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April 7 2026

Organization of the Book and Workshop

Understanding Reading Science

1. Foundations of Learning to Read
2. Delivering Effective Instruction
3. Navigating Reading Assessment

Robust System of Support

4. Foundations of MTSS
5. Teaming to Support Reading Improvement

Enabling Educators

6. Using Data to Drive Tier 1 Reading Instruction
7. Using Data to Drive Tier 2 and Tier 3 Reading Instruction
8. Improving and Intensifying the Tiered Model



MTSS

1. Find out what students need
2. Provide what they need in Tier 1
3. Intensify support as needed

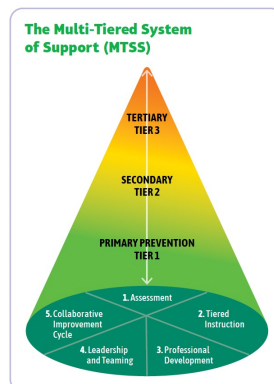


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Systems Levers for Change

1. Impactful Assessment System

2. Effective and Equitable Tiered Supports

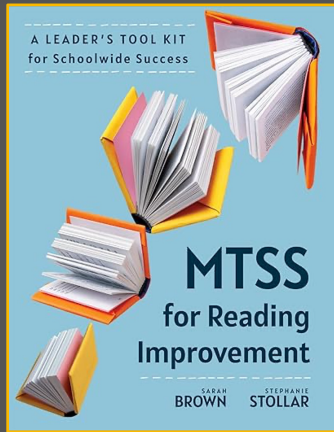
3. Targeted Professional Learning

4. Strategic Leadership and Teaming

5. Collaborative Improvement Cycle

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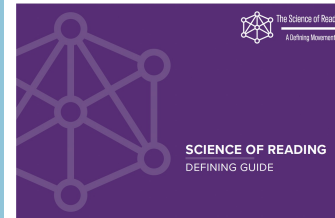




Ch 1: Foundations of Learning to Read

Ch 2: Delivering Effective Instruction

TRL's Science of Reading Defining Guide



The Reading League (2022)

- Section included in the Defining Guide on MTSS (p26)
- Highlights role of MTSS in preventing and intervening to improve reading outcomes
- MTSS is the process of building systems to implement and sustain the science of reading

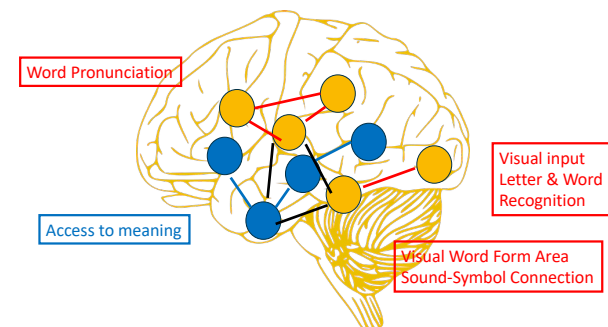


Key Findings in the Science of Reading

1. Reading isn't natural
2. Reading comprehension is the product of word recognition and language comprehension – The Simple View of Reading
3. Explicit, fully-guided instruction is more effective than minimally-guided instruction



1. Reading Isn't Natural



2. The Simple View of Reading



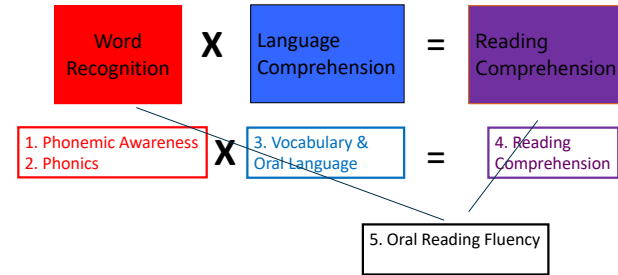
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Gough & Tunmer, 1986

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2. The Simple View of Reading



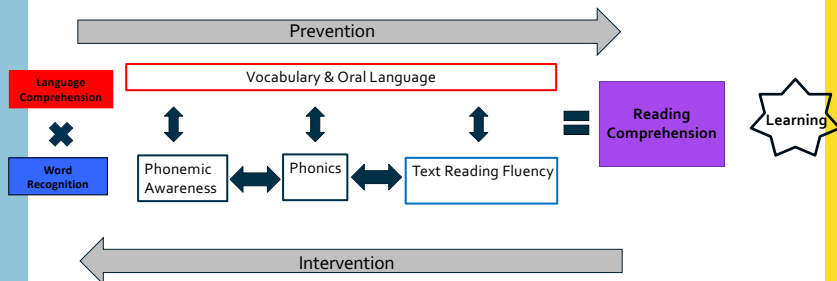
Gough & Tunmer, 1988

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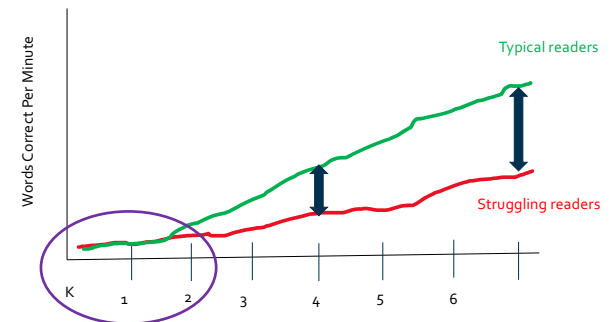
The Simple View of Reading Creates a Path to Reading



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4. Most Reading Problems Can be Prevented



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3. Explicit, Fully-Guided Instruction

	Direct, Explicit, Fully-Guided Instruction	Implicit, Minimally-Guided Instruction
When teaching new content	✓	
When students don't have a lot of background info about the content	✓	
When students have a history of struggling with the content	✓	
When students have lots of background info about the content		✓

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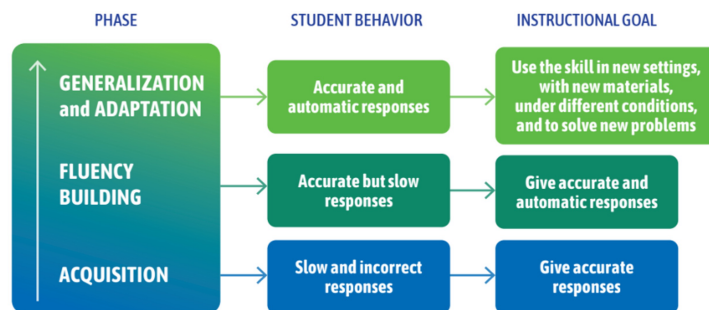
3. Explicit, Fully-Guided Instruction

- **Target** specific, critical skills broken down into manageable chunks, taught in step—by-step fashion
- **Direct**, supportive, carefully selected examples, immediate corrective feedback, distributed and cumulative practice to mastery
- Clear and concise **language**
- Active student **engagement (opportunities to respond)**
- Scripted and **routinized** – use what has been found to work, free up teachers & students to focus on content
- **Leaves nothing to chance**

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The Instructional Hierarchy



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Reflection on Science of Reading

1. What are the implications of the key findings in the science of reading for how reading is taught in your system?
 - Reading isn't natural
 - The Simple View of Reading guides what to teach
 $RC=WR \times LC$
 - Explicit instruction is more effective
2. **Who in your system has deep knowledge on these topics?**
3. Who needs PD and coaching on these topics?

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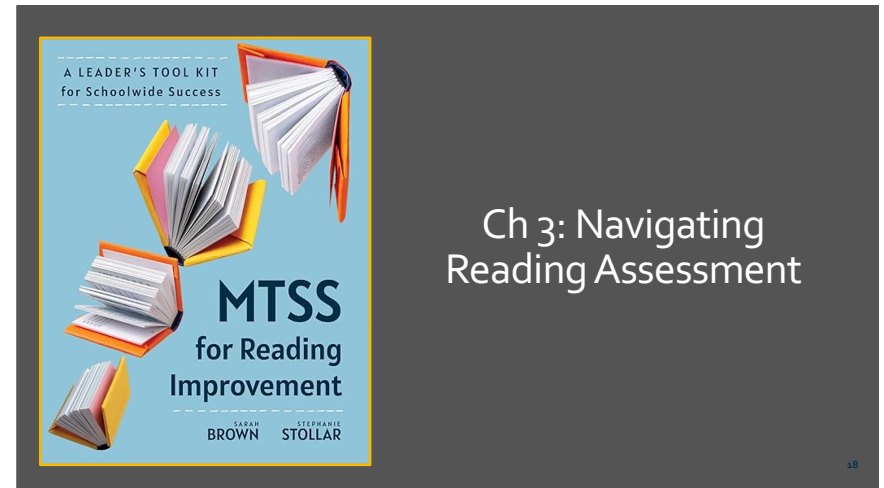
System Levers for Change

Structures and Systems for Using MTSS to Implement the Science of Reading

1. **Assessment System**
2. Tiered Instruction
3. Teaming, Leadership, Collaborative Problem Solving
4. Professional Development

Using assessment data in collaborative teams to build the tiered system of support that gets all of your students to proficient reading.

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Ch 3: Navigating Reading Assessment

Navigating Reading Assessment

Effective and Efficient Reading Assessment

- Assessment should be guided by questions
- Use **indicators** of reading proficiency in essential skills
- Assessment should be direct when possible and always relevant to instruction

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Assessment System

1. Screening Which students & systems need support?	2. Diagnostic Why is the problem happening?
3. Progress Monitoring Is it working?	4. Outcome Evaluation Did it work?

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Screen All Students

Which students and systems need support?

- Given to all students
- Brief
- Standardized
- Reliable and valid
- Indicators of Essential Early Literacy Skills
- Predictive
- Provide student-level and system-level information



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Which Students Need Support?

