MTSS-R Team Action Planning

Action Planning Goals:

1. Identify an overall instruction and intervention goal.
2. Determine the data that will be collected and used to evaluate your goal
3. Identify items, or actions, that will support your instruction and intervention goal.

Slide # 6

Notes

Action Planning: Determine an Instruction and Intervention goal for your priority tier of instruction

As a team, decide on an instruction and intervention goal that your action plan will target for the school year. To identify an instruction and intervention goal, we recommend looking at the items that are in your prioritized tier of implementation (e.g., Tier I, Tier II, or Tier III) and the "Across Tiers" sections of Element I: Core Instruction and Intervention on the MTSS-R Implementation Checklist. **Your goal should be something that you feel your team can reasonably accomplish across the school year.** In other words, don't choose a goal that you will be able to achieve in a month (i.e., Schedule at least 90 minutes of Tier I reading instruction into our master schedule). Instead, choose a goal that will require implementation of multiple MTSS-R actions over time in order to successfully achieve. Your goal should also align with the overall phase of implementation your school is currently in (i.e., choose one or more of the items that you highlighted during Step 2: Prioritize. Don't worry that your goal is too ambitious—if you don't quite achieve it by the end of the school year, you can always keep it as your goal for the next school year.)

Some commonly used goals that school teams have adopted include:

1. Reading instruction will focus on essential components of reading. These are code-based components: (a) phonological awareness, (b) phonics/decoding, (c) fluency with connected text; and meaning-based components: (d) vocabulary, and (e) comprehension.
2. Explicit and systematic instruction will be the basis of reading instruction. Explicit and systematic instruction includes (a) teacher demonstrations, (b) clear and explicit language, (c) multiple opportunities for all students to respond and participate, (d) consistent, supportive, and corrective feedback, and (e) individual student checks to determine comprehension of lesson content.

Feel free to adopt or adapt one of the above goals, or to create your own goal.

The example in the PowerPoint, "*All reading instructional staff will use explicit and systematic instructional practices as the basis of Tier I instruction*", provides a strong example of an instruction and intervention goal. The school team chose a goal that will likely require multiple months of school staff

implementation supports across MTSS-R elements to achieve. The goal is also very targeted- explicit and systematic instruction will be prioritized *within Tier 1*, so the MTSS-R Leadership team knows they will be directing their focus on shoring up Tier 1, which is the prioritized tier of instruction that they identified using student data in Step 2: Prioritization.

Slide # 8

Notes

Action Planning: Determine data that will be collected and used to evaluate your Goal implementation

Your team should also decide on specific data sources that you will use to evaluate whether you are making progress toward your instruction and intervention goal across the year. Data sources should directly align with your tier of focus and your instruction and intervention goal so that data can be used to track progress toward your goal. For example, if your goal is to improve on explicit and systematic instruction in Tier 1, an appropriate student data source would be universal screening data, which could inform the degree to which your implementation actions are resulting in comparable improvements in student outcomes across benchmark periods. An appropriate implementation data source would be instructional implementation data that indicates the degree to which teachers are implementing the explicit and systematic instructional program that your team has decided to implement.

In general, *universal screening data* will likely be the most useful source of student data for your MTSS-R Leadership team to evaluate progress toward your instruction and intervention goal because it can be used to determine the extent to which implementation actions have resulted in student reading improvements *across* and *within* grade levels at key points throughout the year.

In general, *instruction and intervention implementation data* that captures the focus of your instruction and intervention goal will likely be the most useful source of implementation data for your MTSS-R Leadership team to evaluate progress toward your instruction and intervention goal. For example, if your goal is to improve on explicit and systematic instruction, identify an implementation data tool that measures the extent to which staff are implementing instruction using explicit instruction best practices. If your goal is to improve on time spent delivering critical foundational reading skills in core instruction, identify an implementation data tool that measures the extent to which staff are teaching these skills.

Slide # 10

Notes

Team Discussion: Complete the Action Planning. Review key activities from each of the elements to identify actions that will support the instruction and intervention goal
Finally, your team should identify actions from each MTSS-R element that will support your instruction and intervention goal. To do this, we recommend looking at the key activities identified for each implementation phase listed for each MTSS-R Element on the MTSS-R website: (https://improvingliteracy.org/mtss-r-implementation-guide). The website lists key activities sorted by MTSS-R element that schools may want to prioritize when they are getting started with each of the implementation phases (Readiness, Initial Implementation, Advanced Implementation). The website also provides resources that will support your team with implementation of these key activities.

As you choose actions to support your goal related to each of the five MTSS-R elements, we recommend identifying the primary implementation phase your school is currently in for each element, and choosing key activities that are aligned with that element. We recommend using your MTSS-R Implementation Checklist ratings to help you identify a primary implementation phase for each element. For example, if your school-based team rated yourselves as a "0", "1" or "2" on the MTSS-R Implementation Checklist for a majority of Element 1: Core Reading Instruction and Intervention Readiness items, your school is likely still in the Readiness Phase for Element 1. When creating your school MTSS-R Action Plan, we recommend you prioritize key instruction and intervention actions that are included in the "Readiness Phase" section of the Element 1: Core Reading Instruction and Intervention Key Activities checklist. These activities have been identified as the most important readiness actions to start with when building your MTSS-R system, and we provide links to helpful resources to get you started with implementing these actions.

In your action plan, identify 1-2 actions that will support your goal related to each of the five MTSS-R Elements: Instruction and Intervention, Data Use, PD and Coaching, MTSS-R School Leadership, and Mutual Support Involving Families and the School. Choose both actions that are "quick wins", actions your team can quickly implement, as well as longer term actions that your team feels will be feasible to address across the school year. Your MTSS-R School Leadership team will come back to this action plan at your monthly meetings across the school year to identify actions you'd like to target for implementation between your monthly meetings.

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