



Integrated Multi-tiered Systems of Support (I-MTSS)

CLC Consultation 1

I-MTSS Commonwealth Leadership Collaborative (I-MTSS CLC)

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Timing: 1 minute

Welcome!



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Timing: 1 minutes

Prompt: What are you looking forward to this summer?

The AIR Team



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1 minute
Each team member to say hello, remind them of our roles. S

AIR Inclusive Meeting Guidelines

Hosting and Participating in Meetings

ENGAGE EVERYONE

Consider participants' needs (e.g., visual, auditory, sensory, cognitive, physical, and language). Establish meeting norms to encourage participation. Ask participants to alert the meeting facilitator if they have difficulty seeing the content and/or hearing the presenter. Designate a meeting monitor to address audiovisual issues, monitor the chat box, and respond to participants as needed.

MINIMIZE NOISE

Avoid moving around or shuffling materials on your desk during the meeting. Eliminate crunching or chewing noises and loud typing, which interfere with sound quality for virtual participants and are amplified by microphones and sensory aids for visual or auditory impairments. Speak from a stationary position to keep the audio clear. Mute your phone or your computer microphone when you are not speaking.

MAXIMIZE MICROPHONES

Presenters should use microphones to ensure that their voice is loud enough for all to hear. Microphones are needed for face-to-face and virtual meetings and are critical for engaging remote colleagues as well as persons with hearing loss. During virtual meetings, use headphones with a built-in microphone to make sure that the facilitator and attendees can hear you. During face-to-face meetings, set up microphones for the facilitator, presenters, and attendees. Make sure that hand-held microphones are available for meetings that include audience participation. Make sure that speakers are positioned near a microphone.

ACKNOWLEDGE SPEAKER

Provide an auditory or visual cue before speaking to identify yourself as the speaker. State your name for those who cannot see you. When asking for questions or comments, meeting facilitators should allow five to seven seconds for participants to use the "raise the hand" tool, unmute their phones, or provide a response in the chat box. Be comfortable with the wait time.

BE HEARD AND SEEN

Project your voice when speaking. Only one person should speak at a time. Avoid overlapping and sidebar conversations. Position everyone present so that they can be seen on screen. Encourage virtual participants to use their webcams if they feel comfortable doing so. Let people see your facial expressions and body language clearly if you are using your webcam.

MAXIMIZE VISUAL DISPLAYS

Email materials to participants before the meeting. Display meeting documents on screen and capture the main discussion points verbally and visually by taking notes, restating key concepts, or using the chat box. If a participant asks for clarification, rephrase the content instead of repeating it. Assign a meeting note taker so that the meeting leader and monitor can focus on engaging participants. Notes also ensure access for individuals with executive function-related needs, processing disorders, or visual/auditory impairments.

These guidelines are intended to improve the meeting experience for all participants, including meeting facilitators, monitors, and attendees, as well as people with hearing loss or visual impairment, and those for whom English is an additional language. Some of the guidance presented here may apply only to in-person meetings, or virtual meetings, while other guidance applies to both meeting types. Developed by the Access AIR and AIR CREW Employee Resource Groups With Support From the AIR Diversity, Equity, and Inclusion Office.

Timing: 1 minutes

Icebreaker

Please share in the chat:

Your Role

In what ways does your current role position you to support I-MTSS implementation?



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Timing: 5 minutes

Facilitator Talking Points:

- Since it's been a while since we've come together, please enter your:
 - Your role,
 - In what ways does your current role position you to support I-MTSS implementation?

Agenda

- Welcome and Icebreaker
- Debrief and Extend
- CLC Essential Actions: Aligning Resources and Goal Setting
- Wrap Up and Next Steps

Breaks

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

Timing: 1 minute

Facilitator Talking Points

- Here's our plan for today.
- The bulk of our time will focus on the CLC essential actions, which include aligning supports and goal setting
- We'll wrap up with next steps.
- We'll take one 10-minute break, and please take additional breaks as needed.

Objectives

- Build a shared understanding of the PA I-MTSS Arc of Learning and what other groups have learned thus far
- Begin to conduct an initiative inventory
- Begin to draft state level I-MTSS goals

Timing: <1 min

Facilitator Talking Points:

- Today we will share the PA I-MTSS Arc of learning.
- We will then spend the majority of our time completing an initiative inventory and creating state level goals

Materials

- PDF of slides
- Airtable



Timing: <1 min

Facilitator Talking Points:

- For today's meeting you have been given a copy of the PDF slides.
- We'll also be using the Airtable during activities.

Debrief and Extend

Debrief: CLC norms and vision

Extend: The Arc of Learning; Consultant and DSLT Sessions

10 mins to debrief

Norms

- Start/end on time
- Actively participate
- Listen to understand
- Ask questions anytime
- Encourage each other in this work
- Keep student outcomes at the center of this work
- Presume positive intentions

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Timing: 1 minute

Facilitator Talking Points:

As homework from our last session, you were asked to create norms for this group. Let's take a moment to revisit the norms you developed. These include starting and ending on time, actively participating, listening to understand, asking questions, encouraging each other, keeping student outcomes at the center, and presuming positive intentions.

