2026–27 District Implementation Team Plan

MTSS District Implementation Team

Background

MTSS is the foundation of our District Strategic Plan and an important part of the district's long-term work to strengthen equitable access to instruction, intervention, and student support systems. The 2026-27 school year continues the district's phased approach to MTSS implementation, building on lessons from the 2025–26 pilot year while expanding implementation to additional schools.

The District Implementation Team (DIT) provides the coordination, consultation, data systems, and barrier-removal support needed for schools to establish and sustain MTSS practices. The DIT also studies implementation across schools so that district decisions about resources, professional learning, assessments, and expectations for future expansion are informed by evidence rather than isolated experience.

This guide establishes a shared framework for the DIT's work while allowing the team to respond to differences among elementary, middle, and high school implementation. The goals, tasks, evidence sources, and end-of-year outcomes below are intended to keep the DIT focused on the infrastructure most critical to successful implementation and scaling.

2026-27 Core Implementation Priorities

The following three priorities focus the DIT's work on the district conditions needed for schools to implement MTSS effectively:

- **Coordinate Implementation Support:** Provide schools with resources, communication, and assistance to carry out MTSS expectations and address implementation barriers.
- **Strengthen Data-Based Problem-Solving:** Ensure schools collect expected screening, progress-monitoring, fidelity, and student-outcome data, and identify and refine effective processes for using those data to determine needs, take action, and evaluate results.
- **Monitor, Improve and Scale Implementation:** Review implementation evidence across schools, identify effective practices and common barriers, revise district supports, and establish readiness criteria for districtwide expansion and future RTI-based SLD implementation.

These priorities are reflected throughout the DIT implementation goals and task list. The DIT's role is not to direct every building-level decision; it is to establish the conditions, supports, feedback loops, and decision processes that allow schools to implement the district's MTSS framework reliably and adapt it appropriately to their context.

MTSS Problem-Solving Cycle

The DIT will model and reinforce the same four-step problem-solving cycle expected of pilot schools:

- **Problem Identification:** Use implementation, fidelity, screening, outcome, or other relevant data to define a specific concern.
- **Problem Analysis:** Examine why the concern is occurring, including whether the relevant system, practice, or intervention is being implemented as intended.
- **Plan Development & Implementation:** Select and carry out a district or school support matched to the identified need, with clear responsibilities and a timeline.

- **Plan Evaluation:** Review follow-up evidence to determine whether the response is working and should be continued, adjusted, intensified, or discontinued.

The DIT should complete problem analysis, including a check on implementation, before selecting a new support or changing course. The same cycle applies when the DIT reviews a cross-school pattern, responds to a barrier raised by one school, or considers expansion to additional schools.

> **EXAMPLE**
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> *The DIT might find that several elementary schools completed fall mCLASS screening but did not consistently identify students for progress monitoring. Before selecting a response, the DIT would determine whether staff understood the process, schools had established data-review routines, and schedules provided time for progress monitoring. Based on its findings, the DIT might share examples of workable school routines, provide a planning protocol, and/or assist schools with implementation. After the winter screening window, the DIT would review school evidence to determine whether the use of progress monitoring had increased and whether district support should be continued, revised, or intensified.*

Understanding Implementation Data

The DIT will review three related but distinct types of data. Keeping them separate helps the team diagnose concerns accurately and select an appropriate response:

- **MTSS System Fidelity:** Are the school's overall MTSS structures in place, including teaming, screening, progress monitoring, and data-review routines? Measured primarily through the AIR fidelity assessment and school implementation evidence.
- **Practice & Intervention Fidelity:** Is a specific instructional, behavioral, or intervention practice being implemented as intended? Reflected in teacher and principal feedback, pacing information, coaching records, implementation checks, and learning walks.
- **Student Impact Data:** Are students benefiting? Reflected in screening, early-warning, progress-monitoring, attendance, discipline, course-performance, and other outcome data.

