
SITE MTSS LEADERSHIP TEAM

*Intended to support K-3 early literacy teams as they develop their MTSS
teams in accordance with OKMTSS.*

YEAR 1

District Name

Site Name

Site Facilitator & Email

Coach Name & Email

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OKMTSS Framework

DATA- DRIVEN DECISIONS	SUSTAINABLE TEAMING	EVIDENCE-BASED PRACTICES
Measurement for Team-based Decisions	Leadership Support	Tier 1- Universal School-wide Supports
Effective screening tools and processes	Administrator involvement	<i>Academics</i> Core curriculum with standards for rigor
Structure to analyze graphic results	Allocation of resources	<i>Behavior/Mental Health</i> Prevent, Teach, Reinforce, Respond practices to support school climate and culture
Identifying Needs and Selecting Interventions and Practices	Multidisciplinary Teams	Tier 1- Universal Class-wide Supports
Multiple sources of data for decision making at Tier 1, Tier 2, and Tier 3	Engagement of students, families, and community stakeholders	<i>Academics</i> High-quality, differentiated instruction for core academics
Decision rules to identify areas of needed supports and interventions (Tier 1, Tier 2, and Tier 3)	Selection/identification of appropriate school personnel	<i>Behavioral/Mental Health</i> Prevent, Teach, Reinforce, Respond practices to support classroom climate and culture
Student grouping for intervention that prioritizes skill needs	Multi-directional communication	Tier 2 Interventions
Evaluate Effectiveness of Interventions and Practices	Effective Meetings	Standard protocol, evidence-based interventions to address specific skill deficits
Data informs instructional changes and alterations	Agenda and Action plan	Tier 3 Interventions
Progress monitoring individual student interventions	Team member roles and responsibilities	Intensified evidence-based interventions matched to individual's needs
Progress monitoring class, school, and district-level interventions and practices	MTSS Coaching Support	Data-based Individualization protocol
Evaluate Fidelity of Implementation	Internal coaching capacity through district-level support	
Fidelity checks for teaming structure	Access to external MTSS coaching expertise	
Fidelity inventories for practices	Professional learning	
Implement on the Foundation of the 4 R's of a Trauma-Informed Approach	• Realize how trauma can affect people and groups • Recognize the signs of trauma • Respond to trauma • Resists (re-)traumatization in the organizational environment	

SSIP Module Progression

Year 1

- August-Universal Design for Learning
- September- Accommodations and Modifications
- October- MTSS Framework
- November-Implementing Interventions
- January- Oral Language Instruction
- February-Phonology Instruction
- March-Phonics Instruction
- April- Word Study Instruction
- May- Instructional Coaching Practices

Year 2

- August- Instructional Recap
- September- Fluency Instruction
- October- Vocabulary Instruction
- November- Reading Comprehension Instruction
- January- Implementation and Support
- February- Professional Learning Communities (PLC)
- March- Data Analysis
- April-Unpacking Standards
- May- Target Task Alignment

Year 3

- August- Sustainable Leadership OR Classroom Management
- September- Engaging Families OR Creating Your Instructional Playbook
- October- Data Driven Decisions OR Grouping Students for Success
- January- A Plan of Improvements OR Impactful Questioning
- March- A Whole School System OR Early Writing Instruction

SSIP Self-Guided Coaching Focus

Year 1

- August- Reading Tiered Fidelity Inventory
- September- Data Retreat
- October- IEP Services & Areas of Need
- November-System Analysis
- January- Resource Audit
- February-Train the Provider
- March-Fidelity & Integrity
- April- Selecting Tools and Supports
- May- End of Year Supports

Year 2

- August- Reading Tiered Fidelity Inventory
- September- High and Low Intensity of Teaching
- October- “More than Literacy”
- November- Depth of Knowledge/ Questioning
- January- Alignment
- February- Collaborative Time Beyond Planning
- March- Data-Based Individualization & Decision Rules
- April-Task Alignment and Generalization
- May- End of Year Supports

Year 3

- August- Reading Tiered Fidelity Inventory
- September- Developing Written Procedures
- October- Developing Written Procedures
- January- Developing Written Procedures
- March- Developing Written Procedures

How to Use This Tool

This tool has been developed with the State Systemic Improvement Plan (SSIP) to support schools in a self-guided MTSS coaching process that will support them to be able to conduct meaningful systemic change to their school.

The team should work through the booklet with the trainings provided to support them in creating and developing an elementary site MTSS team. An elementary site team may be comprised of the following team members:

- Elementary Administrator
- Special Education Teacher (K-3)
- General Education Teacher (K-3/Literacy)

Others as determined by the team:

- School counselor
- School Psychologist/Psychometrist

The people defined as a part of the team should be members who are experts of the students needs. Throughout the tool there are self-assessments that provide insight into the team's ability to conduct the action item as clearly as intended.

The modules are intended to support K-3 early literacy educators and administrative staff with their alignment and collaboration between grade levels and classes. A facilitator from the school will use a **companion facilitator guide** to support their leadership of the modules. The modules and the facilitator should conduct these modules with as much of the team together as possible. The purpose of the modules is to facilitate conversation between the team.

Indicator	5	3	1
Prevention Focus	All staff understand that MTSS is a framework to prevent all students, including students with disabilities and English learners, from experiencing poor learning outcomes.	Some staff understand that MTSS is a framework to prevent all students, including students with disabilities and English learners, from experiencing poor learning outcomes.	Staff generally perceive MTSS as a program that solely supports the prereferral process for special education.

Teaming Roles & Responsibilities

It is recommended to have the following teams with the following purposes; however, it is possible to combine meetings or extend meetings due to the district size and the site size.

Team Name	Team Purpose	Team Meeting Date & Time	Team Members

Professional Development Modules

Use this chart to fill in the dates and times your team will come together to complete the modules.

Module	Date/Time	Facilitator
August		
September		
October		
November		
January		
February		
March		
April		
May		

SSIP Live!

SSIP Live is a virtual connection with other educators participating in these same modules. They occur quarterly from 3:00-4:15pm. Links to the live sessions can be found on the SSIP module announcement page.

It is the intention of these live sessions to support the deeper connection of the module. Each live session discusses two module topics. Schools can plan to send educators to these live sessions.

