

Virtual Meeting/Conference Recording Notice

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The AIR Team



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Icebreaker: Future I-MTSS Headline

What headline would you want people to say about your school & why?

- "Students get support before small needs become big needs."
- "Teams use data together instead of working in silos."
- "Families and staff experience one connected support system."
- "Every student is known, supported, and thriving."



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Agenda

- Welcome and Icebreaker
- Review Session 1 Action Steps
- Introduction of the Arc of Learning
- Vision for I-MTSS at the DSLT level
- From Vision to Goals
- Wrap-up and Next steps

Breaks

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

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Objectives

- Reconnect to Session 1 action steps and identify progress, questions, and support needs.
- Understand the PA I-MTSS Arc of Learning and how the remaining DSLT sessions connect.
- Begin developing or refining a site-level I-MTSS vision that reflects PA's I-MTSS vision and your local context.
- Use the draft vision and IMFR/SWOT findings to begin identifying staff/school and student goals.
- Prepare for continued implementation planning, resource alignment, and coaching in future sessions.

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Materials

- **For the meeting:**
 - PDF of slides
 - 3 handouts
 - Your site's IMFR data (optional)
 - SWOT results (recommended)
- Materials sent 1 week prior and are posted to the PA I-MTSS site
- If you do not have materials, please post your name to the chat.

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Debrief Session 1

- Norms & Meeting Schedule
- Teaming Structure Reflection Guide
- SWOT for DBDM & Infrastructure


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Session 1 Action Steps Review

- Establish clear team norms to support collaboration and decision making.
- Set a consistent meeting schedule with the right people and purpose.
- Reflect on current teaming structures to support implementation.
- Use SWOT findings to better understand strengths and gaps.

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Debrief: SWOT Activity for DBDM and Infrastructure

- One key strength
 - » What is working well based on your data?
- One key area for growth
 - » Where do you see gaps or inconsistencies?
- One notable pattern or insight
 - » What stands out across tiers or content areas?
- One opportunity or next step
 - » What is something you could build on or improve?

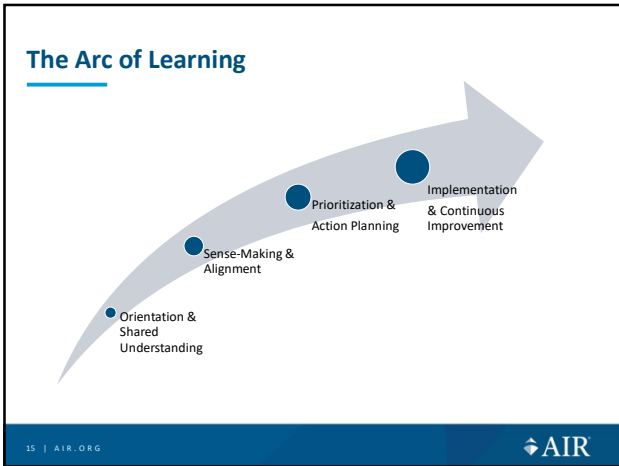
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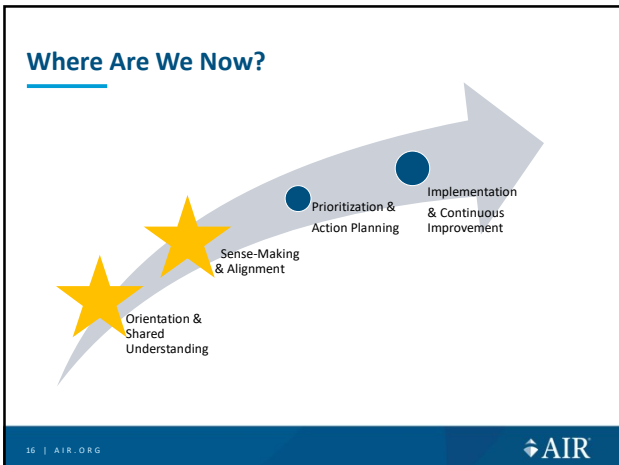
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Why the Arc of Learning Matters

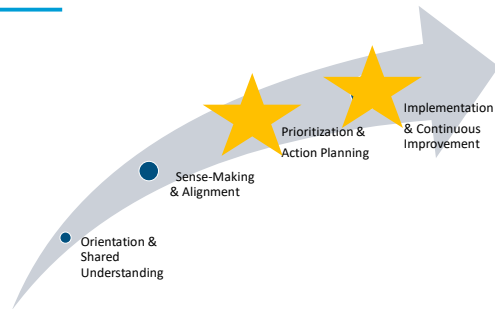
- It is a deliberate arc that depicts where **learning occurs first** across different levels of the system
- All roles share the same arc
- Roles, learning needs, and timing differ, but direction is shared
- As we progress through the arc, we **slowly take intentional actions to advance through implementation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

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Where Are We Headed Next?



