

Vision Pathways

Pennsylvania's Integrated Multi-Tiered System of Supports (PA I-MTSS; 2026)

Purpose

Use this activity to clarify and strengthen your school's I-MTSS vision and translate it into clear, actionable direction for implementation. Teams will identify what students and staff should experience, connect to existing priorities, and begin shaping a vision that can guide goal setting and decision making.

Directions

1. Independently reflect on the prompts in the phase that best matches your current work: Create, Connect, or Refine. Focus on what students and staff should experience and what needs to be clearer or more effective. Record your ideas in your own notes.
2. As a DSLT, each member shares their reflections. As members share, identify the common themes.
3. Then, come to consensus on your school's vision and next steps for strengthening it.

Phase	Prompts	Tips and Examples
Create <i>Best for teams starting from scratch</i>	<ul style="list-style-type: none"> • If I-MTSS is working well at our school, what would students experience? What would staff experience? • What would be more coherent or efficient? • How would academic and social-emotional behavioral (SEB) supports work together? • What words or phrases from PA’s I-MTSS vision should be reflected in the school-level vision? • What local priorities, student needs, or staff needs should our vision include? 	<ul style="list-style-type: none"> • Start by naming the student experience you want to create, not the program or process you want to add. • Look for patterns across academic, social-emotional-behavioral, attendance, engagement, and other data. • Focus on clarity before solutions: What needs to be better for students, staff, and families? <p>Example: Students receive the right level of academic and SEB supports early enough to prevent needs from becoming more intensive.</p>
Connect <i>Best for teams with related vision language</i>	<ul style="list-style-type: none"> • What existing vision, mission, school improvement language, or strategic priority already connects to I-MTSS? • Where does our current language reflect PA’s vision? • What is missing related to integration of academic and SEB outcomes? • What is missing related to team decisions, family partnership, prevention, intervention, or data-informed decision making (DBDM)? • How can we revise our current language so I-MTSS is not seen as “one more thing”? • What needs to be clearer for staff? 	<ul style="list-style-type: none"> • Use existing language as a starting point so I-MTSS feels connected to current priorities, not like “one more thing.” • Identify where current vision or improvement language already reflects PA’s I-MTSS vision. • Look for what may be missing, especially related to integration, team-based decision making, family partnership, prevention, and data-informed decisions. <p>Example: Our current school improvement plan emphasizes student belonging and achievement. I-MTSS helps us connect those priorities through stronger data meetings, coordinated supports, and earlier intervention.</p>
Refine <i>Best for teams with an aligned draft</i>	<ul style="list-style-type: none"> • What existing vision, mission, school improvement language, or priority already connects to I-MTSS? • Where does our current language reflect PA’s vision? • What is missing related to integration of academic and SEB supports? • What is missing related to team decisions, family partnership, prevention, intervention, or DBDM? • How can we revise our current language so I-MTSS is not seen as “one more thing”? • What needs to be clearer for staff? 	<ul style="list-style-type: none"> • Keep the strongest existing language, but make it clearer, more specific, and more actionable. • Make sure the vision names what adults will do differently and what students should experience as a result. • Avoid broad statements that could apply to any initiative; include language that reflects integrated supports, team decisions, and timely response to student need. <p>Example: We will strengthen team-based data meetings so students with academic and SEB needs are identified early and connected to support within expected timelines.</p>

