

  
Advancing Evidence.  
Improving Lives.

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

**Kickoff and Infrastructure Development:**  
I-MTSS Commonwealth Leadership Collaborative (I-MTSS CLC)

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## Welcome!



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## Introductions and Icebreaker

- Name
- Role
- Think about a bright spot in tiered systems (e.g., MTSS, PBIS) implementation for a school, a district, or an individual child and family. In 5 words or less, what specifically is going well?



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## The AIR Team



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## 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 individual 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 on 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 impairments, and those who use captioning as an additional language. Some of the practices presented here may apply only to on-site meetings, or virtual meetings, with other applications to both meeting types. Developed by the Accessible and Inclusive Employee Resource Groups with support from the AIR Diversity, Equity, and Inclusion Office.



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## Virtual Meeting/Conference Recording Notice

The American Institutes for Research (AIR®) allows for the recording of audio, visuals, participants, and other information sent, verbalized, or utilized during business-related meetings.

This meeting is scheduled to be recorded by AIR. Your consent to the recording is requested. Participation in the meeting without expressing an objection to recording will be treated as consent. Any participant who prefers to participate via audio only should disable their video camera so only their audio will be captured. External AI bots are prohibited unless specifically authorized.



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## Agenda

- Welcome, Introductions, and Icebreaker
- Level Setting: The Integrated MTSS Fidelity Rubric (IMFR), I-MTSS, and Project Overview
- CLC Essential Actions: IMFR SWOT Activity and PA I-MTSS Vision Setting
- Wrap Up and Next Steps

### Breaks

- Three 5-minute breaks
- Take additional breaks as needed

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## Objectives

- Build a shared understanding of I-MTSS, the IMFR, and the purpose of the project
- Clarify the CLC's role and essential actions
- Examine Pennsylvania integration strengths and areas for improvement
- Prepare to develop CLC norms and a shared I-MTSS vision
- Prepare for phased, feasible, and successful implementation

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## Materials

- **For the meeting:** Your completed pre-work, PDF of slides, and Zoom White Board
- **For your information:** Calendar of Events  
– Updated 3/23/26

Event	Date	Time	Location
Spring and Fall - Shared System of Support (SOS) Opening Events	3/23/26	9:00 AM - 12:00 PM	Virtual
Spring and Fall - Shared System of Support (SOS) Opening Events	3/23/26	1:00 PM - 4:00 PM	Virtual
Spring and Fall - Shared System of Support (SOS) Opening Events	3/23/26	5:00 PM - 8:00 PM	Virtual
Spring and Fall - Shared System of Support (SOS) Opening Events	3/23/26	9:00 AM - 12:00 PM	Virtual
Spring and Fall - Shared System of Support (SOS) Opening Events	3/23/26	1:00 PM - 4:00 PM	Virtual
Spring and Fall - Shared System of Support (SOS) Opening Events	3/23/26	5:00 PM - 8:00 PM	Virtual
Spring and Fall - Shared System of Support (SOS) Opening Events	3/23/26	9:00 AM - 12:00 PM	Virtual
Spring and Fall - Shared System of Support (SOS) Opening Events	3/23/26	1:00 PM - 4:00 PM	Virtual
Spring and Fall - Shared System of Support (SOS) Opening Events	3/23/26	5:00 PM - 8:00 PM	Virtual

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# Level Setting

- IMFR Pre-Work
- I-MTSS Background
- Project Overview

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# IMFR Pre-Work Debrief

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## Debriefing Process

**Integrated MTSS Fidelity Rubric (IMFR)**  
Scavenger Hunt and Reflection Activity

**PART IAN | MTSS Project (2020)**

**Purpose and Directions**  
*Overview*

**Purpose**  
The purpose of this activity is to establish a shared understanding of the IMFR.

**Directions**

- Review the IMFR, located on pages 1-7 of the IMFR Research Packet.
- Use the IMFR Hunt to answer the questions below.
- Be prepared to discuss your responses at the upcoming session.