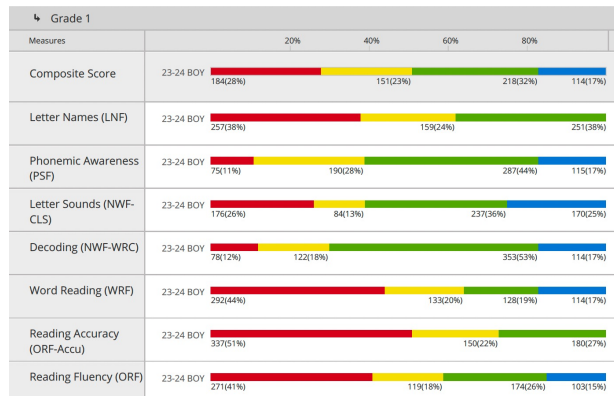
Grade 1 Last Name, First Name	Composite Goal 330	LNF Goal 42	PSF Goal 31	NWF-CLS Goal 30	NWF-WRC Goal 5	WRF Goal 12	ORF-Accu Goal 67%	ORF Goal 10	OL Goal 17	VOCAB Goal 18	SPELL Goal 29	RAN Goal 62
All, Sameer	302 Well Below	6 Well Below	10 Well Below	2 Well Below	0 Well Below	0 Well Below	Discout'd	Discout'd	14 Well Below	16 Below	20 Well Below	93 Well Below
Archer, Aiden	329 Below	41 Below	33 Benchmark	29 Below	9 Benchmark	11 Below	62% Below	8 Below	—	19 Benchmark	—	—
Bernal, Ana	329 Below	34 Below	40 Benchmark	20 Well Below	5 Benchmark	10 Below	73% Benchmark	22 Benchmark	—	19 Benchmark	—	—

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Which Systems Need Support?



51%

39%

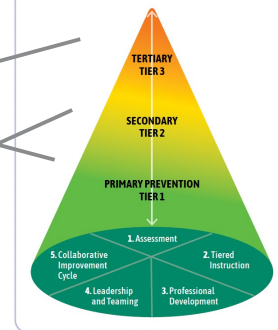
39%



Move Beyond Screen to Intervene

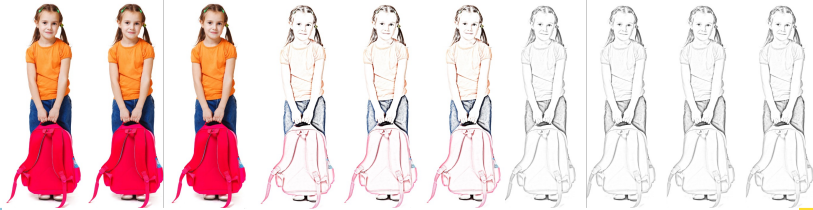


The Multi-Tiered System of Support (MTSS)



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What if 7 out of 10 students don't have the minimum level of skills?
 Can you successfully intervene with 70% of the grade?
 Which student has dyslexia?



Table F1: Frequently Used Ninth-Grade Indicators and Thresholds

Ninth-Grade Indicators	Description	Threshold	Evidence-Based Rating
 First 20- or 30-day attendance <small>(Allensworth & Easton, 2007)</small>	The number of absences within the first 20 or 30 days of each grading period is the biggest risk factor for failing ninth grade (Neild & Balfanz, 2006). This indicator is particularly important because the data are available early in the school year, allowing for timely intervention.	Missed 10% or more of instructional time	 PROMISING EVIDENCE
 Attendance <small>(Allensworth & Easton, 2005, 2007)</small>	Attendance is a frequently used indicator because attendance during the first year of high school is directly related to high school completion rates (Heppen & Theriault, 2008).	Missed 10% or more of instructional time	 STRONG EVIDENCE
 Course failures <small>(Allensworth & Easton, 2007)</small>	This indicator applies to failures in any subject, not just the core content areas (English, mathematics, science, or social studies). This indicator is strongly related to the next indicator, grade point average (GPA).	Failed one or more courses per grading period	 STRONG EVIDENCE
 GPA <small>(Allensworth & Easton, 2007)</small>	If using a 4.00 GPA (rather than a weighted average) as the norm, students are considered off-track if they have a GPA of 2.00 or lower following each grading period and at the end of the year. This calculation includes all credit-bearing classes.	2.00 (less than half the maximum attainable GPA)	 STRONG EVIDENCE

Universal Screening Misunderstandings

- Screening students for dyslexia is different from universal screening or requires “dyslexia” specific measures
- Screening tells you who has “characteristics of dyslexia”
- Screening is only required at the beginning of the year
- The purpose of screening is to sort students into Tiers
- Screening tools must be norm-referenced



Diagnostic Assessment



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Exactly what should we teach next?

- Given to students when you aren't sure what to teach next
- In-depth assessment of a single skill area
- May or may not be standardized, timed, but not teacher created
- Closely linked to instruction (the score is less important than how the student got to the score)



Diagnostic Assessment Misunderstandings

- The purpose of diagnostic assessment is to diagnose a disability
- Only school psychologists, diagnosticians, SLPs, etc. can give diagnostic assessments
- All students need diagnostic assessment

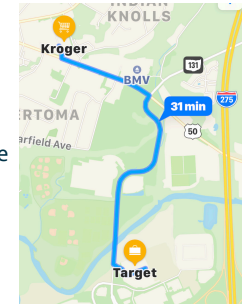
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Progress Monitoring

Is intervention working?

- Brief
- Standardized
- Alternate forms of the same task
- Sensitive to change over small units of time



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Is Instruction Working for This Student?

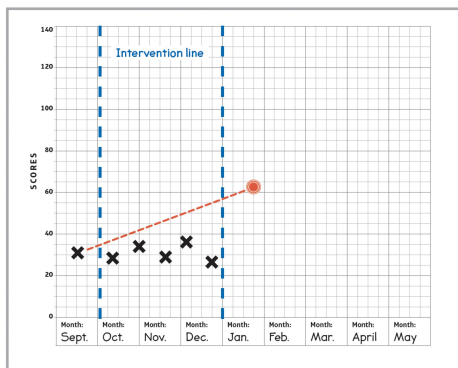


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Is Instruction Working for This Group of Students?

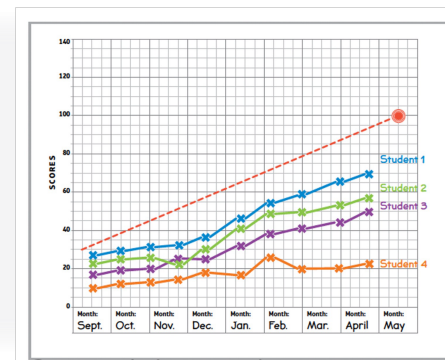


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Progress Monitoring Misunderstandings

- Monthly progress monitoring is sufficient
- Students must be monitored in grade-level material
- Only teachers can do progress monitoring/Teachers can't do progress monitoring
- Progress monitoring should be done during group time on Fridays
- The goal of progress monitoring is documenting failure – We tried everything and nothing worked

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4. Outcome Evaluation

Did it work?

- Achievement testing
- Grade level objectives
- Linked to standards



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Reflection on the Assessment System (Activity A.3, A. 4, A.5)

List all reading tests used at each grade level for each assessment purpose.

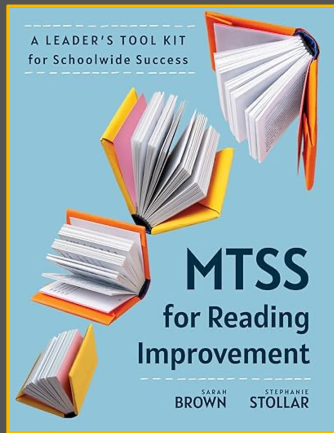
- **Do you have tests for all four purposes?**
- Are tests being used for the wrong purposes?
- How do you feel about the number of reading tests you give each year? Too many or not enough?
- Are there tests you thought were being used that aren't on the list?
- Are there tests on the list you thought were discontinued?
- Are there tests some teachers or schools use but not others? If so, why?
- Who needs training and coaching on giving and using assessments?

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Item	Lever	Effective Implementation	Current Implementation			Priority Level			Chapter(s) Addressing
			Not yet	Partial	Full	Back Burner	Simmering	Urgent	
Impactful Assessment System									
9	Assessments match purposes (selection)	Assessments are used that are appropriate for the following purposes: <ul style="list-style-type: none"> • Screening • Diagnostic • Progress Monitoring • Outcome 							3
10	Data collection	Data are collected as per standardized instructions in an efficient manner. Progress monitoring data are collected frequently and regularly. Diagnostic data are collected efficiently when needed.							3
11	Use of data	Screening data are used to plan Tier 1 instruction and intervention groupings. Diagnostic data are used to match intervention needs to instruction. Progress monitoring data are used to evaluate the effectiveness of interventions.							3
									4
									5

Brown, S., & Stollar, S. (2025). MTSS for reading improvement: A leader's tool kit for schoolwide success, pg. 58. [Solution Tree Press](#)



Ch 4: Foundations of MTSS

System Levers for Change

Structures and Systems for Using MTSS to Implement the Science of Reading

1. Assessment System
2. **Tiered Instruction**
3. Teaming, Leadership, Collaborative Problem Solving
4. Professional Development

Using assessment data in collaborative teams to build the tiered system of support that gets all of your students to proficient reading.

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Core Reading Instruction at Tier 1

All students

Purpose – Primary Prevention - get most students to grade-level expectations

At least 90-120 minutes every day

Evidence-aligned scope and sequence, instructional routines, materials

Highly differentiated

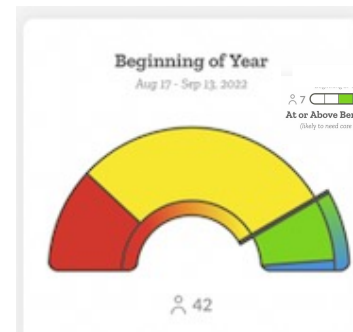
- Whole group and small group formats
- Flexible skill-based groups (5-7 students)

Planned by grade-level team using universal screening data

At least 80% of students reach grade-level expectations



How Healthy Is Your Tier 1 System of Instruction?



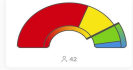
If 83% of the students in this grade level don't have a minimal level of the foundational skills...

...the first step is to analyze and improve Tier 1 instruction.