Y1: August- Reading Tiered Fidelity Inventory

Activity	Date Completed
Conduct the Reading Tiered Fidelity Inventory (R-TFI) as it relates to K-3 literacy instruction	
Related Module: Universal Design for Learning	
Internal Action Items	

The OKMTSS Fidelity Assessment- Reading Inventory has been adapted by the Oklahoma State Department of Education from Michigan's Multi-Tiered System of Supports (MiMTSS) and AIR's MTSS Fidelity Rubric. The Inventory is intended for use by individuals and teams responsible for supporting local implementation of effective literacy instruction within an MTSS. It can support local educators and teams in the following:

- self-evaluating and monitoring fidelity of local MTSS for reading implementation,
- developing and monitoring MTSS implementation action plans to improve reading instruction,
- planning and prioritizing literacy professional learning, and
- guiding continuous improvement efforts

The rubric aligns with the essential components and supporting infrastructure shown through over a decade of research, national policy, and local implementation to support successful implementation of MTSS, as well as the Oklahoma MTSS Framework. The Oklahoma State Personnel Development Grant (SPDG) has adapted the AIR tool and MiMTSS Reading Tiered Fidelity Inventory (R-TFI) to support alignment of state-level efforts to support systemic literacy practices through a multi-tiered system of supports (MTSS). Please see the OKMTSS Fidelity Assessment- Reading Inventory Administration Guide for more information regarding item alignment to the OKMTSS Framework, administration protocols, and data analysis recommendations.



Adapted from American Institutes for Research® and Michigan's Multi-Tiered System of Supports

August System-Assessment

Indicator	5	3	1
Leadership Personnel	Decisions and actions by school and district leaders proactively support the essential components of the MTSS framework at the school and help make the framework more effective; support for MTSS implementation is a high priority.	Decisions and actions by school and district leaders are inconsistent and only somewhat supportive of the essential components of the MTSS framework at the school; support for MTSS implementation is not very evident.	Decisions and actions by school and district leaders undermine the effectiveness of the essential components of the MTSS framework at the school.
Resources	Resources (e.g., funds, programs, staffing) are adequately allocated to support MTSS implementation.	Resources (e.g., funds, programs, staffing) are partially allocated to support MTSS implementation.	Resources (e.g., funds, programs, staffing) are not allocated to support MTSS implementation.
MTSS Teams	All of the following conditions are met: (1) the MTSS team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.	At least two of the following conditions are met: (1) the MTSS team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.	Only one of the following conditions is met: (1) the MTSS team is representative of all key stakeholders. (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.

Action Items

Action Item	Responsible Party	Date Due

Notes

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Y1: September- Data Retreat

Activity	Date Completed
Purpose: Attend the data retreat	
Related Module: Accommodations & Modifications	
Internal Action Items	

Teams should send at least two members from their team to the data literacy retreat held in October. The team should include members who have at least one person who has access to the following sources of data:

- State testing data (OSTP) and (OAAP)
- Universal screening data
- Progress monitoring data
- Attendance data

Additional data and resources that might be helpful.

- Classroom formative and summative assessments
- Evaluation data and IEP data
- Observational data
- School procedures
- School calendar
- School professional development plan

This training is a two-day training course that encompasses the following information:

Day 1: MTSS & Decision Rules; Statistical methods & root cause analysis procedures

Day 2: Theory of Action based on root cause & creating an action plan

Notes

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September System-Assessment

Indicator	5	3	1
School-Based Professional Development	School-based professional learning, including coaching, is institutionalized and structured so that all teachers continuously examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of interventions and supports.	Some forms of school-based professional learning, including coaching, are available, but most are not consistent, or job embedded to ensure continuous improvement in instructional practice, data-based decision making, and delivery of interventions and supports.	The school has no well-defined, school-based professional learning or coaching mechanism to support continuous improvement of instructional practice, data-based decision making, and delivery of interventions and supports.

Action Items

Action Item	Responsible Party	Date Due

Y1: October - IEP Services & Areas of Need

Activity	Date Completed
Purpose: Conduct an IEP alignment audit	
Related Module: MTSS Framework	
Internal Action Items	

Use this tool to facilitate conversations between the general education teachers and SPED teachers to get a better understanding how your students are receiving their specialized instruction. This will open the feedback loop with everyone understanding service minutes, accommodations, curriculum, and lessons that are being taught in the classroom and out. This tool focuses on IEP reading information; however, this tool could be easily replicated for math if you choose to do so.

Here are some guiding questions and tasks to think about and examples to work with as you fill out the document:

- Discuss with your team what the students on IEPs have access to.
 - Include service minutes, types of service, for each student. This will help with determining if the curriculum and duration meet the needs for your students.
- How can you group students based on skill?
- How are you servicing students?
- Is the specialized program helping your student?
- List of what accommodations are being used.
- Do the accommodations work, do we know how to do the accommodations?
- Teach the teacher and the student how to use the accommodations? Students are not going to know or remember to use accommodations.
- Are there too many accommodations for a student that makes it hard for them to use them all?
- Does your curriculum need support IEP/ Vis Versa?
- Are the same accommodations being used repeatedly, almost like a set of stock accommodation?
- Include within your data your 504 students and their accommodations as well.
- **Please do not begin changing IEPs, you must still have an IEP meeting to determine as a team that this is what is best for your student.**
- **Consider printing an IEP-At-A-Glance for each student to provide to the teacher.**

IEP System-At-A-Glance Tool

Area of Academic Need	Student Initials	Grade Level	Grade Level Average
Academic Readiness			
Oral Expression			
Basic Reading Skills			
Listening Comprehension			
Reading Comprehension			
Reading Fluency			
Written Expression			

Notes

October System Assessment

Indicator	5	3	1
Communication with and Involvement of All Staff	All of the following conditions are met: (1) a description of the school's essential components of MTSS and data-based decision-making process is shared with staff. (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.	At least two of the following conditions are met: (1) a description of the school's essential components of MTSS and data-based decision-making process is shared with staff. (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.	One or none of the following conditions is met: (1) a description of the school's essential components of MTSS and data-based decision-making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.

Action Items

Action Item	Responsible Party	Date Due

Notes

Y1: November-System Analysis

Activity	Date Completed
Purpose: Systems analysis as it relates to intervention provision	
Related Module: Implementing Interventions	
Internal Action Items	

Teams should conduct a systems analysis as they are evaluating their intervention provisions. They are answering the following questions:

- Do we have a schedule for intervention provision?
- Who makes decisions for placing students on an intervention plan?
- Who decides the intervention that is aligned with the student's skill deficit?
- What interventions do we have access to?
- For how long will the student work on an intervention?
- What data is collected during the intervention?
- What happens if a student is already getting services through another supportive group?
- What happens if the student has additional needs?
- Who will conduct the screening? Who will do the diagnostic? Who will do the intervention?

Avoid using MTSS to delay or deny a comprehensive evaluation for a suspected disability. This can be accidental. It can occur by using the tiers as a ‘pathway’ for special education only identifying students once they have progressed through. This is not an allowable use of MTSS.

