

## Vermont Early Multi-Tiered System of Supports (MTSS) Program Inventory\*

Program Name: \_\_\_\_\_ Region: \_\_\_\_\_ Date: \_\_\_\_\_

Team Members: \_\_\_\_\_

Completed by: \_\_\_\_\_

### **Purpose of Early MTSS Program Inventory:**

The Vermont Early MTSS Program Inventory is to be used by Early Childhood programs\* (see Glossary for definition) to:

- Assess their readiness and progress towards adopting the key components of Early MTSS,
- Develop an implementation plan so that Early MTSS initiatives are implemented with fidelity and are sustainable over time,
- Benefit the children and families enrolled in their program.

The Program Inventory is grounded in the science of implementation, which bridges the gap between evidenced-based practice (EBP) and high fidelity implementation of that practice. Program Leadership Teams, with support from their BBF councils and an Early MTSS System Coach, will track their progress through the stages of implementation (i.e., development or installation, implementation (initial and full) and sustainability). Activities related to sustainability are embedded throughout the Program Inventory so that they can be addressed throughout the project.

### **Inventory Key Components and Critical Elements:**

#### **I. Strong System Support**

Leadership Team Membership  
Leadership Team Functions  
Staff Commitment  
Supportive Systems

#### **II. Partnership & Collaboration**

Family Partnership  
Early Childhood Community Based Partners  
Transitions, including K-3 Transition

#### **III. Well-designed Professional Development**

Identification of Staff need  
Provision of Professional Development Supports  
Assessment of Learning and Implementation

#### **IV. Provision of High Quality and Responsive Learning Environments**

Social and Emotional Confidence and Competence  
Early Learning (Literacy) Confidence and Competence (NA)  
Early Learning (Numeracy) Confidence and Competence (NA)

#### **V. Comprehensive and Functional Assessment System**

Effective Problem Solving Process  
Data Based Decision Making  
Promotes Ongoing Improvement



## **Inventory Rating (Stages of Implementation):**

0. Not yet – activity is not currently part of the program’s implementation plan and/or program is exploring its adoption.
1. Developing – program is currently accessing resources and developing a plan to implement this activity.
2. Implementing – program is currently implementing the activity as outlined in the Program Plan; program uses ongoing data in decision-making and utilizes its own and community resources to support implementation of the activity.
3. Sustaining – activity is fully implemented with fidelity, is an expectation of the program’s practice and embedded in program policies, is focused on effectiveness and makes adjustments to insure the activity’s responsiveness to program needs and its sustainability.

## **Directions for Use:**

The Program Inventory has been organized into five Key Components based on Vermont’s MTSS Field Guide. Each Component contains Critical Elements with accompanying activities that contribute to its success.

Over time, the Early MTSS Program Inventory is meant to be a self-assessment tool that can be completed by members of the program’s Leadership Team. Initially, the completion of the Early MTSS Program Inventory will be facilitated by an Early MTSS Systems Coach\* (see glossary) to support the program’s movement through the Inventory’s Implementation stages.

## **Acknowledgements**

The Vermont Early Multi-tiered System of Supports (MTSS)\* Program Inventory was adapted from Fox, L., Hemmeter, M.L., and Jack, S. (2010) *Early Childhood Program-Wide PBS Benchmarks of Quality*, Florida: Technical Assistance Center on Social Emotional Intervention for Young Children.

Metz, A. & Bartley, L. (2012). Active implementation frameworks for program success: How to use Implementation Science to improve outcomes for children. *Zero to Three*, pp. 11-18.

## **Glossary\***

Behavioral expertise (#60) means expertise in guiding teams to develop and implement an individualized, developmentally-appropriate and functional response plan for children with consistent challenging behaviors and their primary caregivers.

Crisis (# 61) is a situation that presents an immediate safety issue; a crisis exists when a child's behavior is unpredictable and there is a risk for harm to the child or others and current resources are not sufficient to re-establish a safe environment without additional support.

Functional (expectations, # 10b) refers to expectations that are meaningful to a child in the context of everyday routines and activities.

