

	Sept				Oct				Nov				Dec				Jan				Feb				Mar				Apr				May				June																																			
	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W																																				
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District Team	District Rubric				Meet Monthly																												District Data Review																																							
School Team	Initial Meeting				Instructional Equity Review				Meet Monthly								Instructional Equity Review				Meet Monthly								School Rubrics				Instructional Equity Review																																							
Grade Level Team	Core Review																																Core Review																																Core Review							
	Start				INTERVENE				Review				Start				INTERVENE				Review				Start				INTERVENE				Review																																							
	Individual Problem Solving (As needed)																																																																							

1. District Leadership Team

<i>District Implementation Leadership Team</i>	
<i>Purpose</i>	Oversees the development and use of a district implementation infrastructure to support schools in their use of MTSS Reading (MTSS-R)
<i>Who is on the team?</i>	<ul style="list-style-type: none"> • Superintendent • Assistant superintendents • Curriculum director • SPED director • District MTSS-R coordinators and/or coaches • Building principals • Family and/or Community Stakeholders
<i>Data Used</i>	<ul style="list-style-type: none"> • Districtwide Screening Data • Districtwide Access/Opportunity Data • Implementation Data <ul style="list-style-type: none"> ○ Oregon RTII: District MTSS Essential Components Rubric ○ Oregon RTII: MTSS-R School Level Rubrics ○ Staff Survey • Community and Family Stakeholder Feedback
<i>How often do they meet?</i>	Monthly
<i>Suggested Activities</i>	<ul style="list-style-type: none"> • The Infrastructure & Capacity Planning Tool • Completes/Updates/Reviews MTSS-R Installation Matrix • Creates/Reviews MTSS-R Action Plan • Establishes & communicates a vision • Directs efforts to build staff consensus • Shapes district MTSS-R structures, processes & procedures • Allocates funding to support building, implementing & sustaining • Identifies and works to remove barriers to sustainable implementation • Trains, coaches & supports implementation & refinement • Engages in district data analysis to support implementation • Ensures communication among groups / teams across the district • Ensures meaningful participation from multiple and diverse stakeholders

2. Building/School Team

<i>Building/School Implementation Leadership Team</i>	
<i>Purpose</i>	The Building/School team supports MTSS (Reading) implementation and sustainability in the school by communicating, training/supporting, and monitoring/evaluating MTSS(R) implementation. They assess building MTSS-R needs and determine action steps to support the needs while embedding their work into the ongoing school improvement process.
<i>Who is on the team?</i>	<ul style="list-style-type: none"> • Administrator • Teacher reps from: <ul style="list-style-type: none"> ◦ Elementary: Primary and Intermediate grade levels ◦ Secondary: Language Arts and Content Area classes • Special Education Teacher • Reading Specialist • MTSS- R Coach • EL Specialist • Counselor and/or School Psychologist • Behavior Specialist • Family and/or Community Stakeholders
<i>Data Used</i>	<ul style="list-style-type: none"> • Schoolwide Screening Data (including disaggregated data) • Schoolwide Access / Opportunity Data (e.g. exclusionary data or attendance) • Progress Monitoring Data • MTSS-R Implementation Data <ul style="list-style-type: none"> ◦ Oregon RTIi Reading Rubric (School Level Assessment) ◦ Staff Survey • Community and Family Stakeholder Feedback <ul style="list-style-type: none"> ◦ What feedback loops are already in place in your district? Do they need to be adapted to find out about stakeholder views on literacy?
<i>How often do they meet?</i>	Monthly
<i>Suggested Activities</i>	See suggested activities timeline below

