



Tools and Strategies

# MTSS Implementation: Small Schools

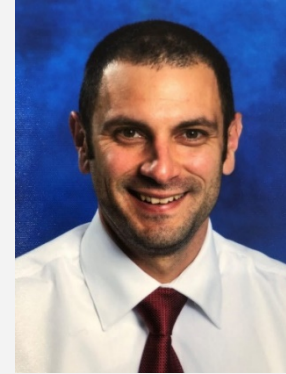
# Your Presenters – Many Hats Mentality



ASB Leadership Educator  
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# Session Objectives

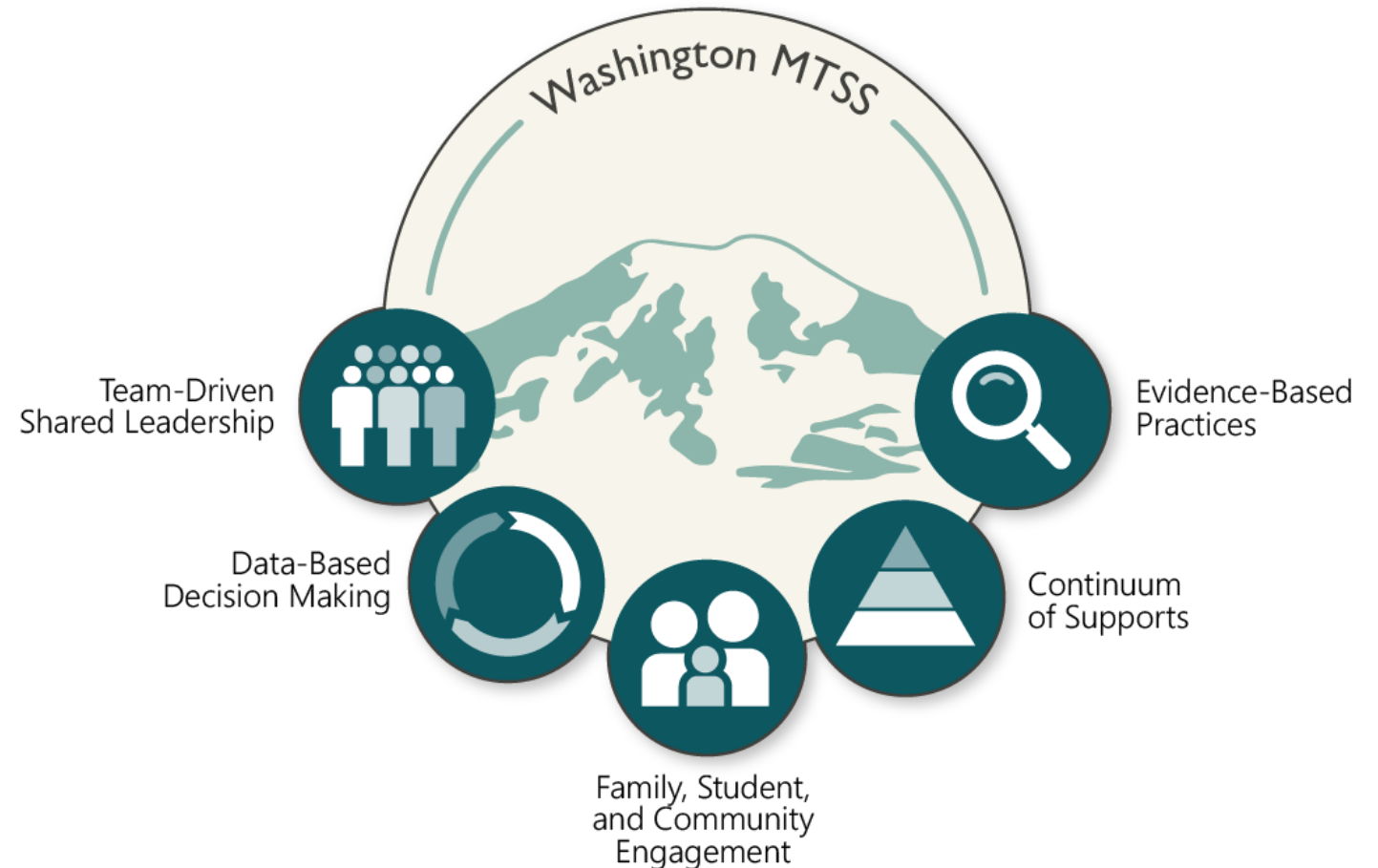
- Let's be real... we have 45 minutes. WE can't do everything
- Focus on an activity of high leverage you can dabble with here and bring back.
  