High Expectations (# 49) is the belief that all children, regardless of their ability or circumstance, can reach their fullest developmental and functional potential. Early childhood practitioners encourage and scaffold every child's 'unique developmental and learning trajectory' by providing ongoing access to learning opportunities that match and extend a child's current skills.

Knowledgeable (# 50) refers to early childhood practitioners (e.g., teachers, home visitors) who have successfully completed Early MTSS trainings in current topic (e.g., social-emotional, early literacy and early numeracy).

Partners (# 14) refers to programs, organizations or agencies that support and/or deliver early childhood services at the local, regional and state level. They include, but are not limited to, Mental Health, Head Start and Early Head Start, school district, Early Childhood Special Education, Children's Integrated Services (e.g., Early Intervention), Building Bright Futures and Early MTSS.

Practice Coach is an individual who has successfully completed Early MTSS Practice Based Coach training in order to support the early childhood practitioner's use of evidenced based practices, leading to positive outcomes for all children and their families. Practice based coaching is a cyclical process and occurs within a collaborative partnership between the coach and early childhood practitioner. (Fox, L. Snyder, P. & Hemmeter, M. L. (10/18/2013) Using Practice-Based Coaching to Ensure Fidelity of Implementation. Presentation at the Division of Early Childhood Conference. CA: San Francisco.)

Program means any early childhood setting serving infants, toddlers and/or preschoolers including, but not limited to community-based child care programs, private preschools, family child care homes, a single classroom in a Parent Child Center, or multiple early childhood sites operated by a school district, Head Start or Early Head Start. Early Childhood programs also include agencies that serve children through home visitation or consultation, including Early Head Start and Early Intervention.

Program Administrator are individuals responsible for planning, implementing, and evaluating an early childhood program, as well as budgeting. The administrator may have different role titles depending on the program type or sponsorship of the

program. Titles include: director, site manager, curriculum coordinator, administrator, program manager, early childhood coordinator, principal and superintendent.

(Program Administrator Definition and Competencies, *NAEYC*, 2005)

System Coach (external) – provides dynamic support and facilitation to help build the internal capacity of early childhood program and regional BBF council leadership teams to implement Vermont’s Early Multi-tiered System of Supports (VT Early MTSS).

### **Early MTSS Data Collection Tools include:**

- Social Skills Improvement System (SSIS) is completed by teachers for each child, it identifies children’s social skills and challenging behaviors
- The Ages and Stages Questionnaire: Social and Emotional (ASQ: SE) is completed by teachers/home visitors to identify the social and emotional competence of young children ages three to 60 months.
- The Teaching Pyramid Observation Tool™ (TPOT™) is completed by a Practice Coach and used to assess the fidelity of implementation of the Early MTSS Pyramid Model in classrooms for children who are 2-5 years old.
- The Pyramid Infant-Toddler Observation Scale (TPITOS) measures fidelity of implementation of the Pyramid Model practices in infant/toddler classrooms.
- The Behavior Incident Recording System (BIRS) is completed by a teacher for their classroom. It is a system to collect and analyze behavior incidents that are not developmentally normative or are a cause of concern to the teacher.
- The Monthly Program Action Summary provides a frequency count of actions taken by the program in response to child behavioral concerns. These data show the average number of calls to families related to behavioral concerns; child dismissal from program; child transfer to another program; request for external assistance related to child challenging behavior; and requests for family meetings to address child challenging behavior.
- Early MTSS Program Inventory is used by an Early Childhood program’s Leadership Team to assess the program’s ability to adopt the key components of Early MTSS and develop an implementation plan so that Early MTSS initiatives are implemented with fidelity and are sustainable over time,
- Early MTSS Regional Inventory (under development) used by regional Early Childhood Councils to assess their capacity to support Early Childhood programs from the initial stages of model exploration to full implementation of an Early MTSS initiative.