**Part A. Scavenger Hunt**

- Reason & Why:** In one sentence, what is the purpose of the IMFR, and how is it intended to support schools in efforts to improve outcomes for all students?
  - What is the purpose of the IMFR?
  - What is the IMFR intended to do?
- What is the IMFR?** How is the IMFR intended to be used?
- IMFR Hunt:** What are the key components of the IMFR?
- IMFR Hunt & Share:** What items have you noted on the IMFR, and what are "red flags" in the current IMFR implementation?
- Integrating Results:** Based on your review of information the IMFR results can provide about a school's IMFR implementation.

**Part B. Reflection**  
*Overview*

- What are you thinking about the IMFR that both aligns to you most?
- What are you thinking you will do differently about?
- What can you do to help address your school's current IMFR implementation with all existing efforts and resources to design their own IMFR systems and processes?

1. Review Scavenger Hunt
2. Discuss Reflection
  - What felt clear
  - What raised questions
  - What stood out about integration

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# I-MTSS

Background  
Impact of I-MTSS

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## Tiered Systems of Support

Name	Primary Purpose	Primary Focus
Positive Behavior Intervention Support (PBIS), Schoolwide PBIS (Sugai & Horner, 2009)	Improve behavior/social-emotional behavioral (SEB) outcomes	Behavior/SEB supports
Response to Intervention (RTI; Fuchs et al., 2003)	Improve academic outcomes, often in literacy or reading	Academic supports
Multi-Tiered System of Support (MTSS; Sugai & Horner, 2009)	Improve academic and/or SEB outcomes	Academic and/or SEB supports

Adapted from Perez et al., manuscript submitted for publication, The I-MTSS Research Network, 2024

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## Implementation Missteps

**Siloed MTSS**

Academic and SEB tiered systems run separately (in parallel)

**Combined MTSS**

Supports are “bundled” without intentionally matching to student needs

**Why Missteps Matter**

Both can leave students with services that do not intentionally match needs.  
Staff can feel overwhelmed and frustrated.

Perez et al., manuscript submitted for publication

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## Implementation Missteps Spot Check

- **Scenario 1:** Separate Tier 2/3 data teams meet for academics and SEB, even though the same staff discuss the same students.
- **Scenario 2:** Time is allocated separately for academic instruction and SEB instruction even though most students have both academic and SEB needs.
- **Scenario 3:** All students in Tier 3 receive both intensive reading and SEB supports, even though some only need intensive support in reading.
- **Scenario 4:** The same Tier 2 SEB intervention is assigned to all students with SEB needs, even when data suggest needs differ.

Peris et al., manuscript submitted for publication

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## I-MTSS Definition and Vision

- I-MTSS is a model where academic and social-emotional behavioral (SEB) supports are *strategically combined* to improve student academic (e.g., reading and/or math) and SEB outcomes.

(IMFR Manual, p 1)

We will begin brainstorming a vision of I-MTSS later today.

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## An Integrated Tiered System

Name	Primary Purpose	Primary Focus
Positive Behavior Intervention Support (PBIS), Schoolwide PBIS (Sugai & Horner, 2009)	Improve behavior/social-emotional behavioral (SEB) outcomes	Behavior/SEB supports
Response to Intervention (RTI; Fuchs et al., 2003)	Improve academic outcomes, often in literacy or reading	Academic supports
Multi-Tiered System of Support (MTSS; Sugai & Horner, 2009)	Improve academic and/or SEB outcomes	Academic and/or SEB supports
Integrated MTSS (I-MTSS; McIntosh & Goodman, 2016)	Improve academic and SEB outcomes	Strategically combined academic and SEB supports

