

North Kitsap School District

Beth Bourque

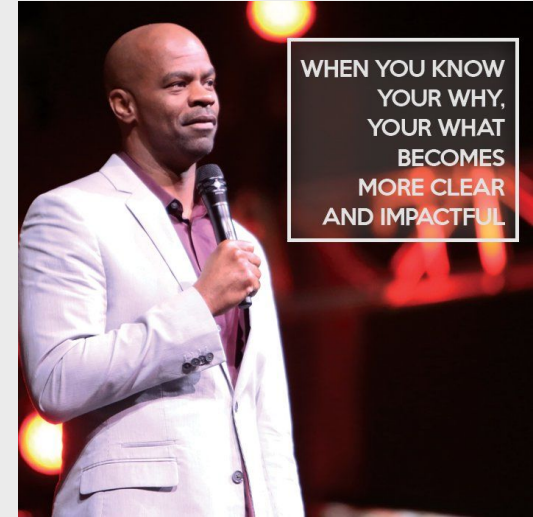
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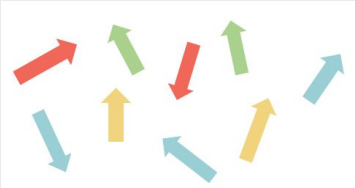
Why a Systems Approach was needed:

- Strategic Plan= *why* and *what*, MTSS = *how*
- Programs, departments, services are siloed
- Inequitable access to support
- Inconsistent Tier 1 implementation
- Too many “shiny new objects”
- Our administrators had varying knowledge of MTSS

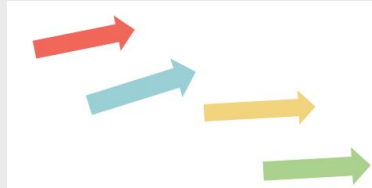


Systems Alignment - in AVID terms

Uncoupled System



Loosely Coupled System



Aligned System



Integrated System



To Build MTSS, we must:

“Deconstruct to Reconstruct”

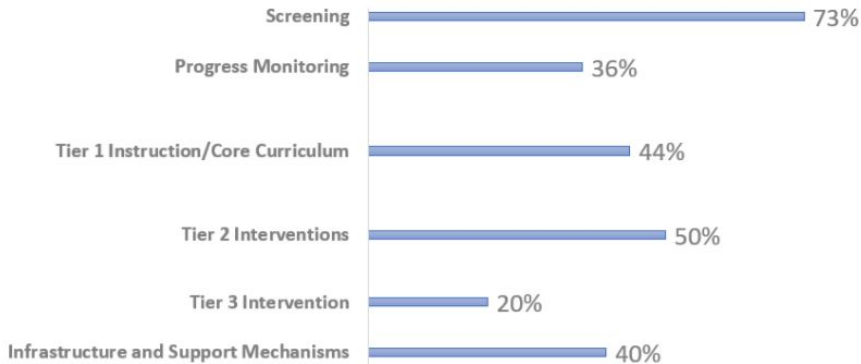


2020-2021	2021-2022	2022-2023	2023-2024
AIMS Project Cohort 1	OSPI - MTSS Grant Cohort 1	OSPI - MTSS Grant continued	Full Implementation/ Continuous Improvement
Focus: <ul style="list-style-type: none">• Build capacity of admin• MTSS Rubric	Focus: <ul style="list-style-type: none">• Build capacity of admin• District Capacity Assessment (DCA)	Focus: <ul style="list-style-type: none">• Support District and Building Leaders with initial Implementation• MTSS Rubric and DCA	Focus: <ul style="list-style-type: none">• Internal Capacity to support implementation• Ongoing MTSS Rubric and DCA


MTSS Rubric: NKSD self-rating

Rubric total:
43%

MTSS/RTI Rubric Progress
2/16/2021



Center on
Multi-Tiered System of Supports
a U.S. Department of Education initiative


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Multi-tiered System of Supports (MTSS) Fidelity of Implementation Rubric (Updated March 2021)

Multi-tiered system of supports (MTSS) is a framework that integrates data and instruction within a multi-level prevention system to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective. (Center on MTSS, 2020. www.mtss4success.org/)

Overview

The MTSS Fidelity of Implementation Rubric is for use by individuals and teams responsible for supporting local implementation of MTSS. It can support local educators and teams in the following:

- self-evaluating and monitoring fidelity of local MTSS implementation,
- developing and monitoring MTSS implementation action plans,
- planning and prioritizing MTSS professional learning, and
- guiding continuous improvement efforts.

The rubric aligns with the essential components and supporting infrastructure shown through over a decade of research, national policy, and local implementation to support successful implementation of MTSS. Although the research on tiered system of supports began several decades ago, the development of this implementation rubric began under the National Center on Response to Intervention, a 2007 – 2012 U. S. Department of Education funded center housed at the American Institutes for Research (AIR).

