

Self-Reflection of Current MTSS Practices for Tier 1

Essential Elements of Tier 1 within an MTSS framework	Our Current Reality 1=Little Evidence 2=Partial Evidence 3=Clear Evidence	Our Priority at This Time 1=Not important 2=Important 3=Very Important	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. In 80% of classrooms, we implement core instruction that is high quality, culturally relevant, language attentive, and research and standards-based .	1 2 3	1 2 3	
3. In 80% of classrooms, we use flexible grouping of students to maximize student engagement and participation in learning.	1 2 3	1 2 3	
4. School teams meet at least monthly to review schoolwide data, both academic and behavioral, to guide instructional practice and make decisions.	1 2 3	1 2 3	
5. We universally screen students to determine need and appropriate social, behavioral and academic interventions.	1 2 3	1 2 3	
6. Teacher teams review data (formative, interim, and summative data) on a regular basis, and it involves utilizing an explicit problem-solving approach.	1 2 3	1 2 3	
7. We have clearly communicated schoolwide and classroom-wide behavior expectations.	1 2 3	1 2 3	
8. We acknowledge students for meeting expectations using a schoolwide acknowledgement system.	1 2 3	1 2 3	
9. We have written procedures for teaching behavior expectations and social skills.	1 2 3	1 2 3	
10. We have a written discipline policy that includes instructive, reflective and restorative interventions and consequences.	1 2 3	1 2 3	
11. We have an efficient and effective written process for documenting student behaviors and concerns.	1 2 3	1 2 3	
12. We use active supervision in all settings of the campus.	1 2 3	1 2 3	
13. In 80% of classrooms, teachers respond to social-emotional needs of students using low intensity techniques (prompting coping skills, frequent check-ins, community circles)	1 2 3	1 2 3	
14. In 80% of classrooms, teachers use district mandated SEL programs (i.e. Mindfulness, Second Step, etc)	1 2 3	1 2 3	
15. We routinely communicate with parents and other stakeholders about our system of supports.	1 2 3	1 2 3	

If your score is 36 or higher, please proceed to step 3.

School Level Intervention Mapping Tool

Purpose of this tool is to (a) provide an overall picture of existing academic, social, emotional and behavioral related **schoolwide and/or classroom-wide interventions** available across all tiers, (b) determine the effectiveness, relevance, and fidelity for each, (c) determine areas of redundancy. *This process should be conducted by the site's Leadership Team with relevant district leadership.*

STEP 2:

	Intervention	% of student enrollment receiving intervention	% of students responding	Fidelity Measurement
Tier 2				
Tier 3				