Notes

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Questions for Intervention Provision

Do we have a schedule for intervention provision?

Who makes decisions for placing students on an intervention plan?

Who decides the intervention that is aligned with the student's skill deficit?

What interventions do we have access to?

For how long will the student work on an intervention?

What data is collected during the intervention?

What happens if a student is already getting services through another supportive group?

What happens if the student has additional needs?

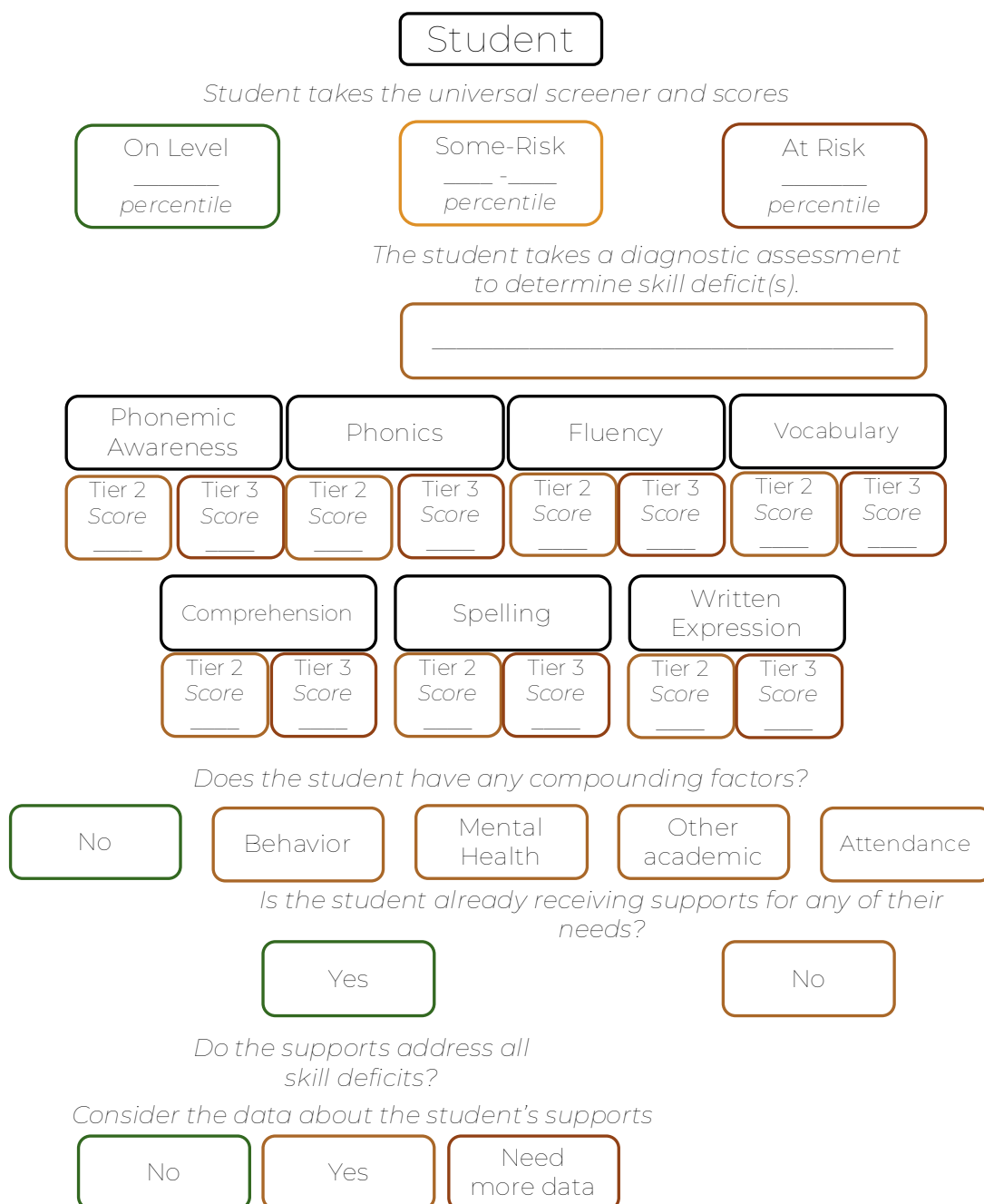
Who will conduct the screening?

Who will do the diagnostic?

Who will do the intervention?

Intervention Decision Flow Chart Example

Intervention Flow Chart



November System Assessment

Indicator	5	3	1
Schedules	Schoolwide schedules are aligned to support multiple levels of intervention based on student need; adequate additional time is built in for core programming, interventions, and teaming.	Schoolwide schedules are partially aligned to support multiple levels of intervention based on student need; some additional time is built in for core programming, interventions, and teaming.	Schoolwide schedules are not aligned to support multiple levels of intervention and support based on student need; inadequate time is available for core programming, interventions, and teaming.
Data System	A data system is in place that meets all of the following conditions: (1) the system allows users to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.	A data system is in place that meets three of the following four conditions: (1) the system allows users to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.	A data system is in place, but only meets two or fewer of the following conditions: (1) the system allows users to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.

Evidence-Based Intervention	All Tier 2 interventions are evidence based in content areas and grade levels where they are available.	Some Tier 2 interventions are evidence based in content areas and grade levels where they are available.	Tier 2 interventions are not evidence based in content areas and grade levels where they are available.
Complements Core Curriculum	Tier 2 interventions are well aligned with core instruction and incorporate foundational skills that support the learning objectives of core curriculum and instruction at Tier 1.	Tier 2 interventions incorporate foundational skills, but only occasionally align with the learning objectives of core curriculum and instruction at Tier 1.	Tier 2 interventions are poorly aligned with core instruction and incorporate different topics that do not directly support core program learning objectives at Tier 1.
Instructional Characteristics	All three of the following conditions are met: (1) interventions are standardized; (2) Tier 2 interventions are led by staff trained in the intervention according to developer requirements; (3) group size and dosage are optimal (according to research) for the age and needs of students; and 4) interventions are well-aligned to targeted skill(s).	Two of the following conditions are met: (1) interventions are standardized; (2) Tier 2 interventions are led by staff trained in the intervention according to developer requirements; (3) group size and dosage are optimal (according to research) for the age and needs of students; and 4) interventions are well-aligned to targeted skill(s).	None or only one of the following conditions is met: (1) interventions are standardized; (2) Tier 2 interventions are led by staff trained in the intervention according to developer requirements; (3) group size and dosage are optimal (according to research) for the age and needs of students; and 4) interventions are well-aligned to targeted skill(s).

