MiMTSS Technical Assistance Center

District Implementation Installation Series

Communication Plan

MICHIGAN Department of Education

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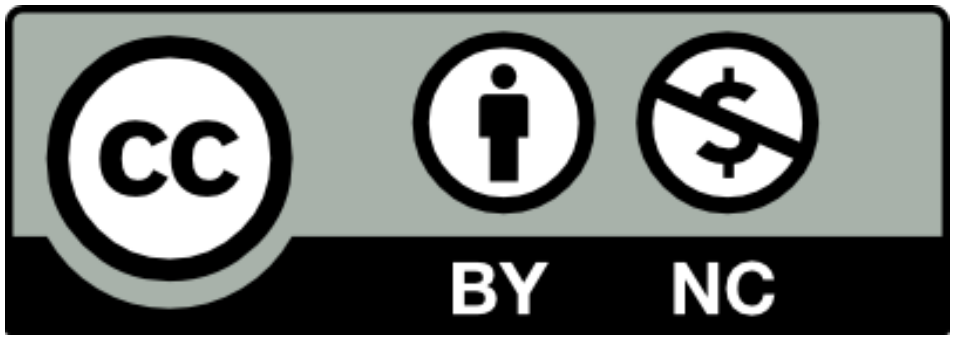

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Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

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
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

This session supports districts to develop or refine a communication plan to support implementation of MTSS.

Intended Outcomes and Agenda

Intended Outcomes	Agenda
• Explain the purpose of and identify the components of a communication plan • Explain how to effectively use a communication plan to support implementation of MTSS • Develop a communication protocol for a critical partner or group	1. Review 2. District Communication Plan 3. Next Steps

1.0 Review

Foundational Elements

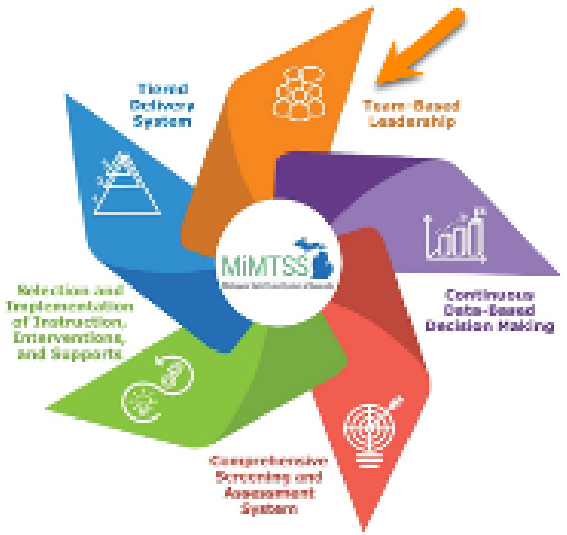
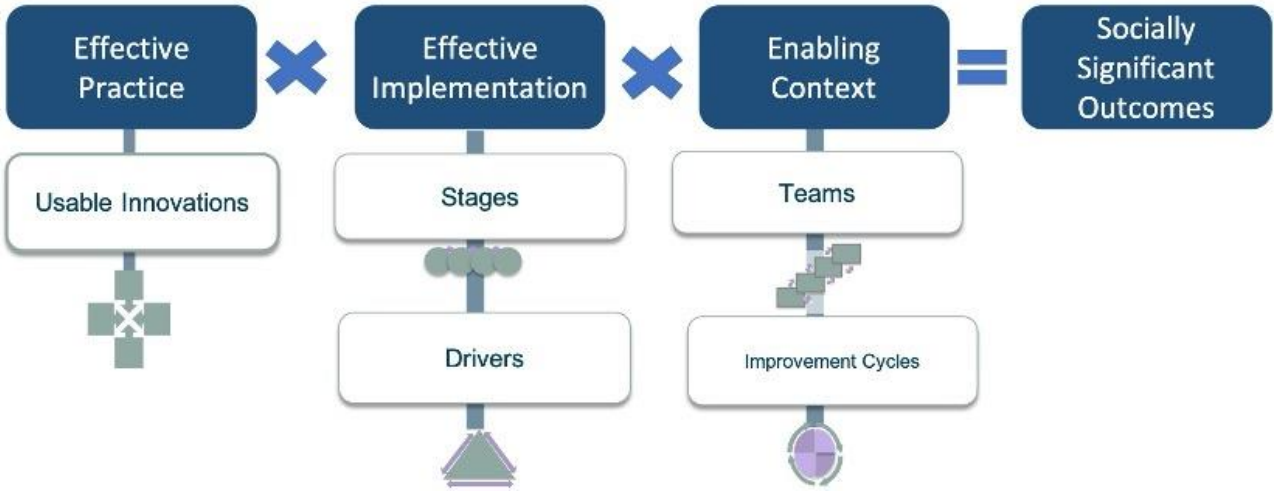


