

Key Implementation Phase Activities

MTSS-R Implementation Guide

Team Objective: Identify key activities for each MTSS-R element. *Tip: Use the results from the MTSS-R Phases of Implementation Worksheet to identify your school's current implementation phase for each element.*

Resources: This document contains links to third-party websites that we have no control over. See our [Resource Repository](#), for more recommended tools and links. We have also provided [Google templates](#) for your use. For instructions on how to use them, see our [Template Usage](#) document.

Table of Contents

Element: Instruction and Intervention	2
Key Readiness Phase Activities	2
Key Initial Implementation Phase Activities	3
Key Advanced Implementation Phase Activities	4
Element: Data Use	5
Key Readiness Phase Activities	5
Key Initial Implementation Phase Activities: Student data	5
Key Initial Implementation Phase Activities: Implementation data	8
Key Advanced Implementation Phase Activities	9
Element: Professional Development and Coaching	10
Key Readiness Phase Activities	10
Key Initial Implementation Phase Activities	10
Key Advanced Implementation Phase Activities	11
Element: MTSS-R School Leadership	13
Key Readiness Phase Activities	13
Key Initial Implementation Phase Activities	16
Key Advanced Implementation Phase Activities	17
Element: Mutual Support Involving Families and the School	18
Key Readiness Phase Activities	18
Key Initial Implementation Phase Activities	19

Key Implementation Phase Activities

MTSS-R Implementation Guide

Element: Instruction and Intervention

Key Readiness Phase Activities

Activity 1

Adopt a research-based core reading curriculum and evidence-based interventions

Who is responsible? MTSS-R Leadership team

Evaluate your existing core reading curriculum or core curricula you are considering adopting.

Resources

Across Tiers:

- [Reviewing a Reading Program: Professional Development Module \(Facilitators Guide\)](#)
- [Reviewing a Reading Program: Professional Development Module \(Participants Guide\)](#)
- [A Consumer's Guide to Analyzing a Core Reading Program Grades K-3: A Critical Elements Analysis](#)

Tiers 2/3:

- [Academic Interventions Tool Chart](#)
- [What Works Clearinghouse](#)
- [A Consumer's Guide to Evaluating Supplemental and Intervention Reading Programs Grades K-3](#)

Activity 2

Create and implement a master schedule for instruction and intervention

Who is responsible? MTSS-R Leadership team

A master schedule is essential for ensuring that all students are receiving at least 90 minutes of core reading instruction per day and that students with additional needs are consistently receiving their Tier 2 or 3 interventions, without interruptions.

Resources

- [An Example of the 90 Minute Reading Block](#)

Key Implementation Phase Activities

MTSS-R Implementation Guide

Key Initial Implementation Phase Activities

Activity 1

Provide high quality core reading instruction and intervention using explicit and systematic instruction and targeting appropriate early literacy content

Who is responsible? Reading teachers and interventionists

See [MTSS-R Checklist Element](#) I: Priority 2 for specific action items.

Resources

- [Explicit and Systematic Instruction Handout](#)
- [IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)
- [IES Practice Guide: Improving Reading Comprehension in Kindergarten Through 3rd Grade](#)
- [IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#)
- [IES Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#)

Activity 2

Provide increasingly intensified reading intervention to students based on their instructional need

Who is responsible? Reading teachers and interventionists

See [MTSS-R Checklist Element](#) I: Priority 2 Items (Tiers II and III)

Resources

- [IES Practice Guide: Assisting Students Struggling with Reading: Response to Intervention \(RTI\) and Multi-Tier Intervention in the Primary Grades](#)

Activity 3

Share information with families about reading instruction being provided.

Who is responsible? MTSS-R Leadership Team, Reading teachers and interventionists

Share resources and information with families about what effective reading instruction looks like, how they can support their child's reading skills at home, and how to advocate for their child's reading needs.

Resources

- [Supporting Your Child's Literacy Development](#)
- [Advocating for the Literacy Needs of Children](#)

Key Implementation Phase Activities

MTSS-R Implementation Guide

Key Advanced Implementation Phase Activities

Activity 1

Use student reading performance and MTSS-R implementation data to adjust reading instruction.

Who is responsible? MTSS-R Leadership team, PLC team

Use student performance data to determine whether instruction is adequately improving student reading skills. When growth is inadequate, use implementation data to determine how implementation can be adjusted to improve student reading outcomes.

