<table>
<thead>
<tr>
<th>Key Requirements</th>
<th>Guiding Questions</th>
<th>Emerging: Establishing Consensus*</th>
<th>Developing: Building Infrastructure</th>
<th>Operationalizing: Gaining Consistency</th>
<th>Optimizing: Innovating and Sustaining</th>
</tr>
</thead>
</table>
| **STRUCTURES**   | To what extent does your building have the structures in place to sustain a Multi-tier System of Supports with fidelity through the use of the Literacy Curriculum Protocol? | There is evidence that the MTSS Process and Literacy Curriculum Protocol is implemented through a Master schedule which provides **2 or less** of the following:  
- appropriate time  
- group size  
- resources  
- flexibility to meet the diverse needs of some students as determined through an implementation of the literacy components of the assessment protocol:  
**Step 5.** universal screener and initial group sort.  
(BLT/CT workbooks- Steps 5-7)*** | There is evidence that the MTSS Process and Literacy Curriculum Protocol is implemented through a Master schedule which provides **3** of the following:  
- appropriate time  
- group size  
- resources  
- flexibility to meet the diverse needs of all students as determined through an implementation of the literacy components of the assessment protocol:  
**Step 5.** universal screener and initial group sort;  
**Step 6.** diagnostic process.  
(BLT/CT workbooks- Steps 5-7)*** | There is evidence that the MTSS Process and Literacy Curriculum Protocol is implemented through a Master schedule which provides **3** of the following:  
- appropriate time  
- group size  
- resources  
- flexibility to meet the diverse needs of all students as determined through a full implementation of the literacy components of the assessment protocol:  
**Step 5.** universal screener and initial group sort;  
**Step 6.** diagnostic process;  
**Step 7.** Finalize groupings, instructional focus and materials  
(BLT/CT workbooks- Steps 5-7)*** | There is evidence that the MTSS Process and Literacy Curriculum Protocol is implemented through a Master schedule which provides **all** of the following:  
- appropriate time  
- group size  
- resources  
- flexibility to meet the diverse needs of all students as determined through a full implementation of the literacy components of the assessment protocol:  
**Step 5.** universal screener and initial group sort;  
**Step 6.** diagnostic process;  
**Step 7.** Finalize groupings, instructional focus and materials  
(BLT/CT workbooks- Steps 5-7)*** |
| **Level & Date**  | **Evidence**       | **Fall**                          | **Spring**                      | **Fall**                          | **Spring**                      |

*Each phase of implementation includes and extends the prior phase. **BLT: MTSS Building Leadership Team Workbook Reading  ***CT: MTSS Collaborative Team Workbook Reading
<table>
<thead>
<tr>
<th>Level &amp; Date</th>
<th>Evidence</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
</table>

*Each phase of implementation includes and extends the prior phase.  **BLT: MTSS Building Leadership Team Workbook Reading  **CT: MTSS Collaborative Team Workbook Reading
<table>
<thead>
<tr>
<th>Key Requirements</th>
<th>Guiding Questions</th>
<th>Emerging: Establishing Consensus*</th>
<th>Developing: Building Infrastructure</th>
<th>Operationalizing: Gaining Consistency</th>
<th>Optimizing: Innovating and Sustaining</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROFESSIONAL LEARNING</strong></td>
<td><strong>How does Professional Learning empower appropriate instructional staff to improve student outcomes through the use of MTSS and the Literacy Curriculum Protocol?</strong></td>
<td>There is evidence that few appropriate instructional staff members** are fully trained in the following: 1. ***MTSS Steps 1-3 2. Appropriate Literacy Protocol Interventions 3. Collaborative Planning 4. Appropriate Literacy Professional Development (LETRS, District Seminars, etc.)</td>
<td>There is evidence that some appropriate instructional staff members** are fully trained in the following: 1. ***MTSS Steps 1-6 2. Appropriate Literacy Protocol Interventions 3. Collaborative Planning 4. Appropriate Literacy Professional Development (LETRS, District Seminars, etc.)</td>
<td>There is evidence that most qualified **staff are fully trained in the following: 1. ***MTSS Steps 1-9 2. Appropriate Literacy Protocol Interventions 3. Collaborative Planning 4. Appropriate Literacy Professional Development (LETRS, District Seminars, etc.)</td>
<td>There is evidence that all appropriate instructional staff members** are fully trained in ***MTSS processes steps 1-11 (BLT/CT steps), LETRS, and appropriate curriculum to meet the needs of all students; additional support is provided based on monitored student and observational data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level &amp; Date</th>
<th>Evidence</th>
<th>Level &amp; Date</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
</tbody>
</table>

*Each phase of implementation includes and extends the prior phase. **Staff = Administration, Building Leadership Team, Child Study Team, Teachers, Paras
***BLT: MTSS Building Leadership Team Workbook Reading  
***CT: MTSS Collaborative Team Workbook Reading