Adapted from Peris et al., 2025 and the I-MTSS Research Network

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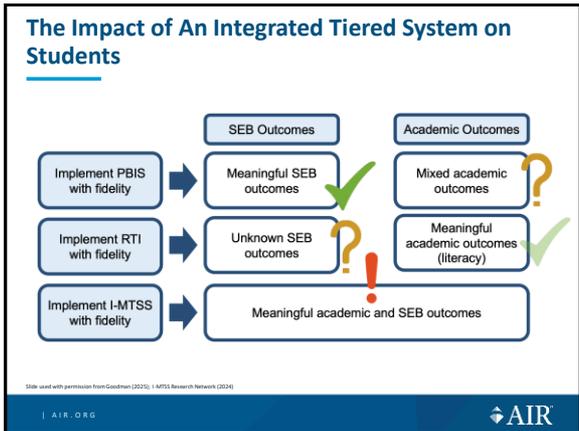
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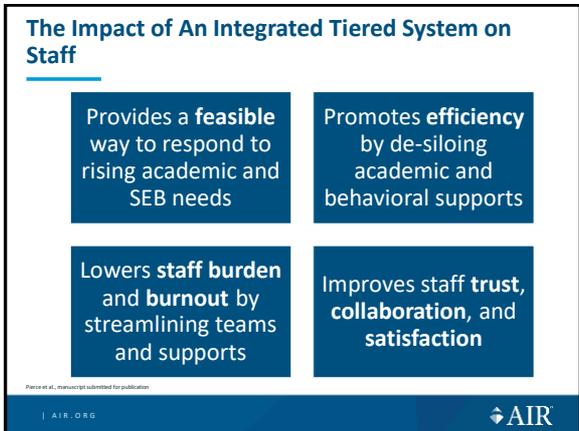
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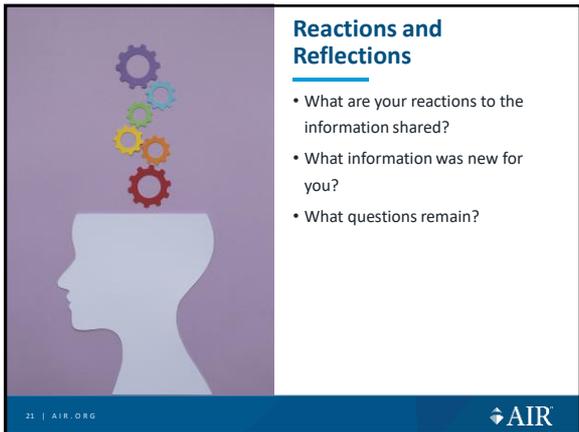
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**Short Break**

Reconvene in 5 minutes

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**Project Overview**

Purpose  
Logic  
Groups

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**The Purpose and Logic Of The Project**

- Implement I-MTSS in 13 demonstration sites to achieve improved academic and SEB outcomes for all students.

Improved commonwealth, regional, and school **infrastructure** for I-MTSS

Improved CLC, consultant, and DSLT **capacity** for I-MTSS

Improved I-MTSS **implementation**

Improved **student outcomes**

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## Project Groups

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

13 Demonstration Site Leadership Teams (DSLTS)

AIR Staff

Consultants/IU Facilitators Working with Demonstration Sites

Consultants/IU Facilitators Not Working with Demonstration Sites

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## The CLC's Purpose

- The CLC guides I-MTSS for the commonwealth and develops a strong infrastructure to support sustained I-MTSS implementation as a pathway for supporting improved student outcomes.
  - Members include leaders with decision-making authority and commonwealth, regional, and local-level staff who can help schools install and implement I-MTSS successfully.

The I-MTSS CLC

Goodman, S., Ward, C., & Morinick, K. (2019).

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## The CLC's Essential Actions

- 1 Set the Vision of I-MTSS within Pennsylvania
- 2 Identify I-MTSS Goals and Assess Progress Towards Goals
- 3 Align Resources, Initiatives, and Policies Related to I-MTSS
- 4 Coordinate Capacity Building Opportunities
- 5 Provide I-MTSS Guidance

Essential Actions

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### Consultants' Purpose

- Consultants engage in professional learning events (e.g., Learning Sessions, a Community of Practice) to build their capacity in I-MTSS implementation and to support DSLTs' implementation of I-MTSS.



Consultants/IU Facilitators Working with Demonstration Sites

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### Consultants' Essential Actions



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### DSLTS' Purpose

- DSLTs engage in professional learning events (e.g., Learning Sessions, coaching) to build their capacity in I-MTSS implementation and to lead implementation of I-MTSS at their school.