- We intend to:
  - Enhance your understanding of the contextual nature of tiered supports
  - Apply a lens of alignment to your current Continuum of Supports
  - Provide resources for later exploration and implementation

# Multi-Tiered System of Supports

The Washington MTSS Framework is an evidence-based organizational approach for districts and schools to create equitable, consistent, and flexible systems and supports that empower educators, students, families, and communities to ensure benefit for every student.

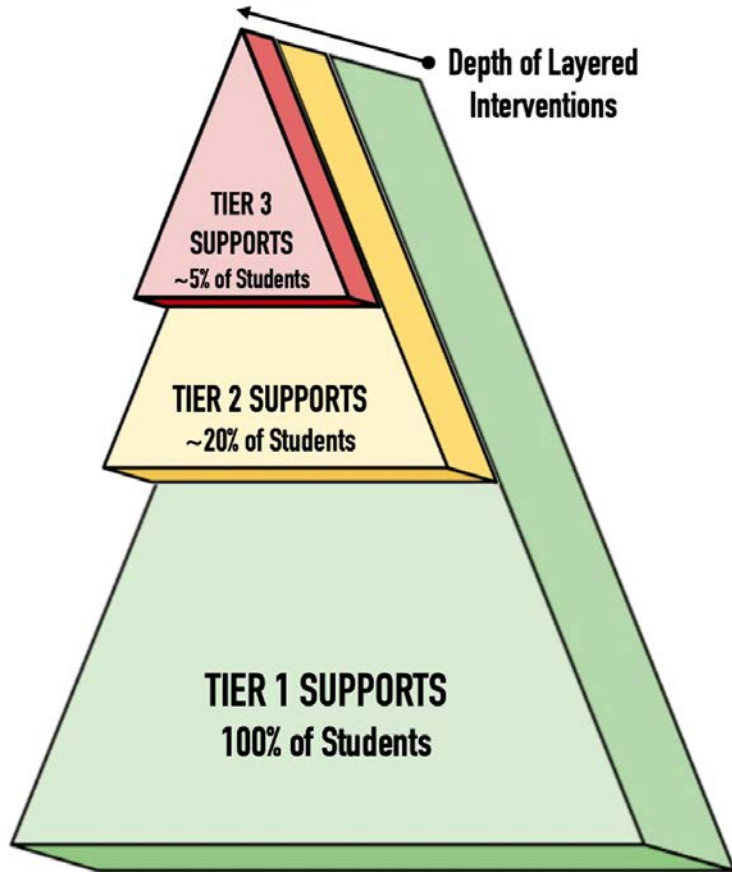
## Learn More:

