

Kansas Multi-Tier System of Supports

● Leadership Team Decision Notebook

August 2011



Introduction to Document

The *Kansas Multi-Tier System of Supports: Leadership Team Decision Notebook* has been created to assist leadership teams in documenting the structures necessary to begin the implementation of a Multi-Tier System of Supports (MTSS). This document contains tools that are to be used in conjunction with content area specific documents for reading, mathematics, and behavior. All Kansas MTSS documents are aligned with the *Kansas Multi-Tier System of Supports: Innovation Configuration Matrix (ICM)*, which describes the critical components of a MTSS and what each looks like when fully implemented, and the *Kansas Multi-Tier System of Supports: Research Base*, which provides a basic overview of the research support for a MTSS.

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Leadership Team Membership

USD Number & Name:	
Building Name:	

Team Member Name	Represents/Voice of/Expertise	Specific Responsibilities

Leadership Team Norms:

Frequency of Leadership Team Meetings:

Leadership Team Decision-Making Method

Decision Making Model	Used by the leadership team when...
1. Consensus	
2. Majority Rule	
3. Minority Rule	
4. Averaging	
5. Expert	
6. Authority Rule without Discussion	
7. Authority Rule with Discussion	

Planning for Communication

Communicate What	To Which Stakeholders	When and How Often	By Whom and How	Feedback Requested

Planning for Communication

Communicate What	To Which Stakeholders	When and How Often	By Whom and How	Feedback Requested

Comprehensive Assessment Plan

- Reading
 Mathematics
 Behavior

Universal Screening Assessment				
Assessment Used	Grades	Decision Rules or Cut Points	Areas Assessed	Who is responsible for administration

Progress Monitoring of Intervention				
Assessment Used	Which Students & Grades	Decision Rules	Areas Assessed	Who is responsible for administration

Diagnostic Processes and Assessments					
Assessment Used	Which Students & Grades	Decision Rules	Areas Assessed	Who is responsible for administration	

Progress Monitoring of Core Instruction					
Assessment Used	Which Students & Grades	Areas Assessed	Who is responsible for administration		

Outcome Assessments				
Assessment Used	Which Students & Grades	Alignment to Kansas Curriculum Standards	Areas Assessed	Who is responsible for administration

EMERGENT LITERACY CURRICULA PROTOCOL: PRESCHOOL

INTENSE				
SUPPORT				
CORE				
	Oral Language (Receptive, Expressive, and Definitional Vocabulary; Grammar, Syntax)	Phonological Awareness (Rhyming, Alliteration, Blending, Segmenting)	Alphabet Knowledge	Print Knowledge

READING CURRICULA PROTOCOL: KINDERGARTEN

	CORE	SUPPLEMENTAL	INTENSE
Phonological Awareness			
Phonics			
Vocabulary			
Comprehension			

READING CURRICULA PROTOCOL: 1st GRADE

INTENSE	SUPPLEMENTAL	CORE				Phonological Awareness
						Phonics
						Vocabulary
						Fluency
						Comprehension

READING CURRICULA PROTOCOL: 2nd GRADE

	CORE	SUPPLEMENTAL	INTENSE
Phonological Awareness			
Phonics			
Vocabulary			
Fluency			
Comprehension			

READING CURRICULA PROTOCOL: 3rd GRADE

			Comprehension
			Fluency
			Vocabulary
			Phonics
			Phonological Awareness
INTENSE	SUPPLEMENTAL	CORE	

READING CURRICULA PROTOCOL: 4th GRADE

	CORE	SUPPLEMENTAL	INTENSE
Phonological Awareness			
Phonics			
Vocabulary			
Fluency			
Comprehension			

READING CURRICULA PROTOCOL: 5th GRADE

INTENSE	SUPPLEMENTAL	CORE				Phonological Awareness
						Phonics
						Vocabulary
						Fluency
						Comprehension

	CORE	SUPPLEMENTAL	INTENSE
Phonological Awareness			
Phonics			
Fluency			
Vocabulary			
Comprehension			

READING CURRICULA PROTOCOL: 6th GRADE

READING CURRICULA PROTOCOL: 7th GRADE

INTENSE	SUPPLEMENTAL	CORE				Phonological Awareness
						Phonics
						Fluency
						Vocabulary
						Comprehension

	CORE	SUPPLEMENTAL	INTENSE
Phonological Awareness			
Phonics			
Fluency			
Vocabulary			
Comprehension			

READING CURRICULA PROTOCOL: 8th GRADE

READING CURRICULA PROTOCOL: 9th GRADE

					Comprehension
					Vocabulary
					Fluency
					Phonics
					Phonological Awareness
INTENSE	SUPPLEMENTAL	CORE			

	CORE	SUPPLEMENTAL	INTENSE
Phonological Awareness			
Phonics			
Fluency			
Vocabulary			
Comprehension			

