

Early MTSS DATA Summary & Goal Setting Tool

DATA SUMMARY:

Critical Elements	Current performance status on: STRONG SYSTEMIC SUPPORT	PRIORITY AREA/S:
Leadership Team Membership		
Leadership Team Functions		
Staff Commitment		
Supportive Systems		
SCORE	0 .2 .4 .6 .8 1.0 1.2 1.4 1.6 1.8 2.0 2.2 2.4 2.6 2.8 3.0	

Critical Elements	Current performance status on: EFFECTIVE PARTNERSHIP AND COLLABORATION	PRIORITY AREA/S:
Family Partnership		
Early Childhood Community Based Partners		
Transitions: including K-3 Transition		
SCORE	0 .2 .4 .6 .8 1.0 1.2 1.4 1.6 1.8 2.0 2.2 2.4 2.6 2.8 3.0	

Critical Elements	Current performance status on: WELL-DESIGNED PROFESSIONAL DEVELOPMENT	PRIORITY AREA/S:
Identification of Staff Need		
Provision of PD supports		
Assessment of Learning and Implementation		
SCORE	0 .2 .4 .6 .8 1.0 1.2 1.4 1.6 1.8 2.0 2.2 2.4 2.6 2.8 3.0	

Critical Elements	Current performance status on: PROVISION OF HIGH QUALITY AND RESPONSIVE LEARNING ENVIRONMENTS	PRIORITY AREA/S:
Social and Emotional Competence and Confidence		
SCORE	0 .2 .4 .6 .8 1.0 1.2 1.4 1.6 1.8 2.0 2.2 2.4 2.6 2.8 3.0	

Critical Elements	Current performance status on: COMPREHENSIVE AND FUNCTIONAL ASSESSMENT SYSTEM	PRIORITY AREA/S:
Effective Problem-solving process		
Data-based Decision Making Promotes ongoing Improvement		
SCORE	0 .2 .4 .6 .8 1.0 1.2 1.4 1.6 1.8 2.0 2.2 2.4 2.6 2.8 3.0	

Program/Child Level Data to consider:	Current Data/Status:	Desired Outcome/Status:

Early MTSS GOAL SETTING:

STEP 1: Identifying our Dilemma/s

Based on the Summary of our Program Inventory Information, the Priority Areas we have identified AND other Program or Child Level Data we have considered what do we believe is/are our biggest dilemma/s that we must solve? Describe each dilemma:

1. _____

2. _____

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Step 2: Considering Evidence for Strategies/Practices to address the current dilemma

You should consider the following key sources of information about the strategies or practices you are contemplating:

1. Definition-Strategy/practice definition or further explanations through examples or activities.

2. Research-Summary of available research related to the strategy/practice

3. Policies-Legislation and/or professional guidelines related to the strategy/practice.

4. Experience-based knowledge-Practitioners who might share an experience-based knowledge about strategy/practice (A program or another professional who has implemented the strategy/practice you are considering).

STEP 3: Developing an Answerable Question

Using a tool called "PICO" you can develop a focused question that is answerable. PICO identifies the most essential information needed for your question. PICO requires that you identify the following information to develop the answerable question:

P–Person/s

I–Interventions (Strategies/Practices) being considered

C–Comparison to other interventions (if there is research that compares two or more interventions)

O–Outcomes desired

Use PICO to identify the important information from the dilemma to create the answerable question.

- **Classroom Level Example:** *For children who have developmental delays (P) are embedded interventions (I) effective in promoting learning in the areas of communication and social development (O)?*
- **Program Level Example:** *For teachers (P) who are implementing Pyramid Model practices (I) is our current professional development model providing them the information they need to assure implementation fidelity to those practices (O)?*

What is our Answerable Question/s:

1. _____

2. _____

Step 4 Making a Decision

Integrating important information with perspectives, and contexts unique to a dilemma support making informed decision. Making an informed decision requires that we consider:

1. Perspectives and Contextual information:

Have we considered all perspectives? Are there other contextual things we need to consider?

2. Integrating critical information, evidence about the strategies/practices, perspectives, and contexts to make a decision, and

What about other strategies/practices that need to be considered?

3. Planning for implementation (next page)

What personnel competencies will be needed to support implementing the strategies/practices to achieve these outcomes?

Training needs:

Coaching supports:

Method/s for assessing staff performance:

What do we have in place?

What system supports are needed to support implementing the strategies/practices to achieve these outcomes?

Data systems needed:

Supportive structures to ensure improvement:

Method/s for assessing system performance:

What do we have in place?

What leadership capacities will be needed to support implementing the strategies/practices to achieve these outcomes?

What do we have in place?

Assigning Tasks and Implementing

What do we want/need to accomplish?	How will we know we have accomplished it?	What resources do we need?	Who is responsible? & What are they responsible for?	By when do we want this accomplished?	
				Start	Completed

Step 5 Monitoring and evaluating our progress:							
Check one:	Review #1 Date: _____	Current Status:	0	1	2	3	Describe necessary revisions:
<input type="checkbox"/> Personnel Competencies <input type="checkbox"/> Supportive Structures <input type="checkbox"/> Leadership Capacities	Describe progress made:						

<p>Check one:</p> <p><input type="checkbox"/> Personnel Competencies</p> <p><input type="checkbox"/> Supportive Structures</p> <p><input type="checkbox"/> Leadership Capacities</p>	<p>Review #2 Date: _____ Current Status:</p> <p><i>Describe progress made</i></p>	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3	<p>Describe necessary revisions:</p>
0	1	2	3				
<p>Necessary Action Steps:</p>							

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