Vision for I-MTSS

Complete version:

Pennsylvania's Integrated Tiered System of Supports is a framework that unifies general and special education services across Tiers 1, 2, and 3 to ensure equitable access to high-quality instruction and timely support for every student's learning, behavior, and well-being. The system emphasizes prevention, early intervention, and data-informed decision making. Schools collaborate by sharing responsibility, using evidence-based practices, partnering with families, and working as a team to create coherent, aligned supports that prepare students for success in school, work, and life.

Shorter version:

Pennsylvania's Integrated Tiered System of Supports envisions every student thriving through a unified approach to learning, behavior, and well-being. Schools work together—sharing responsibility, using evidence-based practices, partnering with families, and making team-based decisions—to ensure all students are supported across all tiers

Timing: 5 minutes

Facilitator Talking Points:

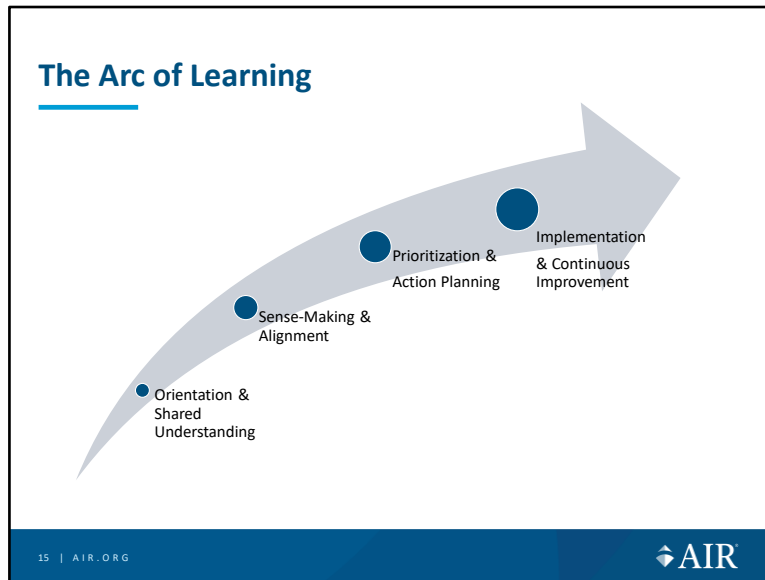
Last session, you developed a vision statement as homework. This statement is meant to capture what you want your system to look like when it's working well for all students.

Take a moment to reread your team's vision. As you do, think about: What stands out to you? What feels most important or meaningful?

How does your vision reflect what you want for students, and how might it guide the decisions you make moving forward?



This sub section 10 mins



KYLE around 3 mins

- This slide introduces the Arc of Learning which organizes how learning unfolds in this project.
- **The arc is not about job titles or roles.**
- **It's about what each group needs to learn over time to do their work well—and how those learning needs are interconnected so we all move forward together.**
- That means everyone— The CLC, consultants, and DSLTs—shares this same arc. We're all moving in the same direction, even though what we're learning and when we're learning it looks different.

Orientation & Shared Understanding

The first phase is about building shared understanding.

This is where we establish a common definition of integrated I-MTSS, shared language, and clarity about the purpose of the work.

Sense-Making & Alignment

The second phase focuses on sense-making and alignment.

Here, learning centers on using information—especially IMFR data—to understand where systems are aligned and where misalignment exists.

Prioritization & Action Planning

The third phase is about prioritization.

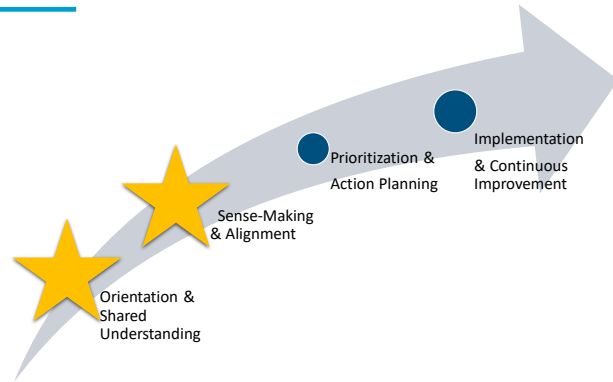
Learning here helps teams decide what matters most and plan next steps in a way that avoids overload and fragmentation.

Implementation & Continuous Improvement

The final phase centers on implementation and continuous improvement.

This is where we learn if the action plans we implement are resulted in desired changes, and if not, determine what we need to do adjust our action plan

Where Are We Now?



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KYLE 2 min

- This slide emphasizes that all groups are at a specific place still- the emphasis is on learning and beginning to take actions to align I-MTSS with existing vision and goals and improvement efforts. We are not yet at the part of the work where we are deep into application. We will get there, but we will proceed slowly.