Y1: January-Resource Audit

Activity	Date Completed
Purpose: Resource Audit	
Related Module: Oral Language	
Internal Action Items	

Teams should conduct a resource audit for their instructional materials. Teams should consider their materials as they need them for Tier 1, Tier 1+, Tier 2, Tier 3.

When teams find gaps in the curriculum materials they currently have, they should consider appropriate supplemental or curriculum changes that support the needs based on data.

Teams should think about the actual provision of the curriculum and not whether the curriculum contains the required components. For example, often curriculum will have a unit that contains weekly or daily lessons. Sometimes the amount of time expected to complete the entire lesson is not matched to the amount of time available.

Teams should ask the questions:

- What are teachers doing with fidelity (consistently)?
- What are teachers unable to get to and is it often skipped?
- What does this look like between grade levels?
- What does the expected timing look like compared to the instructional time available?
- Is there a scope and sequence that helps to ensure that all areas are being met?
- How do we measure the progress of all students?

Print the following charts and fill them out for each tier answering the questions provided in the table.

- Resource Audit- Consider each tool provided for each tier
- Intervention Selection- The order the interventions will be provided to the students who have been determined they need an intervention

Questions for Expected Instructional Practice

What are teachers doing with fidelity (consistently)?

What are teachers unable to get to and is it often skipped?

What does this look like between grade levels?

What does the expected timing look like compared to the instructional time available?

Is there a scope and sequence that helps to ensure that all areas are being met?

How do we measure the progress of all students?

Resource Audit-Quality of Resources

Tier 1 For ALL Students

Mark: Fully, Partially, Not at All

Questions to Consider	Resource _____	Resource _____	Resource _____
Daily instruction in developing awareness of speech sounds (phonemes) and how the speech sounds connect to letters (graphemes) represented in print (K-1).			
Daily instruction in basic phonics/multi-syllabic decoding accuracy, encoding (spelling), and morphology (all grade levels). 3 Developing automaticity with word-reading skills (K-2).			
Daily instruction in reading text to support accuracy, fluency, and comprehension (all grade levels).			
Daily instruction in teachers' daily instruction in foundational word reading skills is evident when reviewing aggregate grade-level screening assessment measures measuring phonemic awareness, phonics/decoding, and oral reading fluency.			
Daily instruction in vocabulary.			
Daily instruction content knowledge.			
Daily instruction syntax.			
Daily instruction text structure (i.e., narrative, process or sequence, cause and effect, problem/solution, compare and contrast, and description).			
Daily instruction meta-cognitive strategies (e.g., inference making, questioning, clarifying, and making connections).			

Teachers' daily instruction in comprehension processes is evident when reviewing aggregate grade level screening assessment measures that provide information about students' text comprehension (e.g., oral reading fluency, MAZE).			
What is the expected timing to complete each lesson?			
Is there a scope and sequence that helps to ensure that all areas are being met?			
How do we measure the progress of all students?			
What additional materials are needed and are they provided to all students?			
How do certain student groups respond to this resource? (IEP, EL, etc.)			
How are teachers trained to use this resource? How often?			
Is there an online component? Is there a physical component?			
How does this resource support the skill deficits of students based on data?			
What instructional strategies does the teacher use to support this curriculum piece?			
If there are areas where there are gaps, do the supplemental materials support the missing pieces and do they fit in the available time?			

Tier 2 For SOME Students

Mark: Fully, Partially, Not at All

Questions to Consider	Resource _____	Resource _____	Resource _____
Daily instruction in developing awareness of speech sounds (phonemes) and how the speech sounds connect to letters (graphemes) represented in print (K-1).			
Daily instruction in basic phonics/multi-syllabic decoding accuracy, encoding (spelling), and morphology (all grade levels). 3 Developing automaticity with word-reading skills (K-2).			
Daily instruction in reading text to support accuracy, fluency, and comprehension (all grade levels).			
Daily instruction in teachers' daily instruction in foundational word reading skills is evident when reviewing aggregate grade-level screening assessment measures measuring phonemic awareness, phonics/decoding, and oral reading fluency.			
Daily instruction in vocabulary.			
Daily instruction content knowledge.			
Daily instruction syntax.			
Daily instruction text structure (i.e., narrative, process or sequence, cause and effect, problem/solution, compare and contrast, and description).			
Daily instruction meta-cognitive strategies (e.g., inference making, questioning, clarifying, and making connections).			

Teachers' daily instruction in comprehension processes is evident when reviewing aggregate grade level screening assessment measures that provide information about students' text comprehension (e.g., oral reading fluency, MAZE).			
What is the expected timing to complete each lesson?			
Is there a scope and sequence that helps to ensure that all areas are being met?			
How do we measure the progress of all students?			
What additional materials are needed and are they provided to all students?			
How do certain student groups respond to this resource? (IEP, EL, etc.)			
How are teachers trained to use this resource? How often?			
Is there an online component? Is there a physical component?			
How does this resource support the skill deficits of students based on data?			
What instructional strategies does the teacher use to support this curriculum piece?			
If there are areas where there are gaps, do the supplemental materials support the missing pieces and do they fit in the available time?			

Tier 3 For FEW Students

Mark: Fully, Partially, Not at All

Questions to Consider	Resource _____	Resource _____	Resource _____
Daily instruction in developing awareness of speech sounds (phonemes) and how the speech sounds connect to letters (graphemes) represented in print (K-1).			
Daily instruction in basic phonics/multi-syllabic decoding accuracy, encoding (spelling), and morphology (all grade levels). 3 Developing automaticity with word-reading skills (K-2).			
Daily instruction in reading text to support accuracy, fluency, and comprehension (all grade levels).			
Daily instruction in teachers' daily instruction in foundational word reading skills is evident when reviewing aggregate grade-level screening assessment measures measuring phonemic awareness, phonics/decoding, and oral reading fluency.			
Daily instruction in vocabulary.			
Daily instruction content knowledge.			
Daily instruction syntax.			
Daily instruction text structure (i.e., narrative, process or sequence, cause and effect, problem/solution, compare and contrast, and description).			
Daily instruction meta-cognitive strategies (e.g., inference			

making, questioning, clarifying, and making connections).			
Teachers' daily instruction in comprehension processes is evident when reviewing aggregate grade level screening assessment measures that provide information about students' text comprehension (e.g., oral reading fluency, MAZE).			
What is the expected timing to complete each lesson?			
Is there a scope and sequence that helps to ensure that all areas are being met?			
How do we measure the progress of all students?			
What additional materials are needed and are they provided to all students?			
How do certain student groups respond to this resource? (IEP, EL, etc.)			
How are teachers trained to use this resource? How often?			
Is there an online component? Is there a physical component?			
How does this resource support the skill deficits of students based on data?			
What instructional strategies does the teacher use to support this curriculum piece?			
If there are areas where there are gaps, do the supplemental materials support the missing pieces and do they fit in the available time?			