When fidelity is low, the DIT should first strengthen implementation through clarification, coaching, planning support, training, or removal of organizational barriers before concluding that a practice or support is ineffective.

2026-27 Districtwide Implementation Indicators

The following indicators will help the DIT and schools judge whether implementation is strong enough to maintain, intensify, expand, or adjust course. They are shared reference points for improvement, not a compliance checklist:

- **Screening Completion:** At least 95% of enrolled students complete each scheduled universal screening or early-warning review, with documented follow-up for students missed.
- **Team Data Use:** Each participating school completes and documents at least two full problem-solving cycles during the year, with Year 2 schools demonstrating recurring grade-level or team routines.
- **Use of Implementation Data:** Each school provides at least one example in which implementation or fidelity evidence was considered alongside student-impact data before a decision was made.
- **Progress Monitoring:** Each school establishes a routine for at least one identified student group and uses the resulting data to continue, adjust, intensify, or discontinue support; the DIT uses available data to establish a baseline rate of student response to targeted intervention across pilot schools.

- **Fidelity:** Required AIR assessments are completed, at least two priority areas are identified, and results show growth or sustained strength in those areas.
- **District Responsiveness:** Significant barriers raised by schools are documented, assigned, acted upon, and reviewed for resolution or continued action.
- **Readiness to Advance:** End-of-year evidence shows what is established, what remains inconsistent, and whether schools are ready for the next phase of implementation; district readiness criteria are established for districtwide MTSS expansion and RTI-based SLD implementation.

2026-27 DIT Implementation Action Steps

1. Fidelity Assessment

The DIT will support consistent use of the AIR MTSS fidelity assessment and review results across schools to identify implementation strengths, shared challenges, and priorities for district support. Fidelity results will be considered alongside practice-implementation and student-impact data rather than treated as a stand-alone score.

The DIT will:

- Confirm that schools complete the AIR assessment on the schedule established for their year of implementation and identify at least two priority areas.
- Review fall-to-spring or year-to-year results to identify areas of growth, sustained strength, and common need across schools.
- Gather feedback about the usability of the AIR rubric and provide clarification, examples, or facilitation support where needed.
- Use EOY fidelity findings to target training, resource decisions, and future implementation guidance.

EVIDENCE THE DIT WILL REVIEW

- AIR completion and priority summaries
- Cross-school fidelity trends
- School feedback and support actions linked to findings

2. Universal Screening and Early-Warning Review

The DIT will support reliable universal screening at elementary schools and universal early-warning review at secondary schools. The focus will be on completion, data quality, timely follow-up, and use of results within a problem-solving process, not simply administration of a measure.

The DIT will:

- Monitor completion during each screening or review window and coordinate follow-up when participation or data quality falls below expectations.
- Identify common scheduling, rostering, training, and data-access barriers and assign district follow-up actions.
- Gather evidence of how schools use results to identify schoolwide, group, and individual needs and to inform Tier 1, grouping, and intervention decisions.
- *Refine district guidance, timelines, and supports based on implementation evidence from elementary and secondary schools.*

EVIDENCE THE DIT WILL REVIEW

- Screening and early-warning completion rates
- Missed-student follow-up records
- Examples of screening data used in documented problem-solving cycles

3. MTSS Teaming and Problem-Solving

The DIT will support schools in developing team processes that move from identifying a concern to analyzing likely causes, implementing a response, and evaluating its impact. The DIT will focus on establishing shared expectations and learning from the approaches schools find manageable and effective.

The DIT will:

- Review selected examples of school problem-solving cycles to identify effective practices, common challenges, and areas where additional district support may be needed.
- Gather and share examples of team structures, roles, and routines that schools are able to implement within existing staffing and scheduling constraints.
- Develop common expectations, protocols, and examples for MTSS Leadership Teams and school-level problem-solving based on what is learned through implementation.

4. Progress Monitoring

The DIT will support the development of manageable short-cycle routines for monitoring students receiving additional support. These routines should help schools determine whether students are responding and whether supports should be continued, adjusted, intensified, or discontinued.