13 Demonstration Site Leadership Teams (DSLTS)

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### DSL's Essential Actions

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### Other Project Teams

- AIR works with all project teams.
  - Purpose is to guide I-MTSS installation in the commonwealth.
- Facilitators are the Intermediary Unit/PaTTAN staff **not** assigned to support the 13 demonstration sites.
  - Purpose is to learn about I-MTSS

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### Reflections and Reactions: Groups and Essential Actions

- What reactions and reflections do you have about the project groups and their essential actions?
- Who are we missing from the project groups, if anyone?

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## CLC Post-Kickoff Action Step

- Establish a short list of norms for the CLC.
  - Expectations around collaboration, engagement, handling sticky discussions, decision making procedures (e.g., Five of Five), and other ways of working together to support **follow through, partnership, hearing and respecting all voices, disagreeing/consensus, and decision-making.**
- **The Why:** Norms help create a team culture that supports the CLC as you progress through Essential Actions.
- Share the finalized norms with AIR.

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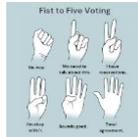
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## One Process

- Use an existing set of norms as a starting point.
- Post on a shared cloud space.
- Each person offers revisions (if needed).
- The group discusses proposed revisions and finalizes the norms.
- The group votes on the finalized norms using the Fist of Five procedure.
- Revisions are made if anyone votes below a 0, 1, or 2.
- Repeat as needed until all members vote at 3, 4, or 5.



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## Short Break

Reconvene in 5 minutes

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## CLC Essential Actions: IMFR Domains Activity

Strengths, Weaknesses, Opportunities & Threats (SWOT)  
IMFR Results

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### 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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### IMFR Item-Level Rating Scale

Beginning	Exploring	Aligning	Integrating	Sustaining
<ul style="list-style-type: none"> <li>Zero areas fully implemented</li> </ul>	<ul style="list-style-type: none"> <li>Academic area(s) OR SEB fully implemented</li> </ul>	<ul style="list-style-type: none"> <li>Academic area(s) AND SEB fully implemented but NOT integrated</li> </ul>	<ul style="list-style-type: none"> <li>Academic area(s) AND SEB fully implemented AND integrated</li> </ul>	<ul style="list-style-type: none"> <li>Academic and SEB integrated for at least 2 consecutive years AND a plan for sustaining integration</li> </ul>
R, M SEB 	R, M SEB 	R, M SEB 	R, M SEB 	R, M SEB 

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R, M SEB 	R, M SEB 	R, M SEB 	R, M SEB 	R, M SEB ↕

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### IMFR Item-Level Rating Scale

Beginning	Exploring	Aligning	Integrating	Sustaining
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R, M SEB 	R, M SEB 	R, M SEB 	R, M SEB 	R, M SEB ↕

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### IMFR Item-Level Rating Scale

Beginning	Exploring	Aligning	Integrating	Sustaining
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R, M SEB 	R, M SEB 	R, M SEB 	R, M SEB 	R, M SEB ↕

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### IMFR Item-Level Rating Scale

Beginning	Exploring	Aligning	Integrating	Sustaining
<ul style="list-style-type: none"> <li>Zero areas fully implemented</li> </ul>	<ul style="list-style-type: none"> <li>Academic area(s) OR SEB fully implemented</li> </ul>	<ul style="list-style-type: none"> <li>Academic area(s) AND SEB fully implemented but NOT integrated</li> </ul>	<ul style="list-style-type: none"> <li>Academic area(s) AND SEB fully implemented AND integrated</li> </ul>	<ul style="list-style-type: none"> <li>Academic and SEB integrated for at least 2 consecutive years AND a plan for sustaining integration</li> </ul>
R, M     SEB	R, M     SEB	R, M     SEB	R, M     SEB	R, M     SEB

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### Your Predictions



- How do you think demonstration sites were rated on the IMFR?
  - A lot of integration across all items.
  - Some integration across all items.
  - Very little integration across all items.
- Which domain do you think had the most integration? Which had the least?
  - Instruction and Intervention (I/I)
  - Assessment
  - Data-based Decision Making (DBDM)

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### 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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**Short Break**

Reconvene in 5 minutes

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**SWOT Analysis**

<b>Strengths</b> Where do we excel?	<b>Weaknesses</b> What's not working?
<b>Opportunities</b> What should we build on?	<b>Threats</b> What could take us off course?