The rubric is accompanied by an optional worksheet that teams can use to engage in thoughtful discussion and review documentation of implementation to accurately rate and identify strengths and limitations of current implementation. Please note

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AIMS Project - DLPR

(District Leadership Project Report)

North Kitsap Framework for Multi-Tiered Systems of Support (MTSS)

[Preschool Framework](#)

[Elementary K-5 Framework](#)

[Middle School Framework](#)

[High School Framework](#)

Elementary (K-5) MTSS Framework

Tier 1 Commitments – for ALL students

Instructional Core is designed using Universal Design for Learning (UDL) and culturally responsive practices, curriculum, and resources with integration of academics, behavior, and SEL.

	Academic	Behavior	Social-Emotional Learning
Curriculum	<p>ELEMENTARY: Use of AVID and Blended Learning for design and delivery of: CCSS aligned to viable curriculum ELA (aligned to SOR) Math</p> <ul style="list-style-type: none"> Ready Gen SIPPS Hegerty Lexia <p>EL:</p> <ul style="list-style-type: none"> ReadyGen Scaffolded Strategies AVID Language and Literacy <p>Dual Language Core Curriculum:</p>	<p>School-wide and Classroom PBIS components (use TFI to build the components and ensure fidelity)</p>	<p>SEL Standards aligned to approved resources:</p> <ul style="list-style-type: none"> RULER (implementation roadmap) Second Step (supplemental as needed) <p>• Trauma sensitive examples: Calm Down Space in all classrooms; teach and practice the Palm/Hand</p>
Assessment	<p>ELEMENTARY: ALL students Fall/Winter/Spring:</p> <ul style="list-style-type: none"> Acadience Reading (K-2) (optional for 3-5) Star Reading (3-5) Acadience Math (K-5) Star Math (3-5) WIDA Screener and ACCESS (K-5) 	<p>Ongoing all year</p> <ul style="list-style-type: none"> Minor and Major behaviors in SWIS Attendance 	<p>All students Fall, Winter, Spring</p> <ul style="list-style-type: none"> Panorama SEL survey Panorama Climate Survey (3-5 students), all staff, all families <p>Fall, Winter, Spring</p>

Academic:

Tier 2 Support/Interventions	Description	Entry Criteria	Data to Monitor Progress	Exit Criteria
Reading- small group explicit skill instruction	<p>What: Small group instruction in foundations skills:</p> <ul style="list-style-type: none"> SIPPS Hegerty Lexia Close Reading - ReadyGen, Supplemental texts ReadyGen Scaffolded Strategies SOR Strategies in phonemic awareness, phonics, fluency, vocabulary, comprehension AVID Academic Language and Literacy <p>Provided by: General ed teacher, SPED, EL, or LAP staff Group size: 5-8 When: During WIN time (30 mins 3-5 days per week)</p>	<p>Placement in group A or B on Focus Folder as determined by flowchart data.</p>	<p>Student Performance: Monthly Acadience progress monitoring. Graphed and documented PDSA cycles</p> <p>Treatment Integrity: Implementation Checklist (To be created)</p> <p>Social Validity: Staff Implementation Reflection (to be created)</p>	<p>Graph of progress monitoring data demonstrates C or D level performance in relation to the grade level benchmark.</p>
Math - small group explicit skill instruction	<p>What: Small group instruction in math domains and/or computational fluency:</p> <ul style="list-style-type: none"> Math Expressions RTI IXL Math (Update after math adoption) <p>Provided by: General ed teacher, SPED, EL, or Title staff Group size: 5-8 When: During WIN time (30 mins 3-5 days per week)</p>	<p>Acadience and Star scores in the below benchmark range (be more specific if possible)</p>	<p>Student Performance: Monthly Acadience progress monitoring. Graphed and documented through PDSA cycle</p> <p>Treatment Integrity: Implementation Checklist (To be created)</p> <p>Social Validity: Staff Implementation Reflection (to be created)</p>	<p>Graph of progress monitoring data demonstrates performance at or above grade level benchmark.</p>
Tier 3 Supports/ Intervention	Description	Entrance Criteria	Data to Monitor Progress	Exit Criteria

Transition from AIMS to OSPI Cohort 1:

