

Handout A: Plan Do Study Act Protocol for MTSS-R

This document provides an action plan template educator teams can use to outline specific actions they will take to implement ideas for continuous improvement of their multi-tiered systems of support in reading (MTSS-R).

Pre-planning: Document the context

Use the template below to document the context of the Plan Do Study Act (PDSA) Protocol: the need for improvement to the MTSS-R, the goal, the change practice, and the overview of implementation.

The need for improvement identified in the Self Reflection Worksheet

Example: Many students in our school are just below proficient in reading, and reclassified English learner students are disproportionately represented among those students.

Identify your goal

Example: The percentage of students performing at proficient or above will increase by 10 percent, and the gap between reclassified English learner students and their peers will decrease.

Adapted from Shakman, K., Wogan, D., Rodriguez, S., Boyce, J., & Shaver, D. (2020). *Continuous improvement in education: A toolkit for schools and districts* (REL 2021–014). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. https://ies.ed.gov/ncee/rel/regions/northeast/pdf/REL_2021014.pdf

Change practice

Example: Teachers differentiate instruction for students in Tier 1, including supports for reclassified English learner students and correctly identify students for Tier 2 interventions that are closely monitored by both Tier 1 teachers and English learner student specialists.

Action planning overview

Which change practice(s) will be implemented?	Who implements? (Identify teachers/staff to implement)	Implementing in what context? (Grade, content)	When will the change practice(s) be implemented? (Cycle start and end date)

Plan: Develop an action plan

Key considerations

Use these questions to guide completion of the chart below.

1. Define roles

Roles and expectations for key individuals (district leaders, school leaders, core reading teachers, reading intervention teachers, others).

2. Communication plan

How will you communicate the purpose for the change in the MTSS-R in your district and/or schools?

Who needs to be informed? How can you garner support from others outside the district and/or school teams?

3. Training/professional learning

What training/professional learning is needed to implement the change in the MTSS-R?

4. Cost, materials, and resources

What are the costs associated with this change to the MTSS-R? What materials and resources are needed to implement the change to the MTSS-R?

5. Scheduling

How will any training or professional learning be scheduled and communicated? Who will design the training or professional learning?

6. Accountability

What steps will you take to ensure all members adhere to the roles and expectations? Be specific.

7. Monitor and support

How will you support implementation of the change in the MTSS-R? When will you discuss what's working and not working among teams? When will the team meet to discuss successes and challenges?

8. Anticipated challenges

What challenges do you anticipate facing that you have control over? What will you do to mitigate these challenges?

9. Celebrate successes

How will you celebrate successes? For achieving milestones? For demonstrating growth?

Key tasks	Action steps	Who is responsible for which action steps?	When will it happen?

Plan: Develop a monitoring plan

Progress indicators

	Instrument(s)/ measurement What data will be collected?	Data collector(s) Who will collect the data?	Sample From whom will the data be collected?	Timing When will the data be collected?	Data entry/ reporting How will the data get compiled?
Process data How well was the change to the MTSS-R implemented?					
Outcome data Did the change to the MTSS-R result in an improvement?					

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