\* Glossary items are starred in the Inventory

Critical Elements	Early MTSS Program Inventory	Check One*				Supporting Evidence		
		0	1	2	3			
<b>1. Strong Systemic Support</b>								
<b>Leadership Team Membership</b>	1. The program has a Leadership Team that, at a minimum has representation from the following: a. Teachers, Home Visitors, Part C and/or B/619 Practitioners (as appropriate) b. Administrators* (see glossary), c. Parents, d. Early MTSS Practice Based Coaches* and System Coaches* (see glossary), e. Individuals with expertise in: social, emotional, and early learning supports. f. Additional team members might include teaching assistants, related service specialists/consultants, Board Member and/or other program personnel.					<b>Leadership Team Membership:</b>		
	2. The Leadership Team has support from administration* (see glossary). An administrator attends meetings and trainings, is visibly supportive and is active in problem solving to ensure the implementation and success of the Early Multi-tiered System of Supports (Early MTSS).							
<b>TOTALS</b>						<b>___/7= ___ AVERAGE FOR CLUSTER</b>		
<b>Leadership Team Functions</b>	3. The Leadership Team has regular meetings, scheduled at least 1x per month (more often as required for effective implementation) for a minimum of 1 hour. Team member attendance is consistent. Team meetings are organized to be effective and efficient.					<b>Leadership Team Functions:</b>		
	4. The Team develops an Implementation Plan and effectiveness based on a bi-annual review of the Early MTSS Program Inventory: a. Team develops a multi-year implementation plan that addresses each <u>critical element</u> and guides the work of the team. b. The team reviews the plan and updates their progress quarterly. c. Action steps are identified and reviewed to ensure continued progress of the plan d. Where appropriate the Early MTSS Implementation Plan is fully integrated into broader program improvement plans (e.g. QRIS)							
	5. Team provides a process for reviewing data on program outcomes and reporting to program staff, families and community Early MTSS stakeholders (Regional Team) on a regular basis.							
	6. Team provides both formal and informal opportunities for staff and family input and feedback.							
	7. Team ensures that staff and resources are (re) allocated, utilized, and supported to optimize implementation of Early MTSS							
	8. Team members are able to clearly communicate the purpose of the leadership team.							
	<b>TOTALS</b>							<b>___/9= ___ AVERAGE FOR CLUSTER</b>
	<b>Staff Commitment</b>	9. All teachers agree to participate in developing and implementing program wide Early MTSS to address the social, emotional and learning needs of <u>all</u> children.						<b>Staff Commitment:</b>

\*Rating: 0 – Not Yet; 1 – Developing; 2 –Implementing; 3 –Sustaining

Critical Elements	Early MTSS Program Inventory	Check One*				Supporting Evidence
		0	1	2	3	
	10. The program's staff and Leadership Team develop and establish program-wide expectations with input from families that apply to both adults and children. These expectations are: a. Developmentally appropriate supporting the social, emotional and learning needs of all children; b. Functional* (see glossary) in both home and classroom settings and teachers assist families in the translation of these expectations to home; c. Shared in ways that are readily accessible to staff, families and children.					
	11. All staff are actively involved both formally and informally, in providing input and feedback throughout the implementation process (e.g., coffee break with the director, focus group, suggestion box, team discussions, etc.)					
	12. Staff and families are actively involved with providing input to the Leadership Team for the development of a clear program mission and vision statement, which is inclusive of Early MTSS.					
	<b>TOTALS</b>					
		<b>___/6= ___ AVERAGE FOR CLUSTER</b>				
<b>Supportive Systems</b>	13. Program has written policies and procedures to guide their implementation of Early MTSS practices.					<b>Supportive Systems:</b>
	14. Program has well developed systems of communication that enhance effective collaboration and keep community partners* (see glossary) well informed.					
	15. The program has a coherent and comprehensive alignment of teacher (or home visitor) learning opportunities with evidence-based or informed practices.					
	16. The program has alignment between evidence-based practices and a comprehensive and functional assessment system.					
	<b>TOTALS</b>					<b>___/4= ___ AVERAGE FOR CLUSTER</b>

