



Communication Plan and Process for Addressing Barriers

2021-2022

mimtsstac.org



Group Expectations

Be Responsible

- Attend to the “Come back together” signal
- Active participation...Please ask questions

Be Respectful

- Please allow others to listen
 - Please turn off cell phones
 - Please limit sidebar conversations
- Share “air time”
- Please refrain from email and internet browsing

Be Safe

- Take care of your own needs

Group Expectations - Virtual

Be Responsible

- Return from breaks on time
- Active Participation
 - Use participant features of raise hand, thumbs up, etc.
 - Type short answer or questions in chat box
 - Respond to poll questions, if provided

Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

Training Effectiveness

- At the end of the session you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- Trainers will provide a preview of the survey and provide you with the link at the end of this session

Diversity and Equity

- One of the feedback questions you will see for all of our professional learning sessions is:
 - The session promoted and positively portrayed diversity among educators and learners (strongly agree, agree, unsure, disagree, strongly disagree, optional comments)
- We are collecting baseline data to inform improvements to our MTSS professional learning to promote equity and inclusion

Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time Keeper: keep track of time and bring the team back together



Purpose

This session supports the District Implementation Team in developing a communication plan and barrier removal process to support schools in implementation of MTSS.

Intended Outcomes

- Develop a communication plan and protocols to support implementation of MTSS
- Develop a barrier removal process to address implementation challenges
- Practice using and refining the barrier removal process

Agenda

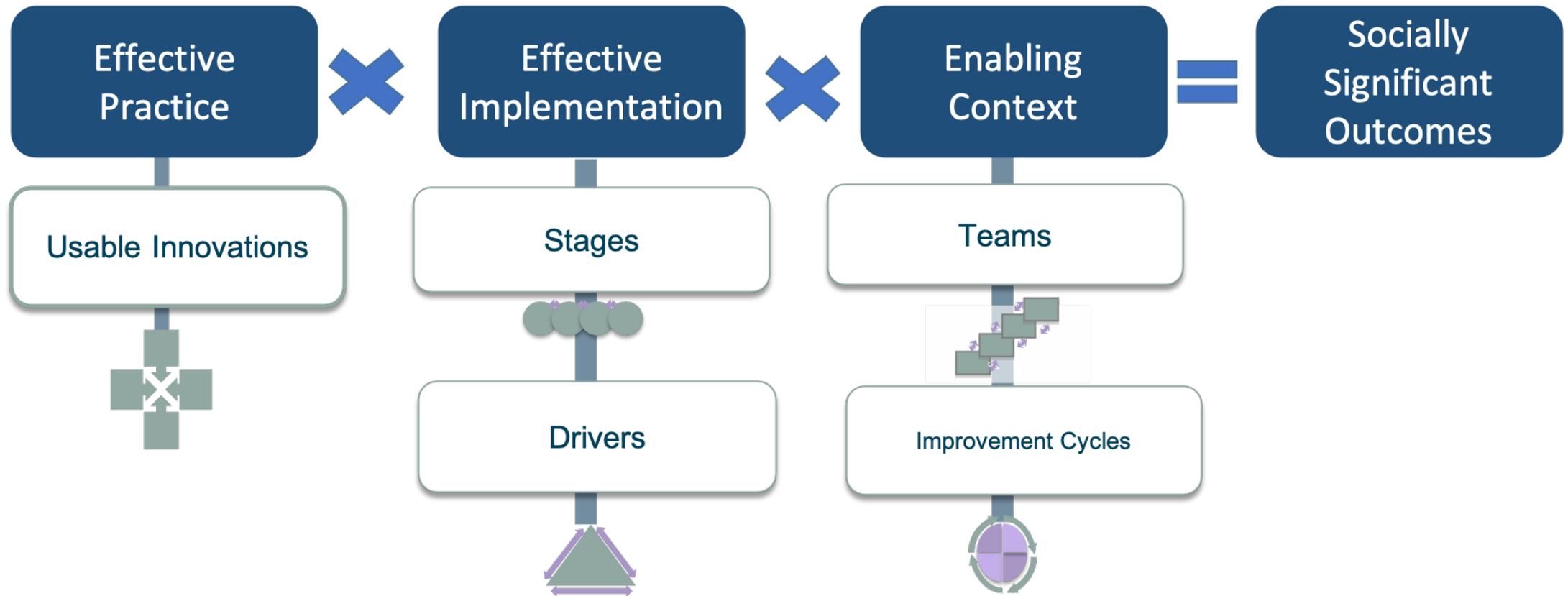
- 1.0 Interactive Review
- 2.0 Communication Plan
- 3.0 Barrier Removal Process
- 4.0 Next Steps