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**Process**

- For each IMFR Domain, we will perform a SWOT analysis.
  1. Instruction and Intervention
  2. Assessment
  3. Data Based Decision Making
  4. Infrastructure
- Independent think time: 5 minutes
  - Write down 1-2 **Strengths**, **Weaknesses**, **Opportunities**, and **Threats**
- Discussion & Consensus Building: 10 minutes
  - As a group, try to identify the top two for each quadrant. Is there consensus in your group?

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## Instruction and Intervention (I/I) Results In Demonstration Sites

High Level Observation	Specific Data Point
Across content areas (e.g., reading, math, SEB) and Tiers (i.e., Tier 1, 2, and 3) more schools are <b>fully implementing</b> in reading and SEB than math.	All demonstration sites indicated that Tier 2 math is <b>not</b> fully implemented.
<b>Integration</b> for the I/I items is rare among demonstration sites.	1 demonstration site was rated Integrating for the I/I items (i.e., Tier 1, 2, and 3).

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## 1. Instruction & Intervention (Whole Group)

<b>Strengths</b> Where do we excel?	<b>Weaknesses</b> What's not working?	<b>Step 1: Independent Thinking: 5 Minutes</b> – Write down 1-2 Strengths, Weaknesses, Opportunities, and Threats  <b>Step 2: Discussion &amp; Consensus Building: 10 minutes</b> – As a group, try to identify the top two for each quadrant. Is there consensus in your group?
<b>Opportunities</b> What should we build on?	<b>Threats</b> What could take us off course?	

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## Assessment Results In Demonstration Sites

High Level Observation	Specific Data Point
Across all content areas, more schools are <b>fully implementing</b> Universal Screening than Diagnostic Assessment or Progress monitoring.	All demonstration sites indicated that Universal Screening in reading is fully implemented.
<b>Integration</b> is most common in the Assessment domain compared to the other domains (i.e., I/I; DBDM; Infrastructure) but is still rare across demonstration sites.	4 demonstration sites were rated Integrating in Universal Screening.

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## 2. Assessment (Breakout Room 1)

**Strengths**  
Where do we excel?

**Weaknesses**  
What's not working?

**Opportunities**  
What should we build on?

**Threats**  
What could take us off course?

**Step 1: Independent Thinking:**  
5 Minutes

– Write down 1-2 Strengths, Weaknesses, Opportunities, and Threats

**Step 2: Discussion & Consensus Building:** 10 minutes

– As a group, try to identify the top two for each quadrant. Is there consensus in your group?

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## Data-based Decision Making (DBDM) Results In Demonstration Sites

**High Level Observation**

**Specific Data Point**

Across types of DBDM (i.e., Universal DBDM, Targeted DBDM, Intensive DBDM, and Continuous Improvement), **full implementation** is low.

Most demonstration sites do not apply consistent decision rules to DBDM.

**Integration** is rare and is least common in DBDM compared to the other IMFR domains (i.e., I/I, Assessment, and Infrastructure).

1 demonstration site was rated as Integrated for Targeted, Intensive, and Continuous Improvement DBDM (but not Universal).

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## 3. DBDM (Breakout Room 2)

**Strengths**  
Where do we excel?

**Weaknesses**  
What's not working?

**Opportunities**  
What should we build on?

**Threats**  
What could take us off course?

**Step 1: Independent Thinking:**  
5 Minutes

– Write down 1-2 Strengths, Weaknesses, Opportunities, and Threats

**Step 2: Discussion & Consensus Building:** 10 minutes

– As a group, try to identify the top two for each quadrant. Is there consensus in your group?

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### Infrastructure Results in Demonstration Sites

High Level Observation	Specific Data Point
Professional learning at the school level can support <b>full implementation and integration</b> in reading, math, and SEB.	5 of 9 demonstration sites indicated that professional learning supports integration.
School leadership (SL) is rated higher than district leadership (DL).	8 of 10 demonstration sites indicated that SL supports integration, whereas 4 of 10 sites indicated that DL supports integration.