Why the Arc of Learning Matters

- It is a deliberate arc that depicts where **learning occurs first** across different levels of the system
- All roles share the same arc
- Roles, learning needs, and timing differ, but direction is shared
- As we progress through the arc, we **slowly** take **intentional actions** to **advance through implementation phases**

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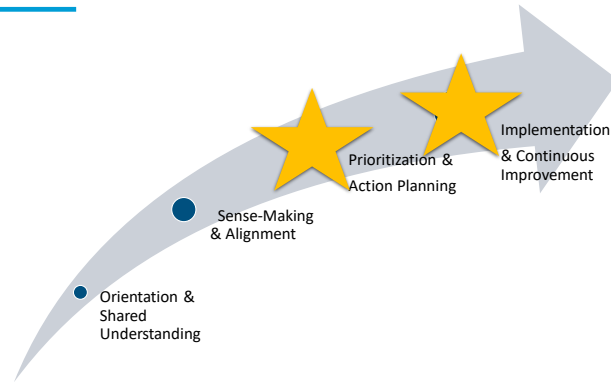
KYLE

Around 2 min

The arc of learning matters because:

- This work is not a set of disconnected trainings or isolated learning sessions.
- It is a deliberate arc of learning designed to move the *whole system* forward.
- Everyone—CLC, consultants, and demonstration sites—shares the same arc.
- Roles, learning needs, and timing differ—but the direction is shared.
- Without a shared arc, learning becomes fragmented.
- With a shared arc, learning builds intentionally and coherently over time.
- As we progress through the arc, we **slowly** take **intentional actions** to **advance implementation within and across DSLTs, from installation of I-MTSS, to initial implementation, to full implementation.**

Where Are We Headed Next?



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Kyle 1min

- This slide shows that we will get to after we wrap up LS 4 and head into our shorter events with you, called Community of Practice or CoP sessions.

Learning Paired with Intentional Actions

- Actions to support successful **installation** of I-MTSS
 - Creating the **conditions and supports for I-MTSS that are not yet in place**
- Examples:
 - Helping DSLTs understand IMFR results to *later* prioritize improvement efforts
 - Supporting DLSTs complete SWOTs in each IMFR domain
 - Crowdsourcing resources to support integration

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Kyle 1 min

- We are not just focused on learning, however; there are small, crucial action steps that we have asked each group to tackle.
- This slide shows those action steps, which are crucial for helping schools move from *installation* of I-MTSS toward *initial implementation* of I-MTSS.
- If you are familiar with Implementation science research, you know that implementation occurs as a series of phases, where we advance from installation to initial implementation and then full implementation. But to move out of installation to initial implementation, we have to ensure that we have accomplished certain tasks.
- For example,

Read examples

The action steps might not seem like it, but they are crucial for successfully **installing I-MTSS in the 12 DSLTs.**

One Shared Arc, Differentiated by Role

DSLTL	Consultant	CLC
<ul style="list-style-type: none"> • Creating a shared vision for I-MTSS • Aligning academic and SEB systems • Streamlining integrated teaming structures and routines • Using integrated data to guide decisions • Leading I-MTSS at the school 	<ul style="list-style-type: none"> • Interpreting IMFR item-level and criterion patterns, not just scores • Understanding what integration looks like in practice (I/I, assessment, DBDM) • Supporting strong infrastructure supports I-MTSS • Facilitating problem-solving and continuous improvement • Collaborating with CLC, facilitators, and DSLTs 	<ul style="list-style-type: none"> • Aligning policies, initiatives, and guidance to support I-MTSS implementation • Monitoring and providing guidance for implementation across the state • Coordinating capacity-building structures • Planning for scale and sustainability • Collaborating with CLC, facilitators, and DSLTs

Kye
1 min

Emphasize that this is what each group learns and eventually is prepared to take this learning and turn it into action. Point out the differences and similarities across the roles

Overview of Consultant and DSLT Sessions

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Subsection: 10 minutes

Consultants

- ✓ Completed 4 Learning Sessions (12+ hours)
- ✓ Attended DSLT Session
- ✓ Key Content:
 - Analyzing and using IMFR data to support integration
 - Operationalizing integration and crowdsourcing resources
 - Exploring tools for supporting fidelity of implementation
 - Identifying practical strategies for supporting DSLTs

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Timing: 5 minutes

Facilitator Talking Points:

Let's review the work completed by the consultants since we last met.

The consultants have participated in four learning sessions, totaling over 12 hours of focused learning, and also attended the DSLT session. This has helped ensure alignment between the consultants and the district team and a shared understanding of the work.

During these sessions, the consultants focused on analyzing and using IMFR data to support integration. This means they are looking beyond just scores and really examining patterns in the data to inform next steps.

They also worked on operationalizing integration, thinking about what integration actually looks like in practice, and crowdsourcing resources that can support this work across settings.

In addition, they explored tools to support fidelity of implementation, helping ensure that practices are carried out as intended and with consistency.

