IgnitED CONSULTING

MTSS That Works

From a Framework to Impact

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Consultation, Training & Coaching

- **Our Mission:** The mission of IgnitED! Consulting is to provide comprehensive support to school systems in order to increase whole child student success through a Multi-Tiered Systems of Support (MTSS) Framework.

- **Our Vision:** We do this by blending implementation science (what we know works to produce results!) with social, emotional, behavioral, and academic practices (what we know students need to get!) in order to move the needle on increased student success.

- **Our Core Values:** Serving Educators, Valuing Relationships, Communicating and Collaborating Purposefully, Developing Innovative Systems, and Modeling Transparent Accountability.

Session Overview

1

Inclusive Welcome

2

MTSS System

3

The Essentials

4

Implementation

5

Intentional Closure

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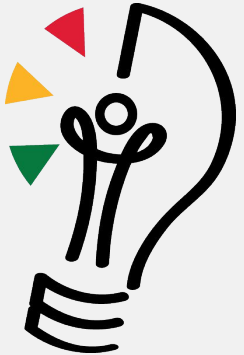
Session Objective

- Move from theory → practice

Learning Targets

- Deepen understanding of the eight essentials that define effective and equity-centered MTSS implementation.
- Clarify how various roles—teachers, specialists, leaders—contribute to the core concepts and strengthen team-based implementation.
- Identify one systemic strength and one priority area for growth within your current MTSS framework.

1



Inclusive Welcome

WOULD YOU RATHER?

Have a personal maid

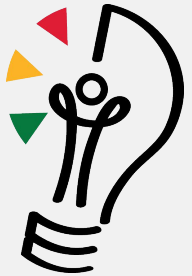
OR

Have a personal chef





SEL 3 SIGNATURE PRACTICES PLAYBOOK
A Tool That Supports Systemic SEL
CASEL



In a group of 3...

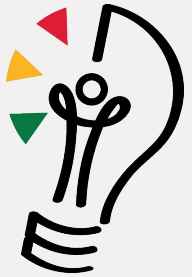
When you hear MTSS,
what comes to mind?

WOULD YOU RATHER?

Arrive 10 min early

OR

Arrive 10 min late



In a group of 3...

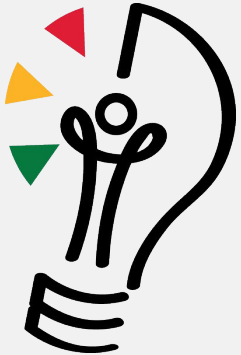
If MTSS is a framework, what makes it actually work in your setting?



