DCI-MTSS

District Continuous Improvement
Multi-Tiered System of Support

DCI-MTSS Implementation Inventory
September 2023

DCI-MTSS Implementation Inventory

Directions: The DCI-MTSS Implementation Inventory should be completed by the facilitator together with the district leadership team. Start with an opening conversation about their district level work. During the conversation, work through the inventory, covering as many items as possible. It is helpful to take detailed notes. You may work backwards depending on the district. You might also start with where the district began and how things have gone since then.

Introduction

What is the name of your district?	
What is the name of the district contact completing this survey?	
What is the date?	

Consider each of the following items.	Use the dropdown to indicate current status.	Type notes in this column.	Is this item a focus area this year? Use the dropdown to respond.	Consider these discussion points when completing the survey. They are aligned with the DCI-MTSS Implementation Practice Profile.
Collaborative Culture & Climate				
Establish a district leadership team (DLT) and designate a district-level contact person				• Has the DLT been established? • Are the DLT members in a position to make decisions for the district? • Does the DLT include members who are experts in policy, instruction, literacy, behavior, curriculum, assessment, technology, special education, preschool, elementary, middle, and high school? • Who is the district-level DCI-MTSS contact person?

Meet monthly to collaborate as a DLT and monitor implementation				• Does the DLT meet monthly to collaborate and monitor implementation? • Does the DLT collaborate with building leaders to define expectations and monitor progress? • Does the DLT contact person regularly communicate with the Coaching Support Team Facilitator?
Designate building-level contact person (for each participating building) who will disseminate information to faculty and staff in their build				• Who is the building-level contact? • Can the building-level contacts accurately describe how the district participates in DCI-MTSS? • Is information disseminated regularly regarding DCI-MTSS implementation, data, and accomplishments to all staff and stakeholders? • Have communication protocols been developed to produce consistent understanding of participation in all buildings in the district?
Develop a district protocol to review all work, initiatives, and programs				• Does the DLT take an inventory of all initiatives to identify redundancies and inconsistencies? • Is there a process for selecting, reviewing, identifying, and de-implementing ineffective initiatives and programs? • Is a range of stakeholders involved to refine and improve programs?

Develop an Action Plan aligned to the district's CSIP				• Is the Action Plan (AP) aligned to CSIP district goals?
				• Is the AP Informed by data goals that are identified?
				• Does the AP include the following?
				  > Action steps with an implementation timeline
				  > A schedule for annual collection and evaluation of data resources
				  > A PD plan for training and coaching
				  > A process for onboarding new staff annually
				• Does the Action Plan create the following?
				  > A structure and process for collaborative problem solving using data
				  > A process for internal school-based coaching

Assessment				
Develop an assessment system				• Does the assessment system include tools and processes to measure essential components of academics and behavior? • Does the plan include the district tools for universal screening, diagnostic and functional assessment tool, progress monitoring, and outcome measures? • Is there a data collection calendar for the school year? • Who are the individuals who administer the assessments, enter data/scores, use the results, and serve as data coordinators? • Is there a process to modify the assessment system based on data? • Is there a process to select and deselect assessment tools/processes? • Is there a process to ensure fidelity of implementation?
Establish a process to inform learners and families about assessments				• Is there a process for notifying learners and their families of assessment purposes, frequency, and dates? • Is support offered to families on how to interpret results?
Data-Based Decision Making (DBDM)				
Engage in an ongoing cycle of data-based decision making (DBDM)				• Is data analyzed relating to outcomes and processes? • Is data analyzed relating to fidelity of implementation? • Are the needs and progress analyzed for all students? • Is there determination given regarding effectiveness of a district-wide system and needs? • Is determination given to the district-wide and building-level status and needs for PD using CWIS, SAPP, Literacy Progress Monitoring Tool, office referrals, MAP, and other relevant data? • Is determination given to priority areas in need of benchmarks of improvement? • Are strategies and interventions identified to address needs within the system? • Have training and coaching needs been identified to address improved instruction, interventions, and to build on strengths?

Support collaborative teams in ongoing cycles of DBDM				• Do clearly identified teams meet regularly to conduct data-based decision making at the building and collaborative levels? • Do DBDM teams have a clear and consistent understanding of their roles and responsibilities? • Have DBDM teams had training in a decision-making process that is used consistently to guide decisions? • Is there a process for the collaborative teams and building teams to communicate information to the DLT?
Multi-Tiered System of Support(MTSS)				
Develop and document a tiered system of support for academics and behavior				• Is there a process to identify and support tiered interventions matched to student need? • Is there an equitable allocation of resources to support a tiered framework of instructional practices? • Is there an alignment of instructional resources used across for Tiers 1, 2, and 3? • Is there a process of how learners are identified as needing interventions? • Is there a description of the continuum of interventions and practices at all education levels? • Are there protocols for individualism? • Are there protocols for communicating and collaborating with necessary stakeholders? • Is there a process to ensure fidelity of implementation?
Develop a process to engage families in the implementation of a tiered system of support				• Do families have opportunities to learn how the district defines Tiers 1, 2, and 3 and specific strategies to support learner success? • Is communication given to families regarding the description, purpose, anticipated duration, and at-home support needed in a language and format that is conducive to the needs of the families?

Effective Teaching and Learning Practices				

Collaborate with buildings to select and align effective teaching and learning practices at Tiers 1, 2, and 3				• Does the DLT collaborate with buildings to select and align effective teaching and learning practices at Tiers 1, 2, and 3 from a menu of district approved and supported practices, interventions, and supports that address each of the following?
				  > Are evidence-based and grounded
				  > Address essential academic and behavior components
				  > Match needs identified by district data
				  > Fit within the capacity of the district to successfully implement
				  > Align with community, regional, and/or state priorities, as well as family values and culture

Collaborate with buildings to implement effective teaching and learning practices, interventions, and supports at Tiers 1, 2, and 3				• Have educators received specific training to use the practices, interventions, and supports which they are responsible to provide? • Are educators provided internal coaching as they implement new practices, interventions, and supports? • Does internal coaching include descriptive feedback and support for improvement? • Is there an ongoing process to monitor fidelity of implementation of specified practices, interventions, and supports?
Integration and Sustainability of Continuous Efforts				

Collaborate towards the integration and sustainability of their continuous improvement efforts				• Does the DLT work collaboratively to address the following?
				  > Ensure practices and policies are aligned
				  > Develop policies to guide implementation
				  > Regularly review learner data to determine success
				  > Review data related to implementation fidelity
				  > Make changes to the district action plan guided by data
				  > Develop a long-range PD plan for staff and administrators based on data and aligned to effective teaching and learning practices
				  > Work to enhance staff motivation and capacity to actively be involved in decision making
				  > Ensure new DLT members receive PD on district-level implementation and district-level goals