Initiative Inventory and Alignment Process

Version 2.0
April 2021

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Initiative Inventory and Alignment Process

This document provides an example process to be used by District Implementation Team when developing an initiative inventory and alignment process for their district.

Approved by: (insert name, date)

Overview

There are many things districts are working to effectively implement that require ongoing commitment, focus for peoples' time and attention, and resource allocation. Because peoples' time and district resources are limited, introducing any new initiative or innovation can raise concern by staff who would be expected to implement or lead implementation.

These concerns, while they may be valid, can disrupt buy-in or the quality of implementation for existing areas of focus. For this reason, an alignment process will help districts determine whether new initiatives or innovations will add value to achieving its overarching improvement goals. It will also help district leaders determine if and how space can be made for new ways of work.

Definition of Terms

An **initiative** is a defined effort (e.g., grant participation, county-wide collective focus to improve outcomes for a specific content area or group of students) that requires a sustained commitment of resources (e.g., money, materials, staff, time). Initiatives can either be broadly focused such as an organized way to develop staff knowledge in an MTSS framework or can be more narrowly focused on the Science of Reading.

An **educational innovation** is a program, practice, assessment, or data system used in schools. Innovations become an **Effective Innovation (EI)** when core components are operationally defined and they have been empirically proven to produce desired results.

Guidelines for Use

The alignment process will be used under the following conditions:

- To determine continued use of current initiatives or innovations
- To support decisions around de-selection of current initiatives or innovations that conflict with district priorities, are redundant, or ineffective, in order to make time and space for other priorities
- To support selection of new initiatives or innovations based on a comprehensive review of critical factors, including staff time and district resources

Alignment Process

Initiating an Alignment Process

1. An individual or team identifies the need for alignment based on the guidelines for when the process would be used.
2. A request is made to the District Implementation Team to conduct the alignment process for the identified initiatives or innovations.
3. The DIT determines individuals to include in the alignment process. Consideration is given to DIT members, individuals with proper decision-making authority, and individuals with advanced knowledge of initiatives and content areas in which the initiatives or innovations are focused. Identified individuals are contacted and asked to provide their availability before dates to begin the alignment process are established.
4. Dates are scheduled to conduct the alignment process with identified individuals.

Conducting an Alignment Process

1. Determine the focus area (e.g. behavior, reading) to align.
2. Complete the corresponding table for the selected focus area in the District Initiative and Innovation Inventory. Fill in each row of the table for initiatives and innovations currently being implemented.
3. Once the table is complete, use the information in the table to respond to the alignment questions and determine alignment.
4. When listing the core components or big ideas, consider these guiding questions and example responses:
   - If a school-wide, non-classroom initiative or innovation: What is the School Leadership Team or another school-wide teaming structure expected to produce and do?
   - If a classroom specific initiative or innovation: What are the resources and strategies teachers will use to teach students how to perform the skills that are the area of focus?
   - What assessments and data systems (if applicable) are required to be used for participation?
   - If the innovation is an Effective Innovation, list the defined core components
   - Core Component Examples:
     - **PBIS Behavior Initiative Example**: Adults positively and proactively address student behavior, guidelines are followed for establishing a continuum of responses, data use and analysis expectations that are included as part of the behavior initiative.
     - **Reading Effective Innovation Example**: Primary skills that are the focus of the Effective Innovation; instructional routines/procedures teachers will use to teach students how to perform the skill; assessment data that are required to be collected and used for instructional decisions.
5. Instances where you do not know the answers to alignment questions, seek answers from a person with expert knowledge and experience in use of the initiatives and innovations.
6. Copy and paste the inventory table and alignment questions to use the alignment process for additional focus areas.

Summarizing the Alignment Results

Based on responses to the alignment questions, develop a brief summary of the results. Identify which initiatives or innovations were included in the alignment process, as well as an explanation of how initiatives complement, overlap, or discourage intended use of one another.

Provide a rationale and recommendations for continued use selection or de-selection of initiatives (see District Innovation Review Process).

- If the recommendation is to select or continue use, provide a statement regarding how implementation will be easier on staff and will NOT compete for people's time and attention. Prompt the completion of the District Innovation Review Process.
- If the recommendation is to de-select, consider if the district can make the decision without penalty. If so, prompt the completion of the District Innovation Review Process.

Include recommendations for who the summary should be shared with and in what format. Consider what information needs to be communicated to all staff to support buy-in and provide next steps regarding use of initiatives and innovations.

Decision-making Protocol

Submit completed alignment process and summary to (insert executive leader's name) who has decision-making authority regarding review, selection or de-selection of initiatives. This person may also help determine who to share the summary with and in what format the summary will be shared, based on recommendations provided.

(insert executive leader's name) will confirm receipt of the completed alignment process and summary via email. Included in the email will be next steps that will be taken and an approximate timeline to act on the information.

District Initiative and Innovation Inventory

This tool is used by District Implementation Teams to gather key information about use of current initiatives, priorities, and innovations. Information collected can be used by the district to explore the fit of additional initiatives, priorities and / or resource commitments with current work, to guide decision making to make room for new work, and to assist with alignment of initiatives and innovations.

Date of Inventory:

Focus Area: (list specific area of focus)

Table 1. Complete the fields below for current initiatives and innovations which are requiring staff time, attention and resources.