Find Your Seat

2

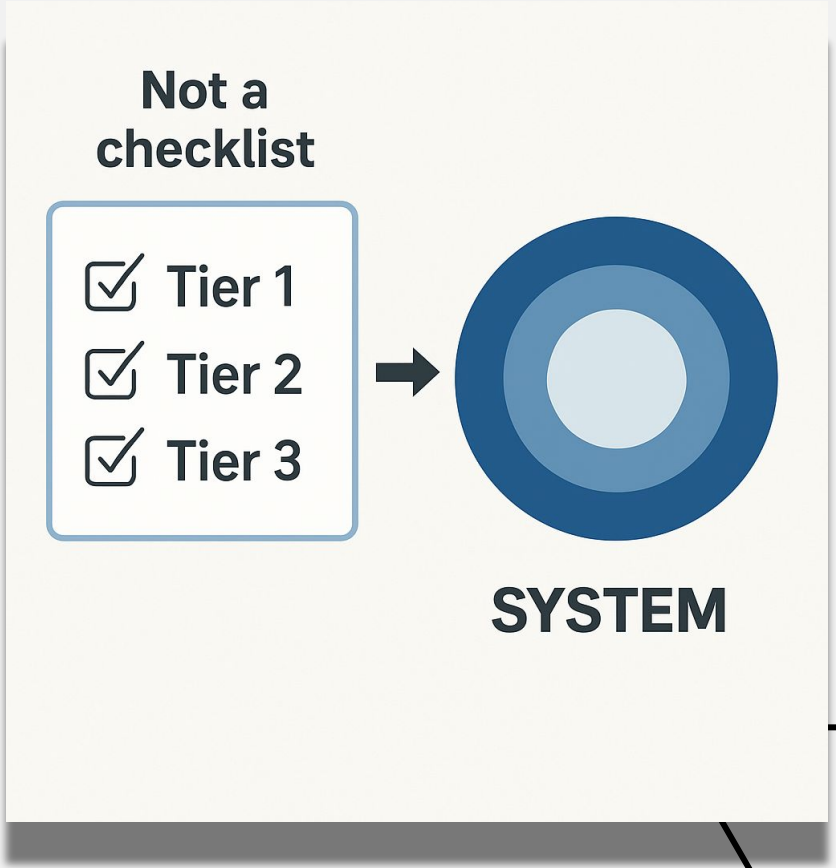
MTSS as a System, Not a Checklist



Think back

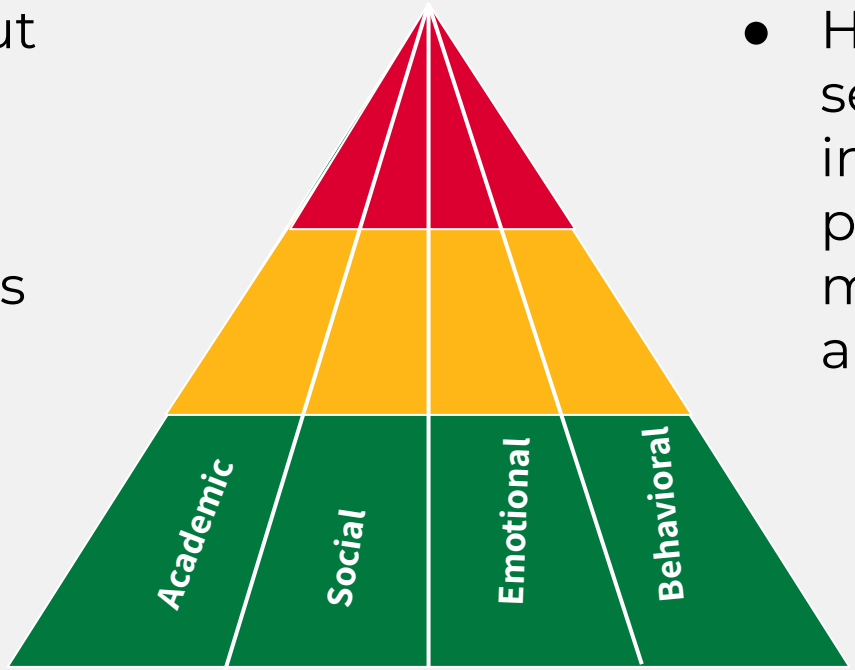
When you hear MTSS, what comes to mind?

By themselves, they don’t make MTSS work



What Makes MTSS Sustainable?

- MTSS is about integration
- One system that supports all learners



- Helping ALL to see how to integrate practices to meet academic and SEB needs

Why Equity Matters

Ensuring every student gets what they need, when they need it.