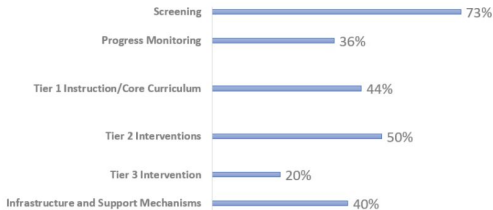
MTSS Rubric Items



3-Year RoadMap

Rubric total:
43%

MTSS/RTI Rubric Progress
2/16/2021



	Goal Year 1 (21-22 MTSS Implementation Year 1)	Goal Year 2	Goal Year 3
MTSS Roadmap	District will begin drafting an MTSS framework for the Whole Child (Academics, Behavior, Social-Emotional) that aligns with the <u>Washington State Framework</u> baseline data from schools' implementation progress.	...continue building the MTSS Framework ... increase implementation from ____ % to ____ % on the MTSS	... implementation of a comprehensive MTSS framework ... and increase implementation from ____ % to ____ % on
Evidence Based Practices (EBPs)	<ul style="list-style-type: none"> Teaching and Learning teaming structure that include the following: Sd Team, PLCs, Tier 2-3 Study/Tier 3 Team (see 4 and OSPI) Some schools may need name of their "MTSS Team System Team" Building leaders audit our teams/committees to alignment of all initiatives Building leaders to complete rubric in Spring 3-4 school teams participate "Build Your MTSS Model" T&L participate in OSPI 	<ul style="list-style-type: none"> Continually braid and align our initiatives/priorities (AVID, SEL, Blended Learning) to Strategic Plan. 	<ul style="list-style-type: none"> T&L will develop a process for selecting EBPs to add to the MTSS framework (Equity Tool? Hexagon Tool?)
Family, Student, and Community Engagement	<ul style="list-style-type: none"> Some schools may need name of their "MTSS Team System Team" Building leaders audit our teams/committees to alignment of all initiatives Building leaders to complete rubric in Spring 3-4 school teams participate "Build Your MTSS Model" T&L participate in OSPI 	<ul style="list-style-type: none"> T&L to identify and create a system for all stakeholders (including staff/PLCs) to provide feedback (Panorama) on our initiatives and other practices within the MTSS Framework. 	<ul style="list-style-type: none"> Implement a system for collecting feedback from all stakeholders. Explore ways to engage students, families, community in the review of data, adjusting the MTSS framework.
Team-Driven Shared Leadership	<ul style="list-style-type: none"> Some schools may need name of their "MTSS Team System Team" Building leaders audit our teams/committees to alignment of all initiatives Building leaders to complete rubric in Spring 3-4 school teams participate "Build Your MTSS Model" T&L participate in OSPI 	<ul style="list-style-type: none"> Leadership will explore and attend training for centralized data platform (Panorama) Tier 2-3 System Teams training in Panorama's "MTSS Dashboard" T&L will document a comprehensive assessment system within MTSS Framework Special Education department leads exploration and planning for changes to state laws, district policy/procedure for Discrepancy Model phase out 	<ul style="list-style-type: none"> Tier 2-3 Systems team use the Panorama MTSS Dashboard to monitor and track the interventions available on the MTSS Framework for Tier 2 and 3 Intervention Grid Screening Fully implement SEL and Reading screenings Develop Math screening process and procedures Implement EWS for secondary Progress Monitoring Implement Reading PM K-12 Develop process and procedures for Math, Behavior, SEL progress monitoring in MTSS Framework
Continuum of Supports	<ul style="list-style-type: none"> Curriculum and Assessment Framework Each school's SLT will be MTSS Framework for Tier 1 initiatives/priorities Tier 2-3 System Teams will be MTSS Framework for Tier 2-3 Intervention Grid 	<ul style="list-style-type: none"> DESSA - refresh training with elementary staff; initial training with secondary staff Implement screening fall, winter, spring K-12 State directed K-2 Dyslexia screener Explore Early Warning System (EWS) for secondary (Panorama or My School Data) 	<ul style="list-style-type: none"> School teams (SLT, Tier 2-3, PLCs) will use Panorama MTSS Dashboard to monitor MTSS Framework Policy/Procedure in place to replace the Discrepancy Model as eligibility for special education Screening measures fully developed and in place K-12 for academics, behavior, SEL Progress monitoring tools in place at a rubric score of 5 on MTSS Rubric Clear process and procedures for entry/exit criteria established within MTSS Framework and implemented K-12

Leadership Moves

- District/Building leaders had choice in starting points
- Multiple opportunities to review, give input, discuss
- Let it be messy
- “How might we...?”
- “Oh, that fits right here in our MTSS framework!”

Leadership Suggestions

- Find the momentum and feed it, don't micromanage it
- Team-Driven Shared Leadership!
- Think Big, Start Small, Go Slow
- Align Align Align
- Deconstruct before Constructing
- Find tools (rubric, etc.) to ground you, then come back to them and reflect
- Take time to reflect: 2-3 times per year to write down what changes have occurred... it will help when you feel overwhelmed by the massive change needed!
- MTSS Coordinator - verb, not a noun
- Explore and develop systems for making decisions - put them in writing!
- Lean on Implementation Science for any change, big or small

Questions?