

Grade-Level Implementation Plan

This document provides a template for Grade-Level Implementation Plan focused on the Reading Components of an Elementary MTSS Framework. Teams are encouraged to adapt this template to fit the context of their school.

The plan is informed by the following assessment data:

- 1 High-stakes summative assessments (e.g., state assessment).
- 2 **Universal screening** assessments.
- 3 **Fidelity assessments**.
- 4 Other available assessments (e.g., district-approved, classroom assessments, observations, family input).

Goal:

Develop a S.M.A.R.T.E specific to improving student outcomes based on your school's universal screening data and/or M-STEP data.

Activities

Grade-Level Teams identify specific activities to add to the Grade-Level Implementation Plan.

1. Reading curriculum resources and instructional methods/routines to teach foundational word-reading skills to be used during whole group, small group, and differentiated instruction.
2. Reading curriculum resources and instructional methods/routines to teach comprehension skills to be used during whole group, small group, and differentiated instruction.
3. Strategies/routines to enhance students' understanding of written text used to teach other core subjects.
4. Accommodations that allow **all** students to meaningfully participate in class-wide reading instruction.
5. Opportunities for students to use strategies/routines they are learning in intervention during class-wide reading instruction.
6. Social, emotional, and behavioral supports (class-wide and for individual students) to promote student engagement and motivation during reading instruction and to minimize behaviors that interfere with meaningful participation in reading instruction.



During the Grade-Level Team meetings, record the date and status for each activity until it is complete.

Activity	By Whom	By When	Date and Status

Monitoring the Effectiveness of Tier 1

Grade-Level Teams use a process of data-based decision making to monitor the effectiveness of Tier 1. This is done at least three times per year (e.g., fall, winter, spring). The process includes:

1. Evaluating progress on the goals and activities outlined in the Implementation Plan.
2. Documenting reasons why activities were not completed (e.g., insufficient funding, training).
3. Documenting how barriers are being addressed.
4. Analyzing new reading data (student data, implementation data, perception data) to summarize accomplishments and precisely describe the current opportunities for growth.
5. Developing data-validated hypotheses as to the factors contributing to the opportunities for growth.
6. Refining the implementation plan (goals, activities) to address the opportunities for growth.

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