Intervention Selection

Skill Deficit	Tier 1 Support	Tier 1+ Support	Tier 2 Intervention	Tier 3 Intervention
Academic Readiness				
Phonology				
Phonics				
Vocabulary				
Listening Comprehension				
Reading Comprehension				
Reading Fluency				
Written Expression				

January System Assessment

Indicator	5	3	1
Research-Based Curriculum Materials	All core curriculum materials are research based for the target population of learners (including subgroups such as English learners and students with disabilities).	Some core curriculum materials are research based for the target population of learners (including subgroups such as English learners and students with disabilities).	Few core curriculum materials are research based for the target population of learners (including subgroups such as English learners and students with disabilities).
Articulation of Teaching and Learning (in and across grade levels)	Both of the following conditions are met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning are well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Only one of the following conditions is met: 1) teaching and learning objectives are well articulated from one grade to another; and teaching and learning are well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Neither of the following conditions is met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.

Differentiated Instruction	Both of the following conditions are met: (1) staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) staff can explain how most teachers in the school use student data to identify and address the needs of students.	Only one of the following conditions is met: (1) staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) staff can explain how most teachers in the school use student data to identify and address the needs of students.	Neither of the following condition is met: (1) staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) staff can explain how most teachers in the school use student data to identify and address the needs of students.
Standards-Based	The core curriculum is aligned with the state standards or other agreed upon standards.	The core curriculum is partially aligned with the state standards or other agreed upon standards.	The core curriculum is not aligned with the state standards or agreed upon standards.
Exceeding Benchmark	Both of the following conditions are met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.	One of the following conditions is met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.	Neither of the following conditions is met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.

Action Items

Action Item	Responsible Party	Date Due

Notes

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Y1: February- Train the Provider

Activity	Date Completed
Purpose: Train the Provider Fidelity/Integrity	
Related Module: Phonology	
Internal Action Items	

Consider the interventions the team determined in a previous month to target phonology.

The team should determine the fidelity of the intervention provided by practicing and training all teachers who will do the intervention. This should be done with a determined frequency. Use the table below to outline the training plan.

The team should determine the best way to train their staff. They can use one meeting time to practice with teachers being the teacher and student or they can use grade level time for smaller groups of teachers to practice. Then, they should determine a window of time for fidelity checks; teachers who have been trained can conduct the fidelity checks for each other; they should be done with a student as the recipient of the intervention. Following the fidelity checks the team should conduct a follow up for training either quickly after to remedy fidelity issues, or over time, to ensure high levels of fidelity.

OK Multi-Tiered System of Supports

Interventions				
Intervention	Initial Training	Fidelity Check	Follow-Up Training	Fidelity Check

Fidelity Checklist

What is fidelity and why is it important to measure?

Fidelity can be defined as the degree of exactness with which something is copied or reproduced. When an educator implements an instructional practice, their adherence to the steps required for the practice is critical in maintaining fidelity. If an expected practice is intended to ensure a specific outcome, it is important for that practice to be replicated each time it is used.

Who should use fidelity checklists?

Districts should make use of fidelity tools to ensure that instructional practices meet the anticipated procedure determined to impact student outcomes. This document serves as a general fidelity checklist intended for a wide array of instructional methods. However, teams should adapt this tool to align with specific instructional strategies.

Educators can use fidelity checklists to support their implementation of instructional practices. Those who use the checklist can observe and evaluate the adherence to the instructional protocol for each practice.

When should fidelity checklists be used?

As educators make use of an instructional practice, they should ensure that they are conducting the practice according to the protocol. While fidelity does rely on the repetition of the same provision each time the practice is used, it is unreasonable to assess each time.

Critical times to use the checklist include:

1. During the first implementation of the practice (to correct any errors early).
 - a) Best practice includes an instructor implementing the practice to another instructor with a third-party evaluator scoring the fidelity checklist. Videoing the event can also allow for an objective third-party view.
2. Regularly scheduled intervals (to ensure no new errors have occurred).
3. Following the student's expected proficiency score or after several attempts where the student has not made expected progress.
4. At any time when the instructor would benefit from a refresher regarding the implementation of the practice.

Instructional Strategy: _____
Fidelity Checklist

Instructional Methods: (5 pts) ____/5 pts

Skill Support: _____(3pt)

- ☐ The instructional methods purposed is to support the intended skill.

Materials:(2pts)

- ☐ The educator is prepared with all materials needed for instruction.
☐ The student is prepared with all materials needed for active participation.

Intervention Implementation: (10 pts/ 1 pt each) ____/10 pts

Goal: _____

- ☐ The instruction is aligned to the goal's intended outcome.
☐ The instructor begins with the steps in sequential order using explicit teaching (I do, we do, you do).
☐ The instructor verbalizes and models the actions of the task.
☐ The instructor verbalizes and models the actions of the student.
☐ The instructor moves through the task at an observable pace.
☐ The instructor responds to the students' errors.
☐ The instructor responds to the students' correct responses.
☐ The instruction is set up with an appropriate strength and dosage to meet the needs of the student/student group.
☐ The instruction makes use of appropriate academic and behavioral support to meet the needs of the student/student group.
☐ The instruction ensures alignment to transfer and comprehensiveness to the skill deficit.

Student Engagement: (10 pts/ 2 pts each) ____/10 pts

- ☐ The student is engaged to the instructor's demonstration (i.e., watching, following visually, responding,).
☐ The student is engaged to the instructor's verbalization (i.e., listening, following directions, responding to posed questions...).
☐ The student responds accordingly to error corrections.
☐ The student responds accordingly to student praise.
☐ The student completes the task as described.

Scoring (5 pts/ 1 pt each) ____/5 pts

- ☐ The instructor keeps accurate data of the intervention skill, duration, frequency, and methods.
☐ The instructor keeps accurate data collection of attempts and correct responses.
☐ The instructor keeps accurate data collection of errors.
☐ The instructor keeps accurate data collection of intervention events.
☐ The instructor uses the score for progress monitoring reporting.

Fidelity Score

The score for the intervention implementation and student engagement subset must earn 7 points each to indicate a minimum level of fidelity. If either of these subsets are below 7 points each, additional support is needed for the specific area.