Finally, they identified practical, actionable strategies for supporting DSLTs, so they can effectively guide and sustain this work at the district level.

As you hear about this, think about how this preparation positions consultants to support the district.

The consultants on this call had an opportunity to attend the consultant sessions and the DSLT session. Would one of you be willing to share some of your key learnings or takeaways?

What stands out to you about the consultants' learning? And how might this support the work of the DSLT and your role?

DSLIT

- ✓ Completed 1 Learning Session
- ✓ Key Content:
 - Clarified roles, developed norms and established a meeting schedule
 - Reviewed school level data (SWOT Activity)

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Timing: 5 minutes

Facilitator Talking Points:

Now let's take a look at the work completed by the District Systems Leadership Teams during their first learning session.

In that session, the DSLIT focused on building a strong foundation for this work. They clarified team roles so there is shared understanding about who is responsible for what and how each member contributes to the system. They also developed team norms and established a regular meeting schedule, which helps ensure consistency and keeps the work moving forward.

The DSLIT also reviewed school-level data using a SWOT activity. This allowed the team to identify strengths to build on, as well as areas of need that may require additional focus and support.

As you hear about this work, think about how these steps set the stage for alignment and decision-making across the system.

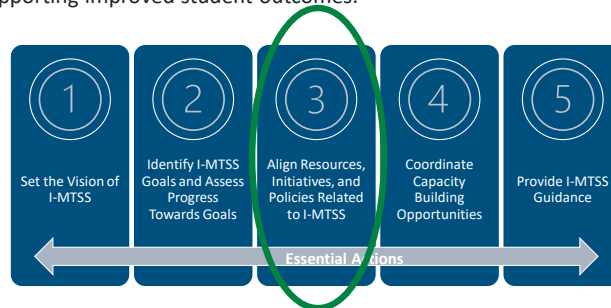
What stands out to you about the DSLIT's work so far? And how might this connect to or support your role?

CLC Essential Actions

Aligning Resources, Initiatives, and Policies Related to I-MTSS

The CLC's Purpose and Essential Actions

- The CLC guides I-MTSS for the state and develops a strong infrastructure to support sustained I-MTSS Implementation as a pathway for supporting improved student outcomes.



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Timing: 1 minutes

Facilitator Talking Points:

In our first session, we focused on building our understanding of I-MTSS and the IMFR. We focused on the first essential action, setting a vision for state-level I-MTSS.

Today we're focusing on two essential actions: identifying goals and aligning resources, initiatives, and policies related to I-MTSS.

Across systems, there are often many strong efforts in place, -programs, policies, guidance, and resources—but they are not always intentionally connected to a tiered system. As a result, we can see duplication, gaps, or efforts working alongside each other rather than reinforcing one another.

To address this, we need a clear understanding of what currently exists and how those efforts support Tier 1, Tier 2, and Tier 3. We also need to consider whether they are working together toward shared outcomes for all students, including those with disabilities.

This is a key leadership role for the CLC, ensuring that what exists across the system is aligned and moving in the same direction.

To begin that work, we start by making the system visible

Purpose of the Initiative Inventory

- Make current supports visible across the system
- Understand how supports connect to I-MTSS
- Identify alignment, duplication, gaps and misalignment
- Support more intentional use of resources



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Timing: 1 minute

NOTE: Create a poll. 1) Have you completed an intervention inventory? A follow up question after the poll will be: For those that have completed an inventory, what did you do with the results?

Facilitator Talking Points:

That's where the initiative inventory comes in.

The purpose of this process is to make the system visible by bringing together resources, policies, initiatives, and guidance into one view.

From there, it allows us to better understand how these efforts connect to I-MTSS—where they are aligned, where they may overlap, and where there are areas that are not clearly connected.

The value of this process is that it supports more intentional decision-making. It helps ensure that efforts across the system are working together as part of a coherent approach rather than operating as separate, disconnected activities.

Breakout Rooms: Initiative Inventory

Step 1-Open Airtable. Enter current supports at the state/PaTTAN level. Include:

- Resources (e.g., staff, materials, fiscal resources)
- Policies (e.g., requirements, procedures)
- Initiatives (e.g., improvement efforts, grants)
- Guidance (e.g., frameworks, tools, expectations)

Step 2-For each item:

- Provide a brief description.
- Identify which tier(s) the item supports (Tier 1, Tier 2, Tier 3, or system-level).
- Identify the program or focus area the item supports (e.g., academics, behavior, inclusion, special education).

Step 3-Spot Patterns and Discuss (10 min)

- What patterns do you see?

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Timing: 2 minutes

Facilitator Talking Points:

In your breakout room, you are going to complete a very basic initiative inventory.

You will start by identifying the current supports at the state or PaTTAN level. Think broadly across resources, policies, initiatives, and guidance.

You do not need to capture everything—focus on the supports that are most relevant or widely used so your list stays manageable.