Resources

- [Collecting and Analyzing Data for Data-Based Individualization](#)

Activity 2

Provide differentiated reading instruction to students based on individual learning needs.

Who is responsible? Classroom teachers

Use student performance data to create student instructional groups and identify specific instructional needs.

Resources

- [Differentiated Instruction: Maximizing the Learning of All Students](#)

Key Implementation Phase Activities

MTSS-R Implementation Guide

Element: Data Use

Key Readiness Phase Activities

Activity 1

Adopt universal screening data system

Who is responsible? MTSS-R Leadership team

Schools should both (a) identify an appropriate reading screening tool using a resource such as the Academic Screening Tools Chart (NCII) and (b) develop a plan for using the tool to collect reading data within their system.

Resources

- [A Comprehensive K-3 Reading Assessment Plan: Guidance for School Leaders](#)
- [Academic Screening Tools Chart](#)
- [Tool Chart Users Guide](#)
- [IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making](#)

Activity 2

Adopt a reading progress monitoring data system

Who is responsible? MTSS-R Leadership team

Schools should both (a) identify an appropriate reading progress monitoring tool using a resource such as the Academic Progress Monitoring Tools Chart (NCII) and (b) develop a plan for using the tool to collect reading data within their system.

Resources

- [A Comprehensive K-3 Reading Assessment Plan: Guidance for School Leaders](#)
- [Academic Progress Monitoring Tools Chart](#)
- [Tool Chart Users Guide](#)

Key Initial Implementation Phase Activities: Student data

Activity 1

Collect universal reading screening data at the beginning, middle, and end of year

Who is responsible? MTSS-R Leadership team

Key Implementation Phase Activities

MTSS-R Implementation Guide

See [MTSS-R Checklist Element](#) II for specific action items.

Resources

- [A Comprehensive K-3 Reading Assessment Plan: Guidance for School Leaders](#)
- [Assessment & Coordination Plan Worksheet](#)

Activity 2

Collect progress monitoring reading data for all students receiving Tier II or Tier III instruction

Who is responsible? MTSS-R Leadership team

See [MTSS-R Checklist Element](#) II for specific action items.

Resources

- [A Comprehensive K-3 Reading Assessment Plan: Guidance for School Leaders](#)
- [Progress Monitoring: Reading](#)
- [Informal Academic Diagnostic Assessment: Using Data to Guide Intensive Instruction Part 1: Administering Academic Progress Monitoring Measures](#)

Activity 3

Collect and use student reading mastery measurement data to help plan reading instruction

Who is responsible? Reading teachers and interventionists

See [MTSS-R Checklist Element](#) II for specific action items.

Resources

- [Data Use Training Video: MTSS-R Data Use: Mastery Measurement section \(minute 12:22-12:30\)](#)
- [Daily Mastery Data Tables](#)
- [Progress Monitoring: Mastery Measurement vs. General Outcome Measurement](#)

Activity 4

Collect and use student diagnostic reading data for those making inadequate progress in reading interventions to plan reading instruction

Who is responsible? Reading teachers and interventionists or other designated staff (e.g., MTSS-R Coach, school psychologist, special education teacher)

See [MTSS-R Checklist Element](#) II for specific action items.

Key Implementation Phase Activities

MTSS-R Implementation Guide

Resources

- [Data Use Training Video](#): MTSS-R Data Use: Diagnostic Assessment section (minute 10:20-12:18)
- [Example Diagnostic Tools](#)

Activity 5

Share information with families about their child's reading performance

Who is responsible? MTSS-R Leadership Team, Reading teachers and interventionists

Share resources with families to help them understand reading screening scores and what they say about their child's reading performance.

Resources

- [Assessment Terms Used in Reading](#)
- [How is My Child Doing? What Assessment Can Tell Parents](#)

Activity 6

Use universal reading screening and progress monitoring data to inform systems-level decisions

Who is responsible? MTSS-R Leadership Team

Data should be organized and shared with all necessary staff in a timely manner.

Resources

- [Leadership Team Meeting Agenda and Minutes](#)
- [IES Practice Guides: Using Student Achievement Data to Support Instructional Decision Making](#)

Activity 7

Use all four data sources to inform grade-, classroom-, small group- and individual student-level reading instructional decisions

Who is responsible? Grade Level PLC Teams

Data should be organized and shared with all necessary staff in a timely manner.