<https://www.k12.wa.us/mtss>





# Continuum of Supports



**Tier 3** Intensive and Individualized Support  
*5% of Student Population*

**Tier 2** Targeted and Small Group  
*15% - 20% of Student Population*

**Tier 1** Universal Support for ALL Students  
*100% of Student Population*

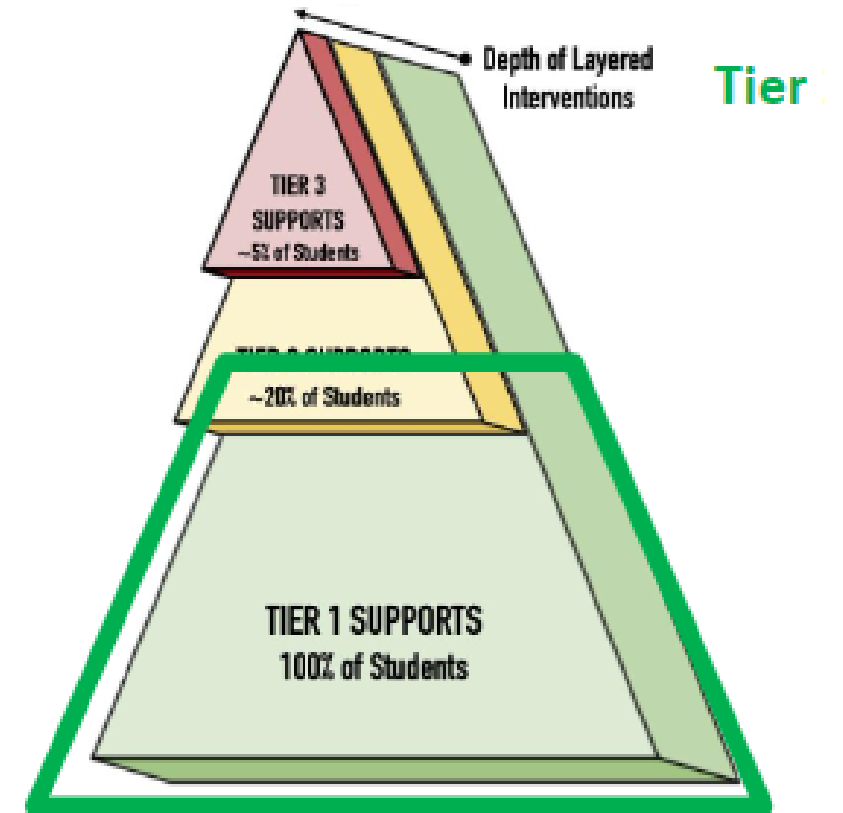
Each layer of support is stacked upon the previous.

# Defining Characteristics of Tier 1

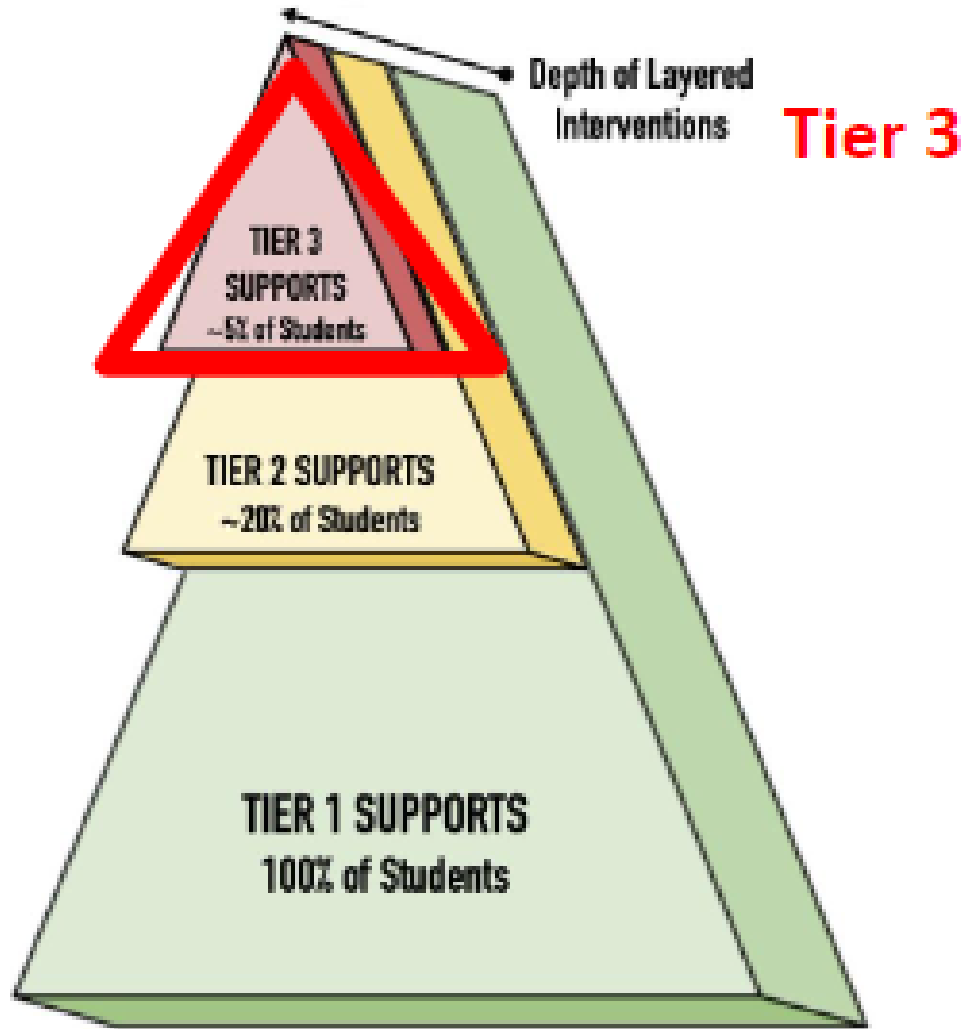
- All students have access to this level of support. It should be effective for 80% of the student population. (Protective Factors) - All students = 100%