Use of Module Learning

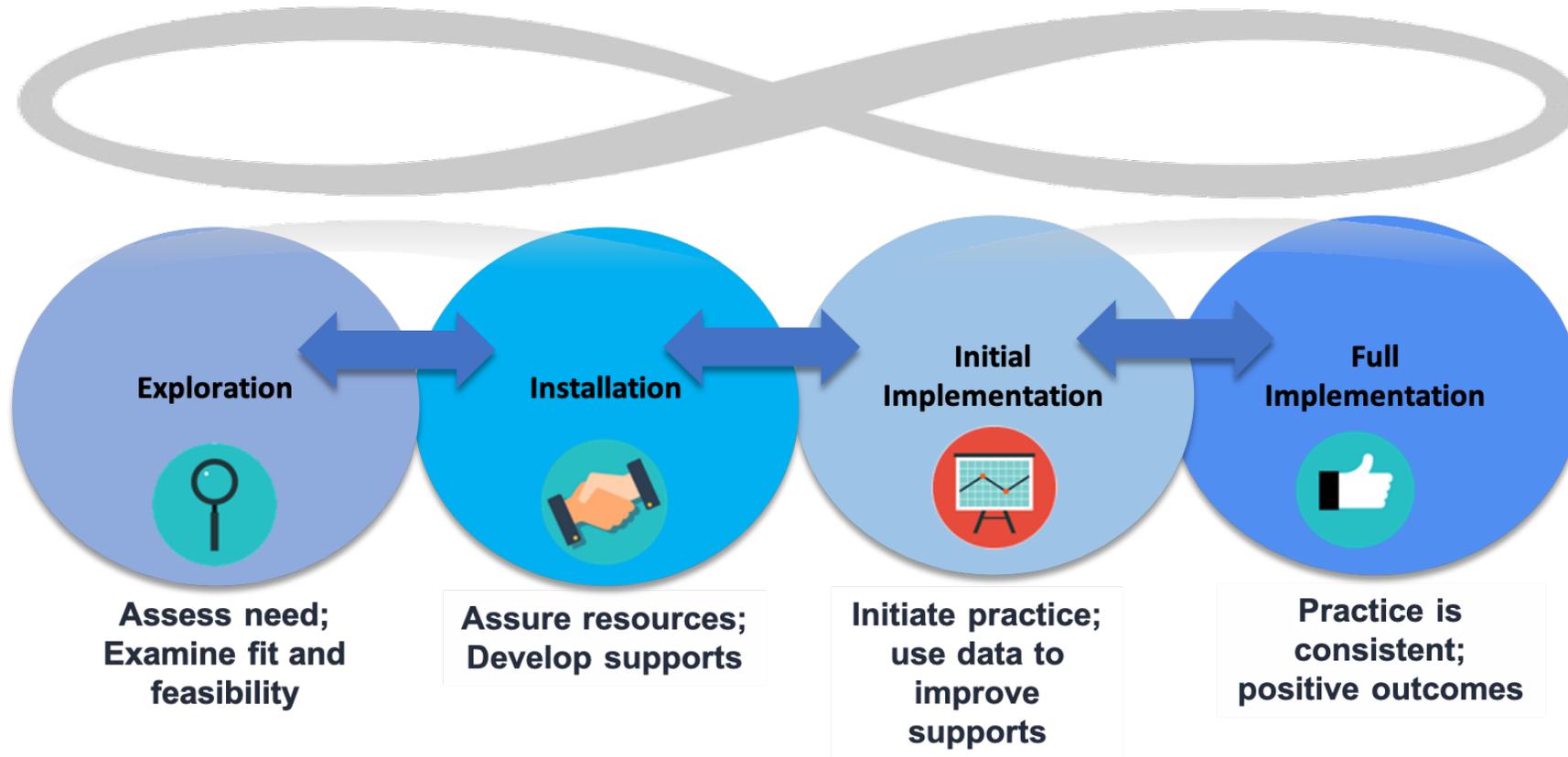
- Immediate use:
 - DIT will use the school leadership team and coach linking communication protocols once schools begin installation in January, if not sooner
- Future use:
 - Barrier removal process will be used as implementation barriers arise, once schools begin installing components of an MTSS framework
 - Communication plan and barrier removal process will be continuously used to support implementation during and in-between DIT meetings