Resources

- [PLC Team Meeting Agenda and Minutes](#)
- [Intensification Planning Worksheet](#)
- [Monthly Classroom Data Summary](#)

Key Implementation Phase Activities

MTSS-R Implementation Guide

- [Instructional Intensification Toolkit](#)
- [IES Practice Guides: Using Student Achievement Data to Support Instructional Decision Making](#)
- [Informal Academic Diagnostic Assessment: Using Data to Guide Intensive Instruction Part 2: Reviewing Graphed Data](#)

Key Initial Implementation Phase Activities: Implementation data

Activity 1

Choose an appropriate implementation data tool

Who is responsible? MTSS-R Leadership team

Data collected should help you make decisions about whether you are on track toward meeting your end-of-year instructional implementation goals. Choose a tool that adequately captures this information.

Resources

- [Evidence-Based Practices \(Part 3\): Evaluating Learner Outcomes and Fidelity](#)
- [RESET Explicit Instruction Rubric](#)

Activity 2

Practice using the implementation data tool

Who is responsible? MTSS-R Leadership team

Practice recording implementation data. Discuss areas of strong implementation and areas of focus for improving implementation. Also discuss what next steps you might take to support improved implementation of the instruction.

Activity 3

Structure coaching supports on use of the implementation data tool

Who is responsible? MTSS-R Coach

Use the implementation data tool create and evaluate progress toward implementation goals for individual and groups of teachers and during coaching sessions.

Resources

- [Coaching for Ongoing Professional Learning Within Tiered Support Models](#)

Key Implementation Phase Activities

MTSS-R Implementation Guide

Key Advanced Implementation Phase Activities

Activity 1

Use a systematic and recurring process to document the reliable collection of student data sources

Who is responsible? MTSS-R Leadership team

It is important to be sure that data is collected reliably across time. Provide initial training to all data collectors, conduct reliability checks immediately and throughout the year to ensure data continues to be collected reliably, and conduct ongoing refresher trainings to remind data collectors of important assessment procedures.

Resources

- [A Comprehensive K-3 Reading Assessment Plan: Guidance for School Leaders](#)

Key Implementation Phase Activities

MTSS-R Implementation Guide

Element: Professional Development and Coaching

Key Readiness Phase Activities

Activity 1

Schedule high priority school-based workshops

Who is responsible? MTSS-R Leadership team, Principal, Reading Coach

Prioritize workshops that will prepare reading instructional staff to implement high quality reading instruction and intervention.

Resources

- [What Does it Take to Implement MTSS? Finding PD Resources to Support Implementation](#)
- [Creating a Training Plan](#)

Activity 2

Create a coaching plan

Who is responsible? MTSS-R Leadership team, Principal, Reading Coach

Prioritize a coaching plan that will prepare reading instructional staff to implement high quality reading instruction and intervention.

Resources

- [Coaching for Ongoing Professional Learning Within Tiered Support Models](#)
- [Implementation Guide for Effective Coaching of Teachers](#)
- [Creating a Coaching Service Delivery Plan](#)

Key Initial Implementation Phase Activities

Activity 1

Provide training to staff who are providing reading instruction and/or intervention

Who is responsible? MTSS-R Leadership team

Initial training should be provided *prior* to implementation of reading instruction and intervention programs. Ongoing training should be provided based on staff needs.

Key Implementation Phase Activities

MTSS-R Implementation Guide

Resources

- [PD Coaching Worksheet](#)
- [What Does it Take to Implement MTSS? Finding PD Resources to Support Implementation](#)

Activity 2

Strategically use PLC teams to practice and reflect on reading instructional practices

Who is responsible? MTSS-R Coach

The following activities are helpful for practicing and reflecting on reading instructional practices:

- Watch exemplary videos
- Coach models challenging instructional routines or practices
- Staff watch videos of themselves teaching and reflect on practices
- Staff perform instructional routines or practices and provide peer feedback

Resources

- [PLC Team Meeting Agenda and Minutes](#)
- [Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse](#)
- [IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)

Activity 3

Provide ongoing coaching supports to staff providing reading instruction and/or intervention

Who is responsible? MTSS-R Coach

Quantity of coaching supports may vary based on the specific needs of individual.

Resources

- [Coaching for Ongoing Professional Learning Within Tiered Support Models](#)

Key Advanced Implementation Phase Activities

Activity 1

Use multiple data sources to regularly inform appropriate instructional coaching supports and set implementation goals

Who is responsible? MTSS-R Leadership team, Reading coach.