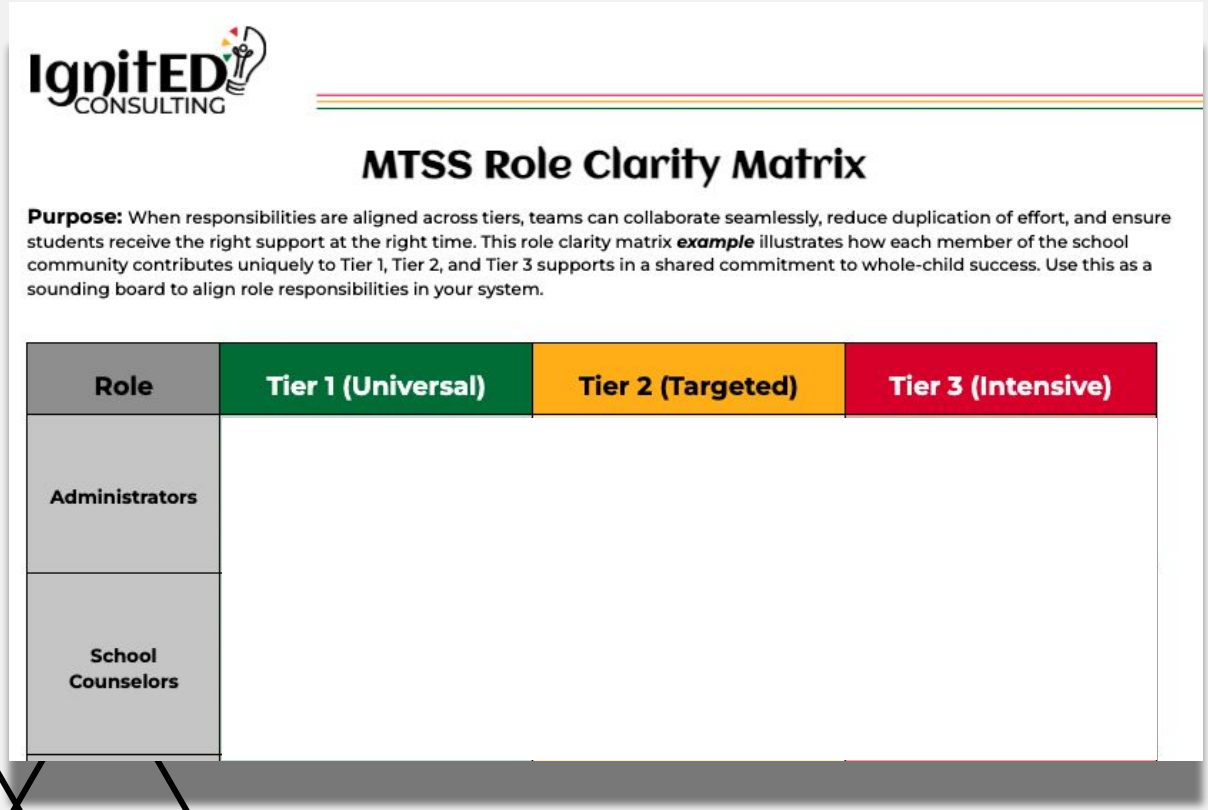


Anchors of Sustainability

- Clarity of roles
- Fidelity of implementation
- Team-based problem solving



Role Clarity



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MTSS Role Clarity Matrix

Purpose: When responsibilities are aligned across tiers, teams can collaborate seamlessly, reduce duplication of effort, and ensure students receive the right support at the right time. This role clarity matrix ***example*** illustrates how each member of the school community contributes uniquely to Tier 1, Tier 2, and Tier 3 supports in a shared commitment to whole-child success. Use this as a sounding board to align role responsibilities in your system.

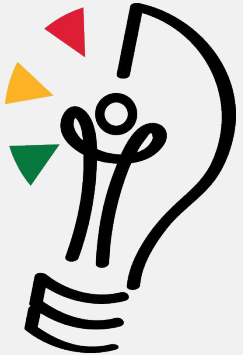
Role	Tier 1 (Universal)	Tier 2 (Targeted)	Tier 3 (Intensive)
Administrators			
School Counselors			

Role Clarity Activity

With your group

- Look at the roles & descriptions
- Create a complete matrix, matching descriptions to the roles
- **Reflect:**
  - What is similar at our school?
  - What is different at our school?
  - What are appropriate next steps?





The Essentials

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The Essentials of Effective MTSS

The Essentials anchor strong MTSS systems. When implemented with fidelity, they foster a unified, student-centered culture of support.

1. Collaborative Teaming and Problem Solving

MTSS is a team effort. From grade-level teams to building leadership, collaborative structures are essential. Strong MTSS schools use structured problem-solving to stay solutions-focused and student-centered at every tier.

2. Layered, Integrated Supports

Effective MTSS structures provide multiple levels of support across academics, behavior, and well-being. Supports are fluid, responsive, and designed to ensure all students receive what they need when they need it.

3. Evidence-Based Practices

At every tier, strategies and interventions should be grounded in research and aligned to the needs of the students they're serving. This means choosing practices with proven results and implementing them with consistency.

4. Proactive Screening and Identification

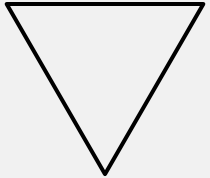
Universal screening tools allow schools to identify students who may benefit from additional support early—before gaps widen. Screening must be equitable, valid, and timely.

5. Diagnostic Assessment for Root Causes

Jigsaw Gallery Walk Activity

- Each group will get assigned 1 of the 8 Essentials.
- Review your handout, and review the Framework and the Impact ideas.
- Identify 1 key takeaway and 1 practical example.
- Be ready to share out.
- Use your handout as a note catcher for when others are sharing.

