

District Capacity Planning Guide

The capacity of a school, district or state to implement and sustain multi-tiered supports depends first on selecting practices that are practical and effective. Sustained use of these practices, however, depends on building the local capacity to sustain and improve MTSS implementation with existing resources. Consider the following “features” of district capacity to identify area that be enhanced to build capacity.

District Organizational Action						
Feature	Criterion	Need for Action				
		1 = Low				5 = High
1. Policy to promote Multi-tiered positive school climate	Faculty and Staff in a district can define: -Role of school-wide social culture for the district. -The process by which MTSS efforts are being implemented. -Specific district-level expectations for specific innovations.	1	2	3	4	5
2. Leadership team to guide school improvement	-A leadership team exists with the organizational impact, budget authority, and content knowledge needed to lead on-going improvement	1	2	3	4	5
3. Formal process for selecting and aligning district initiatives.	- Formal process for selecting practices that are evidence-based. - Formal process for aligning multiple district initiatives	1	2	3	4	5
4. Recruitment and Hiring emphasizes experience and effectiveness at implementing multi-tiered supports	-Preference established for recruiting and hiring individuals with knowledge and skill in implementing multi-tiered systems of support	1	2	3	4	5
5. Annual Faculty/Staff Orientation includes commitment to school-wide systems, and use of multi-tiered supports	-Annual staff orientation includes content related to use of multi-tiered supports	1	2	3	4	5

6. Professional Development (Training) Efforts Coordinated and include development of skills to achieve multi-tiered supports.	-Professional development plans include content to establish and sustain multi-tiered supports	1	2	3	4	5
7. Coaching support available to facilitate and contextualize new skills related to multi-tiered supports	Professional development is linked to on-going coaching support so skills are implemented in schools.	1	2	3	4	5
8. Annual evaluation of personnel includes extent to which each staff member implements multi-tiered supports.	Annual faculty and staff evaluation include assessment of if multi-tiered supports are being provided as planned.	1	2	3	4	5
9. Evaluation systems are available to assess both fidelity of implementation and impact on student outcomes	Data systems are available to regularly (at least quarterly) assess the fidelity and impact of implementing multi-tiered systems of support.	1	2	3	4	5
10. Development of support personnel for secondary and tertiary interventions	Hiring and training is designed to build the professional competence needed to implement Tier II and Tier III supports.	1	2	3	4	5

NEXT STEPS

<i>TOPIC</i>	<i>Action</i>	<i>Who</i>	<i>By When</i>