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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:
 - Improving an understand IMFR results to *later* prioritize improvement efforts
 - Completing SWOTs in each IMFR domain

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One Shared Arc, Differentiated by Role

Group	Learning To Support Your Role
DSLIT	<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


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What's Your Implementation Pace?

Slow and steady wins the race.	Go fast, go now.
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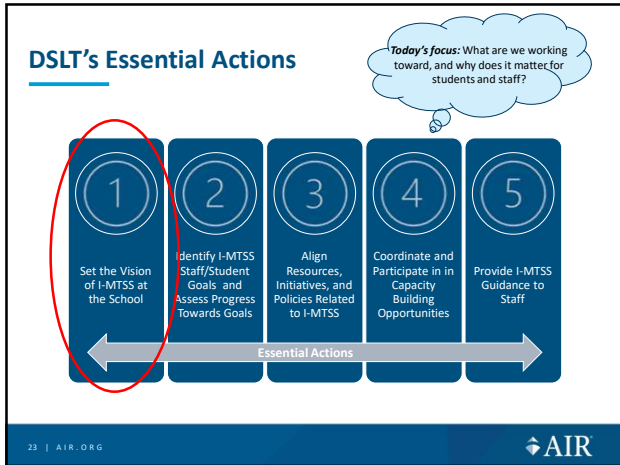
I-MTSS Vision

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Slide 20

KA32 Kyle to double check notes after PA review
Allen, Kyle, 6/10/2026



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Pennsylvania's I-MTSS Vision

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.

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A School-Level Vision as a Shared North Star

A school-level I-MTSS vision should:

- Describe the desired future state for students and staff
- Explain why I-MTSS matters in your school
- Reflect PA's I-MTSS vision while honoring school context
- Be clear enough to guide decisions, goals, and communication
- Be draftable now and refinable with feedback

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

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Choose Your Vision Pathway

Pathway 1: Create
 "We do not have an established I-MTSS vision."

Pathway 2: Connect
 "We have a vision or related school improvement vision, but it is not clearly connected to PA's I-MTSS vision."

Pathway 3: Refine
 "We have an I-MTSS vision that connects to PA's vision, and we want to make it clearer, stronger, or more actionable."



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Breakout Activity: Draft Your School-Level I-MTSS Vision

With your team:

1. Choose your pathway: create, connect, or refine
2. Use the matching prompts on the next slide
3. Draft key words, phrases, or a working vision statement
4. Be ready to share one sentence or phrase that captures your emerging direction

Goal for today:
 Leave with a working draft, not a final statement

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Vision Pathway Prompts

Create: Best for teams starting from scratch

- Introducing the concept of integration into a new vision

Connect: Best for teams with related vision language

- Adapting the vision to better reflect integration

Refine: Best for teams with an aligned draft

- Making integration sing in the vision

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Quick Quality Check

Before you leave your breakout, check whether your draft is:

- **Student-centered:** Does it name what students should experience?
- **Integrated:** Does it connect learning, behavior, and well-being?
- **Locally meaningful:** Does it sound like your school?
- **Aligned:** Does it support and reflect PA's I-MTSS vision?
- **Actionable:** Can goals naturally flow from it?
- **Shareable:** Is it clear enough to explain to staff and families?

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Debrief: What Direction Is Emerging?

Come off mute, share one of the following:

- A key word or phrase from your emerging vision
- One student or staff experience your vision needs to capture
- One connection between your site vision and PA's I-MTSS vision
- One question your team still needs to resolve



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From Vision to Goals

Vision names the future state.

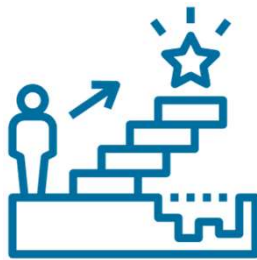
- What do we want students and staff to experience?

Goals define progress toward that vision.

- What changes will show us we are moving in the right direction?

Next:

- Use your draft vision to begin identifying student and staff/school goals.



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Improving Lives.

Break

10 Minutes

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Goal Setting

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DSLTS'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 Vision to Goals: What Kind of Goals Do We Need?

- **Student goals** describe the outcomes we want to improve for students.
- **Staff/school goals** describe the adult practices, systems, and conditions needed to support that improvement.
- **Strong goals are:**
 - Connected to the vision
 - Grounded in current data
 - Focused and feasible
 - Clear enough to monitor over time

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What Data Should We Use?

Use your team's draft vision plus:

- IMFR patterns
- SWOT findings
- Existing school priorities
- What students and staff most need now



Questions to consider:

- What part of our vision feels most urgent right now?
- What data suggest a need for focused improvement?
- What is important, but also realistic to influence first?