1. Collaborative Teaming & Problem Solving



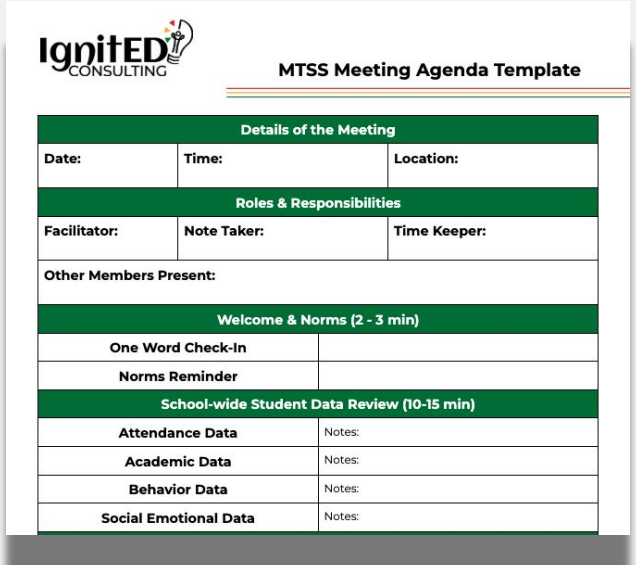
THE FRAMEWORK

- MTSS is a team effort.
- From grade-level teams to building leadership, collaborative structures are essential.
- Strong MTSS schools use structured problem-solving to stay solutions-focused and student-centered at every tier.

1. Collaborative Teaming & Problem Solving

IMPACT

- Roles
- Responsibilities
- Consistent Agendas
- Pre Scheduled Meetings
- Problem-Solving Framework

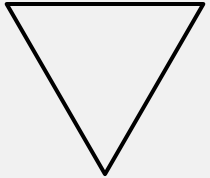


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MTSS Meeting Agenda Template

Details of the Meeting		
Date:	**Time:**	**Location:**
Roles & Responsibilities		
Facilitator:	**Note Taker:**	**Time Keeper:**
Other Members Present:		
Welcome & Norms (2 - 3 min)		
One Word Check-In		
Norms Reminder		
School-wide Student Data Review (10-15 min)		
Attendance Data	Notes:	
Academic Data	Notes:	
Behavior Data	Notes:	
Social Emotional Data	Notes:	

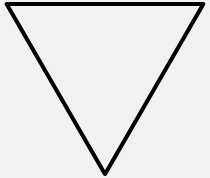
2. Layered, Integrated Supports



THE FRAMEWORK

- Multiple levels of support
- Academics, behavior, well-being
- Supports are fluid & responsive
- Student gets what they need when they need it

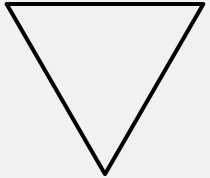
2. Layered, Integrated Supports



IMPACT

- Tier 1 teams for academics, behavior & well-being
- Clear practices that are to be delivered at Tier 1
- Teams meet to discuss student data at Tier 1 and discuss academics, behavior, and well-being
- People who need to be trained understand Tier 2 interventions and can implement within you 72 hours
- Providers are training on Tier 3 practices and supports
- Evidence-based resources are available

3. Evidence-Based Practices



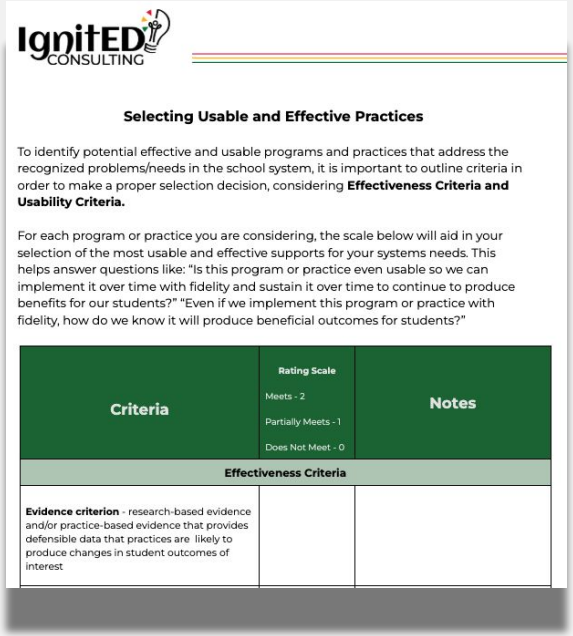
THE FRAMEWORK

- Strategies and interventions grounded in research
- Available at every tier
- Consistent implementation
- Practices that work for the students you serve