READING CURRICULA PROTOCOL: 10th GRADE

READING CURRICULA PROTOCOL: 11th GRADE

INTENSE	SUPPLEMENTAL	CORE				Phonological Awareness
						Phonics
						Fluency
						Vocabulary
						Comprehension

READING CURRICULA PROTOCOL: 12th GRADE

	CORE	SUPPLEMENTAL	INTENSE
Phonological Awareness			
Phonics			
Fluency			
Vocabulary			
Comprehension			

MATHEMATICS CURRICULA PROTOCOL PRESCHOOL

INTENSE	SUPPLEMENTAL	CORE	
			Oral Counting
			Number Recognition
			Strategic Counting
			Magnitude Comparison

MATHEMATICS CURRICULA PROTOCOL KINDERGARTEN

	CORE	SUPPLEMENTAL	INTENSE
Oral Counting			
Number Recognition			
Strategic Counting			
Magnitude Comparison			

MATHEMATICS CURRICULA PROTOCOL GRADE 1

INTENSE	SUPPLEMENTAL	CORE	
			Oral Counting
			Number Recognition
			Strategic Counting
			Magnitude Comparison

MATHEMATICS CURRICULA PROTOCOL GRADES 2-6

Grade	CORE	SUPPLEMENTAL		INTENSIVE	
		Computation	Concepts/ Application	Computation	Concepts/ Application
2					
3					
4					
5					
6					

Instructional Practices

Instructional Practices that are **currently used that will be supported:**

Instructional Practice	Used by

New Instructional Practices that **will be supported:**

Instructional Practice

Action Plans

Goal/Outcome:			
Tasks	Person Responsible	Begin Date	Completion Date

Goal/Outcome:			
Tasks	Person Responsible	Begin Date	Completion Date

Goal/Outcome:			
Tasks	Person Responsible	Begin Date	Completion Date

Action Plans

Goal/Outcome:			
Tasks	Person Responsible	Begin Date	Completion Date

Goal/Outcome:			
Tasks	Person Responsible	Begin Date	Completion Date

Goal/Outcome:			
Tasks	Person Responsible	Begin Date	Completion Date

Paper Implementation Monitoring Tool

Building: _____ Year(s) of Structuring: _____

ICM Item	Leadership	Status: <u>N</u> ot Started, <u>I</u> n Progress, <u>C</u> ompleted	
		Date	Next Steps
LE1	Decision Notebook		
LE2	Leadership Team		
LE3	• Membership established		
LE4	• Roles and Responsibilities established		
LE9	• Frequency of meetings established		
A9	• Decision Making Method		
C3			
DBDM1			
DBDM2			
DBDM5			
DBDM6			
DBDM11			
DBDM12			
IS1			
IS6			
IS3	Review of Policies and Practices related to:		
IS4	• Communication		
IS6	• Family Engagement		
	• Collaboration Time		
ICM Item	Empowering Culture	Status: <u>N</u> ot Started, <u>I</u> n Progress, <u>C</u> ompleted	
LE10	Leadership Team Norms	Date	Next Steps
LE10	Leadership Team Shared Vision of Work		
LE10	Building Shared Vision for Educating Students		
LE10	Leadership Team Core Beliefs of Work		
LE10	Building Core Beliefs for Educating Students		

ICM Item	Collaborative Team Structure	Status: <u>Not Started</u> , <u>In Progress</u> , <u>Completed</u>			
		Date	Status	Next Steps	
LE1	<ul style="list-style-type: none"> Grade level/Content Area Structure Collaborative time scheduled Plan to Monitor Functioning 				
LE6					
LE8					
LE9					
LE10					
LE14					
C3					
C4					
LE1		Family Engagement <ul style="list-style-type: none"> Review of current practices and alignment to the 6 standards Develop plan for family engagement Plan to Monitor Implementation 			
LE8					
LE9					
LE10					
LE11					
LE7	Communication Plan <ul style="list-style-type: none"> Identify stakeholder groups Identify message for each group Establish communication plan Plan to Monitor Implementation 				
LE13					
LE14					
11					
14					
DBDM4					
DBDM7					
DBDM11					
IS3					
IS5					
IS6					
IS7					
ICM Item	Professional Development	Status: <u>Not Started</u> , <u>In Progress</u> , <u>Completed</u>			
LE6	Professional Development Plan	Date	Status	Next Steps	
	<ul style="list-style-type: none"> Addressing Assessment Addressing Curriculum Addressing Instruction 				

