

Elementary Integrated Tier 1 Literacy, Social-Emotional Behavioral MTSS Framework (Grades K-5)

Purpose and Value

The purpose of this offering is to guide elementary schools through the effective implementation of Tier 1 supports, with a focus on:

- Enhancing evidence-based classroom instructional and management practices.
- Optimizing the use of curriculum resources.
- Building knowledge and skills for data use and analysis to inform instruction across classroom, grade level, and school-wide settings.

This service improves instruction in elementary settings by creating more effective and supportive learning environments, supporting administrators and school staff in maximizing the impact of curriculum resources, and fostering data-based decision-making to inform instruction and school-wide improvement efforts.

Outcomes

1. Increase the quality and consistency of Tier 1 classroom management practices in elementary settings.
2. Increase the quality and consistency of Tier 1 instructional practices used with the school's Tier 1 curriculum resources ([Michigan's K-12 Literacy Dyslexia Law](#)).
3. Increase educators' and grade-level teams' knowledge and skills in collecting, analyzing, and using student data to inform instructional planning and continuous improvement efforts.
4. Improve student learning outcomes (literacy and social, emotional, behavioral health).

Intended Audience

- Building administrator(s)
- Building literacy coach(es)
- Lower elementary (e.g., 1st grade) individual teachers and/or grade level team(s)

Components

- Coaching and Implementation Support (on-site, direct support for teachers and coaches)
 - Curriculum resource review
 - Grade-level data analysis and implementation planning
 - On-site coaching (observation, planning, goal setting, modeling, feedback)
 - Follows screening schedule (fall-winter, winter-spring)

- Training (on-site, mini-PD sessions)
 - Explicit instruction practices
 - Classroom management strategies
- Consultation (as needed)

Example Timeline

Fall Cycle

- September
 - The school collects screening data
 - TA Center observations, review of data, CMOT data collection, and communication with the coach
 - Grade level data analysis meeting, implementation plan developed
- October
 - On-site visits - coaching, real-time training as needed (once per week)
 - Virtual office hours with school coach and teachers (as needed)
- November
 - On-site visits - coaching, real-time training as needed (once per week)
 - Virtual office hours with school coach and teachers (as needed)
- December
 - On-site visits - coaching, real-time training as needed (once per week)
 - Virtual office hours with school coach and teachers (as needed)
 - TA Center staff and the coach meet with the principal and determine next steps:
 - Continue with a new grade level for Spring Cycle
 - Continue and build the capacity of the coach to provide ongoing support during Spring Cycle
 - End service delivery plan in January
- January
 - On-site coaching support - 1 day per week
 - Virtual office hours with school coach and teachers (as needed)
 - School collects screening data
- End of January
 - TA Center observations, review of data, CMOT data collection, and communication with the coach
 - Grade-level analysis is scheduled to review and update the Grade-Level Implementation Plan
 - The TA Center debriefs with the coach to discuss glows and grows (mutual glows and grows for TA Center and for the school-level coach), but also determines whether the components on the grade level implementation plan were addressed.

Process

1. Initial meeting between MiMTSS TA Center and district/school leaders.
2. District/school sites complete an MTSS Implementation Scan.
3. Mutual decision to move forward with Tier 1 Elementary Supports.
 - a. Identify school(s) to be supported
 - b. Identify teacher(s) and/or grade level(s) to be supported (e.g., 1st grade)
4. District administrator and MiMTSS TA Center complete Memorandum of Understanding (MOU).
5. Initial meeting between each principal, literacy coach (if applicable), and MiMTSS TA Center staff to co-create site-based service delivery plan.
6. Services are provided in accordance with the service delivery plan and MOU.
7. At the end of the cycle, MiMTSS TA Center staff meet with the building principal and literacy coach (if applicable) and determine next steps and available resources.

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.