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Tier 1 is Based on Universal Screening Assessment Data

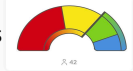
Composite



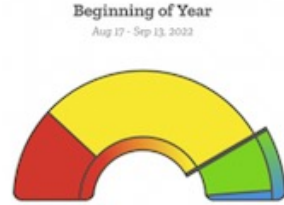
Phonemic Awareness



Letter Sounds



Reading Nonwords



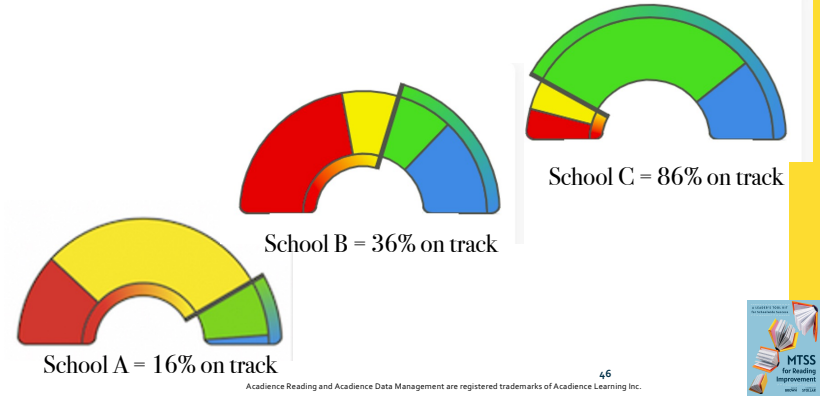
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Middle of Year
Beginning of Year
At or Above Benchmark 17%
(Only scores are suggested)



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Move Beyond Screen to Intervene: What Should Your Tiers Look Like?



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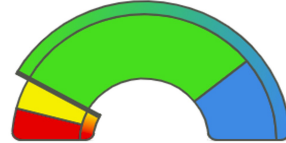


What Should Your Tiers Look Like?

Middle of Year



End of Year



You won't get every student to be a reader by approaching the problem through intervention, one student at a time.

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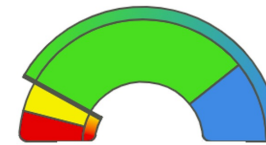


What should your Tier 1 look like if your core program is effective for most students?

Word Recognition Skills

Most students are on track

- Most students get the core reading program in larger group size
- Others get core program's word recognition in a smaller group and intensified



School C = 14% not on track

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What should your Tier 1 look like if the word recognition strand in your core program is not strong?

Word Recognition Skills



School B = 64% at risk

Less than half are on track

- Some students get the core reading program in larger group size
- Others get a stronger word recognition supplement instead of the core program and intensified in a smaller group structure

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What should your Tier 1 look like now?

Word Recognition Skills



School A = 84% at risk

Very few students are on track

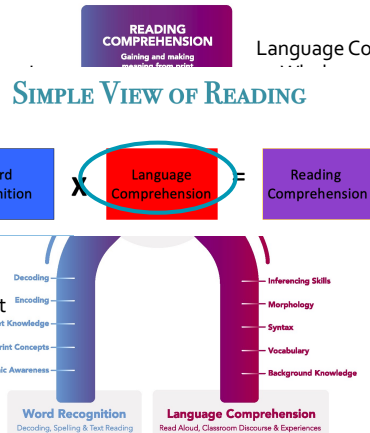
- Small groups from the start
- Using supplemental, stronger word recognition program to replace the word recognition strand in your current core and in Tiers 2/3 as well but more intensive
- No whole-group word recognition instruction

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Word Recognition in Tier 1

- Small group pl that matches s
- Homogeneous
- Every student an adult
- Most strugglin in smallest gro
- Everyone can't teach reading at same time
- Practice in decodable text



Language Comprehension in Tier 1

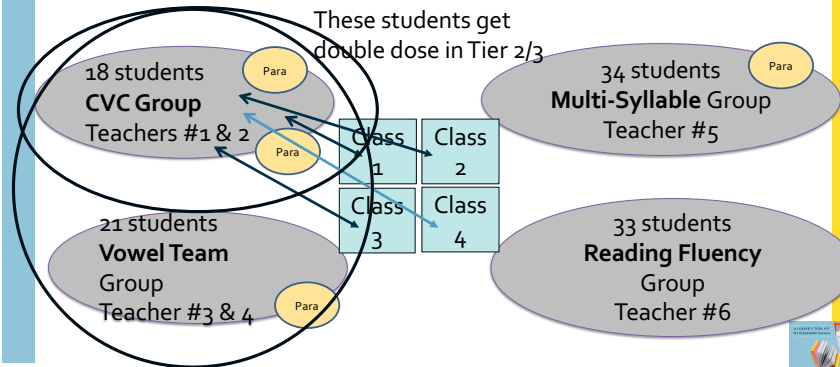
Instruction in
comprehension
is groups
systematic instruction
chosen for building

Gough & Tunmer, 1988

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Tier 1	Time	Configuration	Skill
120 minutes	45 minutes	Whole Group	Oral Language Vocabulary Listening Comprehension Content Knowledge Writing
	60 minutes	Small Group	Phonemic Awareness Phonics Spelling Reading Fluency Reading Comprehension
	15 minutes	Centers	Practice Only

Grouping, Flexible Service Delivery in Tier 1



105 Students, 4 Classroom Teachers, 1 Special Educator, 1 Reading Specialist, 4 Paras

Adapted From the Work of Sharon Dunn, MTSS Leadership Consultant



Tier 1 Misunderstandings

- Tier 1 should only be whole group
- Tier 1 instruction should only include instruction on grade-level skills
- All students should get the same instruction
- Tier 1 programs should be implemented with fidelity
- If a program is on a list of HQIM, it will work in general and it will work for your students specifically

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Strategic Instruction at Tier 2

Some students

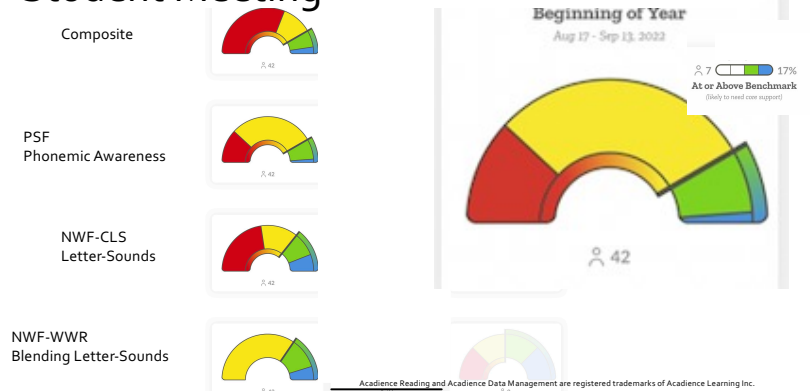
Purpose – Secondary Prevention - catch up students who are at risk

- 30-45 minutes; 3-5 days/week; in addition to core instruction
- Evidence-aligned scope and sequence, instructional routines, materials
- More explicit, systematic, supportive
- Smaller, flexible, skill-based groups, narrow range of skills (3-5 students)
- More frequent progress monitoring
- Planned by grade level team with screening & diagnostic data
- Causes an additional 15% of students to reach grade-level expectations

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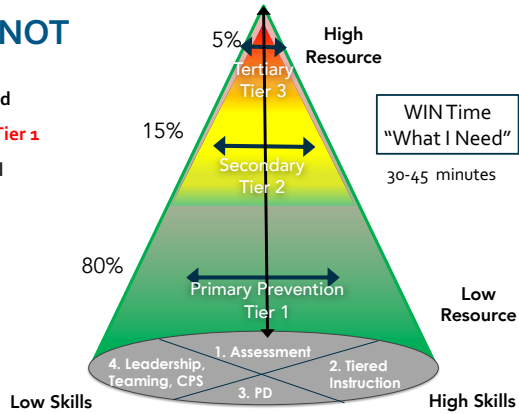
Double Dose in Tier 2 – No Need For Student Meeting



MTSS—What it is NOT

1. Find out what students need
2. Provide what they need in Tier 1
3. Intensify support as needed

WIDEN Time
"What I Don't Even Need"
90-120 minutes

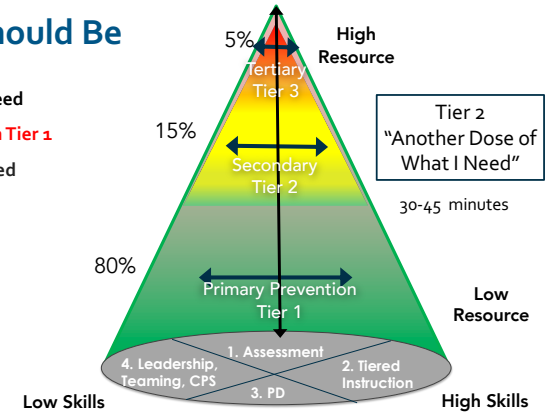


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MTSS—How it Should Be

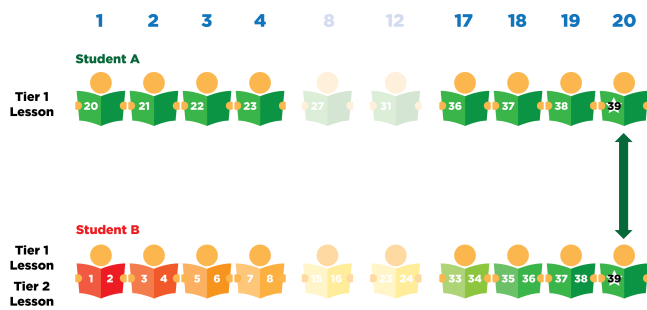
1. Find out what students need
2. Provide what they need in Tier 1
3. Intensify support as needed

Tier 1
"What I Need"
90-120 minutes



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DAYS 1-20



After 20 lessons Student B is caught up and can work on grade-level skills

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	K	1	2	3
8:00 – 8:30	Whole Group	Whole Group	Small Group Tier 2	Math
8:30 – 9:30	Small Group Tier 1	Writing	Writing	
9:30 – 10:15	Writing	Small Group Tier 1	Specials	Science
10:00 – 10:45	Specials	Math	Whole group	Social studies
10:45 – 11:45			Small Group Tier 1	
11:00 – 11:45	Lunch and Recess	Lunch & recess	Lunch and recess	Whole Group
11:45 – 12:15				Lunch and recess
12:00 – 12:45				
11:45 – 1:00	Math	Specials	Math	Writing
12:15 – 1:00				
12:30 – 1:45				
12:45 – 1:30				
1:30 – 2:15		Science	Small Group Tier 2	Small Group Tier 1
1:30 – 2:30				
1:45 – 2:30				Social studies
2:15 – 3:00	Social Studies	Social Studies		
2:30 – 3:00				Science
				Small Group Tier 2