3. Evidence-Based Practices

IMPACT

- Strategic selection criteria is used when adopting new practices
- Culturally & Developmentally appropriate
- Essential based on need
- Sustainable cost and feasibility to implement
- Clear, specific, and implementation support



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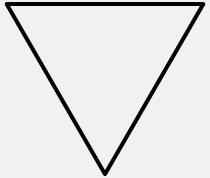
Selecting Usable and Effective Practices

To identify potential effective and usable programs and practices that address the recognized problems/needs in the school system, it is important to outline criteria in order to make a proper selection decision, considering **Effectiveness Criteria and Usability Criteria.**

For each program or practice you are considering, the scale below will aid in your selection of the most usable and effective supports for your systems needs. This helps answer questions like: "Is this program or practice even usable so we can implement it over time with fidelity and sustain it over time to continue to produce benefits for our students?" "Even if we implement this program or practice with fidelity, how do we know it will produce beneficial outcomes for students?"

Criteria	Rating Scale Meets - 2 Partially Meets - 1 Does Not Meet - 0	Notes
Effectiveness Criteria		
Evidence criterion - research-based evidence and/or practice-based evidence that provides defensible data that practices are likely to produce changes in student outcomes of interest		

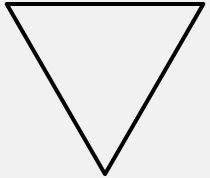
4. Proactive Screening & Identification



THE FRAMEWORK

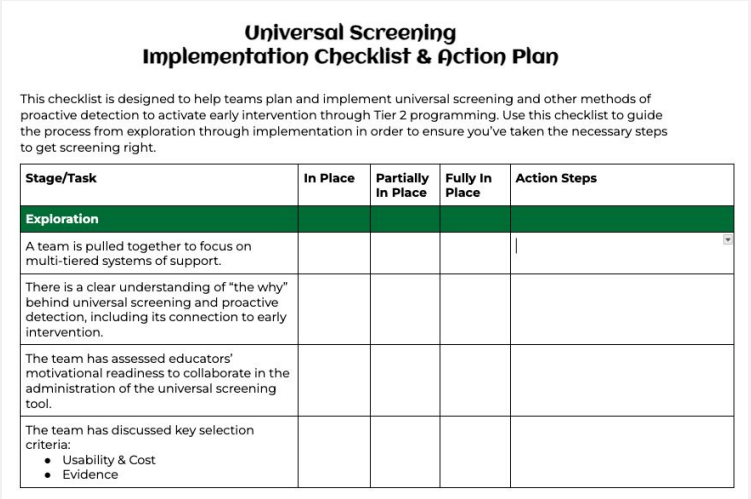
- Use of screening tools, 2-3 times per year
- Screening of academic & SEBH
- Use for identification not solutions
- Equitable, timely, valid

4. Proactive Screening & Identification



IMPACT

- Tier 2 & Tier 3 system in place
- Screener appropriate for your setting and needs
- Use of a checklist to monitor strategic implementation
- Results are used to determine trends
- Use to increase Tier 1 support
- Use to dig in further for students who may benefit from more supports

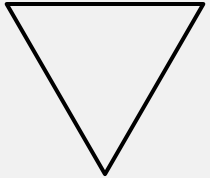


Universal Screening
Implementation Checklist & Action Plan

This checklist is designed to help teams plan and implement universal screening and other methods of proactive detection to activate early intervention through Tier 2 programming. Use this checklist to guide the process from exploration through implementation in order to ensure you've taken the necessary steps to get screening right.

Stage/Task	In Place	Partially In Place	Fully In Place	Action Steps
Exploration				
A team is pulled together to focus on multi-tiered systems of support.				
There is a clear understanding of "the why" behind universal screening and proactive detection, including its connection to early intervention.				
The team has assessed educators' motivational readiness to collaborate in the administration of the universal screening tool.				
The team has discussed key selection criteria: • Usability & Cost • Evidence				

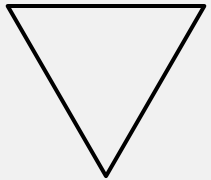
5. Diagnostic Assessment for Root Cause



THE FRAMEWORK

- Once a need exists, understand why
- Diagnostic helps find root cause
- More precise support