Critical Elements	Current performance status on: STRONG SYSTEMIC SUPPORT	PRIORITY AREA/S:
Leadership Team Membership		
Leadership Team Functions		
Staff Commitment		
Supportive Systems		
<b>SCORE</b>	0 .2 .4 .6 .8 1.0 1.2 1.4 1.6 1.8 2.0 2.2 2.4 2.6 2.8 3.0	

\*Rating: 0 – Not Yet; 1 – Developing; 2 – Implementing; 3 – Sustaining

Critical Elements	Early MTSS Program Inventory	Check One*				Supporting Evidence
		0	1	2	3	
<b>2. Effective Partnership and Collaboration</b>						
<b>Family Partnership</b>	17. Family input is solicited as part of the planning process. Families are informed of the initiative and asked to provide feedback on program-wide adoption and mechanisms for promoting family involvement in the initiative.					<b>Family Partnerships:</b>
	18. Families are actively involved in providing input and feedback throughout the implementation process (e.g., coffee break with the director, focus group, suggestion box, etc.)					
	19. There are multiple mechanisms for sharing the program wide plan with families including narrative documents, conferences, and parent meetings to ensure that all families are informed of the initiative.					
	20. Family involvement in Early MTSS is supported through a variety of mechanisms including home teaching suggestions, information on supporting child development, and the outcomes of the initiative. Information is shared through a variety of formats and is translated for non-English speaking families. (e.g., meetings, home visit discussions, newsletters, open house, websites, family friendly handouts, workshops, rollout events).					
	21.					
	a. Program ensures involvement, including access to ongoing information and opportunities to participate in decision making, for all families.					
	b. Program emphasizes the need for respect and support for diversity and cultural differences.					
	22. Professional development opportunities address how to involve and work effectively with families					
	23.					
a. Families are active participants in decision-making and planning for their child in a meaningful and proactive way.						
b. Families are considered equal partners in the development of individualized plans of support for children including the development of strategies that may be used in the home and community.						
<b>TOTALS</b>						<b>___/9= ___ AVERAGE FOR CLUSTER</b>
<b>Early Childhood Community Based Partners</b>	24. Program actively participates in the regional Building Bright Futures Council.					<b>Early Childhood Community Based Partners:</b>
	25. Program collaborates with other agencies to provide cross agency professional development activities					
	26. Program equitably serves children with diverse needs and abilities.					
	27. Program works together with other early childhood programs to support and, if possible, implement universal early childhood initiatives (e.g., universal screening activities, Strengthening Families initiative)					
<b>TOTALS</b>						<b>___/4= ___ AVERAGE FOR CLUSTER</b>

\*Rating: 0 – Not Yet; 1 – Developing; 2 –Implementing; 3 –Sustaining

Critical Elements	Early MTSS Program Inventory	Check One*				Supporting Evidence
		0	1	2	3	
Transitions: including K-3 Transition	28. The Leadership Team, with input from staff and families, identifies successful practices, as well as challenges and barriers to smooth transitions and works to identify strategies to overcome challenges.					Transitions: including K-3 Transition
	29. Program participates in transition to K activities to support seamless child and family transitions					
<b>TOTALS</b>						<u>    </u> / 2 = <u>    </u> <b>AVERAGE FOR CLUSTER</b>

Critical Elements	Current performance status on: EFFECTIVE PARTNERSHIP AND COLLABORATION	PRIORITY AREA/S:
Family Partnership		
Early Childhood Community Based Partners		
Transitions: including K-3 Transition		
<b>SCORE</b>	0 .2 .4 .6 .8 1.0 1.2 1.4 1.6 1.8 2.0 2.2 2.4 2.6 2.8 3.0	