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Schedule

P1	P2	P3	P4	P5	P6	P7	P8
8:14-9:03 49 mins	9:07-9:54 47 mins	9:58-10:45 47 mins	10:49-11:36 47 mins	11:40-12:10 30 mins	12:14-12:44 30 mins	12:48-1:35 47 mins	1:39-2:26 47 mins
SS 6	Plan	Michigan History	SS 6	Flex	Lunch	STEAM 7	Robotics 8
SS 7	EIA WINN	Plan	SS 7	Flex	Lunch	SS 6	SS 7
SS 8	EIA WINN	TBD Elective	SS 8	Lunch	Travel: 11:53-12:13	12:37-1:33 HS	Travel: 1:37-1:57; 1:57-2:26 Plan (26 min)
Sci 6	Plan	Creative Writing	Sci 6	Lunch	Flex	Plan: 12:13-12:33 (20 min)	Total Plan: 49 mins
Sci 7	EIA WINN	Plan	Sci 7	Lunch	Flex	Sci 6	Sci 8
ELA 6	EIA WINN	Greek Mythology	ELA 6	Lunch	Flex	ELA 6	ELA 6
ELA 7	EIA WINN	Curtain Up	ELA 7	Lunch	Flex	Plan	ELA 7
ELA 8	EIA WINN	Plan	Sci 8	Lunch	Flex	ELA 8	Freshman Focus
Math 7	EIA WINN	Math WINN	Math 7	Lunch	Flex	Algebra	Math 7
Math 8	EIA WINN	Math WINN	Math 8	Lunch	Flex	Plan	SS 6
Math 6	Plan	Math WINN	Math 6	Lunch	Flex	Math 6	Math 6
							TBD 6th Elective
							Advanced Math 7

Amy Pratt, Michigan

Monday – Wednesday

1 st Period	9:12 – 10:05
2 nd Period	10:09 – 11:02
3 rd Period	11:06 – 11:59
ALPHA Time	11:59 – 12:49
4 th Period	12:53 – 1:46
5 th Period	1:50 – 2:43
6 th Period	2:47 – 3:40

Thursdays and Fridays use block scheduling, with periods 1, 3, and 5 on Thursdays and 2, 4, and 6 on Fridays.

1 st /2 nd Period	9:12 – 10:51
3 rd /4 th Period	10:55 – 12:34
ALPHA Time	12:34 – 1:24
SIT Time	1:28 – 1:57
5 th /6 th Period	2:01 – 3:40

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Sample A5: High school schedule with seven classes and 54-minute lunch and intervention period

In this school, teachers hold office hours during the first half of the lunch/tutoring block — called “Anchor Hour.” Check-in stations staffed by guidance counselors, administrators, custodial staff, and PE staff were created at the beginning of lunch to monitor student movement. The school added 10 minutes to the school day and reduced the length of class periods to create the additional time.

Period	Regular Schedule	Activity Schedule	Early Release Schedule
1	8:35 – 9:23	8:35 – 9:14	8:35 – 9:12
2	9:28 – 10:16	9:19 – 9:58	9:17 – 9:54
3	10:21 – 11:09	10:03 – 10:42	9:59 – 10:36
4	11:14 – 12:02	10:47 – 11:26	10:41 – 11:18
Anchor Hour	12:02 – 12:56	11:26 – 12:23	11:18 – 12:14
Office Hours A	12:02 – 12:26	11:26 – 11:53	11:18 – 11:44
Office Hours B	12:32 – 12:56	11:56 – 12:23	11:48 – 12:14
5	12:56 – 1:44	12:23 – 1:02	12:14 – 12:51
6	1:49 – 2:37	1:07 – 1:46	12:56 – 1:33
7	2:42 – 3:30	1:51 – 2:30	1:38 – 2:15

Effective Tier 2

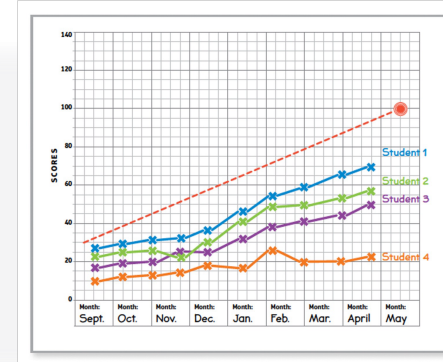


Image © 2026 Scholastic Reading Assessment Done Right



Tier 2 Misunderstandings

- Students leave Tier 1 to get Tier 2
- Students on IEPs aren't eligible for Tier 2
- Only classroom teachers can provide Tier 2; Only someone other than a classroom teacher can provide Tier 2; Special educators can't provide Tier 2
- English Learners, students identified as gifted can't get Tier 2
- Tier 2 interventions must be created in a student meeting

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Intensive Reading Instruction at Tier 3

A few students

Purpose – Tertiary Prevention - keep students' skills from getting worse, help them catch up

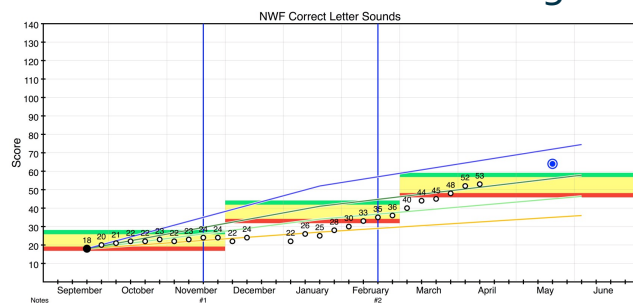
- 45–60 minutes; 5 days/week; in addition to core
- Evidence-aligned scope and sequence, instructional routines, materials
- More explicit, systematic, supportive
- Smaller, flexible, skill-based groups, narrow range of skills (1-3 students)
- More frequent progress monitoring
- Planned by student-level team with screening, diagnostic and progress monitoring data
- Causes the remaining 5% of students to reach grade-level expectations

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Effective Tier 3: What Will It Take To Enable Learning?

9



#1: Changed focus of instruction
#2: Changed group size

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Reflection on the Tiers

1. How effective are your Tier 1, 2, 3 systems?
2. Is instruction aligned across tiers?
3. Do all students have access to all tiers?
4. Do you have evidence-based programs for all tiers?
5. Do you have sufficient time in the schedule?
6. Are all stakeholders involved in evaluating and building the tiered model of reading improvement? (special educators, gifted educators, EL educators, reading interventionists, parents, community members)

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Effective & Equitable Tiered Supports

Item	Lever	Effective Implementation	Current Implementation			Priority Level			Chapter(s) Addressing
			Not Yet	Partial	Full	Back Burner	Simmering	Urgent	
6	Tier 1	<p>Educators believe Tier 1 should result in equitable growth and outcomes</p> <p>Tier 1 instruction includes at least 90 - 120 minutes of reading instruction</p> <p>All students are included in appropriate portions of reading instruction</p> <p>Tier 1 instruction is planned by the grade level team using the CIC</p> <p>The Tier 1 core reading program has been evaluated against the reading research</p> <p>Differentiated instruction is provided during Tier 1 instruction, with whole group and small group formats</p> <p>Adherence to the planned Tier 1 instruction is monitored by teachers and/or administrators</p>							4 6

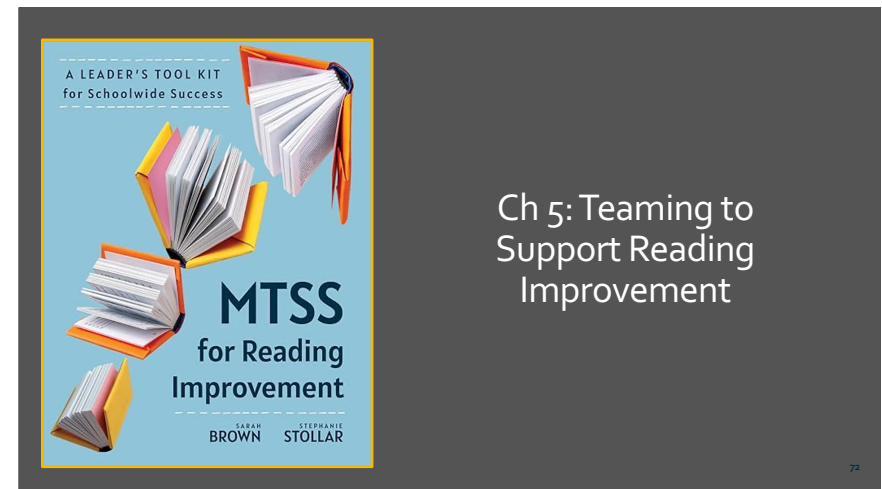
Brown, S., & Stollar, S. (2023). MTSS for reading improvement: A leader's tool kit for schoolwide success, pg. 98. [Solution Tree Press](#)

Item	Lever	Effective Implementation	Current Implementation			Priority Level			Chapter(s) Addressing
			Not Yet	Partial	Full	Back Burner	Simmering	Urgent	
7	Tier 2	<p>Educators believe the purpose of Tier 2 intervention is to equitably accelerate learning and close achievement gaps</p> <p>The schedule includes 30-45 minutes of daily Tier 2 reading intervention</p> <p>Tier 2 intervention is matched with student skill and instructional needs by the GLT using the CIC process</p> <p>Tier 2 intervention programs have been evaluated against the reading research and are implemented per program guidelines (e.g. 30 minutes per lesson)</p> <p>Student progress is monitored frequently and regularly</p> <p>Adherence to the planned Tier 2 instruction is monitored by teachers and/or administrators</p>							4 7

Brown, S., & Stollar, S. (2023). MTSS for reading improvement: A leader's tool kit for schoolwide success, pg. 98. [Solution Tree Press](#)

Item	Lever	Effective Implementation	Current Implementation			Priority Level			Chapter(s) Addressing
			Not Yet	Partial	Full	Back Burner	Simmering	Urgent	
8	Tier 3	<p>Educators agree that the purpose of Tier 3 intervention is to</p> <p>equitably accelerate learning and close achievement gaps</p> <p>The schedule includes 45-60 minutes of Tier 3 reading instruction each day</p> <p>Tier 3 intervention is planned by GLTs using universal screening, diagnostic, and progress monitoring data using the CIC process</p> <p>Tier 3 programs have been evaluated against the reading research</p> <p>Student progress is monitored frequently and regularly</p> <p>Adherence to the planned Tier 3 intervention is monitored by teachers and/or administrators</p>							4 7