1.0 Interactive Review

Active Implementation Frameworks

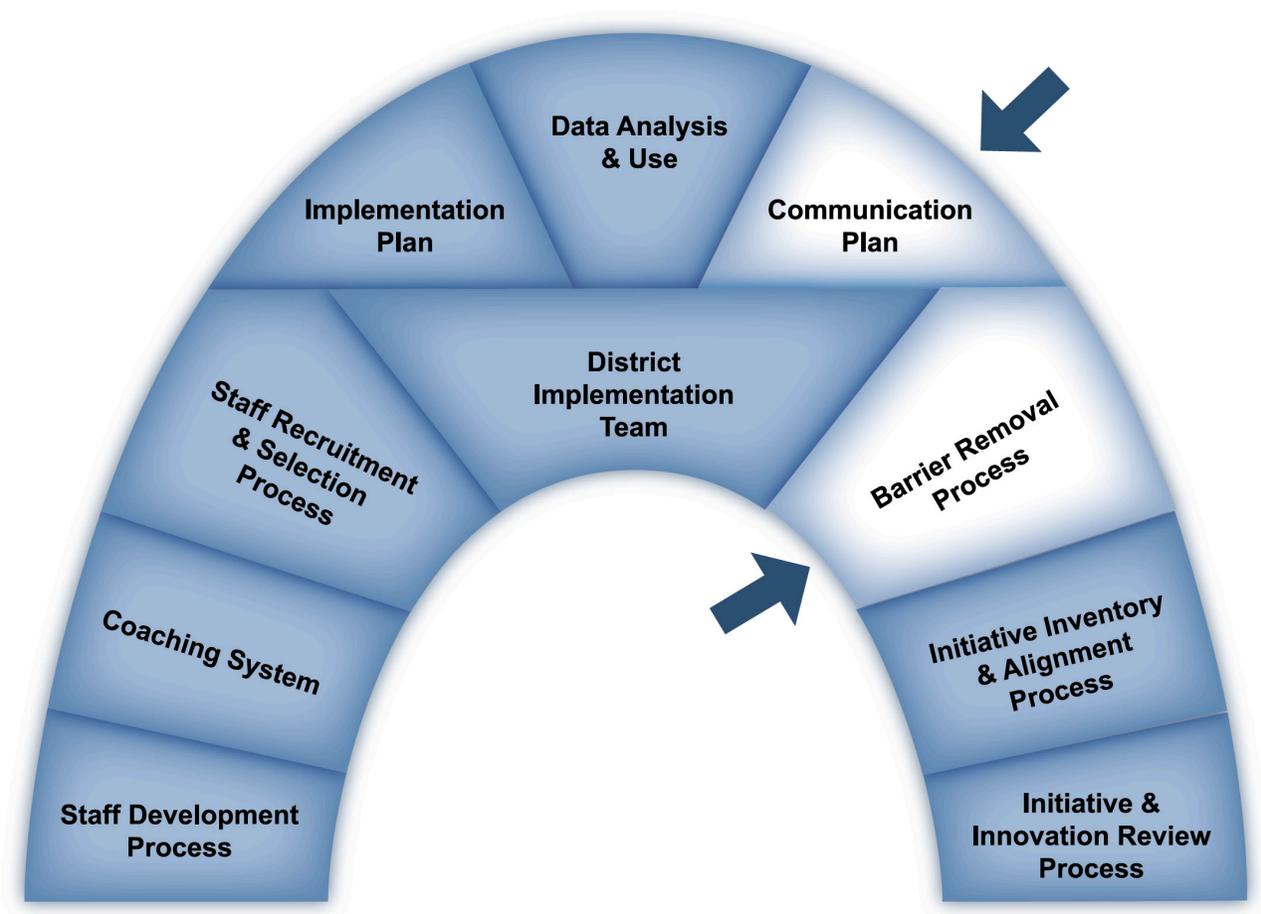


Installation



(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)

District Implementation Infrastructure



Making Connections

- MDE MTSS Practice Profile Essential Components:
 - Team-based Leadership
- District Capacity Assessment
 - Item 10: District uses a communication plan
 - Item 11: District uses a process for addressing internal barriers
 - Item 12: District uses a process to report policy relevant information to outside entities

(MDE MTSS Practice Profile, 2020; District Capacity Assessment, 2019)



Activity 1.1

- Effective communication is essential to the success of any initiative in a district. Independently, reflect on your own experiences with communication.
 - What factors have led to positive communication experiences?
 - What factors have contributed to poor communication experiences?
- As a team, discuss your experiences. Keep these in mind as we work to shape your district's communication plan and barrier removal process.

Communication Plan

- A written document which outlines the protocols (process) for communicating to and gathering information from internal and external groups/teams whose work would be impacted by the selection and use of effective innovations across the district

Barrier Removal Process

- Outlines a series of steps taken from the point that the District Implementation Team is made aware of an implementation barrier until the barrier is resolved

Activity 1.2

- As a team or independently, engage in the activity below
- **MTSS Scattergories**
 - On a piece of paper or sticky note, create two column headings, "Communication" and "Barrier Removal"
 - When your Implementation Specialist says "GO," you will have one minute to record as many single or two-word phrases as you can to describe each category
 - For example, under communication, you might say "identify groups"