ICM Item	Assessment	Date			Status	Next Steps
		Reading	Math	Behavior		
A1 A2 A3 A4 A5	Review of Policies and Practices related to Assessment					
A3 A4 A5 A6 A8 A9	Universal Screening <ul style="list-style-type: none"> Selected Major/minor behavior defined ODR Form revised to collect 5 critical data pieces and new majors/minors Formal behavior screener chosen Initial Professional Development Planned Plan to Monitor Ongoing Professional Development Planned Assessment schedule developed 					
A3 A4 A8 A9	Progress Monitoring <ul style="list-style-type: none"> Progress Monitoring of Intervention assessment identified (individual progress monitoring will be typical with behavior) Progress Monitoring of Core Instruction assessment identified (Office Discipline Referrals for behavior) Initial professional development planned Plan to monitor correct use Ongoing professional development planned Decision rules of when to administer 					

ICM Item	Diagnostic Assessments/Procedures	Date			Status	Next Steps
		Reading	Math	Behavior		
A3	<ul style="list-style-type: none"> Selected (Functional Behavioral Assessment for behavior) Determine who is qualified to run Functional Behavioral Assessment Initial Professional Development Planned Plan to Monitor Ongoing Professional Development Planned Decision rules of when to administer 					
A4						
A7						
A9	<ul style="list-style-type: none"> Initial Professional Development Planned Plan to Monitor correct use Ongoing Professional Development Planned 					
A3	Outcomes Assessments					
A4	Identified Outcomes Assessment					
A9	Identified Interim Assessment					
	Initial Professional Development Planned					
	Plan to Monitor correct use					
	Ongoing Professional Development Planned					
ICM Item	Instruction	Reading	Math	Behavior	Status	Next Steps
11	Review of Policies and Practices related to Instruction					
12	Instructional Practices					
13	<ul style="list-style-type: none"> Common practice: differentiation 					
14	<ul style="list-style-type: none"> Common practice: scaffolded 					
16	<ul style="list-style-type: none"> Common practice: explicit Lesson plans written for common expectations – all settings Professional development planned Common practice: classroom management Plan to monitor instructional practices 					
14	Model of Instruction & Schedule					
15	Intervention model					
16	Core instruction time					
	Use data to identify “difficult times” for reteaching behavioral expectations					
	Supplemental instruction time					
	Intensive instruction time					
	Plan to monitor schedule/time					

ICM Item	Curriculum	Date			Status	Next Steps
		Reading	Math	Behavior		
C2 C3 C4 C5 C6 C7	Review of Policies and Practices related to Curriculum					
C1 C2 C3 C4 C5 C6 C7	Curriculum Protocol <ul style="list-style-type: none"> Core curriculum identified/developed Building-wide expectations chosen Expectations matrix complete (rules for all expectations in chosen settings) Preliminary recognition system developed Continuum of consequences for misbehavior defined Initial professional development planned Plan to monitor use of core curriculum Ongoing professional development planned 					
C1 C4 C5 C6 C7	Supplemental Curriculum <ul style="list-style-type: none"> Selected/developed Initial professional development planned Plan to monitor use Ongoing professional development planned 					
C1 C4 C5 C6 C7	Intensive Curriculum <ul style="list-style-type: none"> Selected/developed Function-based interventions chosen based on results of Functional Behavioral Assessment for behavior Initial professional development planned Plan to monitor use Ongoing professional development planned 					

Creating a Shared Vision

Purpose:	The purpose of this exercise is to assist teams in thinking about their school’s vision related to providing MTSS. Creating a vision statement will encourage unity, create energy, provide purpose, foster appropriate risk taking, enhance leadership, promote excellence and help to sustain the organization and its work. Vision statements should be future oriented, describe the future in images or mental images, be about possibilities and not just probabilities, and explain what is unique about the organization.
Features of effective vision statement:	Clear with lack of ambiguity, vivid, clear, descriptive of bright future, memorable, and engaging wording, realistic but challenging aspirations, alignment with organizational core beliefs and culture.
Materials Needed:	<p>Sticky post-it notes, pencils, tape, questions printed on pieces of paper (laminated) to tape on wall, large sheets of paper or white board.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What makes your organization unique or distinctive? 2. What excellence or special expertise does your organization offer? 3. What do you see as your organization’s greatest opportunity for growth? 4. What values should be stressed in your organization’s daily work? 5. What is your organization’s measure of success? 6. What do you see as the key to the future for your organization? 7. What unique contribution to children’s education should your organization be making in the future? 8. What would make you excited about being a part of your organization in the future? 9. What will be your organization’s position on things such as student learning, teaching, technology, quality, etc.? 10. What will your organization look like three to five years from now?
Time Needed:	30 minutes to 1 hour depending on size of the group.
Instructions:	<ol style="list-style-type: none"> 1. Each group member writes a short concise answer to each question (above). One answer per post-it note - done individually & silently! 2. Place post-it notes in designated area when finished. Designated area will be identified by each question being taped on the wall - individually & silently! 3. Have participants group post-it note answers while talking about them. Answers may be moved to under another question if appropriate. Give 10 minutes. 4. Put group into small groups of 2-4. Questions and answers (post it notes) are divided among the small groups. 5. Small groups are charged with creating one main focus from all answers (post it notes) for each question. 6. Facilitator records each main focus on large sheet or white board. 7. Facilitator leads discussion about all main focus statements while massaging the main focus into a vision statement. 8. Facilitator leads discussion related to refining the vision statement wording/meaning so as to capture everything the group wants captured. 9. Finalize post-it note groups with discussion. 10. Record key words from each post-it note group. 11. Massage key words into final vision statement.