Name of Initiative/Innovation	Initiative/Innovation	Initiative/Innovation	Initiative/Innovation	Initiative/Innovation
Scale of Intended Use (e.g., elementary, secondary, Tier 1, Intervention)				
Group of individuals intended to implement the initiative (e.g., School Leadership Team, classroom teachers, special educators)				
Description (e.g., purpose, skills taught, instructional approach)				
Expected Outcome				
Data Used to Measure Outcomes				
Evidence of Outcomes				
Core components or "big ideas" related to the initiative / innovation/ Effective Innovation				
Fidelity Measure				

Name of Initiative/Innovation	Initiative/Innovation	Initiative/Innovation	Initiative/Innovation	Initiative/Innovation
Professional Learning and Coaching Commitment				
Relation to District Priorities (e.g., District Improvement, Strategic Plan)				
Financial Commitment and Source of Funding (e.g., federal, state, grant, other)				

Alignment Questions

Respond to the questions below to determine alignment of initiatives and/or innovations for the selected focus area.

- Are there initiatives or innovations that address the same target audience for the same purpose or expected outcome? If so, review evidence of outcomes and consider the effectiveness of initiatives/innovations.
- Are there core components or instructional approaches that seem to contradict one another? When used together, are there initiatives or innovations that complement one another and improve effectiveness? How?
- Is there overlap in the staff necessary to support implementation? Will use of multiple initiatives and innovations addressing the same area of focus over-extend staff time and attention?
- What is the impact on staff time to administer and collect data required for initiatives/innovations? Is there data that is collected and used for the same purpose? Are the same staff being leveraged?
- Is there available professional learning and coaching? Will providing the professional learning and coaching supports necessary for successful implementation over-extend resources (e.g. time, staff, funding)?
- Are the same funding sources being used to support other initiatives/innovations or is there braiding of funding? Does the use of initiatives/innovations over-extend financial resources.

Appendix A: Example Behavior Inventory and Alignment

This example summary of alignment is from a district in their first year of implementing an integrated behavior and reading MTSS model in collaboration with MiMTSS TA Center.

Date of Inventory: 11.5.20

Focus Area: Behavior

Table A2. Example initiative inventory for behavior

Name of Initiative/Innovation	School-wide PBIS	CHAMPS
Scale of Intended Use (e.g., elementary, secondary, Tier 1, Intervention)	School-wide, all students	School-wide, all classrooms, all students
Group of individuals intended to implement the initiative (e.g., School Leadership Team, classroom teachers)	School Leadership Team, All School Staff	Classroom Teachers
Description (e.g. purpose, skills taught, instructional approach)	Multi-tiered structures encompassing: (1) systems to address the continuum of behavioral needs across the student body, (2) evidence-based practices focused on preventing and teaching appropriate behaviors and responding through acknowledgements and instruction/correction, and (3) data use and analysis (screening, progress monitoring, intervention access & effectiveness) Interventions are matched to student needs and include additional time, structure, and increased opportunities for feedback	Preventing and teaching appropriate behaviors and responding through acknowledgements and instruction/correction. Teachers develop classroom management plans for teaching and responding to behavior.

Name of Initiative/Innovation	School-wide PBIS	CHAMPS
Expected Outcome	Improve behavior outcomes for all students; decrease in percentage of students receiving office discipline referrals school-wide	Improve behavior outcomes for all students; decrease in percentage of students receiving office discipline referrals in the classroom setting
Data Used to Measure Outcomes	School-wide Information System (SWIS) Office Discipline Referrals	School-wide Information System (SWIS) Office Discipline Referrals in the Classroom
Evidence of Outcomes	We are beginning to see a decrease in our school-wide average referrals per day per month, specifically in the cafeteria	We have recently selected CHAMPS and are just beginning to see a decrease in referrals coming from the classroom across schools
Core components or "big ideas" related to the initiative/innovation/Effective Innovation	*School leadership team *Positive and proactive behavioral expectations defined in classroom and non-classroom settings *Teaching plans for all defined behavioral expectations in non-classroom and classroom settings *Student acknowledgement system that is aligned with students demonstrating behavioral expectations *Office discipline referral data system (e.g., SWIS) *Staff developed continuum of consequences that begins with the assumption that students need more teaching before more severe consequences *School-wide, grade-level, and student data analysis and use	*Positive and proactive behavioral expectations defined in classroom settings *Teaching plans for all defined behavioral expectations in classroom settings, paired with visual reminders *Classroom acknowledgement system that is aligned with students demonstrating behavioral expectations *Classroom management plan that includes a continuum of consequences *Collection of classroom behavioral data

Name of Initiative/Innovation	School-wide PBIS	CHAMPS
Fidelity Measure	School-wide PBIS Tiered Fidelity Inventory (SWPBIS TFI)	CHAMPS fidelity assessments (e.g., CHAMPS vs. Daily Reality)
Professional Learning and Coaching Commitment	As part of partnership with MiMTSS TAC, SLTs will be provided professional learning and school teams will have identified coaches.	Teachers will need time to receive training and instructional coaching in the accurate delivery of components of the program.
Relation to District Priorities (e.g., District Improvement, Strategic Plan)	District Improvement Plan has a specific goal to decrease the percentage of students receiving office discipline referrals district-wide.	District Improvement Plan has a specific goal to decrease the percentage of students receiving office discipline referrals and a goal to increase the percentage of students proficient at reading, district-wide.
Financial Commitment and Source of Funding (e.g., federal, state, grant, other)	MiMTSS TAC provides training free of cost for school leadership teams and coaches. On-going costs for subs, travel, stipends. SWPBIS has on-going costs associated with the acknowledgment system and signage. Line-items have been added to each school's budget for use to support SWPBIS.	General Funds, continued costs for training, teacher materials, and coaching supports

Alignment Questions

Respond to the questions below to determine alignment of initiatives and/or innovations for the selected focus area.