 - When your Implementation Specialist says "STOP," be prepared to share out items from your list

2.0 Communication Plan

Communication Plan Components

1. Identified Groups / Teams (e.g., internal, external)
2. Designees from each group / team that are assigned the task of gathering and disseminating information
3. Protocol (process) for what information needs to be gathered and disseminated to each group / team, in what format, and in a pre-determined timeframe
4. Communication survey and the dates to assess the effectiveness of communication

Plan Development

- At a minimum, the plan should include the following groups:
 - MiMTSS TA Center
 - Central Office
 - Administrators
 - School Leadership Teams
 - School Leadership Team Coaches
 - ISD, if applicable
- As you implement MTSS, you will identify other stakeholder groups with whom you need to communicate



Activity 2.1

- Your Implementation Specialist and Coordinator will facilitate your team in the review and refinement of the following sections of the communication plan:
 - Overview
 - Part 1: Groups / Teams
 - Part 2: Designees
- As a team, review your responses to the second reflection question from the prework and discuss which stakeholder groups the DIT will need to communicate with regularly and add them to the plan

Protocol Development

- Outline the who, what, when, and how for communicating to and from groups
- For each group, consider the following:
 - What information do you need from them?
 - What information do they need from you?
 - What is the appropriate level of communication? (e.g., frequency, method)

MTSS "Need to Knows"

- Communication from DIT (General Topics):
 - Membership & meeting schedule
 - Accomplishments
 - Plans for removing implementation barriers
 - Upcoming professional learning
 - District data analysis and use
 - Use of initiative inventory, alignment and review process

MTSS "Need to Knows" (cont.)