Then, for each item, add a brief description, identify which tier it supports, and note the program or focus area it connects to.

Now we're going to move into breakout rooms for this activity.

Your goal is to identify the current supports at the state/PaTTAN level and begin building a shared picture of what exists.

Start with Step 1—list supports across four areas: resources, policies, initiatives, and guidance.

Then Step 2—for each item, add a brief description, identify what tier it supports, and note the program or focus area.

You do not need to capture everything—focus on the most relevant or widely used supports so your list stays manageable.

Finally, in Step 3, spend the last 10 minutes as a group discussing: what patterns are you starting to see? We'll come back together and use those patterns to guide our discussion.

Example: Entering Information in Airtable

Type of Support	Name of Support	Tier Supported (T1, T2, T3, overall tiered system)	Program / Focus Area Supported
Choose an item.			
Choose an item.			
Choose an item.			
Choose an item.			

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Timing: 3 minutes

Facilitator Talking Points:

(**NOTE: Open Air table and demonstrate how to enter information. Use PaTTAN I-MTSS)

Breakout Rooms: Initiative Inventory

Step 1- Open [Airtable](#). Enter current supports at the state/PaTTAN level. Include:

- Resources (e.g., staff, materials, fiscal resources)
- Policies (e.g., requirements, procedures)
- Initiatives (e.g., improvement efforts, grants)
- Guidance (e.g., frameworks, tools, expectations)

Step 2- For each item:

- Provide a brief description.
- Identify which tier(s) the item supports (Tier 1, Tier 2, Tier 3, or system-level).
- Identify the program or focus area the item supports (e.g., academics, behavior, inclusion, special education).

Step 3- Spot Patterns and Discuss (10 min)

- What patterns do you see?

Timing: 35 minutes

Facilitator Talking Points:

As a reminder, here are the steps you will follow.

Whole Group Discussion

- Debrief:** How did the questions shape your thinking?
What felt clear or unclear?
What information was easy or difficult to identify?
- Consider:** What did you learn about your current supports?
What questions emerged?

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Timing: 10 minutes

Facilitator Talking Points:

Welcome back. Let's take a few minutes to debrief your work from the breakout rooms.

Using the questions on the slide, I'd like you to focus on what you noticed as you worked through your inventories.

First, how did the questions shape your thinking?

[Pause, invite 1–2 responses]

What felt clear versus unclear as you worked through the activity?

What information was easy to identify, and what was more difficult?

Now thinking more broadly—what did you start to learn about your current supports?[Pause]

And what questions or gaps came up for you as you worked?

We'll take a few quick reflections. Focus on what you noticed and what this helped you begin to understand about your system.

- And whether they are clearly supporting I-MTSS work

For next steps, you will need to complete this table.

You'll take the same process I just modeled.

First, finalize your list of supports that are most relevant to I-MTSS. You don't need to include everything—focus on the supports that best represent what is happening across your system.

Then, begin working through the template, using the questions to guide your thinking for each item.

This process will help you more clearly understand which supports are truly contributing to I-MTSS, how they are functioning, and how they connect within your system.

This work sets you up for our next step, where we'll look across initiatives to identify alignment, duplication, gaps, and misalignment

Next Steps: Review Patterns Across the System

- **Alignment**
Where supports are clearly connected and supporting I-MTSS
- **Duplication**
Where multiple efforts are addressing the same need
- **Gaps**
Where key supports are missing or unclear
- **Misalignment**
Where initiatives are not clearly connected to priorities or the tiered system

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Timing: 15 minutes

Facilitator Talking Points:

After you've built and organized the master inventory, you will next look at patterns across the system. As you do this, don't focus on individual initiatives, focus on what is happening across multiple initiatives. You'll organize your thinking into 4 areas:

First, alignment.

Where do we see initiatives that are clearly connected and working together to support I-MTSS?
Where does the system feel coordinated or reinforcing?

Next, duplication.

Where are we seeing multiple initiatives or efforts addressing the same need?
This doesn't necessarily mean something is wrong—but it may mean efforts are not fully coordinated.

Then, gaps.

Where are key supports missing, unclear, or not represented in the inventory?
This could include gaps in supports, gaps across tiers, or areas where guidance or resources may not be clearly defined.

And finally, misalignment.

Where do we see initiatives that don't seem clearly connected to priorities or to the tiered system?
Where might efforts be happening in isolation or not reinforcing the larger system?

As you talk through each area, identify a few patterns you are noticing, and then elevate patterns you're seeing.

If you find yourself starting to name a specific initiative, pause and ask, what pattern does that represent

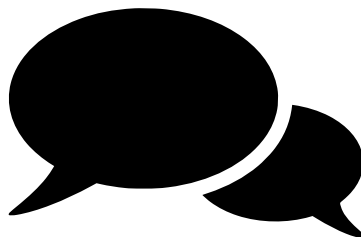
across the system?

Our goal is to understand the story this inventory is telling so we can begin making decisions about how to better align our resources and efforts moving forward.

