

**Reading Science Academy  
MTSS Implementation Guide**

| <b>Collaborative Problem Solving and Teaming</b>       |                |               |                |                                |                          |
|--|----------------|---------------|----------------|--------------------------------|--------------------------|
| <b>Team</b>  | <b>Purpose</b> | <b>Topics</b> | <b>Members</b> | <b>Decision-Making Process</b> | <b>Meeting Frequency</b> |
| District   |                |               |                |                                |                          |
| Building   |                |               |                |                                |                          |
| Grade-Level  |                |               |                |                                |                          |
| Student  |                |               |                |                                |                          |
| How do the existing teams communicate with each other? |                |               |                |                                |                          |

How do the existing teams communicate with the district office?

How do the existing teams communicate with the staff and parents?

| <b>Assessment System</b>  |                   |                            |                           |
|---|-------------------|----------------------------|---------------------------|
| List the assessments used in your school below each assessment purpose. Note the grade(s) in which they are used. |                   |                            |                           |
| <b>Screening</b>  | <b>Diagnostic</b> | <b>Progress Monitoring</b> | <b>Outcome Evaluation</b> |
|   |                   |                            |                           |
| Are there assessments that you currently give but don't use the data? If so, which ones?                          |                   |                            |                           |

|   |
|---|
| Are there questions you have about your students that aren't answered by your current assessments? If so, what questions? |
| How often is the schoolwide assessment plan updated?  |
| Do grade-level teams meet at least three times a year to analyze screening data?  |

| <b>Tiered Systems of Instruction</b>  |                 |                         |
|---|-----------------|-------------------------|
| <b>Tier 1</b>   | <b>In Place</b> | <b>Not Yet In Place</b> |
| All staff understand the purpose of Tier 1 instruction is primary prevention of reading failure |                 |                         |
| All students participate in Tier 1 core reading instruction each day                            |                 |                         |
| The schedule includes 90-120 minutes of Tier 1 reading instruction each day                     |                 |                         |
| A comprehensive, cohesive, core reading program is available for Tier 1 at all grade levels     |                 |                         |
| The Tier 1 core reading instruction/program has been evaluated against the reading research     |                 |                         |

|   |                 |                         |
|---|-----------------|-------------------------|
| Differentiated instruction is provided during Tier 1 instruction, with whole-group and small-group formats  |                 |                         |
| Adherence to the planned Tier 1 instruction is monitored by teachers and/or administrators  |                 |                         |
| Tier 1 instruction is planned by the grade level team, using universal screening data in the collaborative problem-solving process                                      |                 |                         |
| <b>Tier 2</b>   | <b>In Place</b> | <b>Not Yet In Place</b> |
| All staff understand the purpose of Tier 2 strategic reading instruction is to accelerate learning and catch students up to grade level expectations.                   |                 |                         |
| The schedule includes 30-45 minutes of Tier 2 reading instruction each day  |                 |                         |
| The Tier 2 strategic intervention instruction/program has been evaluated against the reading research   |                 |                         |
| The Tier 2 strategic intervention instruction is more explicit, systematic and supportive than Tier 1 reading instruction   |                 |                         |
| Adherence to the planned Tier 2 instruction is monitored by teachers and/or administrators  |                 |                         |
| Student progress is monitored more frequently for students who receive Tier 2 strategic instruction   |                 |                         |
| Tier 2 strategic intervention instruction is planned by the grade level team using universal screening and diagnostic data in the collaborative problem-solving process |                 |                         |
| <b>Tier 3</b>   | <b>In Place</b> | <b>Not Yet In Place</b> |
| All staff understand the purpose of Tier 3 intensive reading instruction is to accelerate learning and catch students up to grade level expectations                    |                 |                         |

|  |  |  |
|--|--|--|
| The schedule includes 45-60 minutes of Tier 3 reading instruction each day   |  |  |
| The Tier 3 intensive intervention/program has been evaluated against the reading research  |  |  |
| The Tier 3 intensive intervention is more explicit, systematic, supportive and individualized than Tier 2 reading instruction  |  |  |
| Adherence to the planned Tier 3 instruction is monitored by teachers and/or administrators   |  |  |
| Student progress is monitored more frequently for students receiving Tier 3 intensive instruction  |  |  |
| Tier 3 intensive intervention instruction is planned by student teams using universal screening, diagnostic, and progress monitoring data in the collaborative problem-solving process |  |  |

| <b>Professional Learning Needs</b> |            |           |
|------------------------------------|------------|-----------|
| <b>Topic</b>                       | <b>Yes</b> | <b>No</b> |
| The science of reading             |            |           |
| Assessment                         |            |           |
| Tiered instruction                 |            |           |
| Collaborative Problem Solving      |            |           |

|   |  |  |
|---|--|--|
| Effective instruction/structured literacy |  |  |
| Classroom management                      |  |  |
| Reading differences/disabilities          |  |  |
| Leadership and teaming                    |  |  |
| Family engagement                         |  |  |
| Other                                     |  |  |