do 1 of the following 4: · actively engage families that represent the diverse population of the school · engage families in data-based decision-making when their children need additional supports · provide intensive outreach to unresponsive families · increase the skills of families to support their children's education	Staff do 2 or 3 of the following 4: · actively engage families that represent the diverse population of the school · engage families in data-based decision-making when their children need additional supports · provide intensive outreach to unresponsive families · increase the skills of families to support their children's education	Staff do all of the following: · actively engage families that represent the diverse population of the school · engage families in data-based decision-making when their children need additional supports · provide intensive outreach to unresponsive families · increase the skills of families to support their children's education
<b>IF10</b>	Structures are in place to support sustainability to increase efficiencies, alignment, usability and member engagement and understanding	There are no structures in place to support sustainability to increase efficiencies, alignment, usability and member engagement and understanding	The following sustainability structures are in place: · Protocols, routines, processes to document progress, decisions and next steps · School policies and procedures · Member orientation and rotation · Communication structures	AND these structures are regularly reviewed within the leadership team for efficiencies, alignment, usability and member engagement/ understanding.	AND the leadership team uses these structures to strengthen implementation
<b>F11</b>	Data sources are used to evaluate the implementation and impact of MTSS  Data sources include process, implementation [SAMI/intervention fidelity measures] and outcome [HI] data.	There is no evaluation plan or data sources identified to evaluate implementation of the key components of MTSS	The leadership team has an evaluation plan with identified data sources that will be used to evaluate implementation of the key components of MTSS	and The leadership team uses data sources to evaluate implementation and to make systemic improvements to the key components of MTSS	and The Leadership team periodically conducts analyses to determine how implementation of key components of MTSS relate to positive student outcomes
<b>F12C</b>	Available resources are allocated effectively	Resources are not allocated based on student need and the availability of time, available personnel, funding, and materials	Resources are allocated based on student need	and the relationship between the resources allocated and the outcomes of students is evaluated	and Processes and criteria for resource allocation are refined based on strategies that result in improved student outcomes.