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Examples of Goal Categories

Student-focused goal areas

Learning/academic outcomes

Behavior/SEB outcomes

Attendance/engagement

Access to timely support

Staff-focused goal areas

Integrated teaming routines

Data-based decision making

Alignment of academic and SEB supports


Staff clarity/capacity for I-MTSS

Family communication/partnership

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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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Outcome & Process Goals

Outcome Goal

- What we want to change.

Process Goal

- What we will do consistently to drive that change.

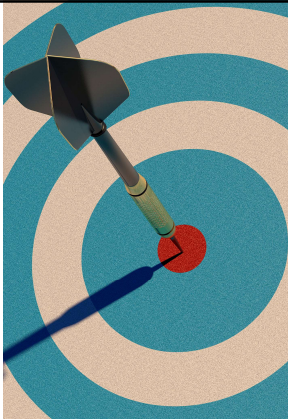



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Examples of Outcome Goals

- By May 2027, 3rd grade students reading on grade level will increase from 62% to 78%, with Tier 2 students increasing by 10 points through targeted small-group reading support and biweekly progress monitoring.
- By December 2026, 90% of teachers will consistently implement Tier 2 intervention supports with progress monitoring every two weeks, as measured by IMFR rubric indicators and walkthrough data, including targeted coaching support for teachers serving the highest-need student groups.



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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 your team to use annually.

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Sample SMARTIE Goals

- **Student goal:** Increase timely, equitable student support from 65% to 90% within 8 weeks, as measured by intervention logs and weekly progress monitoring.
- **Student goal:** Increase students attending at least 95% of the time from 72% to 82% by semester's end, as measured by attendance records.
- **Staff/school goal:** Within 6 weeks, all grade-level teams will use a monthly data-review routine to identify student needs and document support decisions, as measured by agendas and notes.
- **Staff/school goal:** Increase consistent use of the school's behavior support routine from 40% to 80% by quarter's end, as measured by walkthrough data.


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Pop Quiz!

Is the item a vision statement, a goal, or an action?

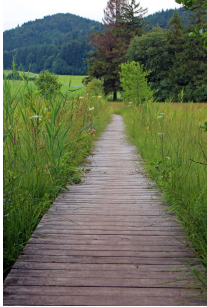
- **Vision names the future state.**
—What do we want students and staff to experience?
- **Goals define progress toward that vision.**
—What changes will show us we are moving in the right direction?
- **Actions define what the team will do**
—What actions will our team take to make these goals a reality?


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Choose Your Goal Pathway

- **Pathway 1: Identify**
"We need to identify possible student and staff/school goals."
- **Pathway 2: Prioritize**
"We have several possible goals and need to narrow them."
- **Pathway 3: Draft**
"We know our priority area and are ready to draft 1–2 working goals."



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Goal Pathway Prompts

Identify: Best for teams exploring options

- Prompts for getting started

Prioritize: Best for teams with several goal ideas

- Prompts for advancing ideas

Refine: Best for teams ready to write working goals

- Prompts for shaping goals

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Team Activity: Writing Goals

In your breakout room:

- Choose your goal pathway: identify, prioritize, or draft
- Review your draft vision and key data/patterns
- Discuss possible student and staff/school goal areas
- Create an outcome or process goal

Draft:


- 1 student goal, or;
- 1 staff/school goal

Be ready to share:

- One draft goal, or
- One challenge your team is working through

Goal for today:

- Leave with working goal language, not final goals.


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Debrief: Writing Goals

Come off mute and share one of the following:

- One draft goal your team wrote
- One revision you made to strengthen a goal using SMARTIE
- One part of goal writing that felt challenging
- One insight your team had about what makes a goal clear and usable



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Wrap Up and Next Steps



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A Waterfall of Key Takeaways

- 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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Summary of the DSLT's Action Steps

- Finalize vision and continue to work on goals.
- Share the finalized vision and goals with the AIR team by the end of July (contact us if you need additional time).
– integratedmtss@air.org

Preview of What's To Come:

- Examples and tools to support Integration
- Information about coaching sessions
 - Resource mapping
 - Revisiting SWOT analysis

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Upcoming Events

Demonstration Site Leadership Team (DSLTL) Events		
DSLTL Learning Session 1 of 4	4/17/2026	1:00pm – 4:00pm EST
DSLTL Learning Session 2 of 4	6/25/2026	12:00pm – 4:00pm EST
DSLTL Learning Session 3 of 4	7/15/2026	12:00pm – 4:00pm EST
DSLTL Learning Session 4 of 4	7/16/2026	12:00pm – 4:00pm EST
5 DSLTL Systems Coaching Sessions	7/2026-12/2026	1–2-hour sessions scheduled with each school

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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 IMTSS framework. Each article was written by Early Scholars and other researchers within the IMTSS 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!


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Session Evaluation



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THE PENNSYLVANIA I-MTSS PROJECT

Thank you!

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