Figure 1. MDE's five essential components of a Multi-Tiered System of Supports (MTSS) framework



DISTRICT CAPACITY ASSESSMENT

Item 10, 11, and 12

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Connecting Infrastructure to AIF

Fill the blank

- To get to outcomes a district must have an _____ practice, effective _____, and provide an _____ context.
- There are ___ components that make up a district infrastructure which support effective implementation.
- The enabling context includes _____ and improvement cycles.
- District _____ and the MDE _____ Practice Profile are connected and have intentional overlap.
- Communication is essential to support _____ _____.

Word Bank MTSS teams enabling ten effective infrastructure implementation

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Connecting Infrastructure to AIF answers

Fill the blank

- To get to outcomes a district must have an **effective** practice, effective **implementation**, and provide an **enabling** context.
- There are **ten** components that make up a district infrastructure which support effective implementation.
- The enabling context includes **teams** and improvement cycles.
- District **infrastructure** and the MDE **MTSS** Practice Profile are connected and have intentional overlap.
- Communication is essential to support **effective implementation**.

2.0 District Communication Plan

Why?

Effective communication is essential to the success of any initiative in a district.

Activity: Communication Factors

Reflect and discuss

- What factors have led to positive communication experiences?
- What factors have contributed to poor communication experiences?

Use the table to record actions related to communication you want to do more and less of

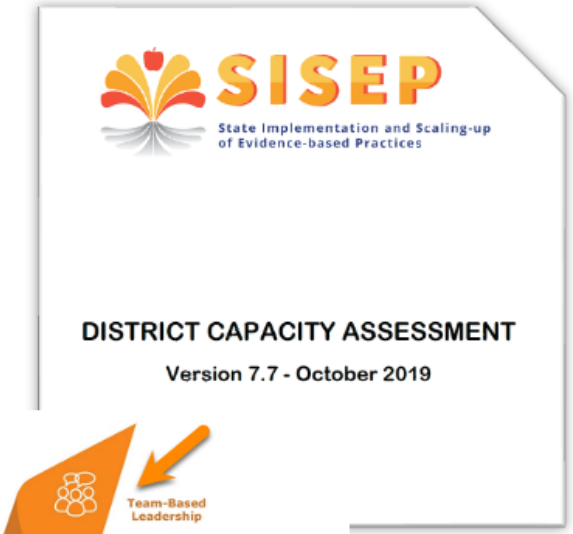
Do more of this	Do less of this

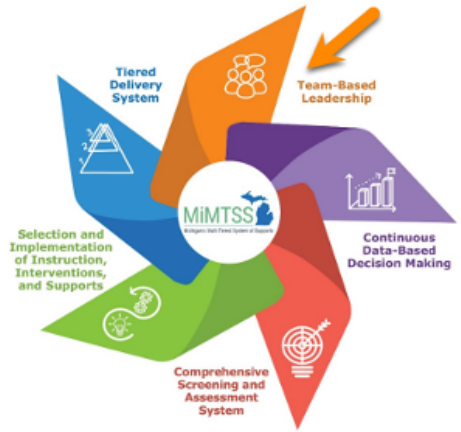
Participant workbook page 4

Activity MTSS Communication Plan (How)

Making Connections

- Find the chart that links
  - Team-based Leadership 1.4 & DCA #10
- Notice how the process and protocols are monitored in the DCA.
- **How will strengthening and systematizing this part of your infrastructure support your MTSS efforts?**





1. MDE's five essential components of a Multi-Tiered System of Supports (MTSS) framework

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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

Communication Plan Components

1. Identified Groups / Teams (e.g., internal, external)
2. Designee/persons responsible for communication with each group
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

Benefits

"Effective communication is the best way to prevent and solve problems."