When we come back together for our next session, we will discuss those patterns.

Discussion: Initiative Inventory Implications

- What did you learn that has implications for this implementation effort?
- What needs to happen based on these results?



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Timing: 5 minutes

Facilitator Talking Points:

Let's take a moment to reflect on what this means for the work ahead.

Looking at your discussions, what did you learn that has implications for this implementation effort?

Based on what you're seeing, what needs to happen next?

Think about this at the system level. What actions or adjustments might be needed based on these results?

Note: Takeaway-we need to know what we need to align to, drop, and what policies/procedures are also in place that will influence IMTSS implementation

Short Break

Reconvene in 10 minutes

10 minutes



Timing: 1 minute

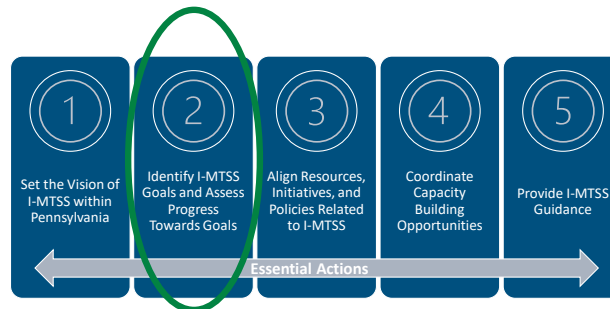
Facilitator Talking Points:

Introduce this section on goal setting and connect it back to the vision work.

Explain that the next part of the session includes a short content build, a 20 minute writing activity, and a debrief.

Set the expectation that participants will move from broad direction to concrete goals they can refine together.

The CLC's Essential Actions



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Timing: 2 minutes

Facilitator Talking Points:

- Emphasize that the CLC sets alignment and enabling conditions; this is not about designing school-level practice.
- Explain that strong goals at this level focus on the system conditions that make implementation possible. Reinforce that this section helps participants think about the broader system supports needed for successful implementation.

Vision and Goal Setting

Vision:

- Describes the desired future state
- Answers: “Why does this matter?”

Pennsylvania’s Integrated Tiered System of Supports envisions every student thriving through a unified approach to learning, behavior, and well-being. Schools work together—sharing responsibility, using evidence-based practices, partnering with families, and making team-based decisions—to ensure all students are supported across all tiers.

Goals:

- Define what success looks like
- Are specific and measurable

Example Goal:

By 12/31/28, 50% of demonstration sites will score “integrating” or above on at least 3 IMFR items.

Timing: 2 minutes

Facilitator Talking Points:

Vision sets the direction. Goals help you know whether you’re making progress.

- Explain that vision and goals serve different but connected purposes.
- A vision names the desired future state; goals translate that direction into measurable milestones.
- Emphasize that future coaching and training will help define what success looks like through the essential actions.
- Set up the next slides as a move from concept to practical goal-writing.

Vision for I-MTSS

Complete version:

Pennsylvania's Integrated Tiered System of Supports is a framework that unifies general and special education services across Tiers 1, 2, and 3 to ensure equitable access to high-quality instruction and timely support for every student's learning, behavior, and well-being. The system emphasizes prevention, early intervention, and data-informed decision making. Schools collaborate by sharing responsibility, using evidence-based practices, partnering with families, and working as a team to create coherent, aligned supports that prepare students for success in school, work, and life.

Shorter version:

Pennsylvania's Integrated Tiered System of Supports envisions every student thriving through a unified approach to learning, behavior, and well-being. Schools work together—sharing responsibility, using evidence-based practices, partnering with families, and making team-based decisions—to ensure all students are supported across all tiers.

Timing: 5 minutes

Facilitator Talking Points:

Last session, you developed a vision statement as homework. This statement is meant to capture what you want your system to look like when it's working well for all students.

Take a moment to reread your team's vision. As you do, think about: What stands out to you? What feels most important or meaningful?

How does your vision reflect what you want for students, and how might it guide the decisions you make moving forward?

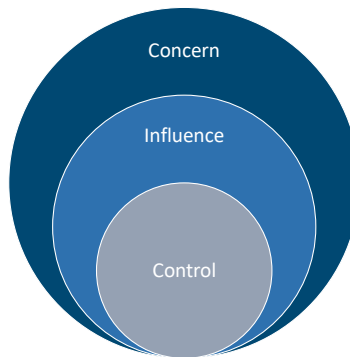
Outcome & Process Goals

Outcome Goal

- What we want to change.

Process Goal

- What we will do consistently to drive that change.