Brown, S., & Stollar, S. (2023). MTSS for reading improvement: A leader's tool kit for schoolwide success, pg. 98. [Solution Tree Press](#)



Ch 5: Teaming to Support Reading Improvement

System Levers for Change

Structures and Systems for Using MTSS to Implement the Science of Reading

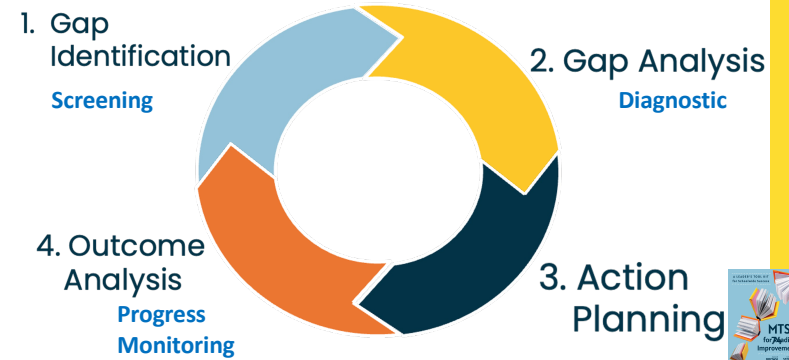
1. Assessment System
2. Tiered Instruction
3. **Teaming, Leadership, Collaborative Problem Solving**
4. Professional Development

Using assessment data in collaborative teams to build the tiered system of support that gets all of your students to proficient reading.

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Collaborative Improvement Cycle

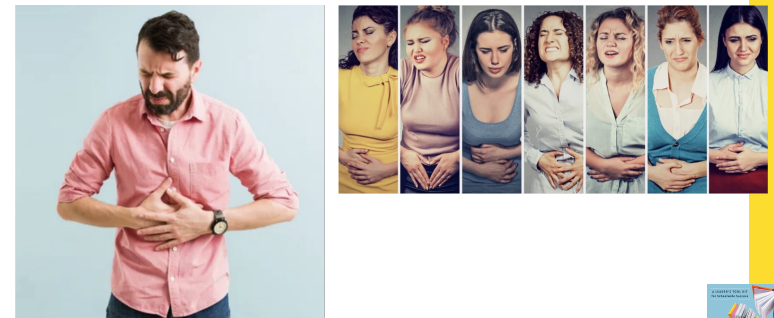


Collaborative Improvement Cycle

Step	Question
Gap Identification	What is the gap between desired and actual performance?
Gap Analysis	How and why is the gap occurring?
Action Planning	What should we do about it ?
Outcome Analysis	Is our plan working ?



Why The Collaborative Improvement Cycle?



Step	Question	Assessment	Example
1	What is the problem?	Screening	Ollie should be able to segment phonemes at a rate of at least 40 per minute, but his score is 37. He should be able to match sounds to letters at a rate of 27 per minute and read at least one whole word, but his letter-sound score is 21 and he reads 0 whole words.
2	Why is it happening?	Diagnostic	The student can blend phonemes and identify initial phonemes but can't segment all sounds in words; knows common sounds for 6 letters.
3	What should we do about it?		Teach segmenting phonemes, letter name, letter-sound, blending, and how to write the letters explicitly and systematically.
4	Is it working?	Progress Monitoring	Both goals were met on time.

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Write An Intervention For The System

	Question	Assessment	Example
1	What is the problem? Problem Definition	Screening	At the beginning of 1st grade, 100% of students should name letters, segment phonemes, read CVC words, but only about 17% of our students meet these expectation.
2	Why is it happening? Problem Analysis		PA and phonics instruction in kindergarten was all whole group with no progress monitoring.
3	What should we do about it? Plan Development & Implementation		Teach PA and phonics in skill-based flexible small groups in K.
4	Is it working? Plan Evaluation	Screening, Progress Monitoring	Implementation data (checklist) MOY student screening data – Fewer students scoring below or well below expectation

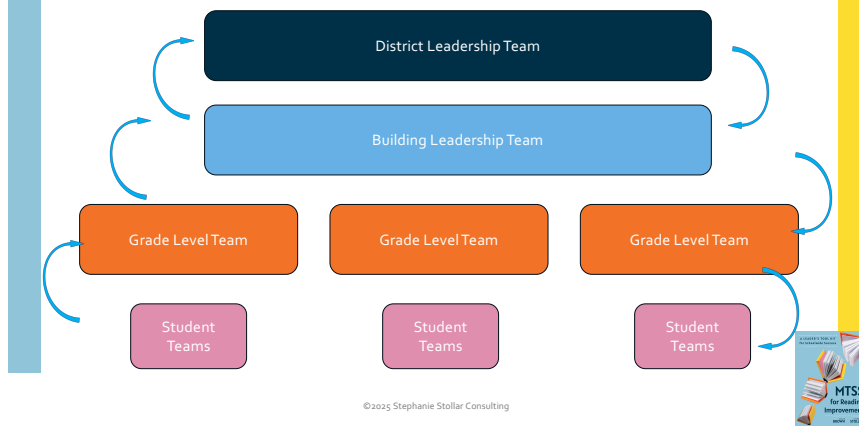
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Effective Teams



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District Leadership Team

Who

- Superintendent, Assistant Superintendent(s)
- District Level Coordinators/Supervisors/Leads
- Each Building Principal
- Teacher Representative
- Related Service Representative
- Staff Representative
- Union Representative
- Parent/Community Representative(s)

What

- Use problem solving to review district data
- Set district goals
- Allocate human, time, material, and financial resources
- Set policy
- Allocate budget

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Building Leadership Team

Who

- District administrators
- School administrators
- Representation from all roles
- Representation from parents and community

What

- Use problem solving to review school data
- Set school goals to meet district goals
- Remove barriers to teachers being successful with students
- Design, implement, and evaluate tiered instruction and intervention plan for the school

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Grade Level Teams

Who

- All teachers, general ed and special ed
- Interventionists
- Related service personnel
- Representation from school and district administration

What

- Use problem solving to review grade-level data
- Set grade-level goals to meet school goals
- Allocate personnel resources
- Design, implement, and evaluate tiered instruction and intervention plan for the grade

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Student Teams

Who

- School and/or district representative(s)
- Teacher(s)
- Related Services staff
- Parent/Guardian, community members

What

- Use problem solving to review student-level data
- Set student goals
- Design, implement and evaluate an intervention plan

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Reflection on Teams

1. Do you have teams building and evaluating your tiered model at the district, school, grade, and student levels?
2. Are all stakeholders represented on teams at all levels?
3. How do people who are not on the team provide input?
4. What system is in place for communicating among members of each team?
5. What system is in place for communicating across teams?

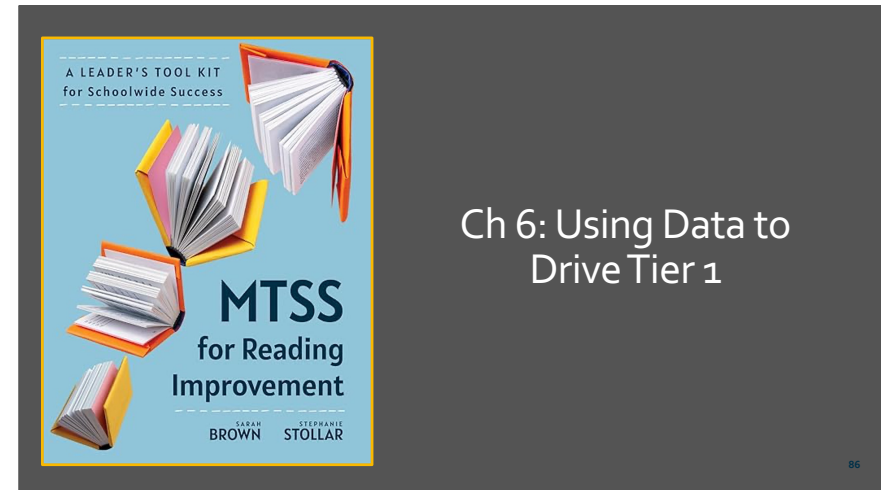
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Item	Lever	Effective Implementation	Current Implementation			Priority Level			Chapter(s) Addressing
			Not yet	Partial	Full	Back Burner	Simmering	Urgent	
Strategic Leadership & Teaming									
1	Team Structures or Membership	<p>The following teams meet regularly to review and act on reading success:</p> <ul style="list-style-type: none"> • Student Level Team • Grade Level Teams • School Leadership Team • District Leadership Team <p>Teams are comprised of the following perspectives:</p> <ul style="list-style-type: none"> • Administrators • Reading experts • Instructional experts • Representation from impacted educators <p>Educators agree current teams are effective and efficient.</p>							
2	Communication	<p>Two-way communication occurs regularly and predictably within and across the following teams:</p> <ul style="list-style-type: none"> • Student Level Team • Grade Level Teams • School Leadership Team • District Leadership Team • Caregivers and the community <p>Educators report strong communication</p>							

Brown, S., & Stollar, S. (2025). MTSS for reading improvement: A leader's tool kit for schoolwide success, pg 92. [Solution Tree Press](#)

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Ch 6: Using Data to Drive Tier 1

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Tier 1 Meeting Agendas

Grade-Level and Building-Level Team Meetings

2 types of meetings:

1. To Write the Action Plan

Tier 1 Gap Identification

- Effective
- Equitable
- Resulting in too many students with disabilities

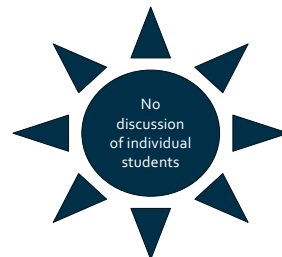
Tier 1 Gap Analysis

- Needs and resources

Tier 1 Action Plan

2. To Review the Outcomes

Tier 1 Outcome Analysis Agenda



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Effective Tier 1 Review

- Purpose - Reduce the need for intervention
- All students
- Matched to grade-level expectations and students' needs
- Sufficient time
- Research-aligned instruction
- Flexible service delivery
- 80% or more reach screening expectations

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B.2 Grade-Level Team Protocol Tier 1 Gap Identification

Student Reading Data		Group	
Team Questions	Answers		
What is the change in percentage of students who meet screening targets?		American Indian or Alaska Native	
<ul style="list-style-type: none"> Phonemic Awareness 		Black or African American	
<ul style="list-style-type: none"> Phonics 		Hispanic or Latino of Any Race	
<ul style="list-style-type: none"> Fluency 		White	
<ul style="list-style-type: none"> Broad Reading/Composite 		Asian	
On the Broad Reading/Composite measure, what percent of students who started the year on track are still on track?		Native Hawaiian or Other Pacific Islander	
Analyze data by subgroup. Did any subgroup <u>not</u> make as much growth as the entire grade level?		Not Receiving Free-Reduced Lunch	
		Receiving Free-Reduced Lunch	
		Students not Receiving English Learning Services	
		Multilingual students receiving English Learning Services	
		Did all students who needed intervention receive it?	