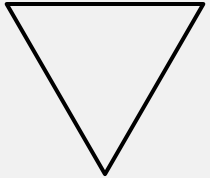
5. Diagnostic Assessment for Root Cause



IMPACT

- Use of diagnostic tools that correspond with areas of concern - in addition / after a screening tool is used
- Diagnostic is used to pinpoint a more precise intervention
- Strengths and areas of concern are used
- Interventions are available for most common root causes

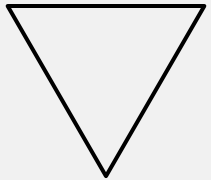
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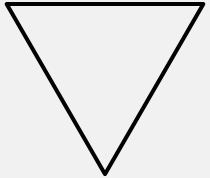
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6. Ongoing Progress Monitoring



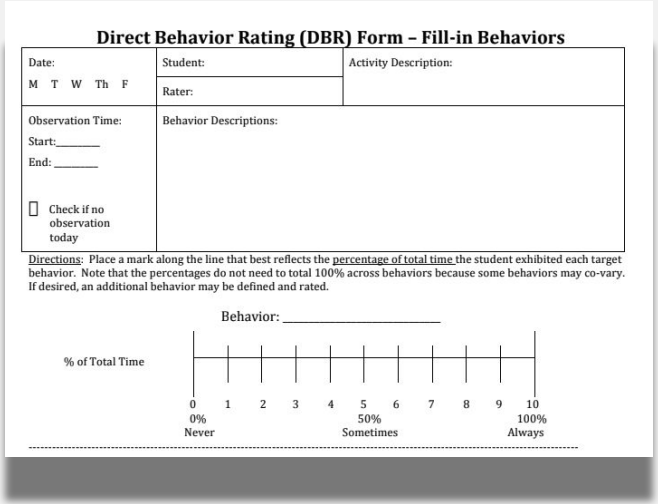
THE FRAMEWORK

- Baseline and progress monitoring are collected
- Brief tools
- Allow adjustments
- Collected at consistent intervals

6. Ongoing Progress Monitoring

IMPACT

- Preselected tools
  - Direct Behavior Rating
- Teachers trained on use
- Calendar of use / observations
- Data used to fine tune interventions



Direct Behavior Rating (DBR) Form – Fill-in Behaviors

Date: M T W Th F	Student: / Rater:	Activity Description:
Observation Time: Start:_____ End: _____ ☐ Check if no observation today	Behavior Descriptions:	

Directions: Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors because some behaviors may co-vary. If desired, an additional behavior may be defined and rated.

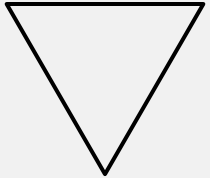
Behavior: _____

% of Total Time

0 1 2 3 4 5 6 7 8 9 10

0% Never — 50% Sometimes — 100% Always

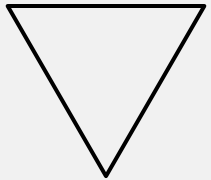
7. Fidelity of Implementation, Process & Intervention



THE FRAMEWORK

- Strategies are used the way they are intended
  - Systems
  - Tools
  - Strategies
- Regularly review and make adjustments

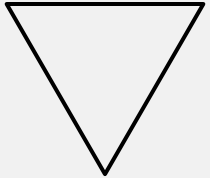
7. Fidelity of Implementation, Process & Intervention



IMPACT

- Implementation Fidelity Tools are selected
- Annual calendar is outlined
- Systems, tools, and strategies are assessed and reviewed to triangulate data and make decisions

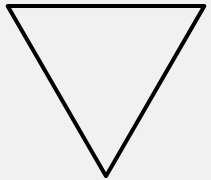
8. Data-Based Decision Making



THE FRAMEWORK

- Decision driven by data
- Team approach
- Outcome & Implementation

8. Data-Based Decision Making

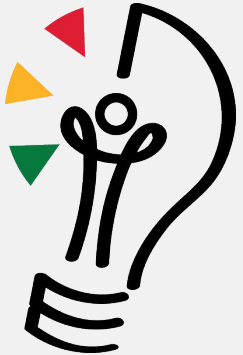


IMPACT

- Data protocols embedded at meetings
- Teaching & re-teaching of data for problem solving
- Look at two types of data:
  - Implementation - what is being done
  - Outcome - how students are responding