Key Implementation Phase Activities

MTSS-R Implementation Guide

Resources

- [The PDSA Cycle](#)
- [Continuum of Coaching Supports Interactive Lesson](#)

Key Implementation Phase Activities

MTSS-R Implementation Guide

Element: MTSS-R School Leadership

Key Readiness Phase Activities

Activity 1

Establish participant key roles and conditions for meeting success

Who is responsible? MTSS-R Leadership Team

Meeting Leader (Building Principal)

- Presides over the agenda and the meeting process. Manages discussions and decision-making activities following the agenda steps.

Meeting Recorder

- Displays the agenda during the meeting. Keeps a record of discussion topics, decisions, tasks and actions. Records notes in the supplied spaces for each section.

Data Lead

- Prepares current student performance and implementation data in an easily analyzed format. Shares the data with team members before and during the meeting.

Timekeeper

- Assists the meeting leader in maintaining meeting pace and keeping time according to the agenda.

Resources

- [Conditions for Meeting Success](#)
- [Leadership Team Meeting Agenda and Minutes](#)

Activity 2

Follow an agenda at monthly meetings and take meeting minutes

Who is responsible? MTSS-R Leadership Team

The MTSS-R Team meeting agenda helps teams:

- a. Set a meeting goal
- b. Examine data for key takeaways to support the meeting goal

Key Implementation Phase Activities

MTSS-R Implementation Guide

- c. Identify key action steps to complete by the next meeting that will move you toward your instruction and intervention goal

Resources

- [Leadership Team Meeting Agenda and Minutes](#)

Activity 3

Collect MTSS-R Leadership Team meeting implementation data after each monthly meeting

Who is responsible? MTSS-R Leadership Team

Survey data should be collected by the data lead and used to evaluate and improve MTSS-R Leadership Team meeting implementation.

Resources

- [Leadership Team Meeting Survey](#)

Activity 4

Establish participant key roles and conditions for meeting success

Who is responsible? Grade Level PLC Teams

- Grade-Level Meeting Leader (Principal, School Coach, or Lead Teacher)**
 - Presides over the agenda and the meeting process. Manages discussions and decision-making activities following the agenda steps.
- Grade-Level Meeting Recorder**
 - Displays the agenda during the meeting. Keeps a record of discussion topics, decisions, tasks and actions. Records notes in the supplied spaces for each section.
- Data Lead**
 - Prepares current student performance and implementation data in an easily analyzed format. Shares the data with team members before and during the meeting (step #3 of the agenda).
- Grade-Level Timekeeper**
 - Assists the meeting leader in maintain meeting pace and keeping time according to the agenda.

Key Implementation Phase Activities

MTSS-R Implementation Guide

Resources

- [Conditions for Meeting Success](#)
- [PLC Team Meeting Agenda and Minutes](#)

Activity 4

Follow an agenda and take meeting minutes at monthly meetings

Who is responsible? Grade Level PLC Teams

The PLC Team meeting agenda helps teams:

- a. Set a meeting goal
- b. Examine data for key takeaways to support the meeting goal
- c. Identify key action steps to complete by the next meeting that will move teachers toward your instruction and intervention goal
- d. Practice instructional strategies

Resources

- [PLC Team Meeting Agenda and Minutes](#)

Activity 5

Follow an agenda and take meeting minutes and monthly meetings

Who is responsible? Grade Level PLC Teams

The PLC Team meeting agenda helps teams:

- a. Set a meeting goal
- b. Examine data for key takeaways to support the meeting goal
- c. Identify key action steps to complete by the next meeting that will move teachers toward your instruction and intervention goal
- d. Practice instructional strategies

Activity 6

Collect PLC Team meeting implementation data after each monthly meeting

Who is responsible? Grade Level PLC Teams

Survey data should be collected by the data lead and used to evaluate and improve on PLC Team meeting implementation.

Key Implementation Phase Activities

MTSS-R Implementation Guide

Resources

- [PLC Team Meeting Survey](#)

Key Initial Implementation Phase Activities

Activity 1

Organize and interpret MTSS-R Leadership Team meeting implementation data after each monthly meeting

Who is responsible? MTSS-R Leadership team

Summarize data to determine which aspects of MTSS-R Leadership team meetings can be improved.