Subset	Score	Points Possible	Percent
Instructional Methods		5	
Intervention Implementation		10	
Student Engagement		10	
Scoring		5	
Total		30	____/30 ____%

Fidelity Score		Score
30/30	100%	Implementing with fidelity
22-29	75%-99%	Adequate, needs modeling for subsets
15-21	50%-74%	Needs additional support for subsets
0-14	0%-49%	Inadequate, fidelity not measured

February System Assessment

Indicator	5	3	1
Fidelity	All of the following conditions are met: (1) procedures are in place to monitor the fidelity of implementation of MTSS and its essential components; 2) procedures are in place to monitor the fidelity of instruction and interventions, and (3) procedures are in place to monitor the processes of administering and analyzing assessments.	Two of the following conditions are met: (1) procedures are in place to monitor the fidelity of implementation of MTSS and its essential components; 2) procedures are in place to monitor the fidelity of instruction and interventions, and (3) procedures are in place to monitor the processes of administering and analyzing assessments.	None or only one of the following conditions is met: (1) procedures are in place to monitor the fidelity of implementation of MTSS and its essential components; 2) procedures are in place to monitor the fidelity of instruction and interventions, and (3) procedures are in place to monitor the processes of administering and analyzing assessments.

Action Items

Action Item	Responsible Party	Date Due

Y1: March Fidelity & Integrity

Activity	Date Completed
Purpose: Train the Provider Fidelity/Integrity	
Related Module: Phonics	
Internal Action Items	

Consider the interventions the team determined in a previous month to target phonology.

The team should determine the fidelity of the intervention provided by practicing and training all teachers who will do the intervention. This should be done with a determined frequency. Use the table below to outline the training plan.

The team should determine the best way to train their staff. They can use one meeting time to practice with teachers being the teacher and student or they can use grade level time for smaller groups of teachers to practice. Then, they should determine a window of time for fidelity checks; teachers who have been trained can conduct the fidelity checks for each other; they should be done with a student as the recipient of the intervention. Following the fidelity checks the team should conduct a follow up for training either quickly after to remedy fidelity issues, or over time, to ensure high levels of fidelity.

OK Multi-Tiered System of Supports

Interventions				
Intervention	Initial Training	Fidelity Check	Follow-Up Training	Fidelity Check

Notes

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Instructional Strategy: _____

Fidelity Checklist

Instructional Methods: (5 pts) ____/5 pts

Skill Support: _____(3pt)

- ☐ The instructional methods purposed is to support the intended skill.

Materials:(2pts)

- ☐ The educator is prepared with all materials needed for instruction.
- ☐ The student is prepared with all materials needed for active participation.

Intervention Implementation: (10 pts/ 1 pt each) ____/10 pts

Goal: _____

- ☐ The instruction is aligned to the goal's intended outcome.
- ☐ The instructor begins with the steps in sequential order using explicit teaching (I do, we do, you do).
- ☐ The instructor verbalizes and models the actions of the task.
- ☐ The instructor verbalizes and models the actions of the student.
- ☐ The instructor moves through the task at an observable pace.
- ☐ The instructor responds to the students' errors.
- ☐ The instructor responds to the students' correct responses.
- ☐ The instruction is set up with an appropriate strength and dosage to meet the needs of the student/student group.
- ☐ The instruction makes use of appropriate academic and behavioral support to meet the needs of the student/student group.
- ☐ The instruction ensures alignment to transfer and comprehensiveness to the skill deficit.

Student Engagement: (10 pts/ 2 pts each) ____/10 pts

- ☐ The student is engaged to the instructor's demonstration (i.e., watching, following visually, responding...).
- ☐ The student is engaged to the instructor's verbalization (i.e., listening, following directions, responding to posed questions...).
- ☐ The student responds accordingly to error corrections.
- ☐ The student responds accordingly to student praise.
- ☐ The student completes the task as described.

Scoring (5 pts/ 1 pt each) ____/5 pts

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- ☐ The instructor keeps accurate data collection of intervention events.
- ☐ The instructor uses the score for progress monitoring reporting.

Fidelity Score

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March System Assessment

Indicator	5	3	1
Fidelity	All of the following conditions are met: (1) procedures are in place to monitor the fidelity of implementation of MTSS and its essential components; 2) procedures are in place to monitor the fidelity of instruction and interventions, and (3) procedures are in place to monitor the processes of administering and analyzing assessments.	Two of the following conditions are met: (1) procedures are in place to monitor the fidelity of implementation of MTSS and its essential components; 2) procedures are in place to monitor the fidelity of instruction and interventions, and (3) procedures are in place to monitor the processes of administering and analyzing assessments.	None or only one of the following conditions is met: (1) procedures are in place to monitor the fidelity of implementation of MTSS and its essential components; 2) procedures are in place to monitor the fidelity of instruction and interventions, and (3) procedures are in place to monitor the processes of administering and analyzing assessments.