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Timing: 2 minutes

Facilitator Talking Points:

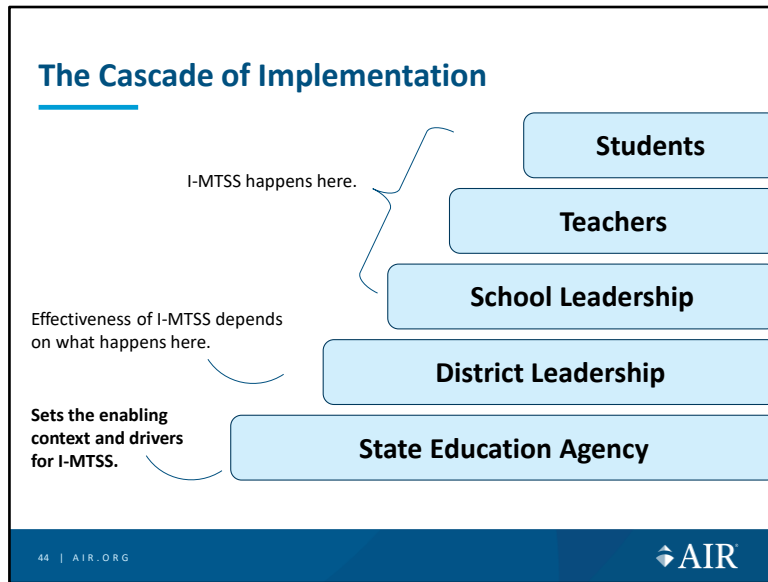
Use the distinction between outcome and process goals — “This slide introduces two complementary kinds of goals that help teams move from intention to action.”

Define each clearly — “An outcome goal names the change we want to see. A process goal names the actions or routines we will do consistently because they are likely to produce that change.”

Explain how they pair together — “These work best as a pair: the outcome goal tells us where we are headed, and the process goal clarifies what we will do repeatedly to get there.”

Prompt participants to think ahead — “As you prepare for the activity, keep both questions in mind: What change do we want, and what routines or actions will make that change more likely?”


As we've seen through the initiative inventory, you all as state leaders have access to so many different initiatives that identify goals, collect data (leading and lagging indicators) and develop processes. So from your collective vantage point, goal setting can get big! The spheres of influence are a reminder that at a project level, we want to ensure that there are goals that are within our realm of control. That is not to say that we don't set goals for more distal outcomes, that we may hope to influence or more generally be concerned about; but we want to make sure that at least some of our goals are within our reasonable realm of control, given the project resources at hand.



Timing: 2 minutes

Facilitator Talking Points:


- Walk through the levels on the slide from the classroom outward.
- Stress that implementation happens closest to teachers and schools, but effectiveness depends on the enabling context set by the broader system.
- Tie this back to why multiple categories of goals matter across the system.



Measuring Progress

- S** Strategic
- M** Measurable
- A** Ambitious
- R** Realistic
- T** Time-Bound
- I** Inclusive
- E** Equitable

Adapted from SMARTIE Goals Guide and Worksheet - The Management Center

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Timing: 3 minutes

Facilitator Talking Points:

- Introduce SMARTIE as a practical quality check for goals: strategic, measurable, ambitious, realistic, time-bound, inclusive, and equitable.
- **Briefly explain each criterion so participants understand what strong goals should include.**
- Encourage participants to use SMARTIE as a test for strengthening drafts, not as a compliance checklist.

Demonstration Sites' IMFR Results

	Item	Beginning	Exploring	Aligning	Integrating	Sustaining
Instruction and Intervention (I/I)	Tier 1	45%	27%	0%	27%	0%
	Tier 2	36%	45%	0%	18%	0%
	Tier 3	55%	18%	0%	18%	9%
Assessment	Universal Screening	18%	18%	18%	36%	9%
	Diagnostic	9%	64%	18%	9%	0%
	Progress Monitoring	18%	18%	36%	18%	9%
Data-based Decision Making (DBDM)	Universal DBDM	82%	9%	0%	9%	0%
	Targeted DBDM	45%	36%	0%	9%	9%
	Intensive DBDM	55%	27%	0%	9%	9%
	Continuous Improvement	64%	18%	0%	9%	9%

		Initial	Developing	Proficient	Advanced
Infrastructure	District Leadership	55%	9%	27%	9%
	School Leadership	18%	9%	45%	27%
	Schoolwide Culture	27%	0%	45%	27%
	Professional Learning	27%	27%	9%	36%

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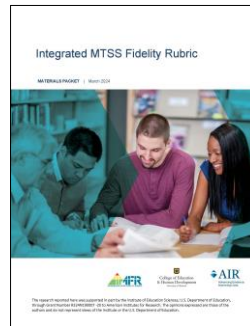
Timing: 1 minute

Facilitator Talking Points:

- Explain that the IMFR gives a way to anchor goals in implementation progress.
- Encourage participants to think about movement across phases or improvement within domains rather than perfection all at once.

Framing Outcome Goals in the IMFR

By [timeframe], improve
[IMFR item/domain]
implementation across
[PA/districts/schools], as
evidenced by [IMFR rating
movement or defined IMFR-
aligned indicator].



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Timing: 1 minute

Facilitator Talking Points:

- Walk participants through the sentence frame on the slide.
- Point out the key parts of a strong outcome goal: timeframe, focus area, target group, and evidence of progress.
- Emphasize that this frame helps teams write goals that are clear, measurable, and anchored in IMFR implementation progress.