Resources

- [Leadership Team Meeting Survey](#)
- [Drivers Ed: Decision Support Data Systems](#)
- [Drivers Ed: Fidelity](#)

Activity 2

Organize and interpret PLC Teams meeting implementation data after each monthly meeting

Who is responsible? PLC Teams

Summarize data to determine which aspects of PLC team meetings can be improved.

Resources

- [PLC Team Meeting Survey](#)
- [Drivers Ed: Decision Support Data Systems](#)

Activity 3

Collect, organize, and interpret coaching implementation data

Who is responsible? MTSS-R Leadership Team

Summarize data to determine which aspects of coaching can be improved.

Resources

- [Coaching Observation checklist](#)
- [Interactive Coaching Series](#)
- [Drivers Ed: Coaching](#)

Multi-tiered System of Support for Reading Implementation Guide
<https://improvingliteracy.org/mtss-r-implementation-guide>

Key Implementation Phase Activities

MTSS-R Implementation Guide

Activity 4

Collect, organize, and interpret reading instruction and intervention implementation data

Who is responsible? MTSS-R Leadership Team, PLC Teams

Summarize data to determine which aspects of reading instruction and intervention team meetings can be improved.

Resources

- [IES Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)

Key Advanced Implementation Phase Activities

Activity 1

Use multiple data sources to regularly inform appropriate MTSS-R Leadership team actions and set implementation goals

Who is responsible? MTSS-R Leadership team

Resources

- [Drivers Ed: Decision Support Data Systems](#)
- [The PDSA Cycle](#)

Activity 2

Use multiple data sources to regularly inform appropriate PLC team actions and set implementation goals

Who is responsible? PLC team

Resources

- [PLC Team Meeting Survey](#)
- [Drivers Ed: Decision Support Data Systems](#)

Key Implementation Phase Activities

MTSS-R Implementation Guide

Element: Mutual Support Involving Families and the School

Key Readiness Phase Activities

Activity 1

Share information about the school's reading plan and about student reading progress with families

Who is responsible? MTSS-R Leadership team, Classroom teachers

Share information with families in one central location. Share materials and communications that are accessible to all families and translated into languages spoken by families in the school. Provide written and verbal updates on student reading progress that include data and family-friendly explanations with texts and graphs appropriate for families. Provide opportunities for families to ask questions and seek answers.

Resources

- [Learning About Your Child's Reading Development Implementation Toolkit](#)
- [Route to Reading: All Systems Go](#)
- [Families and Schools Partnering for Children's Literacy Success Implementation Toolkit](#)

Activity 2

Share access to knowledge building resources for families focused on MTSS-R, reading development, and signs of risk for reading difficulties.

Who is responsible? MTSS-R Leadership team, Classroom teachers

These implementation toolkits share a variety of resources for families to learn more.

Resources

- [Supporting Students with Reading Needs Implementation Toolkit](#)
- [Supporting Your Child's Literacy Development Implementation Toolkit](#)
- [Learning About Your Child's Reading Development](#)

Activity 3

Provide opportunities for families to support reading instruction and intervention in school.

Who is responsible? MTSS-R Leadership team, Classroom teachers

Resources

- [A Kindergarten Teacher's Guide to Supporting Family Involvement in Foundational Reading Skills](#)

Multi-tiered System of Support for Reading Implementation Guide
<https://improvingliteracy.org/mtss-r-implementation-guide>



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Key Implementation Phase Activities

MTSS-R Implementation Guide

Activity 4

Include 2 or more family members on the School MTSS-R Leadership team

Who is responsible? MTSS-R Leadership team

Family members provide a unique perspective on the MTSS-R Leadership team. Family members should be representative of the composition of the school and should have prominent roles in other MTSS-R activities.

Key Initial Implementation Phase Activities

Activity 1

Plan learning opportunities for families that are culturally responsive and accessible

Who is responsible? MTSS-R Leadership team

Resources

- [Learning About Your Child's Reading Development Implementation Toolkit](#)
- [Supporting Students with Reading Needs Implementation Toolkit](#)

Activity 2

Develop a systematic process for bi-directional sharing of information with families and giving and receiving feedback

Who is responsible? MTSS-R Leadership team

Resources

- [Route to Reading: All Systems Go](#)
- [Families and Schools Partnering for Children's Literacy Success Implementation Toolkit](#)
- [A Kindergarten Teacher's Guide to Supporting Family Involvement in Foundational Reading Skills](#)