Action Items

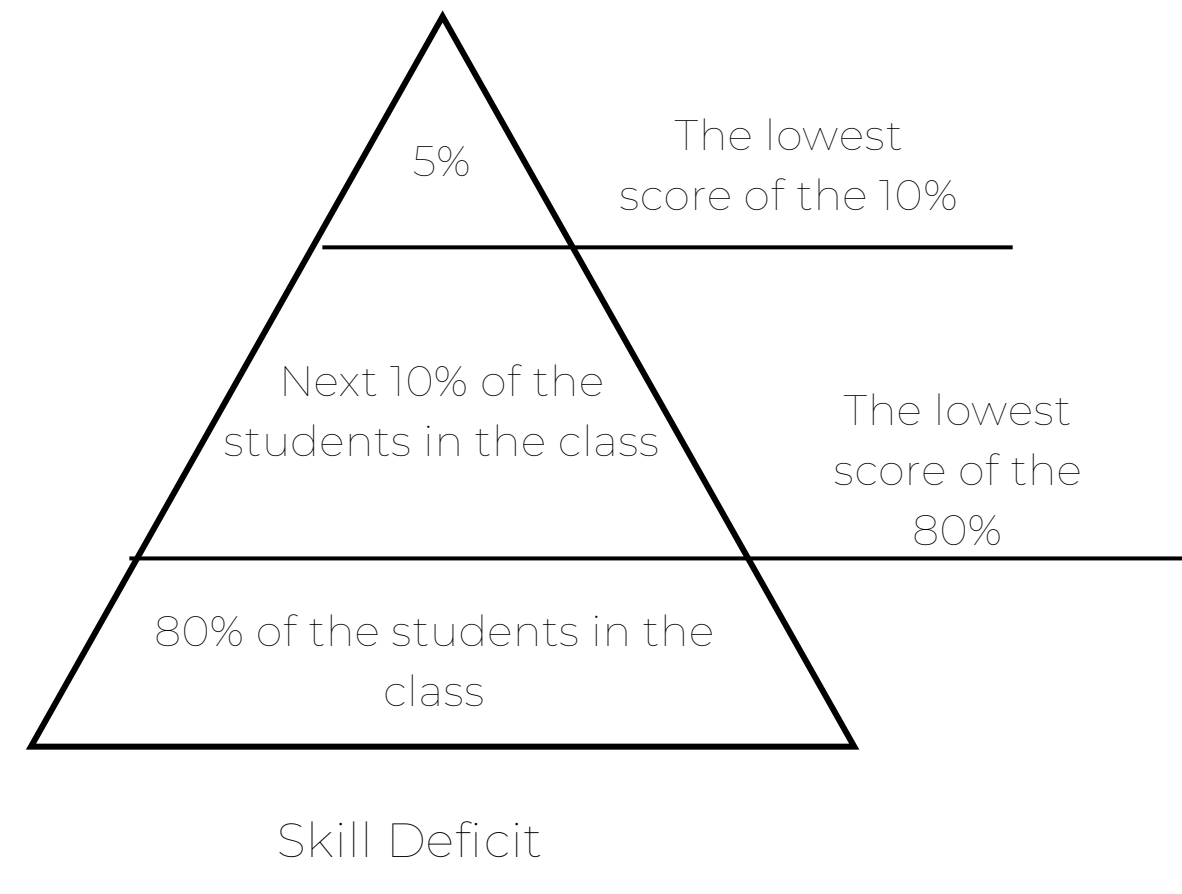
Action Item	Responsible Party	Date Due

Y1: April-Selecting Tools and Supports

Activity	Date Completed
Purpose: Selecting tools & supports	
Related Module: Word Study	
Internal Action Items	

Using student level and grade level data to support decision rules for tiered resources. Determining data-based decision rules supports identifying the right supports and tools for students in each grade level.

Identifying the quantity of students for each skill deficit and using values to determine cut scores will support gathering data for how to 'flip the triangle'.



Identifying Needed Supports

Using your screening data or common formative assessments, organize students in order with score from greatest to least.

Then, determine where 80% of the class resides. For the example to the right, students 4, 1, 10, 8, 7, 3, 5 make up 80% of the class. Place them in the bottom of the triangle.

Next, determine the next group of students, leaving at least one student left for Tier 3.

For this group of students, we have student 9 and 2 in Tier 2 and student 6 in tier 3.

Then, place their scores on the outer side. This indicates that students between 34-47 will need Tier 2 supports and students with scores less than 34 will need Tier 3 supports.

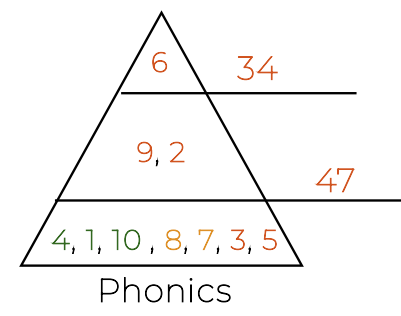
Even though students 3 and 5 are not demonstrating proficiency, this supports our system to know that more needs to be provided to ALL students to ensure their success. Perhaps the Tier 2 intervention would benefit more students, then the team moves this into the core curriculum and uses it as a consistent tool.

*When determining the instruction and intervention supports built into the school system, the team is determining to move more intensive interventions to the lower tiers **UNTIL** 80% of the students are proficient.*

Identifying Needed Supports

Example: A class of 10, sorted in order by score

Student	Phonics Composite	Proficiency
4	134	Advanced
1	96	Proficient
10	90	Proficient
8	86	Low Risk
7	69	Low Risk
3	57	High Risk
5	47	High Risk
9	46	High Risk
2	34	High Risk
6	12	High Risk



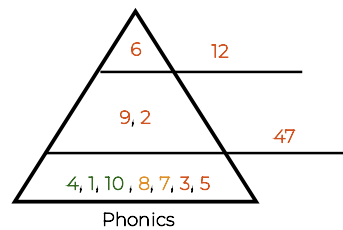
Skill Deficit	Phonics
Tier 1 + Support	- Core curriculum - Explicit instruction of phonic patterns - Repeated opportunities for practice
Tier 2 Intervention	Elkonin Boxes with Encoding Support
Tier 2 + Intervention	- Letter sound practice - Color coding words
Tier 3 Intervention	Phoneme Matching
Tier 3 + intervention	Blending clapped syllables

Intervention Selection

Interventions and instructional practices do not need to be programmed. They can be utilization of tools that support students to grow with additional support. More examples of tools that are free or low cost for instructional support can be found at [OK Multi-Tiered System of Supports](#)

Selecting Tools & Supports

Example: In this example, the students need more support as a whole group because the proficiency of the class is at high risk.



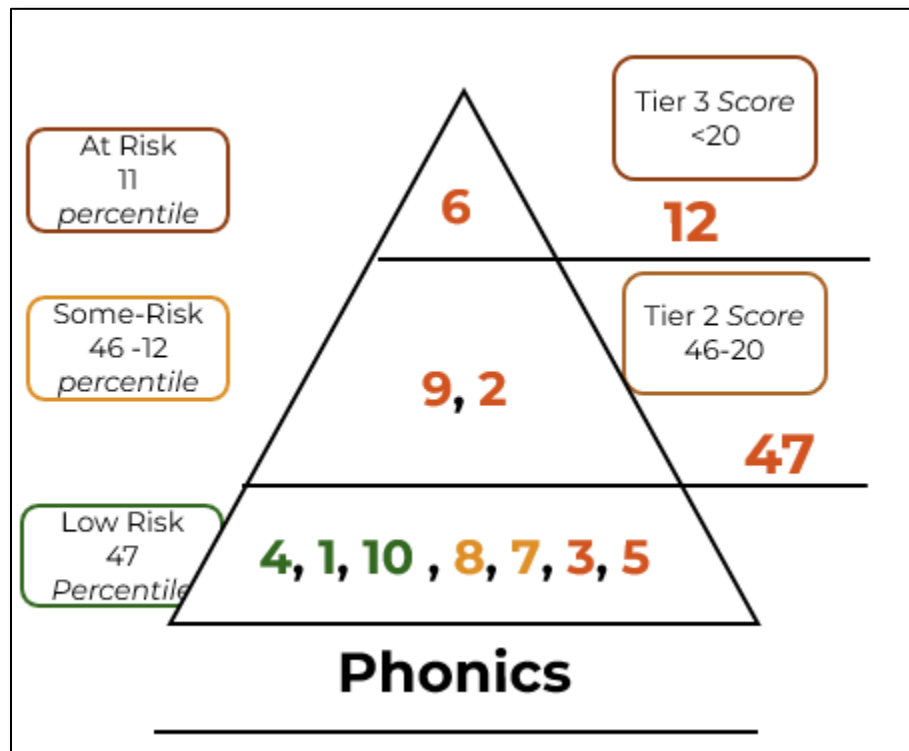
Tiers		Whole Group	Small Group	Individual
1	Students	4, 1, 10, 8, 7, 3, 5, 9, 2, 6	8, 7, 3, 5, 9, 2, 6	6
	Instructional Practice	- Explicit instruction of phonic patterns - Repeated opportunities for practice	Elkonin Boxes with Encoding Support	Reteaching
	Progress Monitoring	Yes, monthly	Yes, 2 times a month	Yes, 2 times a month
2	Students		9, 2	
	Intervention	Elkonin Boxes with Encoding Support	- Letter sound practice - Color coding words	Phoneme Matching
	Progress Monitoring	Yes, monthly	Yes, weekly	Yes, weekly
3	Students			6
	Intervention	- Letter sound practice - Color coding words	Phoneme Matching	Blending clapped syllables
	Progress Monitoring	Yes, weekly	Yes, weekly	Yes, weekly