- Communication to DIT (General Topics):
 - Accomplishments
 - Implementation Barriers
 - Implementation Updates (e.g., feedback, questions, data analysis and use)
- General topics apply to most groups, however additional topics need to be considered
- Protocols should be reviewed and mutually agreed upon to ensure the "need to know" for each group are addressed



Activity 2.2

- Your Implementation Specialist and Coordinator will facilitate your team in the review and refinement of the following sections of the communication plan:
 - Part 3: Protocols
 - Linking communication protocols for groups identified within your communication plan
- Be sure to share the drafted communication protocols with the designee for each group to ensure mutual agreement and approval

Using the Communication Plan

- Examples of consistent use include:
 - Listing groups / teams from the Communication Plan on the DIT standard meeting agenda under the topic of "communication"
 - Assigning someone to the role of "Communication Liaison" to access the Linking Communication Protocols developed to recall what groups / teams and the DIT "need to know" from one another
 - Developing communication templates with standing topics used by teams (e.g., DIT, SLT) and sent out after each meeting
 - Consistently surveying staff and using data to refine the communication plan
 - Reviewing and updating the plan for accuracy annually

Making the Plan Accessible

- All staff need to be able to access the communication plan
- Making the plan accessible ensures a common understanding of the structures that have been developed to support communication across the district
- Methods for ensuring access include:
 - District website
 - Shared District Drive (e.g., Google Drive)
 - Sharing at least annually during staff meetings or other meeting structures

Communication Effectiveness Survey

- Survey is used to measure the effectiveness of communication from the DIT
- Collected from stakeholder groups identified within the communication plan
- Creates an opportunity to make refinements to communication based on survey feedback
- Example survey has been provided to your team



Activity 2.3

- Your Implementation Specialist and Coordinator will facilitate your team in the review and refinement of the remaining sections of the communication plan:
 - Guidelines for Use
 - Part 4: Communication Effectiveness Survey
- Once the plan and protocols have been finalized, they will need to be reviewed and approved by executive leadership

3.0 Barrier Removal Process

Developing a Process

- Your Coordinator and executive leader have drafted a barrier removal process for your team to review which includes
 - Mechanism to record barriers and venue(s) for where they are discussed
 - Steps to address implementation barriers
 - Individuals with decision-making authority to address specific types of barriers
- Today you will practice using the process to refine and shape it's contents

Using the Barrier Removal Process

- As school leadership teams work to install and implement MTSS, DIT supports the use of a process to address barriers schools are unable to remove on their own
- Examples of consistent use include:
 - Included as an agenda item on the DIT standard meeting agenda under the topic of “Implementation Challenges”
 - A barrier log is used to track the process and there is evidence of it’s use
 - Follow-up conversations are documented and used to determine if the barrier was effectively addressed and removed



Activity 3.1

- Your Implementation Specialist and Coordinator will facilitate a team discussion to support the development of your district's barrier removal process
 - As a team, discuss the following:
 - How does your district currently review barriers?
 - What are some implementation barriers that SLTs may face?
 - Review the steps outlined in the document and practice using the process to shape and refine it
- Once the process has been finalized, it will need to be reviewed and approved by executive leadership

4.0 Next Steps

Next Steps

- Share your communication plan and protocols with identified groups/ teams to ensure mutual agreement to contents
- Finalize the communication plan and barrier removal process, share with executive leader for approval
- Ensure the barrier removal process has been shared with stakeholders to support it's use
- Update DIT Installation Checklists until they are 100% complete

SESSION EVALUATION

- Trainers, add the session evaluation link from the MiMTSS Data System
- When you get to this slide in training, go to the link and provide a preview of the questions and how to complete the feedback.