2. Building/School Team

**Suggested Activities Timeline*

Month	What does the team do?
August/ September	<ul style="list-style-type: none"> Establish School Team Calendar <ul style="list-style-type: none"> Determine who is on the team, including family & community stakeholders Develop schedule for the year including meeting dates and general topics Review MTSS-R Action Plan (from the Rubrics) Provide yearly initial MTSS-R overview training for staff (including a review of MTSS-R handbook)
October	<ul style="list-style-type: none"> Begin School-Level Instructional Equity Review <ul style="list-style-type: none"> Review Essential Mindsets for Instructional Equity Make plan to collect data on overall instructional quality & school-based instructional opportunity gaps
November	<ul style="list-style-type: none"> Continue School-Level Instructional Equity Review <ul style="list-style-type: none"> Collect data on overall instructional quality & school-based instructional opportunity gaps <i>See Additional Building/School Team Activities (next page) for possible agenda items</i>
December	
January	<ul style="list-style-type: none"> Complete/Update/Review MTSS-R Installation Matrix Continue School-Level Instructional Equity Review and Planning <ul style="list-style-type: none"> Develop plan, communicate plan, & begin or continue implementing plan
February	<ul style="list-style-type: none"> Continue School-Level Instructional Equity Review <ul style="list-style-type: none"> Monitor & support implementation <i>See Additional Building/School Team Activities (next page) for possible agenda items</i>
March	
April	
May	<ul style="list-style-type: none"> Complete MTSS-R Rubric (some schools do this in March to inform school improvement plans) Complete Staff Survey
June	<ul style="list-style-type: none"> Complete School-Level Instructional Equity Review Cycle for the year <ul style="list-style-type: none"> Plan for next year

**This timeline provides general guidance for when these activities might occur. Your school may choose to complete these activities on a different timeline, depending on your schedule and resources.*

2. Building/School Team

Additional Building/School Team Activities

Activity	When it might occur
Develop and/or revise plan for collecting & reviewing family and community stakeholder feedback data	Fall or Spring (planning for next year)
Implement plan for collecting and reviewing family & community stakeholder feedback data	Fall and/or Spring
Conduct school walkthroughs (throughout the year)	Ongoing throughout the year
<p>Plan for and provide training for staff. Training topics should be informed by one or more of the following data:</p> <ul style="list-style-type: none"> • Student opportunity and outcome data • MTSS Implementation data • Instructional walkthroughs • Family and community stakeholder data <p>Training topics should be focused on:</p> <ul style="list-style-type: none"> • Effective instruction • Teaming Practices • Assessment Practices • Other MTSS-related topics • Equitable and inclusive practices 	<p>Ongoing throughout the year</p> <p><i>Leverage pre-service & inservice days, as well as regular staff meetings</i></p>
Coordinate supports across domains (behavior, social-emotional learning, other academic areas)	Ongoing
Communicate/Coordinate with district leadership team	Ongoing

3. Grade Level Team(s)* (*Cross Content teams at Secondary)

Grade Level Data-Based Support Planning Teams			
	Tier 1: Core Review	Tier 2: Intervention Review	Tier 3: Individual Problem Solving
<i>Purpose</i>	<ol style="list-style-type: none"> Review the effectiveness of core support <ul style="list-style-type: none"> Who is core support working for? Who is core support not working for? Develop a plan to improve core support 	<ol style="list-style-type: none"> Review the effectiveness of interventions <ul style="list-style-type: none"> Who are intervention supports working for? Who are intervention supports not working for? Develop a plan to improve Interventions 	Develop and customize individualized intervention plans for students who are not making adequate progress after receiving Tier 2 standardized interventions
<i>Who is on the team?</i>	<ul style="list-style-type: none"> Building admin MTSS-R coach/Lit Specialist Grade level teachers <ul style="list-style-type: none"> For secondary: <ul style="list-style-type: none"> Language Arts teacher Content area teachers Special education teacher EL representative School Psych Other specialists as needed 	<ul style="list-style-type: none"> Building admin MTSS-R coach/Lit specialist Grade level teachers <ul style="list-style-type: none"> For secondary, include Language Arts teacher Special education teacher EL representative School Psych Instructional Assistants (if available) Other specialists as needed 	<ul style="list-style-type: none"> Building admin MTSS-R coach/Lit specialist Grade level teacher <ul style="list-style-type: none"> For secondary: <ul style="list-style-type: none"> Language Arts teacher Content area teachers (as appropriate) Student family member Special education teacher EL representative (if appropriate) School Psych Speech Language Pathologist Other specialists as needed
<i>Data Used</i>	<ul style="list-style-type: none"> Screening Core Program Assessments Gradewide Access / Opportunity Data 	<ul style="list-style-type: none"> Fidelity Data Progress Monitoring Intervention Program Assessments Core Program Assessments 	<ul style="list-style-type: none"> Screening Progress Monitoring Core Program Assessments Intervention Program Assessments Individual Diagnostic Data including information around Instruction, Curriculum, Environment & Learner
<i>How often?</i>	3 times per year	Every 8-10 weeks	As needed
<i>Agenda</i>	<ul style="list-style-type: none"> Core Review Forms 	<ul style="list-style-type: none"> Intervention Placement Forms Intervention Review Forms 	<ul style="list-style-type: none"> Individual Problem Solving Forms