- Are there initiatives or innovations that address the same target audience for the same purpose or expected outcome? If so, review evidence of outcomes and consider the effectiveness of initiatives / innovations.

  School-wide Positive Behavior Interventions and Supports (SWPBIS) and CHAMPS both are used with all students and with the same expected outcome, decreasing the percentage of students receiving office discipline referrals. SWPBIS is applicable in both classroom and non-classroom settings, while CHAMPS is specific to the classroom.

  We are beginning to see a decrease in office discipline referral data across schools, in both non-classroom and classroom settings.

- Are there core components or instructional approaches that seem to contradict one another? When used together, are there initiatives or innovations that complement one another and improve effectiveness? How?

The core components of SWPBIS and CHAMPS do not contradict one another. In fact, implementation of CHAMPS should enhance the effective use of School-wide PBIS in classroom settings. CHAMPS provides explicit guidance on preventing, teaching and responding to behavior in the classroom, which could improve implementation of SWPBIS in the classroom setting, if intentionally embedded. The SW PBIS components of defined behavior expectations, acknowledgement system, and continuum of responses could be integrated into the classroom plan developed through CHAMPS.

- Is there overlap in the staff necessary to support implementation? Will use of multiple initiatives and innovations addressing the same area of focus over-extend staff time and attention?

The School Leadership Team leads the implementation of SWPBIS, however teaching staff support implementation in both non-classroom and classroom settings. Classroom teachers will be implementing both SWPBIS and CHAMPS. There will also be some School Leadership Team members who are classroom teachers.

Intentional and explicit guidance will need to be provided to teachers regarding how School-wide PBIS and CHAMPS are used together to improve behavioral outcomes. In addition, time will need to be allocated for training classroom teachers in how to use the innovations. With guidance from the district, use of both innovations should not over-extend staff time and attention.

- What is the impact on staff time to administer and collect data required for initiatives/innovations? Is there data that is collected and used for the same purpose? Are the same staff being leveraged?

Both SWPBIS and CHAMPS include expectations on the collection and use of data. SWPBIS requires the use of an office discipline referral data system (e.g. SWIS), which can also be used to improve implementation of CHAMPS.

Guidance will need to be given to classroom teachers on what classroom behavioral data and tools from CHAMPS need to be used and collected, as well as when and how to use the data to drive instruction and supports. SWIS referrals are already being collected and used in an efficient way by the school leadership team and grade level teams. Collection of classroom behavioral data could put additional burden on classroom teachers. Guidance from the district will be needed on how to efficiently collect and use additional classroom behavioral data.

- Is there available professional learning and coaching? Will providing the professional learning and coaching supports necessary for successful implementation over-extend resources (e.g. time, staff, funding)?

School Leadership Teams and coaches receive professional learning in School-wide PBIS through MiMTSS TA Center. In addition, all staff attend TA Center provided professional learning in Classroom PBIS. School coaches provide coaching to School Leadership Teams and the District Coaching System outlines additional supports provided to school coaches.

CHAMPS training was initially provided through Safe & Civil Schools, however we will need to provide professional learning and coaching to staff moving forward to ensure successful implementation. We will need to allocate time and staff to provide training and coaching to teachers in CHAMPS.

- Are the same funding sources being used to support other initiatives/innovations or is there braiding of funding? Does the use of initiatives/innovations over-extend financial resources?

We have allocated general funds to support the continued use of CHAMPS. School-wide PBIS funds have been allocated as a line item for each school's budget to be used to support acknowledgement systems, signage, or other costs specific to School-wide PBIS.

Summary of Alignment Results

An integrated MTSS framework consists of three effective innovations: (1) Positive Behavior Intervention Supports (PBIS); (2) School-Wide Reading Model for use in elementary settings; (3) School-Wide Content Area Reading Model for use in secondary settings. An alignment was conducted for the focus area of behavior to determine how use of an integrated MTSS framework would complement, overlap, or discourage intended use of additional behavior innovations.

CHAMPS (used in classrooms K-12) was reviewed against the behavioral components of a MTSS framework to determine alignment.

Use of CHAMPS would not discourage the use of the behavioral components of a MTSS framework. In fact, the implementation of CHAMPS should enhance the effective use of School-wide PBIS in classroom settings. CHAMPS provides explicit guidance on preventing, teaching, and responding to behavior in the classroom. Things like the use of visuals for teaching behavioral expectations and a written classroom management plan will support effective implementation of School-wide PBIS in the classroom.

Both SWPBIS and CHAMPS address the same expected outcome, decreasing the percentage of students receiving SWIS office discipline referrals. With the implementation of School-wide PBIS and CHAMPS, the district is beginning to see a decrease in SWIS office discipline across schools in both non-classroom and classroom settings.

