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The AIR Team



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Agenda

- Welcome
- Coherence Tool, Continued
- Action Planning
- Evidence of Progress and Fidelity
- Coaching Preview and Next Steps

Breaks

- One 10-minute break
- Take additional breaks as needed

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Objectives

- Use the Coherence Tool to identify a priority area connected to an I-MTSS goal.
- Develop an initial action step informed by current initiatives, IMFR data, and/or SWOT findings.
- Identify evidence that will help monitor implementation and progress toward the goal.
- Describe how fidelity data can support problem-solving and implementation improvement.
- Describe what to expect during upcoming DSLT coaching sessions.

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Materials

- PDF of slides
- Coherence Tool from Session 3
- Action Planning Tool
- Fidelity Messaging handout
- IMFR-Aligned Walk-Through Fidelity Check
- Your site's I-MTSS goals
- Your site's IMFR data and SWOT results



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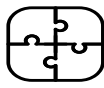
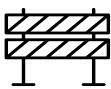
Revisiting The Coherence Tool

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Overnight Reflections

1) We noticed something we need to understand more clearly. 	2) We saw pieces that needed to fit better together. 
3) We identified something that needed to be strengthened. 	4) We have a possible focus for action planning. 

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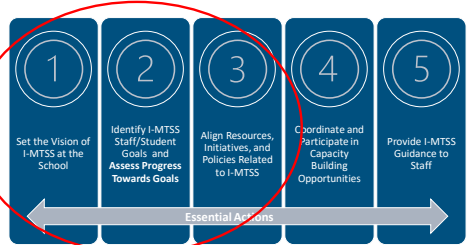
Action Planning

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DSL's Essential Actions



- 1 Set the Vision of I-MTSS at the School
- 2 Identify I-MTSS Staff/Student Goals and Assess Progress Towards Goals
- 3 Align Resources, Initiatives, and Policies Related to I-MTSS
- 4 Coordinate and Participate in Capacity Building Opportunities
- 5 Provide I-MTSS Guidance to Staff

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From Coherence to Action

The Coherence Tool helped us identify:

- What's supporting the goal
- What's unclear, competing, missing, or underdeveloped
- Opportunities for strengthening what we do on a day-to-day basis

Action Planning asks:

- What should we focus on first?
- What actions will help move us closer to our goal?
- How will we know we're making progress?

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Develop One Initial Action Step



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Example: Action Planning

- **SMARTIE Goal:** By the end of Q1, at least 80% of classrooms will integrate at least one SEB support into Tier 1 reading instruction, as measured by monthly walkthroughs.
- **Action:** By July 31, the DSLT team will provide all grade level teams with a short list of ways to integrate SEB supports into Tier 1 reading instruction.

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Breakout Rooms: Action Planning Part 1

Using the goal from the
Coherence Tool:

1. Draft at least an initial action step on the Action Planning Activity handout.
2. Identify who will lead the work.
3. Determine a timeline.

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Debrief and Commitments

Please be prepared to share:

- Your goal
- How does it reflect integration
- The initial action step



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Break

10 Minutes

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Action Planning, Part 2

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Parts of the Action Plan

Fidelity Check

Action Step Check

Data to Review

Review Routine

Decision Rules

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Fidelity Checks

Fidelity data show if and how Instruction and Intervention and Assessments are **happening consistently** and offer insight into what **support or adjustments** may be needed.

Examples of fidelity data:

- Walkthrough notes showing whether a SEB support was taught, practiced, and reinforced during Tier 1 math and/or reading instruction
- Teacher logs or checklists showing how often a Tier 2 intervention was used
- Student feedback or work samples showing whether students experienced Tier 3 interventions as intended

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Building a Simple Fidelity Check

Ask four questions:

- What practices are we implementing?
- What should we see if the practices are used?
- How often will we check that the practices are used?
- How will we use the information?

Example:

Practices	Fidelity Check
• Tier 1, 2, and 3 • Universal screening, progress monitoring, and diagnostic assessment	✓ Used as intended ✓ Students responded as expected

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IMFR Aligned Walk-Through Fidelity Check

Using the AIR Fidelity Check Tool:

- **Step 1** Name the instruction or intervention.
- **Step 2** Identify look-fors.
- **Step 3** Rate implementation:
 - ✓ Consistent
 - ⚠ Somewhat Consistent
 - ✗ Inconsistent
- **Step 4** Identify one adjustment.