The DIT will:

- Review selected examples of school progress-monitoring routines to identify effective practices, common challenges, and areas where additional district support may be needed.
- Identify common barriers related to staffing, scheduling, measure selection, data access, and consistency and determine which can be addressed at the district level.
- Gather and share examples of feasible elementary, middle, and high school progress-monitoring routines.
- Develop guidance for selecting measures, establishing monitoring schedules, documenting supports, and making follow-up decisions based on what is learned through implementation.

- Establish a workable district method for summarizing student response to targeted intervention across school levels and use 2026-27 data to establish a baseline.

EVIDENCE THE DIT WILL REVIEW

- Progress-monitoring schedules and sample records
- Evidence of a continue/adjust/intensify/discontinue decision
- Documented barriers and district response
- Cross-school student-response baseline and calculation method

5. Tier 1 Instructional and Behavioral Practice

The DIT will support schools in strengthening the consistency of identified Tier 1 instructional, behavioral, and engagement practices. Implementation evidence should be considered alongside student outcomes so that teams strengthen implementation before concluding that a practice is ineffective.

The DIT will:

- Review selected examples of Tier 1 improvement work to identify effective practices, common challenges, and areas where additional district support may be needed.
- Gather and share manageable approaches for identifying clear practices or look-fors and collecting evidence of their implementation.
- Identify common barriers affecting implementation consistency across schools.
- Use what is learned to inform professional learning and recommend adjustments to materials, pacing, staffing, or district systems.

6. Barrier Removal

The DIT will provide coordinated implementation support and serve as the escalation point for barriers that schools cannot resolve independently. Support will be matched to identified needs and tracked through follow-up rather than provided as disconnected activities.

The DIT will:

- Coordinate key MTSS training, communication, collaboration, and assessment timelines.
- Review barriers brought forward by schools and connect them with the appropriate district staff or department.
- Follow up on significant support requests and communicate actions or next steps to the school.

7. Cross-School Learning and Communication

The DIT will create structured opportunities for schools to share implementation experiences, study evidence, solve common problems, and communicate lessons that can inform districtwide implementation.

The DIT will:

- Coordinate quarterly collaboration meetings for participating schools focused on implementation updates, shared problem-solving, and planning next steps.
- Include representative principals in monthly DIT meetings to review implementation evidence, surface barriers, and inform district decisions.
- Support optional learning walks, peer observation, and protocol sharing when aligned with school goals and appropriate implementation evidence.
- Communicate DIT decisions, follow-up actions, and relevant cross-school learning back to participating schools in a timely manner.

8. Reflection, Reporting, and Scaling

The DIT will synthesize implementation evidence to determine what has been established, what remains inconsistent, what district supports require refinement, and whether schools and district systems are ready for the next phase of implementation.

The DIT will:

- Review school end-of-year reflections, implementation indicators, fidelity results, problem-solving examples, progress-monitoring evidence, and unresolved barriers.
- Prepare a cross-school implementation summary identifying common strengths, implementation gaps, promising practices, resource implications, and recommended priorities for 2027–28.
- Apply explicit readiness criteria when recommending that a school maintain, intensify, or advance its implementation work.
- Establish district readiness criteria for districtwide MTSS expansion and RTI-based SLD implementation, including the district guidance, procedures, documentation, and staff learning needed for the next phase.
- Continue development of a district MTSS data dashboard that integrates feasible implementation and student-impact indicators for timely review by schools and the DIT.
- Share key findings and recommended next steps with district and school leaders and use decisions to update implementation guidance and supports.

2026-27 DIT Implementation Task List

The task list below operationalizes the DIT goals and identifies the evidence the team should have available by the end of the 2026-27 school year.

1. Fidelity Assessment

- ☐ Confirm the AIR assessment schedule for participating schools.
- ☐ Review school fidelity priorities and cross-school patterns.
- ☐ Use end-of-year findings to identify needed district supports and future guidance.