There is overlap in the staff identified to support implementation of both innovations. The School Leadership Team leads the implementation of School-Wide PBIS, however teaching staff will support implementation in both non-classroom and classroom settings. These same staff will also be the ones supporting the use of CHAMPS. In addition, there will be some overlap in the staff who are members of the School Leadership Team and those who are classroom teachers.

The area district leadership needs to pay most attention to is the competition for teachers' time to implement both innovations. For example, the implementation of School-wide PBIS in the classroom and CHAMPS both involve teaching staff. Intentional and explicit guidance will need to be provided to teachers regarding how School-wide PBIS and CHAMPS are used together to improve behavioral outcomes. With guidance from the district, use of both innovations should not over-extend staff time and attention.

Collection and use of office discipline referral data (e.g. SWIS) will improve the implementation of School-wide PBIS and CHAMPS. SWIS referrals are already being collected and used by all school staff in an efficient way. With district guidance provided to teachers on how to efficiently collect and use classroom behavioral data, data collection should not put additional burden on classroom teachers.

The use of both innovations will not likely over-extend funding, as we have already allocated general funds to continue to support School-wide PBIS and CHAMPS resources, training, and coaching.

Recommendation for District Leadership to Consider

- All innovations should continue to be implemented; however, the allocation of staff meeting time and district PD must be devoted to teachers to support use of School-wide PBIS and prepare to continue using CHAMPS in a way that supports implementation of School-wide PBIS.
- Guidelines for implementation of CHAMPS are need for staff to understand how to use both School-wide PBIS and CHAMPS to support behavior in the classroom. The School-wide PBIS components of defined behavioral expectations, acknowledgement system, and continuum of responses should be integrated into the use of CHAMPS. In addition, district guidance on how to efficiently collect and use additional classroom behavioral data, including the allocation of staffing and time to collect and analyze the data, is needed.
- Consider allowing staff release time for re-teaching core components or practices that require additional implementation support (e.g. training, coaching). Funds for these will likely need to come from the district funds.
- Be judicious about layering-on another innovation for classroom teachers to implement unless additional time can be protected for staff use innovations. In addition, waiting until staff has developed fluency in the use of innovations will reduce, if not eliminate issues with buy-in for anything new.
- Allocating resources listed above (e.g. time, guidance, training, coaching) to support staff use of innovations will increase their collective confidence that the district is most concerned about their level of comfort and successful use of programs and practices.

Appendix B: Example Elementary Literacy Inventory and Alignment

This example summary of alignment is from a district in their second year of implementing an integrated behavior and reading MTSS model in collaboration with MiMTSS TA Center.

Date of Inventory: 5.7.20

Focus Area: Elementary Literacy

Table B3. Example initiative inventory for elementary literacy

Name of Initiative/Innovation	School-wide Reading Model	Reading Street	Writing Foundations and Short Writing
Scale of Intended Use (e.g., elementary, secondary, Tier 1, Intervention)	Elementary Tier 1	Elementary Tier 1	Elementary Tier 1
Group of individuals intended to implement the initiative (e.g., School Leadership Team, classroom teachers)	School Leadership Team	Elementary Classroom Teachers, Title I (components)	Elementary Classroom Teachers, Title I (components)
Description (e.g. purpose, skills taught, instructional approach)	Multi-tiered structures encompassing: (1) systems to address the continuum of reading needs across the student body, (2) evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and (3) data use and analysis (screening, progress monitoring, intervention access & effectiveness)	Scientifically Based Reading Research and the Big Ideas of Reading (phonemic awareness, phonics, fluency, vocabulary, comprehension). Writing instruction includes handwriting, conventions, spelling, writing strategies and skills, and applied practice. Use of explicit instructional routines for teaching discrete skills.	Focus on short writing more often to increase the number of opportunities for students to rehearse and retrieve the components and strategies within the writing process and foundational skills for writing. Use of explicit instructional routines for teaching writing.

Name of Initiative/Innovation	School-wide Reading Model	Reading Street	Writing Foundations and Short Writing
	Interventions are matched to student needs and include additional time, structure, and increased opportunities for feedback		
Expected Outcome	Improve reading outcomes for all students; increase in percentage of students in each school at or above benchmark on Acadience Reading Composite Score	Increase in percentage of students within each school at or above benchmark on Acadience Reading Composite Score	Increase percentage of students within each school scoring proficient in writing on MSTEP
Data Used to Measure Outcomes	School-wide Acadience Reading Composite Scores	School-wide Acadience Reading Composite Scores, MSTEP ELA Scores	MSTEP ELA Scores
Evidence of Outcomes	We are beginning to see an increase in our Kindergarten Acadience Data across schools, specifically in phonemic awareness measures.	We have recently selected Reading Street and are just beginning to see an increase in our Kindergarten Acadience Data across schools, specifically in phonemic awareness measures.	We do not have evidence of improved outcomes, however only a handful of teachers are trained and using this
Core components or "big ideas" related to the initiative/innovation/Effective Innovation	*School leadership team *Scientifically-valid Reading Research and Big Ideas of Reading (phonemic awareness, phonics, vocabulary, fluency,	*Big Ideas of Reading (phonemic awareness, phonics, vocabulary, fluency, comprehension) and Writing (handwriting, conventions, spelling, writing strategies, writing for a variety of	*Focus on short writing more often to increase the number of opportunities for students. Daily writing instruction includes handwriting, conventions, spelling, writing strategies and skills, and