Using Data to Determine Decision Rules

If the data does not show that 80% of the students are proficient with what is being provided for all students, there needs to be more emphasis on the Tier 1 instruction. Meaning the tools and strategies that we are using for SOME and FEW we use for ALL.

This does not reduce the expectation for those students scoring advanced but allows for more differentiation and more individualization for student achievement.

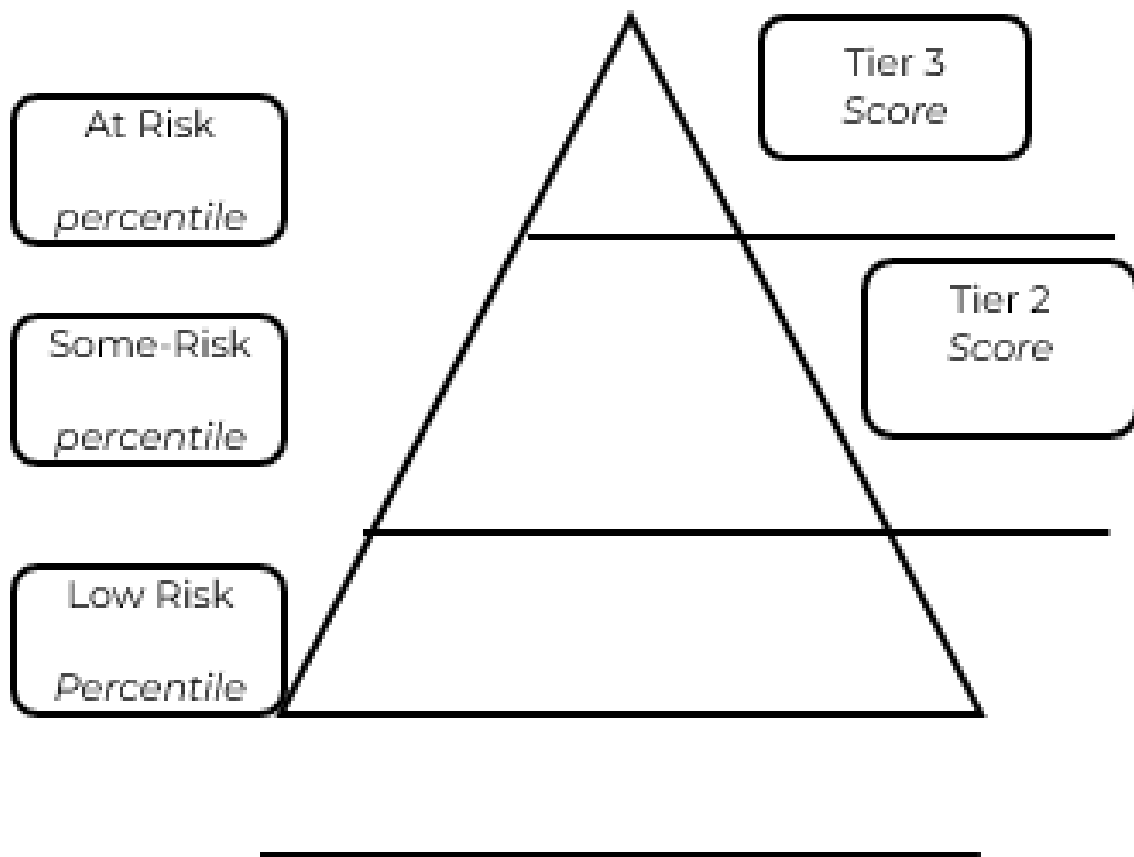
With local decision rules, the district and site can determine which students fall widely outside of the expected performance, better allocating resources for those who need them.



Decision rules also support the decisions needed to determine intervention selection and if needed special education referral. MTSS is not a pathway for special education, but when implemented well, can help schools locate students who may have suspected disabilities.

System Decision Rules

[illegible]



Action Items

Action Item	Responsible Party	Date Due

Notes

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Y1: May- End of Year Supports

Activity	Date Completed
Purpose: Leveraging Leadership with the Integrated Problem-Solving Process	
Related Module: Instructional Coaching	
Internal Action Items	

Meetings can be more effective and efficient if the team uses an integrated problem-solving process to create a routine using data analysis for determining solutions.

Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS, Kent McIntosh and Steve Goodman

Step 1: Problem Identification

Determine a broad and general problem. Ex. Third grade reading scores are low. First grade behavior referrals are increasing.

Step 2: Problem Clarification

Engage in a root-cause process to determine solutions most closely linked to the problem.

Step 3: Solution Planning

Brainstorm possible solutions, selecting strategies that are effective and linked, develop an action plan for implementing and accessing.

Step 4: Goal Setting

Setting a clear goal to determine if the solutions are working to address the problem.

Step 5: Intervention

Implement the intervention strategy from the solution planning step. Ensure training for implementers.

Step 6:
Evaluation

Determine if the goal was met and if the problem still exists.

Problem Solving Template

Step 1: Problem
Identification

Step 2: Problem
Clarification

Step 3: Solution
Planning

Step 4: Goal
Setting

Step 5:
Intervention

Step 6:
Evaluation

Action Items

Action Item	Responsible Party	Date Due

Notes

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.