(Adapted from Bradford Winter)

Impact on Student Outcomes

To facilitate and sustain practitioner use of an innovation, organizations need to create new ways of working, a hospitable environment, and they must remove implementation challenges

(Nilsen & Birken, 2020)

- To do this requires communication!
- When implementation improves, so do student outcomes

Activity District Communication (What)

MTSS District Communication

- Let's explore information the district is responsible for communicating
- Review the subcomponents
  - Make a note if and how you are currently communicating with staff
  - This is to give an idea of <u>what</u> the district communicates to support an MTSS framework

Practice Profile Tiered Delivery System Expected Use in Practice	Current communication method / status
2.1 The district team defines data, systems, and practices for Tiers 1, 2, and 3 and all schools/centers within the district are aligned with the common definitions.	
2.3 The district team ensures that educators are provided guidance and direction on how to best differentiate instruction to meet the diverse cognitive, physical, behavioral, social, and emotional needs of learners.	
2.4 The district team has developed a formal process, that is consistently used over time, to provide learners with access to **interventions** and supports.	
2.5 The district team ensures that educators are provided with guidance on the continuum of strategies used to intensify interventions based on learner needs.	
Practice Profile: Selection and Implementation of Instruction, Intervention and Supports Expected Use in Practice	Current communication method / status
3.4 The district team engages families and community members, in a variety of ways, to obtain input and feedback throughout the selection and alignment process.	
Practice Profile: Comprehensive Screening and Assessment System Expected Use in Practice	Current communication method / status
4.3 The district team ensures that educators are provided guidance on assessments annually.	
4.4 The district supports a process for schools/centers to ensure learners and families are informed about assessments	
4.5 The district team has developed a written process, that is consistently used over time, for monitoring the fidelity of implementation	
Practice Profile: Continuous Data-Based Decision-Making Expected Use in Practice	Current communication method / status
5.5 The district supports a process for schools/centers to communicate about continuous improvement with staff, learners, families, school board, ISD and community stakeholders	

Communication Methods/Formats

Informal Communication Methods

- Texts
- Phone Calls
- Hallway Conversations
- In context of another meeting
- As needed

Formal Communication Methods

- Written Guidance
- Checklists
- Calendars
- Scheduled Reminder Messages
- Newsletters / Updates
- School Board Updates / Annual Reports
- Scheduled check in meetings

See participant workbook page 7

Activity Communication Methods

1. Read through the examples of informal and formal communication methods.
2. Reflect on your current methods of communication regarding any initiatives you have recently installed and implemented.
3. What have you used?
4. How do you gain feedback from your critical groups and partners that the method works for them?
5. Which have been successful?
6. Are there methods you may want to consider to use in the future?

District Communication Plan

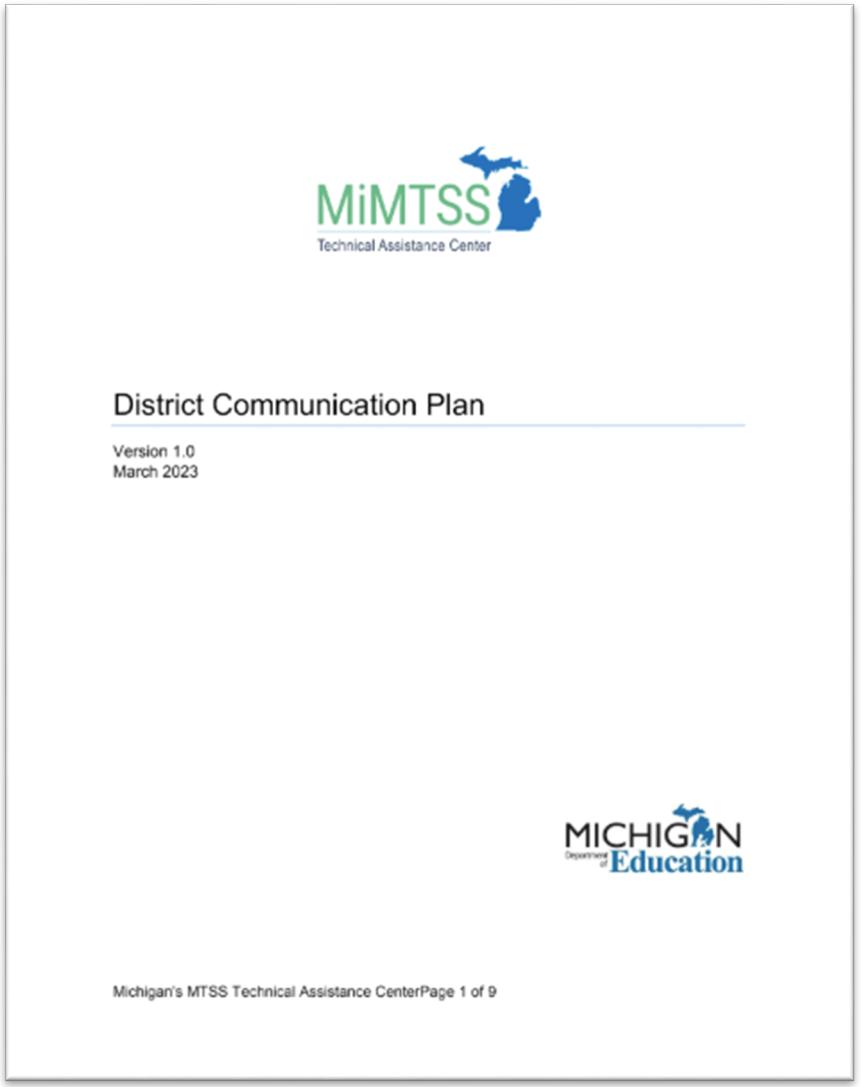
Putting the pieces together.