\*Rating: 0 – Not Yet; 1 – Developing; 2 – Implementing; 3 – Sustaining

Critical Elements	Early MTSS Program Inventory	Check One*				Supporting Evidence
		0	1	2	3	
<b>3. Well-designed Professional Development</b>						
<b>Identification of Staff Need</b>	30. Individualized professional development plans are developed with all staff on an annual basis and reviewed periodically.					<b>Identification of Staff Need:</b>
	31. An initial and periodic needs assessment is conducted with all staff to determine training needs on the adoption of the Early MTSS Model.					
<b>TOTALS</b>						<b>___/2= AVERAGE FOR CLUSTER</b>
<b>Provision of PD supports</b>	32. A Practice Coach* is identified and supported by the program (e.g., resources are built into program budget) to participate in Early MTSS trainings and meetings and sustain the Early MTSS model.					<b>Provision of PD supports:</b>
	33. The Leadership Team develops a plan for coaching, including a rationale for coaching and logistics (e.g. when, where, with whom).					
	34. A multi-year implementation plan is developed for each classroom/home visitor.					
	35. A plan for providing ongoing support and training on the Early MTSS Model and practices is developed and implemented.					
	36. Group and individualized training strategies/supports are identified and implemented.					
	37. Plans for training new staff are identified and developed.					
	38. Staff responsible for facilitating behavior support processes are identified and trained in Early MTSS. This includes Mental Health consultation when necessary.					
	39. Professional Development opportunities:					
	a. Address the role of families in the implementation of early MTSS					
	b. Are inclusive of all children with diverse needs and abilities.					
40. Staff actively participates in regional cross-agency PD Communities.						
<b>TOTALS</b>						<b>___/10= AVERAGE FOR CLUSTER</b>
<b>Assessment of Learning and Implementation</b>	41. Evaluation and supervision processes promote critical reflection and professional learning for all staff.					<b>Assessment of Learning and Implementation:</b>
	42. Program administration arrange for ongoing support of and feedback to the program's practice coaches*.					
	43. Practice coaches* who are trained in reliable administration of measures conduct Pre and Post fidelity evaluations.					
	44. A data-driven coaching model is used to assist classroom teachers/home-visitors with implementing Early MTSS practices to fidelity.					
	45. Practice based coaches use ongoing and multiple sources of data to provide feedback to practitioners on Early MTSS evidenced based practices.					
	46. Teachers receive training and ongoing support in how to collect, interpret and use data on child's development and outcomes.					

\*Rating: 0 – Not Yet; 1 – Developing; 2 –Implementing; 3 –Sustaining

Critical Elements	Early MTSS Program Inventory	Check One*				Supporting Evidence
		0	1	2	3	
	47. Incentives and strategies for acknowledging the professional development accomplishments of staff are identified.					<b><u>Assessment of Learning and Implementation (cont'd):</u></b>
	48. Programs continue to actively participate in the appropriate state PD agency to insure high quality programming (e.g., STARS, Northern Lights Registry, BFIS System, Children's Integrated Services, School District PD)					
<b>TOTALS</b>						<b>___/8= ___ AVERAGE FOR CLUSTER</b>

Critical Elements	Current performance status on: WELL-DESIGNED PROFESSIONAL DEVELOPMENT	PRIORITY AREA/S:
Identification of Staff Need		
Provision of PD supports		
Assessment of Learning and Implementation		
<b>SCORE</b>	<b>0 .2 .4 .6 .8 1.0 1.2 1.4 1.6 1.8 2.0 2.2 2.4 2.6 2.8 3.0</b>	