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Messaging The Idea of Fidelity Data

- | | |
|---|--|
| <ul style="list-style-type: none">• Fidelity data are used to:<ul style="list-style-type: none">✓ Understand implementation✓ Support problem-solving✓ Guide improvement✓ Monitor systems | <ul style="list-style-type: none">• Fidelity data are NOT used to:<ul style="list-style-type: none">✗ Evaluate teachers✗ Compare classrooms✗ Assign blame✗ Punitive decisions |
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Data To Review

- Outcome data (e.g., student data, IMFR data)
- Process data (e.g., coaching logs)
- SWOT
- Coherence Tool insights



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Data Review Routine

The routine ensures we make sense of the action plan data.

It names:

- Who reviews the data
- When they review it
- What questions they ask

Teams look for patterns:

- Where is the teacher practice consistent?
- Have we completed the action steps as expected?
- Where are supports or adjustments needed?
- Are we progressing towards our goals?

Example:

- Every other Friday, grade-level teams review walkthrough notes and choose one support or adjustment.

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Decision Rules: Turning Data Into Action

A decision rule is the team's if/then agreement before data are reviewed.

Why rules matter: The team has a process for responding to data.

If progress is on track: Continue.

If progress is flat or declining: Adjust

Examples:

- Refresher training and provide coaching
- Review SWOT data and remove a barrier
- Consider if more time is needed

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Example: Action Planning Part 2

SMARTIE Goal: By the end of Q1, at least 80% of classrooms will integrate at least one SEB support into Tier 1 reading instruction with fidelity, as measured by monthly walkthroughs.

Action: By Sept 30 and continuing until Dec 30, all grade level teams will integrate at least one SEB support into daily Tier 1 reading instruction.

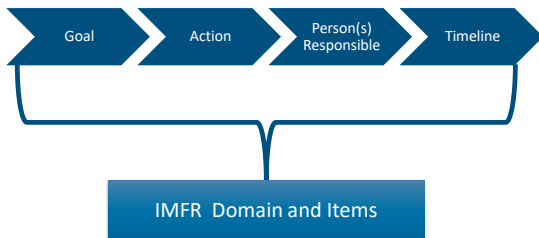
Fidelity check	DSLTS conduct a monthly 10-minute walkthrough.
Review routine	Monthly, the DSLT reviews walkthrough data, action step data, outcome data, then identifies patterns of successes and/or challenges, barriers, and identifies 1-2 best next steps.
Decision rule	If fewer than 80% of classrooms are implementing at least one SEB support into Tier 1, the DSLT provides a refresher training and launch team coaching.

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I-MTSS Priorities from the Action Plan



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Breakout Room: Action Planning Part 2

Complete Part 2 of the handout:

- Fidelity check
- Action step check
- Data to review
- Data review routine
- Decision rule

Be prepared to share:

- A highlight from your action plan and why this stands out to the DSLT
- A question your team needs to resolve
- Your school's prioritized IMFR domain/item

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Debrief



1. A highlight from your action plan and why this stands out to the DSLT
2. A question your team needs to resolve
3. Your school's prioritized IMFR domain/item
4. What is one thing your team is going to carry forward from today?

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Wrap Up and Next Steps



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From Learning Sessions to Coaching

- Coaching helps teams continue action planning, use the action plan to determine progress towards I-MTSS goals, and identify adjustments as needed.



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Format

- 5 sessions between September or October through end of December
 - Available sooner if preferred
- Approximately 60-90 minutes/session
- Virtual
- To be scheduled by AIR based on DSLT member availability and preference
- Expect email communication by the end of August

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Coaching Check In

Take 2 minutes to reflect:

- What is one support or question you want to bring into coaching?

Add one response in the chat.

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Next Steps

Before coaching begins:

- Revisit your Coherence Tool and Action Plan.
- Share or confirm the action plan with DSLT members who were not present.
- Identify any questions or supports your team wants to bring into coaching.
- Watch for communication about coaching scheduling.

Thank you for your participation in the DSLT learning series!

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Session Evaluation



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This survey is anonymous and we review every response!

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THE PENNSYLVANIA I-MTSS PROJECT

Thank you!

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