Name of Initiative/Innovation	School-wide Reading Model	Reading Street	Writing Foundations and Short Writing
	comprehension) are the underlying research *90-minute reading block (whole group, small group, independent) and writing about reading *Explicit instructional routines and procedures (modeling, guided practice, monitoring, re-teaching, independent mastery before problem or inquiry-based learning) *Use of universal screener and school-wide assessment plan *Use of school-wide data for decision making	purposes) are the skills that are the focus. *Explicit instructional routines / procedures are provided for teachers to use to teach students how to perform the skill; *There are many in program assessments that could be collected and used for instructional decisions.	applied practice for a variety of purposes *Explicit instruction routines are provided for teachers to use to teach students how to perform the skill.
Fidelity Measure	Reading Tiered Fidelity Inventory-Elementary outlines core components and levels of use for School-wide Reading Model	No fidelity measure has been developed and core components have not been operationalized.	No fidelity measure has been developed and core components have not been operationalized.
Professional Learning and Coaching Commitment	As part of partnership with MiMTSS TAC, SLTs will be provided professional learning and school teams will have identified coaches.	Teachers will need time to receive training and instructional coaching in the accurate delivery of components of the program.	Teachers will need time to receive training and instructional coaching in the accurate use of instructional routines.

Name of Initiative/Innovation	School-wide Reading Model	Reading Street	Writing Foundations and Short Writing
Relation to District Priorities (e.g., District Improvement, Strategic Plan)	District Improvement Plan has a specific goal to improve the percentage of students proficient at reading district-wide.	District Improvement Plan has a specific goal to improve the percentage of students proficient at reading district-wide.	District Improvement Plan has a specific goal to improve the percentage of students proficient at writing district-wide.
Financial Commitment and Source of Funding (e.g., federal, state, grant, other)	MiMTSS TAC provides training free of cost for school leadership teams and coaches. On-going costs for subs, travel, stipends.	General Funds, continued costs for consumables, will need to replace teacher materials in approximately 6 years	MiMTSS TAC provides this training at a low cost ($20-30) per teacher. Materials are included in the training. No on-going costs.

Alignment Questions

Respond to the questions below to determine alignment of initiatives and/or innovations for the selected focus area.

- Are there initiatives or innovations that address the same target audience for the same purpose or expected outcome? If so, review evidence of outcomes and consider the effectiveness of initiatives / innovations.

  A School-wide Reading Model and Reading street both support core reading instruction for all elementary students and with the same expected outcome, increasing the percentage of student at or above benchmark on Acadience Reading composite scores. Reading street and Writing Foundations are both used as part of core writing instruction with all elementary students to teach writing for the same expected outcome, improved ELA scores on MSTEP.

  We are beginning to see an increase in our Kindergarten Acadience data across schools, specifically in phonemic awareness measures. However, we have not seen improvement in writing yet. Writing Foundations is not being implemented consistently across schools, so we would not expect to see improved outcomes yet.

- Are there core components or instructional approaches that seem to contradict one another? When used together, are there initiatives or innovations that complement one another and improve effectiveness? How?

  The core components of a School-wide Reading Model and Reading Street do not contradict one another. In fact, implementation of a School-wide Reading Model should enhance the effective use of Reading Street due to the use of a 90-minute reading block, assessment plan and additional structures to support teachers in effectively using Reading Street.

The writing components of Reading Street and Writing Foundations do not contradict one another, as they both address the writing foundational skills through the use of explicit instructional routines. However, the routines provided by Writing Foundations are more explicit and robust and could improve the implementation of writing components of Reading Street if intentionally embedded.

- Is there overlap in the staff necessary to support implementation? Will use of multiple initiatives and innovations addressing the same area of focus over-extend staff time and attention?

The same staff are expected to support use of the Reading Street and Writing Foundations. At the elementary level, classroom teachers and Title I teachers will be using both Reading Street and Writing Foundations. There will also be some School Leadership Team members who are classroom teachers.

Intentional and explicit guidance will need to be provided to teachers regarding how Reading Street and Writing Foundations are used together to improve overall outcomes. In addition, time will need to be allocated for training classroom teachers in how to use the innovations. With guidance from the district, use of both innovations should not over-extend staff time and attention.

- What is the impact on staff time to administer and collect data required for initiatives / innovations? Is there data that is collected and used for the same purpose? Are the same staff being leveraged?

Both a School-wide Reading Model and Reading Street provide expectations on the use of assessments. A School-wide Reading Model requires the use of a universal screener (e.g., Acadience Reading), which can also be used to improve implementation of Reading Street. Guidance will need to be given to classroom teachers on which Reading Street assessments will be used and how the data is used to drive instruction. Acadience Reading is already being collected and used in an efficient way by a SWAT team, therefore data collection should not put additional burden on classroom teachers.

- Is there available professional learning and coaching? Will providing the professional learning and coaching supports necessary for successful implementation over-extend resources (e.g., time, staff, funding)?