\*Rating: 0 – Not Yet; 1 – Developing; 2 –Implementing; 3 –Sustaining

<b>Critical Elements</b>	<b>Early MTSS Program Inventory</b>	<b>Check One*</b>				<b>Supporting Evidence</b>
		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>4. Provision of High Quality and Responsive Learning Environments</b>						
<b>Social and Emotional Competence and Confidence</b>	49. Teachers/Home visitors have high expectations* that are developmentally appropriate for all children.					<b><u>Social and Emotional Competence and Confidence:</u></b>
	50. Teachers/Home visitors are knowledgeable about developmentally appropriate social and emotional needs of infants, toddlers & preschoolers.					
	51. Instruction is planned for and embedded in naturally occurring routines and activities (e.g., within large group activities, small group activities, with families and in individual interactions with children).					
	52. A variety of teaching strategies are used to support social and emotional competence in the context of ongoing activities and routines (e.g., teaching the concept, active engagement, and scaffolding children's learning and understanding).					
	53. Teachers/Home visitors recognize that relationships are the foundations of learning, and therefore use strategies that build and sustain positive relationships with children, each other, and families throughout their interactions on a daily basis.					
	54. In classrooms, teachers and program staff have arranged environments, materials, and curriculum in a manner that promotes social and emotional skills as evidenced by in TPOT or TPITOS ratings.					
	55. In classrooms, teachers and program staff are proficient at teaching social and emotional skills within daily activities in a manner that is meaningful to children and promotes skill acquisition.					
	56. Home visitors are proficient at coaching families to support social and emotional skills in a manner that is meaningful to children and families and promotes development.					
	57. All staff (including clerical, bus drivers, and kitchen staff) use positive guidance and feedback that are developmentally appropriate and support children to meet expectations.					
	58. Teachers and program staff provide targeted social & emotional teaching to individual children or small groups of children who are at-risk for challenging behavior.					
	59. Teachers initiate the development of an individualized plan of behavior support for children with persistent challenging behavior.					
60. An individual with behavioral expertise* is identified to coach staff and families throughout the process of developing individualized intensive interventions for children in need of behavior support plans.						

\*Rating: 0 – Not Yet; 1 – Developing; 2 –Implementing; 3 –Sustaining

Critical Elements	Early MTSS Program Inventory	Check One*				Supporting Evidence
		0	1	2	3	
	61. A process for responding to crisis* situations related to challenging behavior is developed. It includes how teachers/home visitors request crisis assistance when needed and how a plan for addressing the child's individual behavior support needs is then initiated. .					
	62. Program-wide procedures for responding to challenging behavior are developed and ensure: <ul style="list-style-type: none"> <li>a. All staff are trained in the responsive use of evidenced based developmentally appropriate practices to address social and emotional needs at tier 3.</li> <li>b. Teachers/Home visitors use evidence-based approaches to respond to challenging behavior in a manner that is developmentally appropriate and teaches the child the expected behavior.</li> <li>c. Strategies for responding to challenging behavior in the classroom or in the home are developed and shared.</li> </ul>					<b>Social-Emotional Competence and Confidence (cont):</b>
	63. The program has developed a process for problem solving with others (teachers/home visitors/families) around challenging behavior. Teachers/Home visitors can identify a process that may be used to gain support in developing ideas for addressing challenging behavior within the classroom (e.g., peer-support, classroom mentor meeting, or brainstorming session) and in the home.					
	64. The program has developed a team-based process for addressing individual children with persistent challenging behavior. Teachers can identify the steps for initiating the team-based process including fostering the participation of the family in the process.					
	65. The program has strategies for partnering with families when challenging behavioral concerns are first identified. Teachers have strategies for initiating parent contact and partnering with the family to develop strategies to promote appropriate behavior.					
<b>TOTALS</b>						
		___/19= AVERAGE FOR CLUSTER				
<b>Critical Elements</b>	<b>Current performance status on: Provision of High Quality and Responsive Learning Environments</b>					<b>PRIORITY AREA/S:</b>
<b>Social and Emotional Competence and Confidence</b>						