Brown & Stollar (2025) p 158 - 159



Part 3: Does our Tier 1 instruction result in too many students being identified as having a specific learning disability?

Grade Level	State Average

What percent of students are identified with a specific learning disability?

Gap-Identification Summary Statement or Statements (Complete at least one.)
Our Tier 1 is effective and equitable.

Our Tier 1 is effective for some students but is not equitable for all groups. Specifically, there is a _____ % gap in outcomes for students who are _____ and those who are _____.

Our Tier 1 is not effective. We expect _____ % of students to meet screening benchmarks _____ % of students in _____ grade are meeting screening targets.

Other: _____

Next Step: Use the Tier 1 Gap Analysis Protocol to analyze factors contributing to identified universal system gaps.

B3 Grade-Level Team Protocol Tier 1 Gap Analysis

Potential Area of Need	Questions to Consider	Answers & Data	Perceived Need
Strategic Leadership & Training	Do we have the right team members on SLT and GLTs to ensure needed expertise, perspective, and consensus? Do teams have regular time to address reading needs and act on reading data?		
Continuous & Collaborative Improvement Cycle	Do SLTs and GLTs use data protocols that guide their use of the CAC? Do teams have experts in the CAC supporting their data use?		
Effective & Equitable Tiered Supports	Are we able to spend at least 90 - 120 minutes in reading instruction daily? Do we have a clear scope and sequence for teaching foundational reading skills? Are we on track to finish all lessons this year? Are instructional strategies clear and evidence-based?		
	Do GLTs have access to screening data and protocols to support use of those data? Do we use formative assessment to inform our daily instruction? Do SLTs have data protocols to support use of school-wide reading data? Do all grade-level teachers been trained in, and feel confident around, evidence-based instruction aligned with the Science of Reading? Have all grade-level teachers been trained in, and feel confident in, using our curricular materials? Do all educators have access to coaching resources to drive improved reading outcomes?		

Prioritize identified needs. Consider both local data and those actions that are feasible and expected to make the biggest impact on student reading growth.

Top Priority _____ Second Priority _____

Outline Existing Strengths and Resources. Identify those resources that can be used to address prioritized needs.

Next Steps. We expect that if we address _____ and _____, our Tier 1 will become more effective and/or equitable.

Brown & Stollar (2025) p 160-161



Grade Level Team (GLT) System-Level Tier 1 Agenda

1. Tier 1 Gap Identification
2. Tier 1 Gap Analysis
3. Tier 1 Action Planning

GLT Tier 1 Agenda Grade Level Team Agenda			
Topic	Task	Time	Notes
Agenda Review	<ul style="list-style-type: none"> Review agenda Set team roles 		
Tier 1 Gap Identification	Is Tier 1 implementation effective for students in our grade?		
Tier 1 Gap Identification	Is our Tier 1 instruction equitable?		
Tier 1 Gap Identification	Does our Tier 1 instruction result in too many students being identified as having a Specific Learning Disability?		
Tier 1 Gap Identification	What is our gap identification summary statement		
Tier 1 Gap Analysis	What needs and resources did we identify?		
Tier 1 Gap Analysis	Prioritize Needs		
Tier 1 Gap Analysis	Outline existing strengths and resources		
Tier 1 Action Planning	Develop an Action Plan		
Closing	Decide next steps		

Brown & Stollar (2025) p 156-157



1. Gap Identification

- What is the difference between expected and actual performance?
- What percentage of students reach screening goals?
- Is our Tier 1 effective for all?
- Does our Tier 1 result in too many students with disabilities?



B.2 GLT Protocol Tier 1 Gap Identification

Part 3: Does our Tier 1 instruction result in too many students being identified as having a specific learning disability?

Grade Level	State Average
What percent of students are identified with a specific learning disability?	

Gap-Identification Summary Statement or Statements (Complete at least one.)
Our Tier 1 is effective and equitable.

Our Tier 1 is effective for some students but is not equitable for all groups. Specifically, there is a _____ % gap in outcomes for students who are _____ and those who are _____.

Our Tier 1 is not effective. We expect _____ % of students to meet screening benchmarks. _____ % of students in _____ grade are meeting screening targets.

Other: _____

Next Step: Use the Tier 1 Gap Analysis Protocol to analyze factors contributing to identified universal system gaps.

Part 2: Is our Tier 1 instruction equitable?

Group
American Indian or Alaska Native
Black or African American
Hispanic or Latino of Any Race
White
Asian
Native Hawaiian or Other Pacific Islander
Not Receiving Free-Reduced Lunch
Receiving Free-Reduced Lunch
Students not Receiving English Learning Services
Multilingual students receiving English Learning Services
Did all students who needed intervention receive it?

Student Reading Data

Team Questions	Answers
What is the change in percentage of students who meet screening targets?	
Phonemic Awareness	
Phonics	
Fluency	
Broad Reading/Composite	
On the Broad Reading/Composite measure, what percent of students who started the year on track are still on track?	
Analyze data by subgroup. Did any subgroup <u>not</u> make as much growth as the entire grade level?	

Brown & Stollar (2025) p 158 - 159

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1. Tier 1 Gap Identification - Grade 2 Examples

What percent of students are on track at the grade level in each skill area?	School A	School B	School C
Phonemic Awareness	N/A	N/A	N/A
Phonics	80%	55%	85%
Fluency	80%	45%	45%
Reading Comprehension	80%	50%	45%

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1. Tier 1 Gap Identification School B

Our Tier 1 is not effective. We expect 100 % of students to meet screening benchmarks. 55 % of students in grade 2 are meeting grade-level screening targets for phonics.

Students don't comprehend grade-level text because they can't decode.

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2. Tier 1 Gap Analysis

- How and why is the gap happening?
- Why isn't Tier 1 as effective as it needs to be?
- How should Tier 1 be improved to meet more students' needs?



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2. Tier 1 Gap Analysis School B

Our Tier 1 is not effective. We expect 100 % of students to meet screening benchmarks. 55 % of students in grade 2 are meeting grade-level screening targets for phonics.

Why might a second grade student not be able to decode?

Why might half of the second grade students not be able to decode?



B3 Grade-Level Team Protocol Tier 1 Gap Analysis

Potential Area of Need	Questions to Consider	Answers & Data	Perceived Need
Strategic Leadership & Teaming	Do we have the right team members on SLT and GLTs to ensure needed expertise, perspective, and consensus? Do teams have regular time to address reading needs and act on reading data?		
Continuous & Collaborative Improvement Cycle	Do SLTs and GLTs use data protocols that guide their use of the CIC? Do teams have experts in the CIC supporting their data use?		
Effective & Equitable Tiered Supports	Are we able to spend at least 90–120 minutes in reading instruction daily? Do we have a clear scope and sequence for teaching foundational reading skills? Are we on track to finish all lessons this year? Are instructional strategies clear and evidence-based?		
Impactful Assessment System	Do GLTs have access to screening data and protocols to support use of those data? Do we use formative assessment to inform our daily instruction? Do SLTs have data protocols to support use of school-wide reading data?		
Targeted Professional Learning	Have all grade-level teachers been trained in, and feel confident around, evidence-based instruction aligned with the Science of Reading? Have all grade-level teachers been trained in, and feel confident in, using our curricular materials? Do all educators have access to coaching resources to drive improved reading outcomes?		

Prioritize identified needs. Consider both local data and those actions that are feasible and expected to make the biggest impact on student reading growth.

Top Priority _____ Second Priority _____

Outline Existing Strengths and Resources. Identify those resources that can be used to address prioritized needs.

Next Steps. We expect that if we address _____ and _____, our Tier 1 will become more effective and/or equitable.

Brown & Stollar (2025) p 160–161



Gap Analysis • Answer Questions by Lever

Strategic Leadership & Teaming	Do we have the right team members on strategic leadership teams and grade-level teams to ensure needed expertise, perspective, & consensus? Do teams have regular time to address reading needs & act on reading data?
Collaborative Improvement Cycle	Do teams have experts in the Collaborative Improvement Cycle supporting their data use?
Effective & Equitable Tiered Supports	Are we able to spend at least 90–120 minutes in reading instruction daily? Do we have a clear scope and sequence for teaching foundational reading skills? Are we on track to finish all lessons this year? Are instructional strategies clear & evidence-based?



2. Tier 1 Gap Analysis: School B

B2 Levers for Change/Items	Data Source	Results
Tiered Supports: Do we have sufficient time for instruction?	Schedule	20 minutes in Tier 1 3 days/week
Do all educators have access to evidence-based instructional materials?	Materials Matrix	There are no materials for teaching basic phonics in grade 2
Targeted Professional Learning: Have all educators had training and coaching?	PD Calendar PD Attendance	No training on teaching basic phonics for grade 2 teachers
Impactful Assessment System: Do GLTs have access to aggregate screening data and protocols to use them?	Screening Diagnostic	15 students - letter sounds 25 students - CVC words 10 students - digraphs and blends 20 students - CVCE



2. Tier 1 Gap Analysis: **School B**

Hypothesis Statement:

We expect if we address *the amount of time students receive instruction targeted at their skill level* our Tier 1 will become more effective and/or equitable.