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### 4. Infrastructure (Breakout Room 3)

<p><b>Strengths</b> Where do we excel?</p>	<p><b>Weaknesses</b> What's not working?</p>	<p><b>Step 1: Independent Thinking:</b> <b>5 Minutes</b> – Write down 1-2 Strengths, Weaknesses, Opportunities, and Threats</p> <p><b>Step 2: Discussion &amp; Consensus Building: 10 minutes</b> – As a group, try to identify the top two for each quadrant. Is there consensus in your group?</p>
<p><b>Opportunities</b> What should we build on?</p>	<p><b>Threats</b> What could take us off course?</p>	

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### Reporting Out

  
Advancing Evidence.  
Improving Lives.

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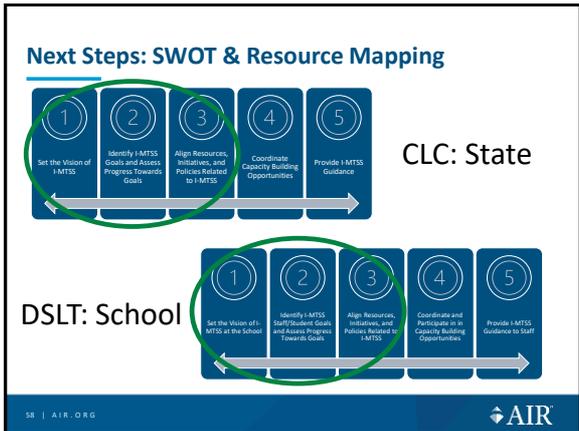
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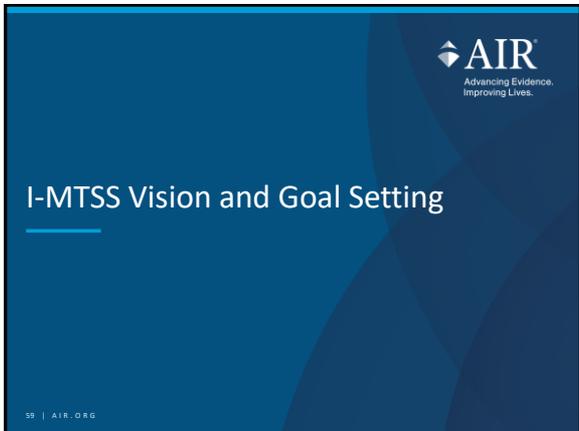
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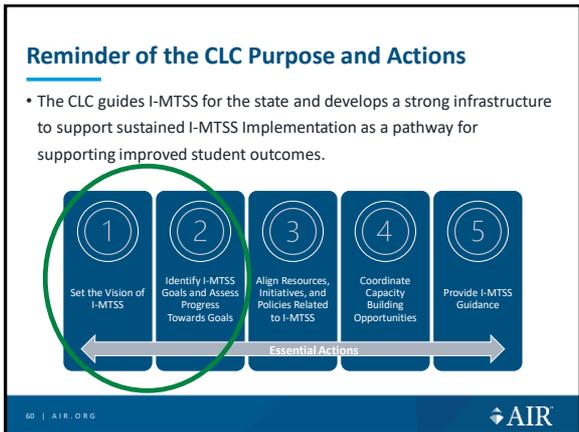
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## PA's I-MTSS Vision Can Be A Shared North Star

- The why behind the work, and includes:
  - The CLC's desired future state for students
  - A short, clear I-MTSS vision
- Designed to be shared widely and refined with feedback
  - Audiences:
    - » Schools
    - » Districts
    - » State
    - » Parents

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## North Star Brainstorm

### Reflect

- If I-MTSS implementation went or continues to go well, what would you see?
- What changes or results matter most?

### Brainstorm

- Jot down key words or short phrases that capture your ideal future state.

### Discuss

- Be prepared to share ideas.

### Categorize

- Organize into main ideas into categories.

