



MTSS Scope and Sequence Elementary School-Level

This document provides MIBLSI partners with the scope and sequence of professional development at the elementary school level for the four years of participation.

Author: Michigan’s Integrated Behavior and Learning Support Initiative (MIBLSI)

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Total Days of Training

Target Audience	Year 1	Year 2	Year 3	Year 4
School Leadership Team	3	9	6	3
Select Teaching Staff	1	5	0	0
Coaches	1	4	5	3

Year 1

Timeline	Topic	Audience
January	Tier 1 School-wide PBIS Elementary/ Day 1	School Leadership Team
January	Combined Coaching Support Session for Tier 1 School-wide PBIS Elementary and Tier 1 Secondary Positive School Climate. Schedule after day 1 and before day 2	School-level Coaches
February	Tier 1 School-wide PBIS Elementary Day 2	School Leadership Team
March	Tier 1 School-wide PBIS Elementary Day 3	School Leadership Team
April	Swift at SWIS	School SWIS Users
April	Tier 1 Elementary Classroom PBIS	Principal, Teachers representing each grade level

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Note: There is one Coaching Support Session in which elementary and secondary are combined: Elementary School-wide PBIS/Secondary Positive School Climate. CICO is a combined elementary and secondary training.

Year 2		
Timeline	Topic	Audience
August	Acadience Reading Essential Workshop	Principal and staff administering Acadience Reading
September	Coaching Support Session for Tier 1 Elementary Reading Systems	School-level Coaches
September	Tier 1 Elementary Reading Systems	School Leadership Team
October	Acadience Reading Data Interpretation Workshop	Principal, coach, and SLT members who also attended the Acadience Reading Essentials Workshop or have previously completed the Acadience Reading Essentials training in a previous year and have successfully completed the assessment of Acadience Reading knowledge from MIBLSI
November	Elementary Grade Level Problem Solving Day 1	Principal, School Leadership Team, Teachers representing each grade level
December	Elementary Grade Level Problem Solving Day 2	Principal, School Leadership Team, Teachers representing each grade level
Jan./Feb.	Coaching Support Session for Elementary Winter Data Review	School-level Coaches
Jan./Feb.	Elementary Winter Data Review	School Leadership Team
March	Coaching Support Session for Elementary Intervention System Day 1	School-level Coaches
March	Elementary Intervention System Day 1	School Leadership Team or Tier 2/3 Systems Team

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Timeline	Topic	Audience
April	Tier 2 Elementary & Secondary Behavior Intervention: Check-In/Check-Out (CICO)	School Leadership Team or Tier 2/3 Systems Team; individuals identified to provide coordination and facilitation of CICO
May/June	Coaching Support Session for Elementary Spring Data Review	School-level Coaches
May/June	Elementary Spring Data Review	School Leadership Team

Year 3

Timeline	Topic	Audience
October	Coaching Support Session for Elementary Fall Data Review	School-level Coaches
October	Elementary Fall Data Review	School Leadership Team
November	Coaching Support Session for Elementary Intervention System Day 2	School-level Coaches
November	Elementary Intervention System Day 2	School Leadership Team
December	Elementary Intervention System Day 3	School Leadership Team
Jan./Feb.	Coaching Support Session for Elementary Winter Data Review	School-level Coaches
Jan./Feb.	Elementary Winter Data Review	School Leadership Team
March	Coaching Support Session for Intensifying Interventions	School-level Coaches
March	Elementary Intensifying Interventions	School Leadership Team, or Tier 2/3 Systems Team
May/June	Coaching Support Session for Elementary Spring Data Review	School-level Coaches
May/June	Elementary Spring Data Review	School Leadership Team

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Year 4 and Beyond

Timeline	Topic	Audience
Fall: October Winter: Jan./Feb. Spring: May/June	Coaching Support Session for Elementary Data Review	School-level Coaches
Fall: October Winter: Jan./Feb. Spring: May/June	Elementary Data Review	School Leadership Team

MIBLSI periodically reviews and revises the scope and sequence and professional development materials in order to ensure the highest quality training and supports. This will result in durable, sustainable implementation of MTSS with fidelity that will lead to improved student outcomes. In the event of proposed changes, partners can expect communication regarding why and strategic planning to support transitions.

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