## Examples:

- *Standards-Based Curriculum and Instruction*
- *Basic Interventions*
- *Prevention Education*
- *General Behavior Expectations (PBIS Tier 1)*



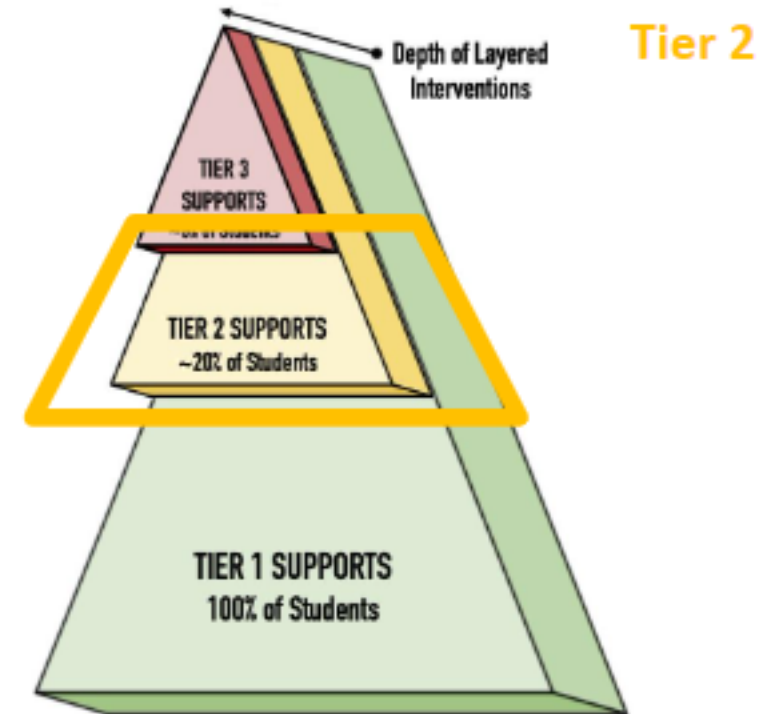
# Defining Characteristics of a Tier 3 Intervention



- Designed for the individual need(s) of one student
- Designed to support an individualized function
- May be a combination of tier 2 supports compiled into a plan
- Should not be used for greater than 5% of local population
- Pre-determined fade/exit criteria
- In short – you are designing something FOR a student

# Defining Characteristics of a Tier 2 Support

- Clear Entrance and Exit Criteria
- Designed to support an identified need
- Intended to be temporary
- Should not be used for greater than 20% of local population
- In Short – your screening data determines the interventions you set up – and you are **LOOKING** for the students to plug into them
- Important note: **CONTEXT MATTERS...** meaning what is structurally a Tier 2 support in one location may be Universal in another.



