

Item #	FAM-S Item	Rating
1	The principal is actively involved in and facilitates MTSS implementation	3, Optimizing
2	A leadership team is established that includes 5-7 members, has cross-disciplinary representation, and is responsible for facilitating MTSS implementation.	3, Optimizing
3	A linked teaming structure exists that facilitates the implementation of a multi-tiered system of support for attendance, behavior, social-emotional, and academic support.	2, Operationalizing
4	The leadership team ensures staff are actively engaged in ongoing professional development and coaching necessary to support MTSS implementation.	2, Operationalizing
5	A plan for MTSS implementation is developed and aligned with or part of the school improvement plan.	2, Operationalizing
6	The leadership team is actively facilitating implementation of MTSS as part of their school improvement planning process.	2, Operationalizing
7	The essential elements of MTSS implementation are defined and understood by school staff.	3, Optimizing
8	The leadership team ensures professional development and coaching for all staff members on assessments and data sources used to inform decisions relative to job roles and responsibilities.	3, Optimizing
9	The leadership team ensures professional development and coaching for staff members on data-based problem-solving relative to their job roles/responsibilities.	1, Emerging/Developing
10	The leadership team ensures professional development and coaching for all staff on multi-tiered instruction and intervention relative to their job roles/responsibilities.	1, Emerging/Developing
11	Coaching is used to support MTSS implementation.	2, Operationalizing
12	Schedules provide adequate time for professional development and coaching support.	2, Operationalizing
13	Schedules provide adequate time to administer academic, behavior, and social-emotional assessments needed to make data-based decisions.	3, Optimizing
14	The master schedule provides adequate time for multiple tiers of evidence-based instruction and intervention to occur.	2, Operationalizing
15	The master schedule provides adequate time for staff to engage in collaborative, data-based problem-solving and decision-making.	3, Optimizing
16	Processes/procedures and decision-rules are established for data-based problem-solving at each tier.	1, Emerging/Developing
17	Resources available to support MTSS implementation are identified and allocated.	3, Optimizing
18	Staff is engaged in consensus building activities for MTSS implementation.	2, Operationalizing
19	Staff is provided data on MTSS implementation and student outcomes at all tiers.	3, Optimizing
20	The infrastructure exists to support the school's goals for family and community engagement in MTSS.	3, Optimizing
21	Educators actively engage students, families, and community stakeholders at all tiers of MTSS.	3, Optimizing
22	ACROSS ALL TIERS, Integrated data-based problem-solving for student attendance, behavior, social-emotional, and academic outcomes occurs across areas and grade levels.	1, Emerging/Developing

23	ACROSS ALL TIERS, multiple sources of data are used to identify the difference or "gap" between expected and current student outcomes relative to attendance, behavior, social-emotional, and academic goals.	3, Optimizing
24	ACROSS ALL TIERS, attendance, behavior, social-emotional, and academic data are used to analyze and hypothesize reasons students are not meeting expectations.	0, Not Implementing
25	ACROSS ALL TIERS, specific instructional/ intervention plans are developed and implemented based on verified reasons why students are not meeting attendance, behavior, social-emotional, and academic expectations.	2, Operationalizing
26	ACROSS ALL TIERS, student progress specific to attendance, behavior, social/emotional, and academic goals are monitored (this includes progress towards IEP goals, DEP goals, LEP goals)	3, Optimizing
27	ACROSS ALL TIERS: Data-based problem solving includes regular analysis of performance of diverse groups across all areas.	3, Optimizing
28	Resources for and barriers to the implementation of MTSS are addressed through a data-based problem-solving process.	3, Optimizing
29	Core academic practices exist that are defined across grade levels/spans and content areas by essential components of instruction, curriculum and environment (ICE). These are refined based on both student outcome and implementation data for continuous improvement.	3, Optimizing
30	Core behavior practices exist that are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum and environment (ICE). These are refined based on both student outcome and implementation data for continuous improvement.	2, Operationalizing
31	Core social-emotional practices exist that are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum and environment (ICE). These are refined based on both student outcome and implementation data for continuous improvement.	3, Optimizing
32	Supplemental academic practices exist that are defined across grade levels/spans and content areas by essential components of instruction, curriculum and environment (ICE). These practices are specified in standard treatment intervention protocols. These practices are refined based on both student outcome and implementation data for continuous improvement.	3, Optimizing
33	Supplemental behavior and social-emotional practices exist that are defined schoolwide or across grade levels/spans by essential components of instruction, curriculum and environment (ICE). These practices are specified in standard treatment intervention protocols. These practices are refined based on both student outcome and implementation data for continuous improvement.	2, Operationalizing
34	Intensive academic practices exist that are defined across grade levels/spans and content areas by essential components of instruction, curriculum, environment and learner (ICEL). These practices are specified in intervention protocols. These practices are refined based on both student outcome and implementation data for continuous improvement.	2, Operationalizing
35	Intensive behavior/social-emotional practices exist that are defined across grade levels/spans and content areas by essential components of instruction, curriculum, environment and learner (ICEL). These practices are specified in intervention protocols. These practices are refined based on both student outcome and implementation data for continuous improvement.	2, Operationalizing

36	A comprehensive assessment system is established, and staff understand and have access to academic, behavior and social-emotional data sources that address the following purposes of assessment: 1) identify students at-risk academically, socially, and/or emotionally 2) determine why students are at-risk 3) monitor student academic and social-emotional growth/progress 4) Inform academic and social-emotional instructional planning 5) determine student attainment of academic/behavioral outcomes.	1, Emerging/Developing
37	Policies and procedures for decision-making are established for the administration of assessments, access to existing data sources, and use of data.	2, Operationalizing
38	Effective data tools are used appropriately and independently by staff.	2, Operationalizing
39	Data sources are used to evaluate the implementation and impact of MTSS at least annually. Outcomes are shared with stakeholders. Evaluation should occur across: - All areas - All tiers - All diverse groups (e.g., racial/ethnic, cultural, social-economic, language proficiency, disability status)	2, Operationalizing
40	Available resources are allocated effectively.	1, Emerging/Developing
41	Data sources are monitored for consistency, accuracy, and timeliness in collection and entry procedures.	2, Operationalizing