Available resources/ bright spots:

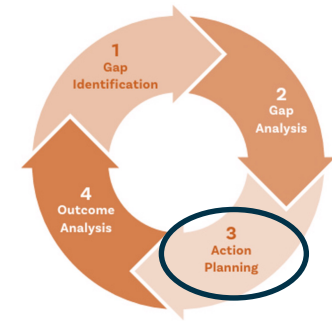
- principal leadership
- multiple teachers and interventionists
- funding for materials



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3. Action Planning

- What actions will we take to close the gap?
- Who will ensure this action plan gets implemented?
- When will we implement this action?
- How will we monitor implementation?



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3. Action Planning: **School B**

Hypothesis: We expect if we address *the amount of time students receive instruction targeted at their skill level* our Tier 1 will become more effective and/or equitable.

Action Plan: Increase the time students spend in Tier 1 with instruction targeted at their skill level.



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3. Tier 1 Action Planning

Student Outcome Data: How will we measure if what we did impacted student learning?

- Screening, progress monitoring, unit tests

Adult Implementation Data: How will we measure if we did what we planned to do?

- Artifacts such as self report, checklists, observation, lesson plans, schedules

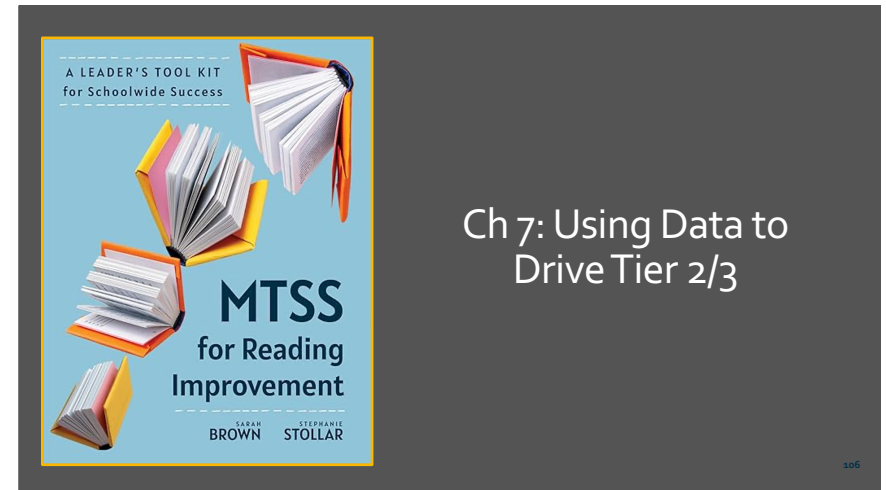


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Reflection on Tier 1 Teaming

- Which team is meeting to review Tier 1 effectiveness in each grade?
- How are action plans communicated to all stakeholders?
- How are action plans communicated to the building leadership team?
- What next steps do you need to take regarding reviewing Tier 1 effectiveness?

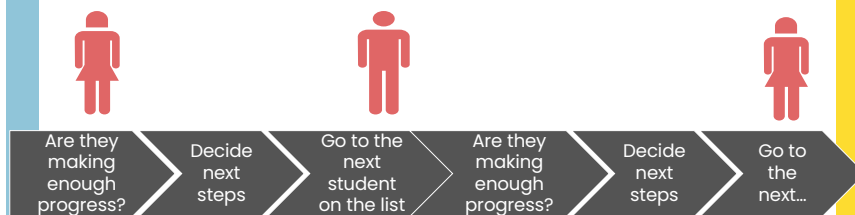
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Ch 7: Using Data to Drive Tier 2/3

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Common Data Review Meeting Agenda



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Intervention System Considerations

If the majority of students receiving a similar instructional package (Tier 1 + Intervention) are not closing learning gaps, those interventions are not effective.

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System Data Review for Intervention Success



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Benefits of System Level Intervention Data Review

Save time in intervention review meetings!

Have information you can use to identify gaps within your intervention system

Know which interventions are definitely implemented with fidelity



Risks of Skipping System Level Data Review

Waste time in meetings intensifying student by student

Never know that an intervention isn't effective (or isn't being used effectively)

Suspect an SLD for a system issue



Reviewing Data for Intervention Effectiveness

Review progress monitoring data by the intervention group



Intensify for individual students



Intensify the entire intervention



B.9: Grade-Level Team Agenda Tiers 2 and 3

Team Roles			
Role	Task	Time	Notes
Tier 2 and 3 Gap Analysis	What are our perceived needs?		
Tier 2 and 3 Gap Analysis	What are our existing strengths and resource needs?		
Tier 2 and 3 Action Planning	What will we do to support our students?		
Closing	What are our next steps?		

Agenda			
Topic	Task	Time	Notes
Tier 2 and 3 Gap Analysis	Who will complete each of the gap analysis tasks?		
Tier 2 and 3 Gap Identification	Is the intervention of Tier 2 and 3 intervention effective for students in our grade?		
Tier 2 and 3 Gap Identification	Are our Tier 2 and 3 intervention systems equitable?		
Tier 2 and 3 Gap Identification	Do our Tier 2 and 3 interventions meet the needs of students being identified as having Specific Learning Disabilities or students with IEPs?		
Tier 2 and 3 Gap Identification	What is our gap identification summary statement?		
Tier 2 and 3 Gap Analysis	What needs and resources did we identify?		

Grade Level Team System-Level Intervention Agenda

Brown & Stollar (2025) p169-170



Gap Identification • Agenda Overview

- Is our current intervention system effective for students in our grade?
- Are current interventions effective for student: they serve?
- Write a gap identification summary statement



Gap Analysis • Agenda Overview

- What are the perceived needs?
- What are our prioritized needs?
- What are our existing strengths and resource needs?



Action Planning • Agenda Overview

- What will we do to support our students?
- What are our next steps?



System-Level Intervention Gap Identification Data Protocol

**B.10: Grade-Level Team Protocol Tiers 2 and 3
Gap Identification**

Part 1: Is our current intervention system effective for students in our grade?

Part 2: Are current interventions effective for students they serve?

Part 3: Is our current intervention system effective for students in our grade?

Part 4: Are current interventions effective for students they serve?

Brown & Stollar (2025) p171-172



Gap Identification

Part 1: Is our current intervention system effective for students in our grade?

- Data Source: Screening Data

Part 1: Is our current intervention system effective for students in our grade?

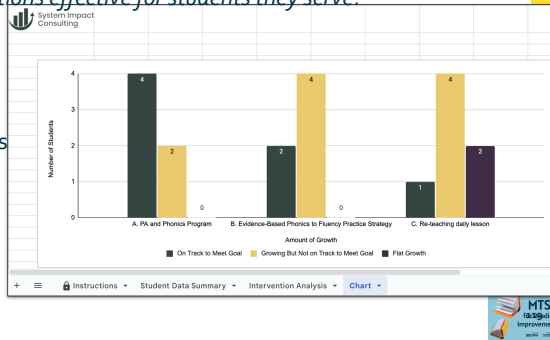
Team Questions	Answers
What percent of students who receive intervention are on track at the grade level in each skill area?	Overall 54%
• Phonemic Awareness	94%
• Phonics	31%
• Fluency	47%
• Comprehension	N/A
• Broad Reading/Compos	N/A



Gap Identification

Part 2: Are current interventions effective for students they serve?

The final tab charts intervention effectiveness



Gap Identification

Part 2: Are current interventions effective for students they serve?

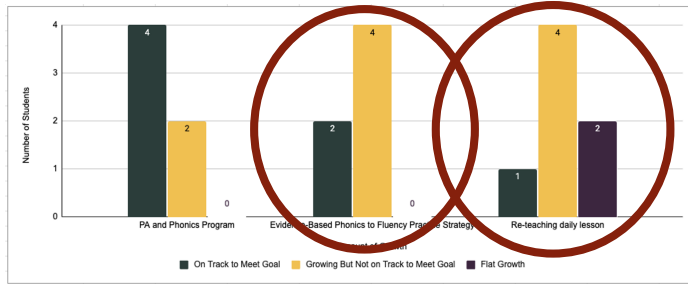
Intervention	Percent with minimal growth	Percent making some growth but not on track to meet goal	Percent on track to meet goal
A	0	2	67%
B	0	4	33%
C	2	4	14%

If most students in an intervention group aren't on track to meet their goal, go to gap analysis for the intervention.



Gap Identification

Part 2: Are current interventions effective for students they serve?



Gap Identification Summary Statement

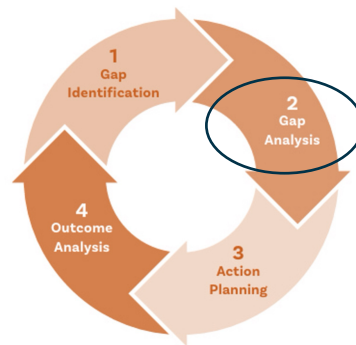
What is our gap identification summary statement?

Some interventions are effective, but these are resulting in insufficient growth: **Interventions B and C; focused on phonics and fluency.**



Gap Analysis

- Why aren't interventions as effective as they need to be?
- How should interventions be intensified to meet more students' needs?



System-Level Intervention Gap Analysis Data Protocol

Intervention for Change	Qualitative Evidence	Assess and Rate	Revised/Next
B.11: Grade-Level Team Tier 2 and 3 Gap Analysis Purpose: Identify specific needs within Tier 2 and 3 reading intervention. School: _____ Grade: _____ Screening Method: _____ Date: _____ For these interventions with fewer than 80 percent of students on track to meet their goals, consider each of the questions below:	Intervention for Change: 1. Does the school reading team identify and describe the intervention in detail? 2. Is the intervention evidence-based? 3. Is the intervention aligned with the state and/or district curriculum? 4. Does the school leadership team monitor the intervention's effectiveness? 5. Are there any barriers to implementation?	Assess and Rate: 1. How effective is the intervention? 2. How well is the intervention implemented? 3. How well is the intervention monitored? 4. How well is the intervention evaluated? 5. How well is the intervention supported?	Revised/Next: 1. How should the intervention be revised? 2. How should the intervention be supported? 3. How should the intervention be monitored? 4. How should the intervention be evaluated? 5. How should the intervention be supported?