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## Vision and Goal Setting

### Vision

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

### Goals

- Define what success looks like
- Are specific and measurable (SMART)

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

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### Drafting a Vision Statement

- Short
- Clear
- Student-centered
- Inclusive of staff and systems

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### Next Steps: I-MTSS Vision Setting

1. Look at your North Star brainstorm categories (aim for 3–5).
2. For each, name:
  - What students should experience statewide
  - What the Commonwealth must enable or align (systems, guidance, capacity)
3. Combine the strongest outcomes into one short, clear purpose statement (1 sentence).

- Quick quality check:
  - Student-centered first
  - Includes systems supports (e.g., aligned leadership, integrated data and assessment systems, coordinated professional learning)
  - Clear enough to share widely and refine with feedback

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### Examples

- **Example 1**  
Across Pennsylvania, every student benefits from integrated academic and social-emotional/behavioral supports because statewide systems equip and align staff to implement I-MTSS with fidelity and coherence.
- **Example 2**  
The Commonwealth ensures all students thrive by aligning policies, resources, and capacity-building systems that enable educators to deliver high-quality, integrated MTSS across schools and districts.
- **Example 3**  
Students across Pennsylvania experience equitable, integrated supports when commonwealth-level systems, guidance, and capacity building empower staff to meet diverse academic and behavioral needs.

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## From Vision to Action

- Vision guides infrastructure development
- Goals guide decisions
- Messaging supports coherence



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## Wrap Up and Next Steps



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## The Key Takeaways From Today



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## Key Takeaways From Today

- ✓ I-MTSS intentionally combines academic and SEB supports to help avoid siloed and “bundled” MTSS missteps that prevent students from reaching comprehensive improvements.
- ✓ The IMFR is a shared learning and planning tool for assessing I-MTSS implementation.
- ✓ The CLC builds the infrastructure for I-MTSS to ensure that implementation is phased, focused, feasible, and successful. This includes:
  - A clear vision for I-MTSS that anchors the work in the commonwealth.
  - An understanding of schools’ I-MTSS results, which will shape future goals.
  - Consideration of strengths, weaknesses, opportunities, and threats to support future resource mapping, with input from DSLTs.



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## Summary of the CLC’s Action Steps

- Develop and finalize CLC norms.
- Continue drafting a vision of I-MTSS for the commonwealth, but don’t get lost in the process or in wordsmithing.
  - If desired, we can include the draft vision in the upcoming DSLT and Consultant Learning Sessions.
    - » Provide the draft by April 15.
- Otherwise, share the finalized norms and a draft vision for I-MTSS with the AIR team by the end of April.

**Preview of What’s To Come:**

- Setting goals for I-MTSS across the demonstration sites.
- Revisiting SWOT analysis



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## 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



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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 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!

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## Your Feedback



- What worked well today?
- What could go better next time?
- What burning questions should we address now or before our next meeting?



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

This survey is anonymous and we review every response!

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## Closing Message (From AI!)

- Our role as a state leadership team is not to have all the answers.
  - Our role is to **set the conditions**—for clarity, for collaboration, and for continuous improvement.
  - To model the behaviors we expect: using data with purpose, centering students in every decision, and staying focused on impact rather than activity.
- This work will not always be easy. Systems change rarely is. But it is *necessary*.
- As we move forward, let's remember:
  - Implementation is a **journey**, not an event.
  - **Fidelity** and **flexibility** must coexist and,
  - **Sustainable change** happens when people feel **supported** rather than pressured.

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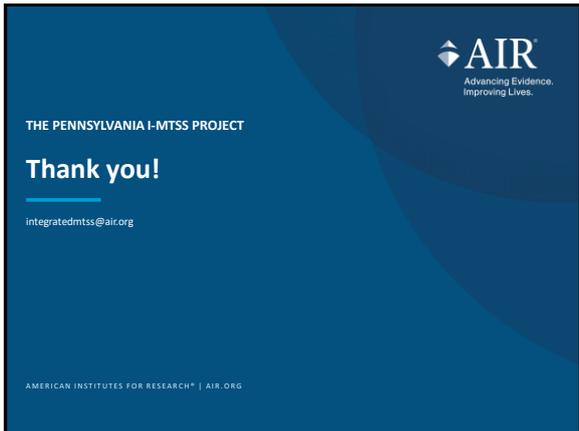
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