Secondary School-Level MTSS Implementation Plan

This document provides a template for a Secondary School Leadership Team (SLT) to use in order to develop an implementation plan to ensure successful and sustained use of the reading and behavior components of an MTSS framework.

Measurable Goals

Tier 1 Behavior Goal: By Spring of Year 2, implement Tier 1 of School-wide Positive Behavioral Interventions and Supports (SWPBIS) with fidelity as measured by a Tier I scale score of 70% or higher on the SWPBIS Tiered Fidelity Inventory (TFI) resulting in a decrease of discipline referrals.

Table 1. Tier 1 Behavior Fidelity and Outcome Target Measures

Interim Target Measures	Date & Status
By Fall of Year 2, complete 100% of the installation tasks on the PBIS Installation Checklist in the MiMTSS Data System.	
Add additional interim target measures as appropriate based on your school-level data reviews starting in Winter of Year 2 and include in parentheses the gap statement(s) linked to these goals.	
End Target Measures	
By Spring of Year 2, implement Tier 1 of School-wide Positive Behavioral Interventions and Supports (SWPBIS) with fidelity as measured by a score of 70% or higher on the Tier I scale of the SWPBIS Tiered Fidelity Inventory (TFI).	
By Spring of Year 2, decrease the average referrals per day per month to at or below the national median as measured by the School-wide Information System and displayed in the MiMTSS Data System.	

Tier 1 Reading Goal: By Spring of Year 3, implement Tier 1 reading components of an MTSS framework with fidelity as measured by a Tier 1 score of 80% or higher on the Reading Tiered Fidelity Inventory (R-TFI), resulting in an increase of students at low risk for dropout as measured by Early Warning Indicators.

Table 2. Tier 1 Reading Fidelity and Outcome Target Measures

Interim Target Measures	Date & Status
By Fall of Year 3, complete 100% of the installation tasks on the School-wide Content Area Reading Model Installation Checklists.	
Add additional interim target measures specific to the installation and use of the specific-content area reading strategies.	
Add additional interim target measures as appropriate based on your school-level data reviews starting in Spring of Year 2 and include in parentheses the gap statement(s) linked to these objectives.	
End Target Measures	
By Spring of Year 3, implement Tier 1 reading components of an MTSS framework with fidelity as measured by a Tier I scale score of 80% or higher on the Reading Tiered Fidelity Inventory (R-TFI).	
By Spring of Year 3, increase the percent of students at low risk for drop out by X% as measured by Early Warning Indicators.	

Integrated Reading and Behavior Intervention System Goal: By Spring of Year 4, implement an integrated behavior and reading MTSS framework with fidelity as measured by a total score of at least 70% on the School-wide PBIS TFI and a total score of at least 80% on the R-TFI, resulting increased access to and effectiveness of interventions.

Table 3. Intervention System Target Measures

Interim Target Measures	Date & Status
By Fall of Year 3, complete 100% of the installation tasks on the Check-In, Check-Out Installation checklist in MiMTSS Data System.	
By Spring of Year 3, complete 100% of the installation tasks on the Secondary Intervention System Installation checklist in the MiMTSS Data System.	

Interim Target Measures	Date & Status
By Spring of Year 4, Complete 100% of the installation tasks on the Secondary Intensifying Intervention Installation checklist in MiMTSS Data System.	
Add additional interim target measures as appropriate based on your school-level data reviews as early as Winter of Year 3 and include in parentheses the gap statement(s) linked to these goals.	
End Target Measures	
By Spring of Year 4, implement an integrated behavior and reading MTSS framework with fidelity as measured by a total score of at least 70% on the School-wide PBIS TFI and a total score of at least 80% on the R-TFI.	
By Spring of Year 4, all schools will increase access to intervention by X% as measured by the number of students accessing intervention divided by the number of students identified as needing intervention.	
By Spring of Year 4, all schools will increase the effectiveness of interventions by X% as measured by the number of students meeting their intervention goals divided by the total number of students receiving interventions.	

Activities

Table 4. Record incomplete installation checklist items and activities identified during data review in the table below. For each activity, assign individuals to complete the task and a timeline for completion.

Activity	By Whom	By When	Date and Status