Examples of Outcome Goals

- By 12/31/28, 50% of participating sites will score “integrating” or above on at least 3 IMFR items.
- By 2029, 100% of participating sites will demonstrate improvement on at least one IMFR domain.



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Timing: 1 minute

Facilitator Talking Points:

- Read one example outcome goal aloud.
- Briefly point out why it is strong: it includes a clear timeframe, a measurable target, and explicit IMFR-aligned evidence.
- Reinforce that effective goals are specific enough to track progress, but still focused on meaningful implementation outcomes.

Process Goals

To achieve the outcome, we will **[do what]** with **[who]** at **[frequency]**, and we'll know it's happening because **[leading indicator]**.

Let's Practice!

Use this goal frame to write a goal around a **continuous improvement process** for the CLC to use annually.


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Timing: 5 minutes

Facilitator Talking Points:


- Quickly reorient participants to the process goal frame on the slide: what we will do, who will do it, how often, and the leading indicator that will show it is happening.
- Invite participants to work independently or with a partner to draft one quick practice process goal for the annual CLC continuous improvement process.
- Give about 2 minutes of think/write time and encourage participants to keep the goal simple and practical.
- Ask for 2–3 quick share-outs and affirm strong examples of the frame in action.
- Transition to the next slide by explaining that the upcoming activity expands this quick practice into the full group goal-writing task.



I-MTSS Goals

1. CLC outcome goal
2. Student outcome goal across demonstration sites
3. CLC process goal
4. Demonstration site process goal
5. Consultant process goal

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Timing: 20 minutes

Facilitator Talking Points:

- Introduce the five goal categories on the slide: SEA/CLC Outcome Goal, Student Outcome Goal, SEA/CLC process goal, Demonstration site process goal, and Consultant process goal.
- Direct the larger group to generate draft goals in each of the five categories, working to make the set feel connected rather than separate.
- Use a simple pacing structure for the 20 minutes: 3–4 minutes to orient to the categories, about 10–12 minutes to draft, and the final 4–5 minutes to refine and select the strongest examples.
- Encourage participants to use SMARTIE as they draft and to check for alignment across outcome and process goals so the goals support one another.
- Close the activity by asking groups to hold onto their draft goals, noting that a debrief will happen later, and transition forward without doing the debrief.

Wrap Up and Next Steps

Key Takeaways From Today

- Take 15 seconds to identify 1-2 key takeaways from today.
- Take 15 seconds to type your key takeaways into the chat **BUT don't hit send yet!**
- When I say "now", hit send.



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Timing: 3 minutes

Facilitator Talking Points:

- This slide captures the big ideas from today's session.

Summary of the CLC's Action Steps

By end of July/beginning of August:

- Continue populating the initiative inventory.
- Finalize goals.

Preview of What's To Come:

- Using information from the inventory and SWOT analysis to strengthen the I-MTSS infrastructure

Timing: 1 min

Facilitator Talking Points:

Summarize action steps and ask them to complete these actions prior to our next meeting in August. We will ask for their work prior to that session.

Upcoming CLC Events

I-MTSS Commonwealth Leadership Collaborative (I-MTSS CLC) Events

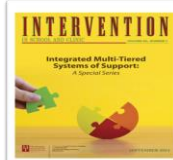
Event	Date	Time
CLC Kickoff 1	3/25/2026	12:00pm – 4:00pm EST
CLC Consultation 1 of 4	6/3/2026	12:00pm – 4:00pm EST
CLC Consultation 2 of 4	8/12/2026	12:00pm – 4:00pm EST
CLC Consultation 3 of 4	11/12/2026	12:00pm – 4:00pm EST
CLC Consultation 4 of 4	1/13/2027	12:00pm – 4:00pm EST

1 min

Go over calendar of events and offer other dates of events as needed (e.g., DSLT events).

Resources

- <https://www.air.org/resource/guidetoolkit/integrated-mtss-fidelity-rubric-imfr>
- [SISEP-Brief-3-Readiness-for-Change---AI-Hub.pdf](#)
- [Four-Key-Actions-for-SEA-Teams-to-Support-MTSS.pdf](#)
- <https://mtss.org/intervention-in-school-and-clinic-special-series/>



Intervention in School and Clinic published a special series focused on implementing practices within an I-MTSS framework. Each article was written by Early Scholars and other researchers within the I-MTSS Research Network. Articles are all open access and available to everyone.

[Click here to visit the open-access special series on the journal website.](#)

Check out the visual abstracts with videos highlighting each article [below!](#)

1 min

Offer resources on I-MTSS as needed

Your Feedback



Please fill out our event feedback form linked in the QR code or at <https://fillout.air.org/imsseventfeedback>.

This survey is anonymous and we review every response!

1 min

Ask participants to complete the survey.



THE PENNSYLVANIA I-MTSS PROJECT

Thank you!

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