School Leadership Teams and coaches receive professional learning in a School-wide Reading Model through MiMTSS TA Center. School coaches provide coaching to School Leadership Teams and the District Coaching System outlines additional supports provided to school coaches. Reading Street provided professional learning initially, however we will need to provide professional learning and coaching to staff moving forward to ensure successful implementation. We will need to allocate time and staff to providing training and coaching to elementary teachers in Reading Street and Writing Foundations.

- Are the same funding sources being used to support other initiatives/innovations or is there braiding of funding? Does the use of initiatives / innovations over-extend financial resources?

We have allocated general funds to support the continued use of Reading Street. The other innovations have minimal to no cost and therefore will not tax our financial resources.

Summary of Alignment Results

An integrated MTSS framework consists of three effective innovations: (1) Positive Behavior Intervention Supports (PBIS); (2) School-Wide Reading Model for use in elementary settings; (3) School-Wide Content Area Reading Model for use in secondary settings. An alignment was conducted for the focus area of elementary literacy to determine how use of an integrated MTSS framework would complement, overlap, or discourage intended use of additional reading and writing innovations.

Here is a listing of the reading and writing innovations reviewed against the elementary reading components of an integrated MTSS framework to determine alignment:

1. Reading Street (basal reading program) – used at the elementary level
2. Writing Foundations and Short Writing (Archer) – used at the elementary level

Use of the innovations listed above would not discourage the use of the reading components of an integrated MTSS framework.

The implementation of a School-Wide Reading Model should enhance the effective use of Reading Street. Things like the use of a 90-minute reading block, an assessment plan, and grade level data analysis will promote integration with assessments and structures for teachers to effectively use Reading Street.

The writing components of Reading Street and Writing Foundations complement one another, as they both address foundational skills of writing. The instructional routines provided by Writing Foundations are more explicit and robust than those in Reading Street, and when used together, could improve the implementation of writing components of Reading Street, if intentionally embedded.

All three innovations address the same expected outcome, increasing the percentage of students at or above benchmark on Acadience Reading composite scores and improved ELA scores on MSTEP. With the implementation of a School-wide Reading Model and Reading Street, the district is beginning to see an increase in Kindergarten Acadience data across schools.

The School Leadership Team is the primary focus of the School-Wide Reading Model, while teaching staff are the focus of Reading Street and Writing Foundations. There will be some overlap in the staff who are members of the School Leadership Team and those who are classroom teachers.

The area district leadership needs to pay most attention to is the competition for teachers' time to implement the innovations. For example, the implementation of Reading Street and Writing Foundations both involve teaching staff. Intentional and explicit guidance will need to be provided to elementary teachers regarding how these Reading Street and Writing Foundations are used together to improve overall outcomes. With guidance from the district, use of both innovations should not over-extend staff time and attention.

Collection and use of Acadience Reading will improve the implementation of a School-wide Reading Model and Reading Street. With use of a SWAT team to collect this data in an efficient way and district guidance provided to teachers on which Reading Street assessments will be collected and used, data collection should not put additional burden on classroom teachers.

The use of these three innovations will not likely over-extend funding, as we have already allocated general funds to continue to support Reading Street. The other innovations have minimal to no cost.

Recommendation for District Leadership to Consider

- All innovations at the elementary level should continue to be implemented; however, the allocation of staff meeting time and district PD must be devoted to teachers to support use of a School-wide Reading Model and prepare to continue using Reading Street and Writing Foundations.
- Guidelines for implementation of core reading and writing instructions are need for staff to understand how to use both Reading Street and Writing Foundations as part of ELA instruction. In addition, guidelines for which Reading Street assessments will be used is necessary to ensure there is not assessment overload on teachers and students.
- Consider allowing staff release time for re-teaching core components or practices that require additional implementation support (e.g., training, coaching). Funds for these will likely need to come from the district funds.
- Be judicious about layering-on another innovation at the elementary level unless additional time can be protected for staff use innovations. In addition, waiting until staff has developed fluency in the use of innovations will reduce, if not eliminate buy-in for anything new.
- Allocating resources listed above to support staff use will also increase their collective confidence that the district is most concerned about their level of comfort and successful use of programs and practices.

Appendix C: Example Secondary Literacy Inventory and Alignment

This example summary of alignment is from a district in their second year of implementing an integrated behavior and reading MTSS model in collaboration with MiMTSS TA Center.

Date of Inventory: 5.7.20

Focus Area: Secondary Literacy

Table C4. Example initiative inventory for secondary literacy

Name of Initiative/Innovation	School-wide Content Area Reading Model	Explicit Vocabulary	Text Summarization with Writing Frames
Scale of Intended Use (e.g., elementary, secondary, Tier 1, Intervention)	Secondary Tier 1	Secondary Tier 1	Secondary Tier 1
Group of individuals intended to implement the initiative (e.g., School Leadership Team, classroom teachers)	School Leadership Team	Secondary Content Area Teachers, Interventionists (components)	Secondary Content Area Teachers, Interventionists (components)
Description (e.g. purpose, skills taught, instructional approach)	Multi-tiered structures encompassing: (1) systems to address the continuum of reading needs across the student body, (2) evidence-based practices focused on the Big Ideas of Adolescent Reading designed to improve reading outcomes for all students, and (3) data use and analysis (screening, progress monitoring, intervention access & effectiveness)	Content area reading strategy used before reading to support vocabulary acquisition and comprehension. Use of explicit instructional routine to teach students vocabulary specific to the content area.	Content area reading (and writing) strategy used after reading to support comprehension and short writing. Use of explicit instructional routine and writing frames to teach student how to summarize text specific to the content area.