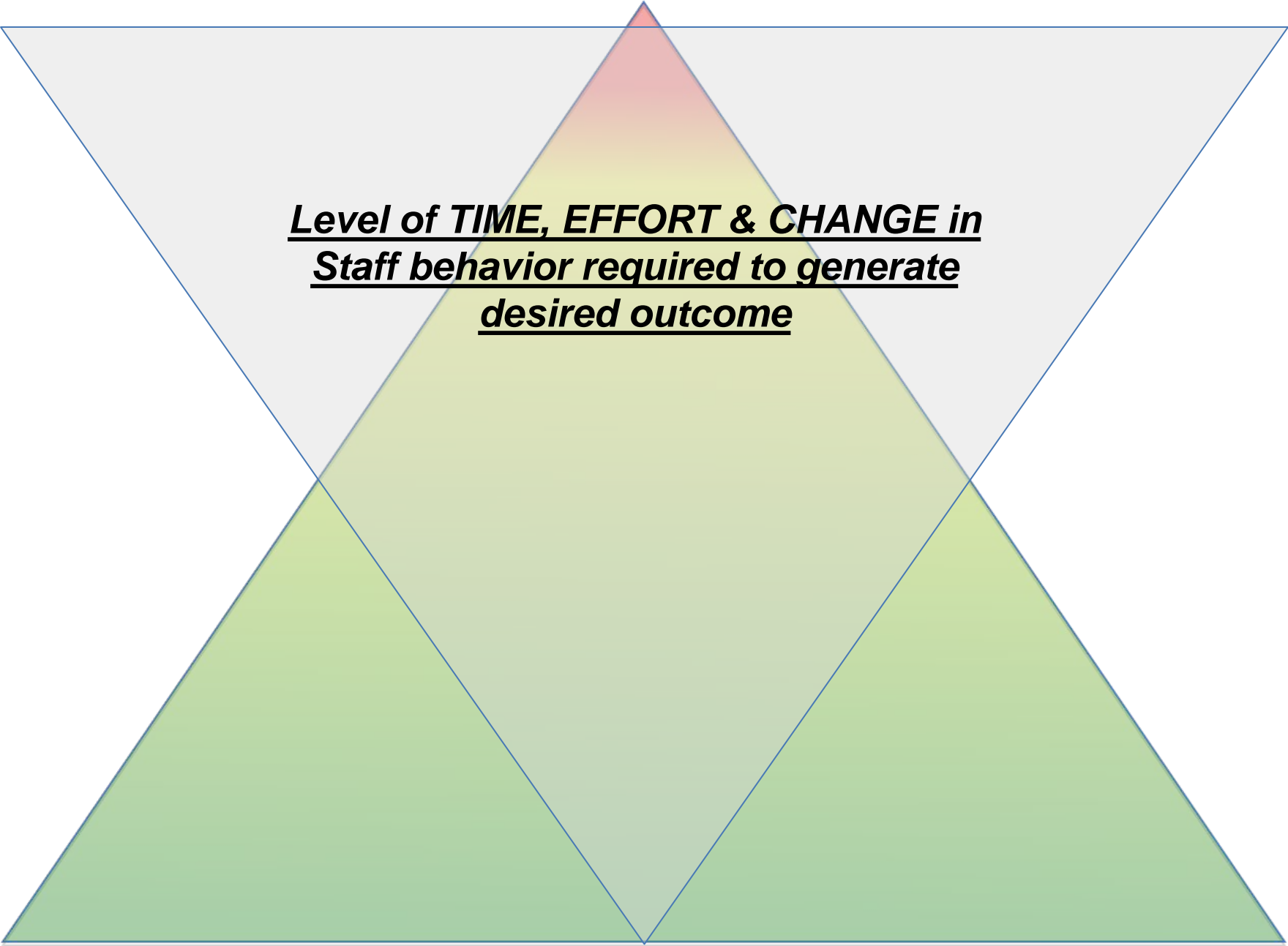


# Shifting Our Perspective

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- Don't **JUST** ask, “What can a few of us do to support the student...?”  
(interventions)
- **ALSO** ask, “What can we **ALL** do to **INCLUDE** the students...?”  
(systems)





**Level of TIME, EFFORT & CHANGE in**  
**Staff behavior required to generate**  
**desired outcome**



# Applying the Concept

	Practice/ Intervention	Indicated Need	Facilitator	Entrance Criteria	% of student enrollment receiving intervention	Outcome Measur- ement	% of students responding	Evidence Based	Fidelity Measurement
<b>Tier 1</b>	Social Emotional Behavioral Skills Curriculum	Increased social emotional behavioral instructional time	Counselor	None - all students	All	Time out of class	Time out of class reduced by 10%	Yes	Measured by weekly walkthroughs

Discussion Item	Decision	Action Steps
<ul style="list-style-type: none"> <li>Limited Counselor capacity - Need to utilize more classroom staff to facilitate Tier 1 practices (e.g.: teaching SEB skills curriculum, Classroom Community Circles)</li> </ul>	<ul style="list-style-type: none"> <li>Need to build the capacity of teachers to teach SEB skills and facilitate Circles</li> </ul>	<ul style="list-style-type: none"> <li>Survey staff for current skill and needs</li> <li>Provide professional development targeted to needs</li> <li>Create gradual release process for teachers implementing Tier 1 practices</li> </ul>

# Applying the Concept

	Practice/ Intervention	Indicated Need	Facilitator	Entrance Criteria	% of student enrollment receiving intervention	Outcome Measurement	% of students responding	Evidence Based	Fidelity Measurement
<b>Tier 2</b>	Check in Check out	Students who are engaging in attention seeking behavior	Classroom teacher/ Interventionist	3 or more referrals in a 6 week band (attention seeking)	13%	6 -week referral rate. (individual Student)	85%	Yes	None

Discussion Item	Decision	Action Steps



**GO!**





# Needs Assessment

What data are you using to identify needs?