- Review both communication plan worked examples.
- Reflect on the critical components of a district communication plan.
- Identify areas that you may want to include in your communication plan as you draft or revise it.

Recall Critical Components

- Written
- Identifies
  - Critical Groups / Teams
  - Designees / Contacts
- Protocol
  - Information
  - Method to /from
- Survey for effectiveness

Formalizing a Communication Plan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District Communication Plan

Version 1.0
March 2023

MICHIGAN Department of Education

Michigan's MTSS Technical Assistance CenterPage 1 of 9

- Does your district already have a communication plan that serves this purpose?
- If your district does not have something in place, might the MiMTSS TA Center template be useful?
- Are there other ideas for how to develop a district Communication Plan?

Practice Writing Communication Protocols

District-wide Communication Norms

Communication norms are agreed upon guidelines and expectations for how communication will occur across all groups within the district. Acceptable district timelines for responding to communication is 48-72 hours. Acceptable methods for communication include meetings, email, phone, and newsletter updates. Specifics about the frequency and method can be added to the corresponding column in the protocol.

Table 2. Communication protocol contents adapted from Hastings Area Schools communication plan (2019)

Groups/ Teams	Need to Knows: From DIT	Need to Knows: To DIT	Designees (Name & Role)	Frequency/ Method
Critical Group 1				
Critical Group 2				

← Example 1

Example 2→

Date of Discussion:

Table 1. Complete the fields below to capture communication opportunities to critical groups and partners.

Critical Group/Partner	Types of Information to be Communicated	To Whom/By Whom	When	How/Format

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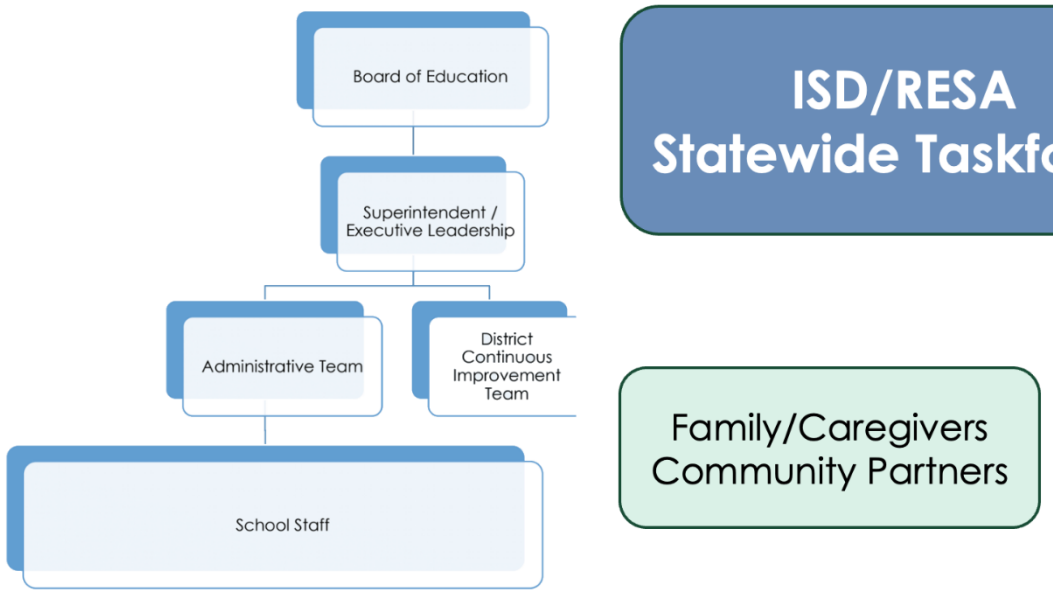
Modeling how to write a Communication Protocol