Name of Initiative/Innovation	School-wide Content Area Reading Model	Explicit Vocabulary	Text Summarization with Writing Frames
	Interventions are matched to student needs and include additional time, structure, and increased opportunities for feedback		
Expected Outcome	Improve reading outcomes for all students; decrease in percentage of students in each school at risk for drop-out as measured by Early Warning Indicators	Improve reading outcomes for all students; decrease in percentage of students in each school at risk for drop-out as measured by Early Warning Indicators	Improve reading outcomes for all students; decrease in percentage of students in each school at risk for drop-out as measured by Early Warning Indicators
Data Used to Measure Outcomes	Early Warning Indicators (e.g., overall engagement, attendance, behavior, course performance)	Early Warning Indicators (e.g., overall engagement, attendance, behavior, course performance)	Early Warning Indicators (e.g., overall engagement, attendance, behavior, course performance)
Evidence of Outcomes	We are beginning to see an increase in our attendance data in core classes and a very small increase in course performance for ELA classes.	We do not have evidence of improved outcomes, however only a handful of teachers are trained and using this	Not all staff are trained in this strategy. ELA teachers have been using Text Summarization, and we are seeing a small increase in course performance for ELA classes.
Core components or "big ideas" related to the initiative / innovation/ Effective Innovation	*School leadership team *Big Ideas of Adolescent Literacy (advanced decoding, fluency, vocabulary, comprehension, motivation) and IES Recommendations for Adolescent Reading (explicit	Vocabulary is the Big Idea of Adolescent Literacy addressed. Explicit instructional routines/procedures are provided for teachers to use	Comprehension is the Big Idea of Adolescent Literacy addressed. Explicit instructional routines/procedures are provided for teachers to use

Name of Initiative/Innovation	School-wide Content Area Reading Model	Explicit Vocabulary	Text Summarization with Writing Frames
	vocabulary and comprehension strategy instruction, opportunities for extended discussion, increased motivation and engagement, intensive interventions for struggling readers) are underlying research *Explicit instructional routines and procedures (modeling, guided practice, monitoring, re-teaching, independent mastery before problem or inquiry-based learning) *Use of universal screener and school-wide assessment plan *Use of school-wide data for decision making	to teach students how to perform the skill. Strategy fidelity checklists can be used to guide instructional decisions.	to teach students how to perform the skill. Strategy fidelity checklists can be used to guide instructional decisions.
Fidelity Measure	Reading Tiered Fidelity Inventory-Secondary outlines core components and levels of use for School-wide Content Area Reading Model	Strategy fidelity checklists have been developed that outline the key elements necessary to implement the strategy as intended.	Strategy fidelity checklists have been developed that outline the key elements necessary to implement the strategy as intended.
Professional Learning and Coaching Commitment	As part of partnership with MiMTSS TAC, SLTs will be provided professional learning and school teams will have identified coaches.	Teachers will need time to receive training and instructional coaching in the accurate use of the strategy.	Teachers will need time to receive training and instructional coaching in the accurate use of the strategy. As part of partnership with MiMTSS TAC, SLTs will be provided professional

Name of Initiative/Innovation	School-wide Content Area Reading Model	Explicit Vocabulary	Text Summarization with Writing Frames
			learning and school teams will have identified coaches.
Relation to District Priorities (e.g., District Improvement, Strategic Plan)	District Improvement Plan has a specific goal to decrease the percentage of students at risk for drop-out and passing their classes.	District Improvement Plan has a specific goal to decrease the percentage of students at risk for drop-out and passing their classes.	District Improvement Plan has a specific goal to decrease the percentage of students at risk for drop-out and passing their classes.
Financial Commitment and Source of Funding (e.g., federal, state, grant, other)	MiMTSS TAC provides training free of cost for school leadership teams and coaches. On-going costs for subs, travel, stipends.	MiMTSS TAC provides this training free of cost for intensive TA partners. Strategy materials are included in the training. Staff will need access to high-quality text within content areas to use this strategy.	MiMTSS TAC provides this training free of cost for intensive TA partners. Strategy materials are included in the training. Staff will need access to high-quality text within content areas to use this strategy.

Alignment Questions

Respond to the questions below to determine alignment of initiatives and/or innovations for the selected focus area.

- Are there initiatives or innovations that address the same target audience for the same purpose or expected outcome? If so, review evidence of outcomes and consider the effectiveness of initiatives/innovations.

A School-wide Content Area Reading Model and both strategies support core reading instruction for all secondary students and with the same expected outcome, decreasing the percentage of students at risk for dropping out and improving reading outcomes for all students.

We are beginning to see an increase in our course performance indicator data for ELA classes. Strategies are not being implemented consistently across content areas, so we would not expect to see improved outcomes yet.

- Are there core components or instructional approaches that seem to contradict one another? When used together, are there initiatives or innovations that complement one another and improve effectiveness? How?

The core components of a School-wide Content Area Reading Model, Explicit Vocabulary, and Text Summarization do not contradict one another. In fact, they complement each other very nicely. Implementation of both content area reading strategies across all core subject areas will improve overall implementation of the Tier 1 components of a School-wide Reading Model.