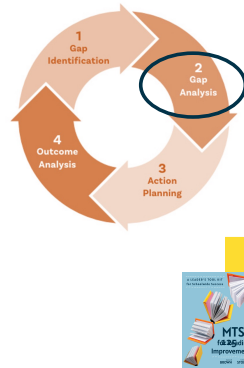
Brown & Stollar (2025) p173-174



Gap Analysis

Identify specific needs within Tier 2 and Tier 2 reading intervention

- Strategic Leadership and Teaming
- Collaborative Improvement Cycle
- Effective and Equitable Tiered Supports
- Impactful Assessment System
- Targeted Professional Learning



Gap Analysis • Answer Questions by Lever

Strategic Leadership & Teaming	The schedule for intervention doesn't allow for students to participate in their classwide Tier 1 intervention as well as Tier 2 and/or 3 intervention.
Collaborative Improvement Cycle	Intervention B was grouped based on placement tests but Intervention C was grouped based on the teacher's schedule that is teaching the intervention group.
Effective & Equitable Tiered Supports	Intervention B uses a program and the teacher is on lesson 18, suggesting they complete about 2 lessons per week. Intervention C doesn't use a program. The teacher reports using activities they find on TPT to review skills from classroom lessons and to reteach things students still need to learn.

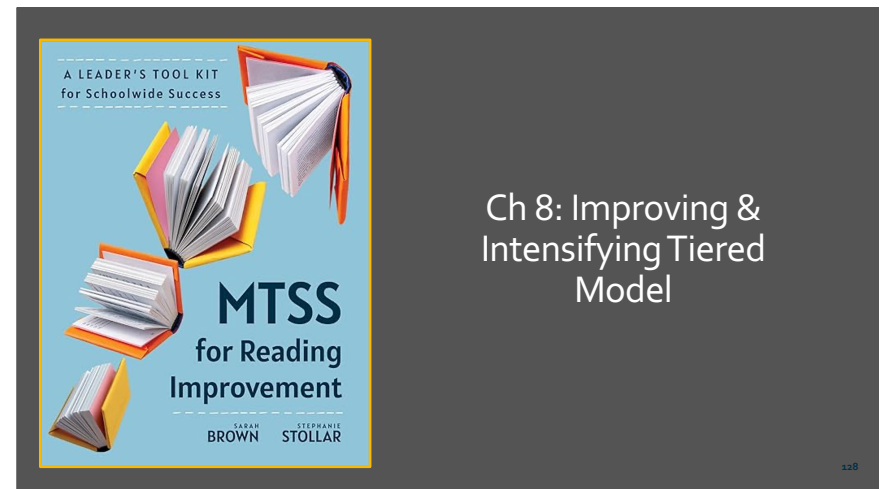
Action Planning

B.4: Grade-Level Team Action Plan
 Purpose: Decide and document next steps based on gap analysis and identify resources needed to improve our success.

Action Item	Who will ensure this action gets completed?	When will we implement this action?	How will we monitor that it is able to be implemented?

What data will we use to determine if this plan is effective?
 When will we evaluate the effects of our plan?
 What additional support does the grade-level team need from the building leadership team to implement the action plan?

Brown & Stollar (2025) p162



Ch 8: Improving & Intensifying Tiered Model

Results

Outcome Analysis is an important step in the Collaborative Improvement Cycle for Building and Grade-Level Teams

- Review summary statements guiding outcomes
- Use student and educator data in outcome analysis
- Identify any barriers to implementing the plan as intended
- Return to Gap-Analysis if outcomes are not what was expected
- Celebrate Growth!

Brown, S., & Stollar, S. (2025). MTSS for reading improvement: A leader's tool kit for schoolwide success, pg 111-112. [Solution Tree Press](#)

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GLT Outcome Analysis Agenda

Team Roles	
Role	Today's Talent
Facilitator	
Timekeeper	
Note-taker	
Discussion Leader	



Agenda			
Topic	Task	Time	Notes
Agenda Review	Review agenda Set team roles		
Outcome Analysis	Review Summary Statements		
Outcome Analysis	Analyze reading achievement data		
Outcome Analysis	Analyze action plan implementation		
Outcome Analysis	Summarize outcomes		
Gap Analysis	Revisit gap analysis and plan support		
Action Planning	Update action plans		
Closing	Identify next steps		

Brown, S., & Stollar, S. (2025). MTSS for reading improvement: A leader's tool kit for schoolwide success, pg 92. [Solution Tree Press](#)



System-Level Intervention Gap Analysis Data Protocol

B.1f: Grade-Level Team Tier 2 and 3 Gap Analysis

Purpose: Identify specific needs within Tier 2 and Tier 3 reading intervention.

Form Fields: School, District, Reporting Period, Team Members.

For those interventions with fewer than 80 percent of students on track to meet their goals, complete all of the components of this form.

System-Level Data	Strategies in Use	Assessment Data	Professional Feedback
<p>Intervention: Does the school leadership team identify students in need of intervention for reading, mathematics, and science?</p> <p>Assessment: Does the school leadership team use data to identify students in need of intervention for reading, mathematics, and science?</p> <p>Intervention: Are the interventions being used for students in need of intervention for reading, mathematics, and science?</p> <p>Assessment: Are the interventions being used for students in need of intervention for reading, mathematics, and science?</p>	<p>Strategies in Use: Are the school leadership team using evidence-based strategies for reading, mathematics, and science?</p> <p>Assessment Data: Are the school leadership team using data to identify students in need of intervention for reading, mathematics, and science?</p> <p>Professional Feedback: Are the school leadership team using data to identify students in need of intervention for reading, mathematics, and science?</p>	<p>Assessment Data: Are the school leadership team using data to identify students in need of intervention for reading, mathematics, and science?</p> <p>Professional Feedback: Are the school leadership team using data to identify students in need of intervention for reading, mathematics, and science?</p>	<p>Professional Feedback: Are the school leadership team using data to identify students in need of intervention for reading, mathematics, and science?</p>

Additional text: Have all students been assessed... What are the barriers to implementation... What are the strengths and resources... What additional support do you need from the Building Leadership Team?

Brown & Stollar (2025) p173-174



B.2 Grade-Level Team Protocol Review Implementation and Outcomes

Action Plan Implementation

Team Questions	Answers
What parts were you able to successfully implement?	
For those actions the team was unable to complete, what were the barriers to implementing them as expected?	

Analysis Summary

		Student Growth	
Action Plan Implementation	We weren't able to implement many parts of the plan	We had low levels of student growth and/or subgroup gaps	We had high levels of student growth and no subgroup gaps
	We were able to implement most, if not all, of the plan	We revisit the plan and request support to remove any barriers to implementation	We reflect on the actions the team took to achieve this success

Brown, S., & Stollar, S. (2025). MTSS for reading improvement: A leader's tool kit for schoolwide success, pg. 58. [Solution Tree Press](#)



Implementation Data

Implementation Data Sources

- Instructional Fidelity Checklists
- Attendance Logs
- Classroom Observations
- Self-Reports
- Permanent Product Review

Student Data Sources

- Screening
- Diagnostic
- Progress Monitoring
- State Tests
- Growth Percentiles

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Use Both Adult & Student Data to Decide Next Steps

		Student Growth	
		Low Group Growth	High Group Growth
Action Plan Implementation	Not able to implement many parts of the plan	Revisit the plan and remove barriers to implementation	You got lucky!
	Implemented most/all of the plan	Revisit gap analysis and improve action plan	Celebrate! Reflect on actions the team took to achieve this success



Intensifying Supports

Fuchs, et al (2017)

- Materials
- Instructional Strategies
- Time
- Group Size
- Alignment
- Instructional Match

- As a facilitator, use an agenda/protocol to guide discussion toward these variables to intensify
- Use these questions to decide the factors to consider intensifying

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Item	Lever	Effective Implementation	Current Implementation			Priority Level			Chapter(s) Addressing
			Not yet	Partial	Full	Back Burner	Simmering	Urgent	
Targeted Professional Learning									
12	Training and coaching on how to use CIC	Ongoing professional learning, including job-embedded coaching occur to support implementation of the Collaborative Improvement Cycle							
13	Training and coaching on assessment system	Ongoing professional learning, including job-embedded coaching occur to support collection and use of the local assessment system							
14	Training and coaching on SoR	Ongoing professional learning, including job-embedded coaching occur to: <ul style="list-style-type: none"> • Build knowledge of the Science of Reading • Support implementation of Science of Reading instructional design and delivery principles within daily instruction across tiers of support 							

Brown, S., & Stollar, S. (2025). MTSS for reading improvement: A leader's tool kit for schoolwide success, pg. 58. [Solution Tree Press](#)

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% On Track

	Beginning of Year	End of Year
School A	39%	81%
School B	38%	85%
School C	28%	88%
School D	39%	85%

% On Track

	Beginning of Year	End of Year
School E	47%	84%
School F	16%	51%
School G	20%	60% MOY
School H	54%	72% in 6 Weeks!!

Summary

- The SoR provides vast knowledge about how to prevent reading difficulties and how to intervene early
- MTSS is the framework for implementing the SoR
- Student data drives team planning
 1. Impactful Assessment System
 2. Effective and Equitable Tiered Supports
 3. Targeted Professional Learning
 4. Strategic Leadership and Teaming
 5. Collaborative Improvement Cycle

"...sustaining change over time requires more than random acts of improvement." (Brown & Stollar, 2025)



Next Steps

1. Impactful Assessment System
2. Effective and Equitable Tiered Supports
3. Targeted Professional Learning
4. Strategic Leadership and Teaming
5. Collaborative Improvement Cycle

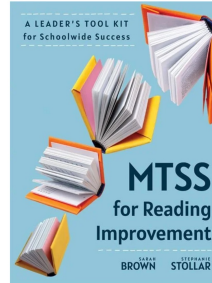
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MTSS for Reading Improvement Book

Facilitator Collaborative

A LEADER'S TOOL KIT
for Schoolwide Success



Members of the collaborative receive tools developed by the authors to guide discussions and application of the content in the book.

Facilitators also receive monthly Q and A support from Stephanie and Sarah.



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Join the MTSS Collective

LEAD MTSS. SEE RESULTS.

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- ✔ Ongoing, Sustained Support
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- ✔ Ongoing community and ready to use tools

Build **sustainable** systems.
Gain **confidence** as a leader.
Improve **outcomes** for every student.

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