## Level 1 Satellite Data

Large grain size.

Illuminate patterns of achievement, equity, and teacher quality and retention.

Point us in a general direction for further investigation.



## Level 2 Map Data

Medium grain size.

Help us to identify reading, math, and other student skill gaps (e.g., decoding, fluency, fractions, etc.), or instructional skill gaps for teachers.

Point us in a slightly more focused direction.





# Needs Assessment

What data are you using to identify needs?



## Level 3 Street Data

Fine-grain and  
ubiquitous.

- Help us to understand student, staff, and parent experience as well specific misconceptions and mindsets.
- Help us to monitor students' internalization of important skills.
- Require focused listening and observation.
- Inform and shape our next moves.



# Needs Assessment

What data are you using to identify needs?



## Satellite

- Test Scores
- Attendance
- Graduation Rates
- Report Card Data



## Map

- Common Assessments
- Healthy Youth Survey
- Discipline Referrals



## Street

- Student/Family Statements
- Perception Surveys
- Self-Assessments

## Disaggregate By:

Grade

Race/Ethnicity

SpEd/504

MLL

MV/Foster Care

Time

Teacher

Attendance

Class Size

Prior Interventions

***Disaggregate and drill down to identify authentic needs!***

# Bonus Tools Speed Round

A few extras for you to explore later



# Comprehensive Needs Assessment Toolkit



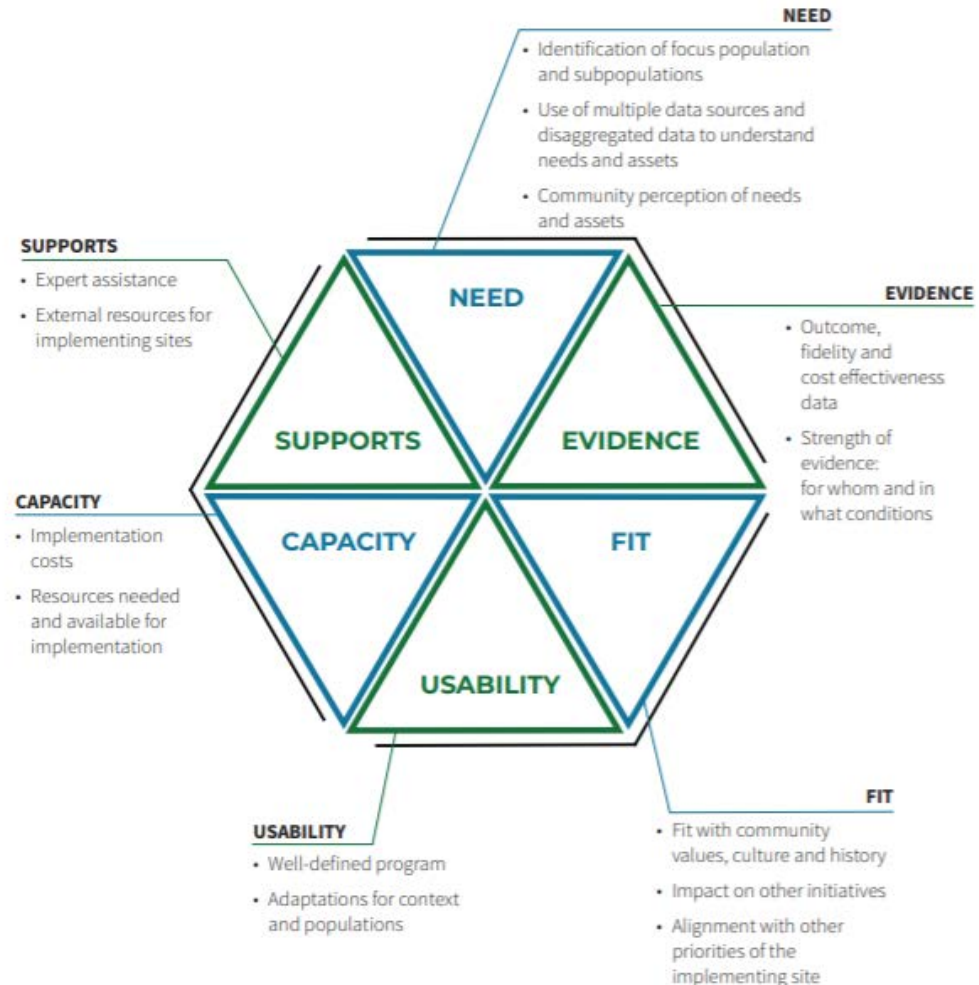
## Comprehensive Needs Assessment Toolkit