- Is there overlap in the staff necessary to support implementation? Will use of multiple initiatives and innovations addressing the same area of focus over-extend staff time and attention?

The same staff are expected to support use of the content area reading strategies (e.g., explicit vocabulary, text summarization). At the secondary level, content area teachers will be using content area reading strategies. There will also be some School Leadership Team members who are content area teachers.

Intentional and explicit guidance will need to be provided to teachers regarding how content area reading strategies are used together to improve overall outcomes. In addition, time will need to be allocated for training teachers in how to use the strategies. With guidance from the district, use of content area reading strategies as part of the School-wide Content Area Reading Model should not over-extend staff time and attention.

- What is the impact on staff time to administer and collect data required for initiatives/innovations? Is there data that is collected and used for the same purpose? Are the same staff being leveraged?

Both a School-wide Content Area Reading Model and content area reading strategies provide expectations on the use of assessments. A School-wide Content Area Reading Model requires the use of a universal screener (e.g., Early Warning Indicators), which can also be used to measure impact of strategy implementation. Guidance will need to be given to content area

teachers on expectations for using strategy fidelity checklists and how the data is used to drive instruction. With intentional guidance from the district, data collection should not put additional burden on teachers.

- Is there available professional learning and coaching? Will providing the professional learning and coaching supports necessary for successful implementation over-extend resources (e.g. time, staff, funding)?

School Leadership Teams and coaches receive professional learning in a School-wide Content Area Reading Model through MiMTSS TA Center. School coaches provide coaching to School Leadership Teams and the District Coaching System outlines additional supports provided to school coaches. The TA Center also provides initial professional learning in the content area reading strategies; however, the district will need to provide coaching to staff moving forward to ensure successful implementation. We will need to allocate time and staff to provide coaching to teachers in Explicit Vocabulary and Text Summarization.

- Are the same funding sources being used to support other initiatives/innovations or is there braiding of funding? Does the use of initiatives/innovations over-extend financial resources?

We have allocated general funds to support the selection of content area texts. The strategies themselves have minimal to no cost and therefore will not tax our financial resources.

Summary of Alignment Results

An integrated MTSS framework consists of three effective innovations: (1) Positive Behavior Intervention Supports (PBIS); (2) School-Wide Reading Model for use in elementary settings; (3) School-Wide Content Area Reading Model for use in secondary settings. An alignment was conducted for the focus area of secondary literacy to determine how use of an integrated MTSS framework would complement, overlap, or discourage intended use of additional reading and writing innovations.

Here is a listing of the reading and writing innovations reviewed against the secondary literacy components of an integrated MTSS framework to determine alignment:

1. Explicit Vocabulary (content area reading strategy)
2. Text Summarization (content area reading strategy)

Use of the innovations listed above would not discourage the use of the reading components of an integrated MTSS framework.

The implementation of a School-Wide Content Area Reading Model should enhance the effective use of content area reading strategies (e.g., Explicit Vocabulary, Text Summarization). Things like the use of universal screeners, an assessment plan, and data analysis will promote integration with assessments and structures for teachers to effectively use the content area reading strategies.

The two-content area reading strategies complement one another, as they both address different big ideas of adolescent literacy. Explicit Vocabulary is a before reading strategy to support vocabulary acquisition. Text summarization using writing frames is a after reading strategy to support comprehension. When used together, students are more able to understand what they read.

All three innovations address the same expected outcome, decreasing the percentage of students at risk of dropping out and improving reading outcomes for all students. With the implementation of a School-wide Content Area Reading Model and content area reading strategies in some classes, the district is beginning to see improvements in course performance for ELA classes.

The School Leadership Team is the primary focus of the School-Wide Content Area Reading Model, while content area teachers are the focus of content area reading strategies. There will be some overlap in the staff who are members of the School Leadership Team and those who are classroom teachers.

The area district leadership needs to pay most attention to is the competition for teachers' time to implement the innovations. Intentional and explicit guidance will need to be provided to content area teachers regarding how strategies are used together to improve overall outcomes. With guidance from the district, use of all innovations should not over-extend staff time and attention.

Collection and use of Early Warning Indicators will improve the implementation of a School-wide Content Area Reading Model and use of content are reading strategies. With district guidance provided to teachers on how strategy fidelity checklists should be collected and used, data collection should not put additional burden on teachers.

The use of these three innovations will not likely over-extend funding, as we have already allocated general funds to purchase content area texts and the other innovations have minimal to no cost.

Recommendation for District Leadership to Consider

- All innovations at the secondary level should continue to be implemented; however, the allocation of staff meeting time and district PD must be devoted to teachers to support use of a School-wide Content Area Reading Model and content area reading strategies.
- Guidelines for how teachers are expected to collect and use fidelity checklist data is necessary to ensure teachers understand how that data is to be used.
- Consider allowing staff release time for re-teaching and practicing strategies and providing additional implementation support (e.g., training, coaching). Funds for these will likely need to come from the district funds.
- Be judicious about layering-on another innovation at the secondary level unless additional time can be protected for staff use innovations. In addition, waiting until staff has developed fluency in the use of these two strategies before layering on another will reduce, if not eliminate issues with buy-in for anything new.
- Allocating resources listed above to support staff use will also increase their collective confidence that the district is most concerned about their level of comfort and successful use of content area reading strategies.