4

It’s all about Implementation



Implementation

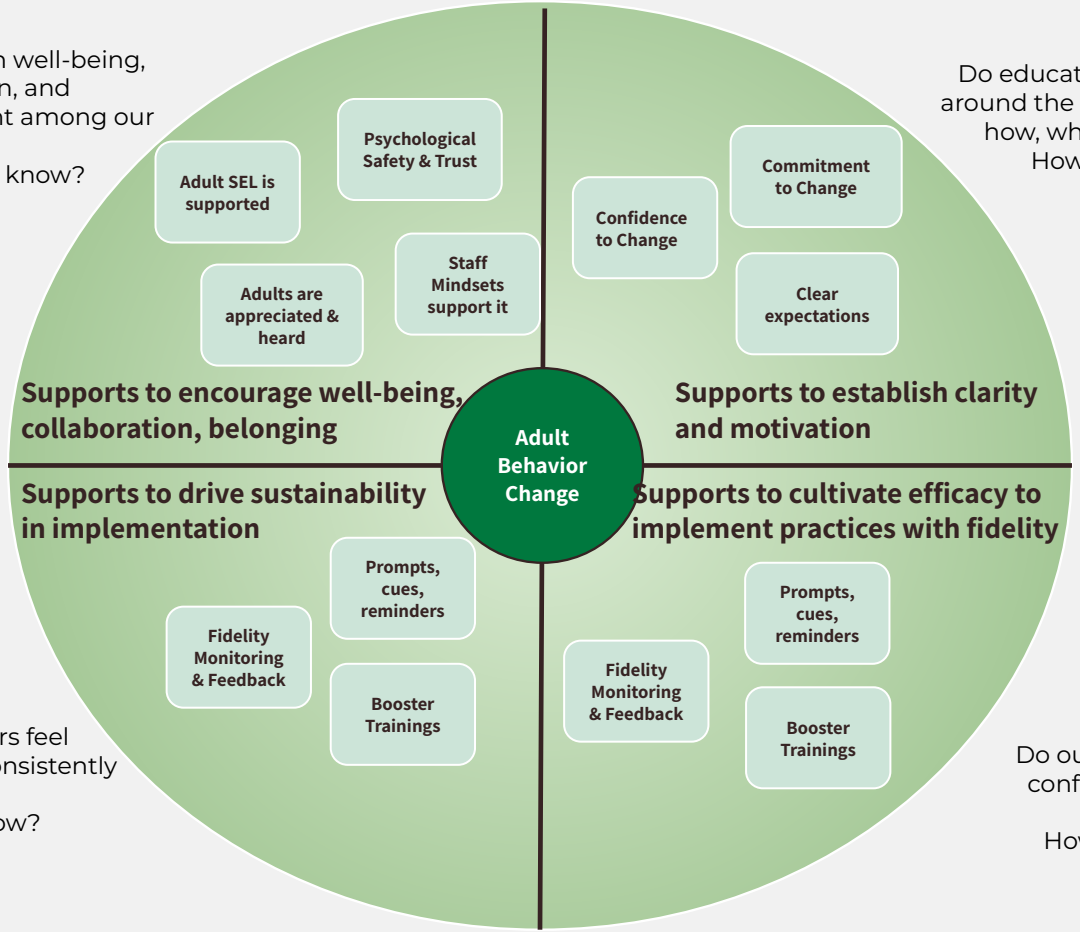


Adult Behavior Change
&
Supporting that Change

Creating the Context for Adult Behavior Change

Is there high well-being, collaboration, and engagement among our educators?
How do you know?

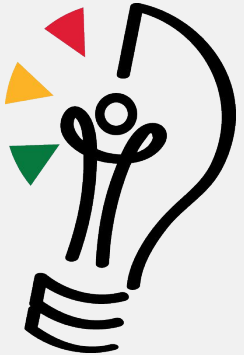
Do educators have clarity around the initiatives; why, how, when, role, plans?
How do you know?



Do our educators feel supported to consistently follow through?
How do you know?

Do our educators feel confident to delivery practices?
How do you know?

5



Intentional Closure

One Thing, One Person

Write down ***ONE THING*** that was affirmed as a system strength.

Who is ***ONE THING*** that is a priority area of growth in your current framework.

“Implementation is not an event–it’s a process.”

Fixsen et al.

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From a Framework to Impact

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