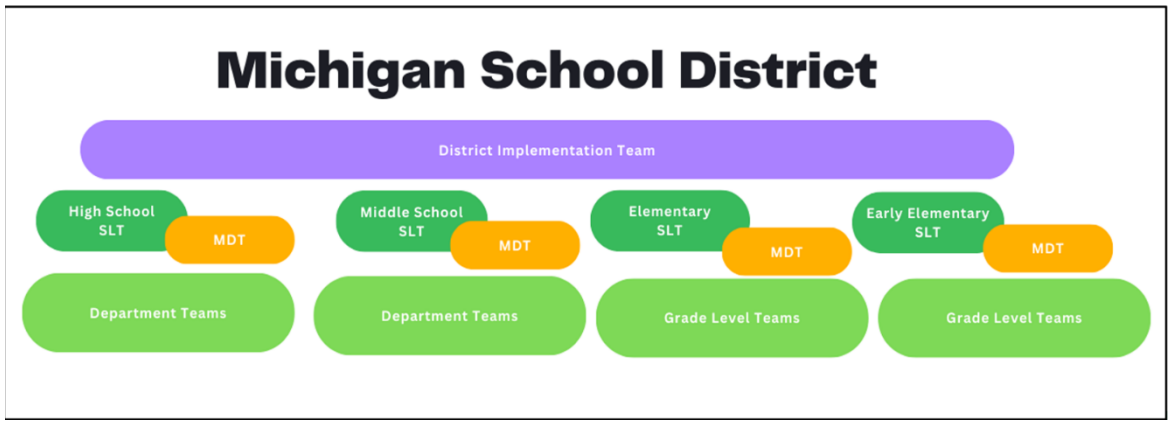
Critical Group	Designees/ Contacts	Information	How/Format
School Board	Entire School Board Superintendent and/or MTSS Coordinator	1. MTSS General Updates 2. Data Overviews 3. Curriculum Requests	1. Monthly- Board Packet or Presentation 2. Monthly- Board Packet 3x year Presentation 3. As needed- Presentation

Practice Communication Protocol



ISD/RESA Statewide Taskforce

Family/Caregivers
Community Partners



Your Turn

1. Select one group or team to focus on
2. Can you name the point person that communication or messaging currently flows through?
3. What is the critical information?
4. How (format and frequency)
5. Share your protocol with your partner. Partner look for the follow success criteria and give feedback.

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Using the Communication Plan

- As the district continues its MTSS work, the district Communication Plan will be used to ensure efficient and effective communication to all critical groups and partners.
- Examples of consistent use include:
  - Communication as **a standing agenda** item on identified team meeting agendas
  - Team "**Communication Liaison**" assigned to use the communication protocols to prompt communication opportunities during meetings/trainings
  - DIT sends **communication surveys** to critical groups and partners to identify communication strengths and opportunities for refinement
  - Communication Plan is **reviewed and updated annually**
  - Use of communication scenarios

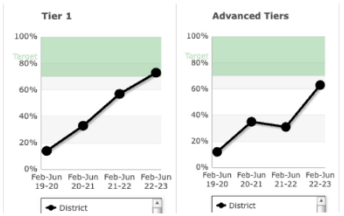
Formal District Communication Examples

MTSS Update: Reading and Literacy

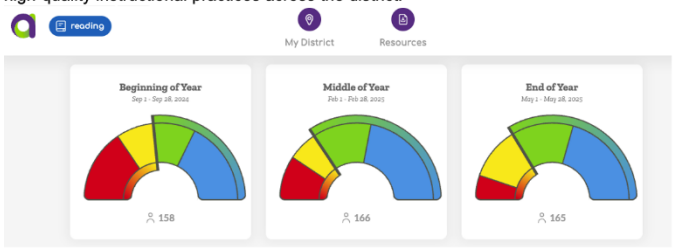
Our commitment to strengthening a Multi-Tiered System of Supports (MTSS) for reading and literacy remains steadfast. As a district, we recognize the critical need for a robust infrastructure that empowers teachers to deliver exceptional instruction for all students. Our district capacity scores highlight areas for growth in refining our processes and protocols to achieve these goals.