SCORE 0 .2 .4 .6 .8 1.0 1.2 1.4 1.6 1.8 2.0 2.2 2.4 2.6 2.8 3.0

\*Rating: 0 – Not Yet; 1 – Developing; 2 –Implementing; 3 –Sustaining

Critical Elements	Early MTSS Program Inventory	Check One*				Supporting Evidence
		0	1	2	3	
<b>5. Comprehensive and Functional Assessment System</b>						
<b>Effective Problem-solving process</b>	66. The Leadership Team has identified a systematic problem-solving process for addressing challenges in the implementation of Early MTSS.					<b>Effective Problem-solving process:</b>
	67. Leadership team includes teachers and families in the problem-solving process.					
<b>TOTALS</b>						<b>___/2=___ AVERAGE FOR CLUSTER</b>
<b>Data-based decision making</b>	68. Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement.					<b>Data-based decision making:</b>
	69. Data is reliable, built into routines, and collected at specified intervals.					
	70. The Leadership Team uses all early MTSS data to inform decision-making, support continued quality improvement and keep program staff focused on desired outcomes.					
	71. Process for measuring implementation fidelity is developed, including that all participating teachers/home visitors conduct Inventory of Practices self-assessment at a minimum of 2 times/year for ongoing planning.					
	72. Teachers and administrators understand the different purposes and uses for assessment, including screening, diagnostic assessment, monitoring and program evaluation.					
	73. Data are collected and summarized, including:					
	a. Child Data, including appropriate screening					
	b. TPOT*, TPITOS*, Home Based (when available)					
	c. Behavior Incident Report (BIR)* (see glossary).					
d. Program Monthly Action Summary* (see glossary)						
74. There is an effective, efficient and collaborative process for addressing identified issues.						
<b>TOTALS</b>						<b>___/10=___ AVERAGE FOR CLUSTER</b>
<b>Promotes ongoing improvement</b>	75. Early MTSS Data (see glossary for examples) are shared with					<b>Promotes ongoing improvement:</b>
	a. program staff and families,					
	b. state and regional stakeholders.					
	76. There is a process for measuring					
	a. Child (e.g., SSIS)					
b. Teacher/home visitor implementation (e.g., TPOT)						
c. Program outcomes for early MTSS (e.g., Program Inventory).						
77. An Implementation Plan is updated/revised as needed based on ongoing data.						
78. For the purposes of decision making, continuous quality improvement at the program and policy level, and sustainability, the Leadership Team reports on systemic successes and challenges to regional and state stakeholders on an annual basis.						

\*Rating: 0 – Not Yet; 1 – Developing; 2 – Implementing; 3 – Sustaining

	79. Data are used for continuous program improvement.					
	<b>TOTALS</b>					<b>___/8 = ___ AVERAGE FOR CLUSTER</b>

Critical Elements	Current performance status on: Comprehensive and Functional Assessment System	PRIORITY AREA/S:																				
Effective Problem-solving process	<table border="1"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																					
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0	.2	.4	.6	.8	1.0	1.2	1.4	1.6	1.8	2.0	2.2	2.4	2.6	2.8	3.0							

\*Rating: 0 – Not Yet; 1 – Developing; 2 –Implementing; 3 –Sustaining

## Early MTSS Action Planning Tool

**Early MTSS Component/Priority Area:**

**Desired outcome/s for this priority:**

**What personnel competencies will be needed to support implementing the practices/strategies to achieve these outcomes?**

Training needs:

Coaching supports:

Method/s for assessing staff performance:

Describe & Rate Current Status:

0	1	2	3
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**What system supports are needed to support implementing the practices/strategies to achieve these outcomes?**

Data systems needed:

Supportive structures to ensure improvement:

Method/s for assessing system performance:

Describe & Rate Current Status:

0	1	2	3
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**What leadership capacities will be needed to support implementing the practices/strategies to achieve these outcomes?**

Describe & Rate Current Status:

0	1	2	3
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\*Rating: 0 – Not Yet; 1 – Developing; 2 –Implementing; 3 –Sustaining

***Based on the previous information:***

What do we want to accomplish?	How will we know we have accomplished it?	What resources do we need?	Who is responsible? What are they responsible for?	By when do we want this accomplished?	
				Start	Completed

**Monitoring and evaluating our progress:**

**Check one:**

**Review #1 Date:** \_\_\_\_\_

**Current Status:**

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
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**Describe necessary revisions:**

**Personnel Competencies**

**Describe progress made:**

**Supportive Structures**

**Leadership Capacities**

**Check one:**

**Review #2 Date:** \_\_\_\_\_

**Current Status:**

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
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**Describe necessary revisions:**

**Personnel Competencies**

**Describe progress made**

**Supportive Structures**

**Leadership Capacities**

**Necessary Action Steps:**