Core Beliefs

These are the core beliefs of:		
We believe:	This means:	This does not mean:
Value(s) Related to this Core Belief:		
Commitment Related to this Core Belief:		
We believe:	This means:	This does not mean:
Value(s) Related to this Core Belief:		
Commitment Related to this Core Belief:		
We believe:	This means:	This does not mean:
Value(s) Related to this Core Belief:		
Commitment Related to this Core Belief:		

We believe:	This means:	This does not mean:
Value(s) Related to this Core Belief:		
Commitment Related to this Core Belief:		
We believe:	This means:	This does not mean:
Value(s) Related to this Core Belief:		
Commitment Related to this Core Belief:		
We believe:	This means:	This does not mean:
Value(s) Related to this Core Belief:		
Commitment Related to this Core Belief:		

Developing Core Beliefs

Purpose:	The purpose of the activity will be to reflect and come to agreement on leadership team core beliefs. Activity will be repeated by leadership team with faculty to develop building wide core beliefs.
Materials Needed:	Post-it notes, writing utensils
Time Needed:	30 min
Instructions:	<ol style="list-style-type: none"> 1. Begin by reviewing the Kansas MTSS Core Beliefs. 2. Use the following questions to reflect on what your core beliefs are. Have staff write their answers on a sticky note in short phrases, be concise. Groups work best if they consist of 5-6 people. <ul style="list-style-type: none"> • When your students leave you, how do you want them to be different, as people, as a result of being with you all year long? • What promises are you willing to make to your colleagues that will support your school’s success in achieving its mission? • What are your fundamental, bedrock beliefs about how children learn and your role in making that happen? (Jon Saphier and John D’Auria,1993) 3. After the brainstorming have teams post notes randomly on a large sheet of paper. 4. Instruct people to start sorting their notes into groups or categories. <ol style="list-style-type: none"> a. This is a silent activity, so there shouldn’t be any talking during the categorization process. b. Anyone can move a note into any category. It’s okay to move them around several times until a category to the whole group emerges. c. Place “outliers” (single notes unlike any others) off to the side. d. Once there is agreement among all participants in the group allow them to start discussion. e. Finalize the category. It’s okay to make changes because of the discussion. f. As a group, write a clear, concrete belief statement that captures or central idea for each cluster of ideas. Write this theme on a header card and place it above the cluster of ideas. g. Share core beliefs with each other as an entire team. 5. Document core beliefs on the following page and be sure to discuss what beliefs <i>mean</i> and <i>don’t mean</i>.

Saphier, J., & D’Auria, J. (1993). *How to bring vision to school improvement: Through core outcomes, commitments and beliefs*. Acton, MA: Research for Better Teaching.

Family Engagement

Standard	How do we support the standard?	How do we evaluate our practices of support?	What are our next steps to increase our support through practice?
<p style="text-align: center;">Standard 1: Welcoming all Families into the School Community</p>			
<p style="text-align: center;">Standard 2: Communicating Effectively</p>			
<p style="text-align: center;">Standard 3: Supporting Student Success</p>			

Family Engagement

Standard	How do we support the standard?	How do we evaluate our practices of support?	What are our next steps to increase our support through practice?
<p>Standard 4: Speaking Up for Every Child</p>			
<p>Standard 5: Sharing Power</p>			
<p>Standard 6: Collaborating with Community</p>			

Professional Development Planning

Effective professional development is the result of collaboration among teachers, administrators, and the leadership team to methodically plan and implement a school-wide program such as MTSS. Professional development is necessary to ensure staff members are provided with the appropriate knowledge and skills to develop, implement, and sustain the program while maintaining a high level of fidelity. The following tool will help guide decisions and planning about professional development needs of staff.

Professional Development Topic:	Responsible party (Who will deliver it?):	Audience (Who needs it?):	Action Steps (How and when will it be delivered?):	Fidelity – How will it be monitored?	Fidelity – Who will monitor?

Professional Development Topic:	Responsible party (Who will deliver it?):	Audience (Who needs it?):	Action Steps (How and when will it be delivered?):	Fidelity – How will it be monitored?	Fidelity – Who will monitor?