2023



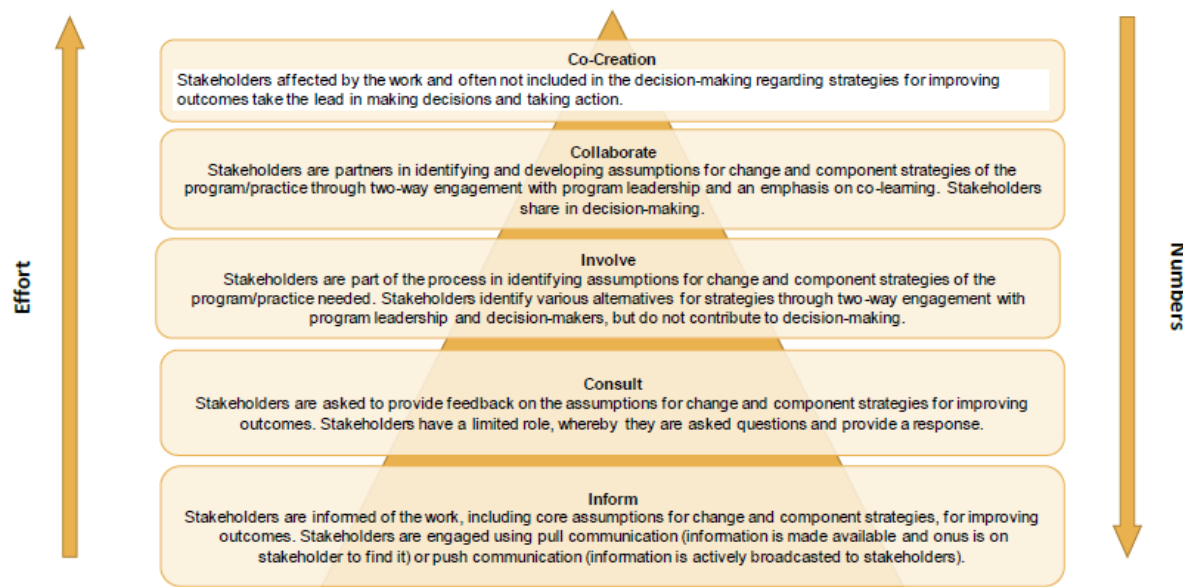


# Selection and Use of Evidence-Based Practices



# Stakeholder Partner Engagement

## Levels of Engagement<sup>1</sup>



<sup>1</sup>International Association for Public Participation (2018). Spectrum of Public Participation. Retrieved from: <https://www.iap2.org/page/pillars>



Centre for Effective Services (2019). Introductory Guide to Implementation. Retrieved from: <https://www.effectiveservices.org/resources/introductory-guide-to-implementation>

## Key Questions

## Tools & Resources

	Key Questions	Tools & Resources
Identify	<ul style="list-style-type: none"> <li>Who will contribute to this objective?</li> <li>Who will benefit from it?</li> <li>Who will be affected by it? Consider who may be affected yet their voice is often not included</li> <li>Who can influence it, directly or indirectly?</li> </ul>	Stakeholder Engagement Plan (Column 1)
Analyze	<ul style="list-style-type: none"> <li>How are they affected?</li> <li>What will we need from them?</li> </ul>	Stakeholder Engagement Plan (Columns 2-3)
Map	<ul style="list-style-type: none"> <li>What is the appropriate level of engagement?</li> </ul>	Stakeholder Engagement Plan (Column 4) Stakeholder Levels of Engagement Pyramid
Plan	<ul style="list-style-type: none"> <li>What are the barriers and enablers of engagement?</li> <li>What is the engagement plan?</li> <li>Who is responsible?</li> </ul>	Stakeholder Engagement Plan (Columns 5-8)



# When you get stuck...

## Regional Implementation Coordinators

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# More targeted questions...?

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# Thank You

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