2. Screening and Early-Warning Review

- ☐ Monitor screening and early-warning completion during established review windows.
- ☐ Identify common implementation barriers and connect schools with appropriate district assistance.
- ☐ Gather selected examples of how schools use screening results to inform problem-solving.
- ☐ Refine district guidance and timelines based on what is learned.

3. Teaming and Problem-Solving

- ☐ Review selected examples of school problem-solving cycles to identify effective practices and common challenges.
- ☐ Gather and share examples of manageable team structures, roles, and routines.
- ☐ Develop common expectations, protocols, and examples based on what is learned through implementation.

4. Progress Monitoring

- ☐ Review selected examples of school progress-monitoring routines and resulting decisions.
- ☐ Identify common barriers and determine which can be addressed at the district level.
- ☐ Gather and share feasible progress-monitoring approaches across school levels.
- ☐ Develop district guidance based on what is learned through implementation.
- ☐ Establish a district method for summarizing student response to targeted intervention across school levels and use 2026-27 data to establish a baseline.

5. Tier 1 Practice

- ☐ Review selected examples of Tier 1 improvement work to identify effective practices and common challenges.
- ☐ Gather and share manageable approaches for identifying practices or look-fors and collecting implementation evidence.
- ☐ Identify common implementation barriers and areas where district support may be needed.
- ☐ Use what is learned to inform professional learning and recommend resource or system adjustments

6. Barrier Removal

- ☐ Coordinate key MTSS training, communication, collaboration, and assessment timelines.
- ☐ Review barriers brought forward by schools and connect them with the appropriate district staff or department.
- ☐ Follow up on significant support requests and communicate actions or next steps to the school.

7. Cross-School Learning

- ☐ Coordinate quarterly collaboration meetings for participating schools.
- ☐ Include representative principals in DIT discussions of implementation progress, barriers, and support needs.
- ☐ Share effective practices, district decisions, and relevant follow-up actions with participating schools.

8. Reflection, Reporting, and Scaling

- ☐ Review end-of-year implementation evidence from participating schools.
- ☐ Prepare a cross-school summary of strengths, common challenges, unresolved barriers, and resource implications.
- ☐ Identify recommended priorities for 2027–28, including needed revisions to district guidance, supports, and data systems.
- ☐ Use available evidence to determine where implementation should be maintained, strengthened, or expanded.
- ☐ Establish district readiness criteria for districtwide MTSS expansion and RTI-based SLD implementation.

End-of-Year Outcomes and Evidence

Screening Completion: At least 95% of enrolled students completed each scheduled screening or early-warning review, and schools documented follow-up for students missed.

Evidence: Completion reports and missed-student follow-up records

Documented Problem-Solving: Each school completed at least two full cycles showing problem identification, analysis, planned response, implementation, and follow-up review.

Evidence: School problem-solving documentation reviewed by the DIT

Implementation Data Use: Each school demonstrated at least one decision in which fidelity or implementation evidence was examined alongside student-impact data.

Evidence: School examples and DIT feedback

Progress Monitoring: Each school established a monitoring routine for at least one student group and used results to make a support decision.

Evidence: Monitoring records and documented decision

Student Response Baseline: A baseline rate of student response to targeted intervention was established across pilot schools using a defined district method.

Evidence: Cross-school progress-monitoring summary and baseline calculation

Fidelity Growth: Each school completed required AIR assessments, addressed at least two priorities, and demonstrated growth or maintained established strength.

Evidence: AIR results and priority progress summaries

District Responsiveness: The DIT documented significant barriers, actions, ownership, timelines, and resolution status.

Evidence: Barrier-and-action log

Readiness for 2027–28 Districtwide Expansion: Each school and the DIT identified what is established, what remains inconsistent, and the next implementation priorities.

Evidence: School reflections, cross-school summary, and DIT recommendation

RTI/SLD Readiness Criteria: District readiness criteria for RTI-based SLD implementation were established for use in 2027–28.

Evidence: District readiness criteria and related implementation guidance