Progress and Achievements:

- **Tier 1 Reading Systems**: Our elementary schools have made steady progress in strengthening Tier 1 reading instruction. This foundational layer of support ensures that all students have access to high-quality, evidence-based practices.
- **Intervention Systems**: While there is still work to be done, significant strides have been made in improving interventions for students requiring additional support. These efforts align with the actionable insights gained from the Reading Tiered Fidelity Inventory, which continues to guide our progress and next steps.



Student Outcomes: Data from our **Acadience Reading Composite Scores** for first graders reveals a direct correlation between the duration of effective instruction and the likelihood of students reaching grade-level proficiency. This progress underscores the impact of sustained, high-quality instructional practices across the district.



Next Steps: We remain focused on refining intervention systems and ensuring consistent implementation across schools. By leveraging our current momentum and addressing identified areas for improvement, we aim to ensure equitable access to literacy success for every student.

Your dedication to this work is making a difference, and we look forward to building on these achievements together. Thank you for your ongoing efforts to support our students' literacy development!

Staff Version

Michigan School District MTSS Update

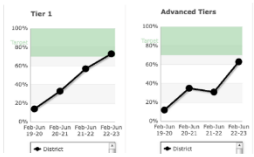
Building a Strong Reading and Literacy Foundation for All Students

Dear Families and Community,

At Michigan School District, we're committed to ensuring every student succeeds in reading and literacy through a strong **Multi-Tiered System of Supports (MTSS)**. This comprehensive approach helps us provide the right instruction and interventions to meet every child's needs.

Our recent efforts have focused on enhancing our reading systems and infrastructure to support our teachers and students better. Here's a look at our progress and what's ahead!

What's Happening in Our Schools?



🔹 **Elementary Success in Tier 1 Reading Systems:**
Our elementary schools have made steady progress in strengthening Tier 1 reading instruction, which provides foundational, high-quality teaching for all students.

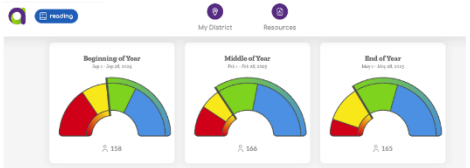
🔹 **Improving Interventions:**
We've also made strides in our intervention systems, focusing on helping students who need additional support. While there's more work to be done, the progress this past year has been encouraging!

Data That Inspires Us

Recent **Acadience Reading Composite Scores** for our first graders show exciting results:

- The longer students receive consistent, effective instruction, the more likely they are to achieve grade-level proficiency.

This success reaffirms the importance of our commitment to high-quality teaching and early interventions.



What's Next?

🌟 **Strengthen Processes and Protocols:** We're refining how we approach MTSS to ensure consistent and effective implementation across all schools.

Family/Community Version

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3.0 Big Ideas and Next Steps

Big Ideas

- Effective communication is essential to the success of any district initiative
  - Effective Practice x **Effective Implementation** x Enabling Context = Outcomes
- Communication should be intentional and systematic
- Development and use of a communication plan ensures efficient and effective communication to critical groups and partners
- The district communication includes developing and supporting guidelines to enact an MTSS framework

Assignment Communication

1. Effective practice work
   - **(SEB/Academic/Integrated) MTSS**. Consider what type of communication can be sent about the work you are doing to support this component of an MTSS framework
   - Continue the initiative inventory
2. Team-based leadership
   - Continue your selection and recruitment process for your teams within your MTSS framework. The District Implementation Team will be the keystone to drive the work. What communication needs to occur?
3. Create Communication Protocols
   - Who are your critical groups and team? Make a list and start working on your communication agreements
4. Formalize your Communication Plan
   - Review the key components of a communication plan. What do you have in place? What needs to be developed?

References

- Nilsen, P., & Birken, S. A. (2020). *Handbook on Implementation Science*. Northampton, MA: Edward Elgar.
- National Implementation Research Network (n.d.). *Implementation Drivers Overview*. Retrieved from https://implementation.fpg.unc.edu/wp-content/uploads/Implementation-Drivers-Overview.pdf
- National Implementation Research Network (n.d.). *Communication Protocol-Linking Teams Interactive Lesson*. Retrieved https://modules.fpg.unc.edu/sisep/lessons/linking-teams/index.html

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