School Readiness Suggestions

This document provides District Implementation Teams with activities that are designed to develop consensus and buy-in, so staff have answers to questions and / or concerns about the MTSS efforts prior to their school accessing initial PD.

General Readiness Activities

The following activities are used with both cohorts of schools to provide specific information about MTSS efforts and how this change will impact staff.

- Develop an MTSS Overview to communicate key information with all staff. Include details about the MiMTSS TA Center partnership, MTSS, the role of the DIT and SLTs, specific effective innovations within of the MTSS framework (e.g. PBIS, School-wide Reading, School-wide Content Area Reading).
- Engage in MiMTSS TA Center developed School Readiness Activities with all staff
  - Elementary and Secondary Staff: Introduction to Positive Behavioral and Intervention Supports (PBIS)
  - Elementary Staff: Introduction to Scientifically valid Reading Research and a School-wide Reading Model
  - Secondary Staff: Introduction to a School-wide Content Area Reading Model
- Conduct an initiative audit and communicate how existing priorities align with MTSS and will not compete with staff time and attention

Readiness Ideas to Address Staff Consensus

Staff that are in the "pre-contemplation" readiness stage likely require some consensus building to support the school's use of MTSS. The readiness ideas listed below are grouped by specific areas and could be used with staff in either cohort to increase collective school readiness.

Before choosing a readiness idea, try to determine the following:

- Specific area and reasons for the lack of buy-in (e.g., importance, confidence)
- Individuals or groups of staff that require consensus building (i.e., buy-in)

Assessment or Data System

- Provide an overview of the assessment and / or data system to showcase its purpose and utility for data analysis and use at various levels (e.g., School Leadership Team, Grade Level Teams, Student Support Teams). This means scrubbed data and data reports may need to be used to help provide a thorough overview.

- Explain common misrules and misunderstandings about the assessment, measures that encompass the assessment, and data system.
- Demonstrate how the use of the assessment and / or data system will add value to the existing assessments and data systems used at the district, school, or grade level. This may require identifying how existing assessments and / or data systems do not provide the necessary information for either district, school, grade level, or individual student problem solving.
- Describe how the current assessments and / or data systems do not have the ability to provide the needed information the new assessments and / or data systems will be able to provide to the district and schools.
- Share information about the length of time it will take to administer the assessment or enter information into the data system if there is concern the additional assessment and data system use will take too much time away from instruction.
- Outline ways the district will support the school leadership and staff to successfully administer, score, and use the assessment data.

PBIS

- Share testimonials from other teachers, staff, or leaders about the benefits of implementing PBIS. It is important to try as much as possible to match the testimonials to the roles of the individuals that require additional consensus building.
- Discuss the school and district's needs to address behavior supports and reasons why PBIS was the best option.
- Outline how PBIS is addressed in state and federal legislation.
- Explain how the work of the SLT will be to lead the installation and implementation of PBIS components with feedback from staff. For example, the School Leadership Team takes the lead in many aspects of the PBIS non-classroom activities while seeking input and feedback along the way from all staff. If a teacher is not supportive of PBIS it might be because the person believes they are going to be responsible for the bulk of the installation work or they are concerned they will not have a voice in the work because they are not a member of the SLT.
- Collect or share student perceptions of safety at school (e.g., on the playground, common areas, bathroom, during passing times, on the bus). Based on the data, identify how PBIS implementation will help students feel safer in those areas.
- Explain common misrules and misunderstandings about PBIS.
- Share example PBIS products from schools with similar demographics to demonstrate the feasibility of implementation.
- Share student outcome data from schools with similar demographics.
- Outline how PBIS implementation spans across all three tiers. Its implementation will increase instructional time and will also help address behavioral needs of struggling learners.

School-Wide Reading Model

Elementary Focus

- Outline the MiMTSS TA Center reading professional learning series, which focuses on systems to support staff using their reading program. Provide a few examples of the

systems like the 90-minute reading block and assessment system to ensure data are collected, scored, and analyzed on a regular basis.

- Outline how the components of a School-Wide Reading Model align with the Third-Grade Reading Law and other state literacy priorities / efforts.
- Describe how the implementation of a School-Wide Reading Model will add value to teachers' use of their reading program, practices, and assessments.
- Explain common misrules and misunderstandings about the implementation of a School-Wide Reading Model, Big Ideas of Reading, and explicit instruction.
- Share example products from schools with similar demographics to help people see how a School-Wide Reading Model component could look within their school.
- Share testimonials from other school leaders, teachers, and staff outlining the benefits of implementing the components of a School-Wide Reading Model.
- Engage in shared reading with individuals to deepen their knowledge of Scientifically Based Reading Research (SBRR) using articles and / or book chapters.

Secondary Focus

- Explain the MiMTSS TA Center secondary reading professional learning series, which focuses on the implementation of a School-Wide Content Area Reading Model. This means that common strategies are used across core subject areas to ensure students know the vocabulary that appears in their textbooks and classes can summarize what they read, and overall, can better understand what they are learning in class.
- Describe how the implementation of a School-Wide Content Area Reading Model will add value to the needs of the school and expressed needs of teachers.
- Explain common misrules and misunderstandings about the implementation of a School-Wide Content Area Reading Model, Big Ideas of Adolescent Reading, and explicit instruction.
- Share example products from schools to help people see how that concept could look within their school. The products should include a School-Wide Content Area Reading Implementation Plan and examples of the teacher-created resources for content area reading strategies (e.g., SQ3R, text summarization).
- Share testimonials from other school leaders, teachers, and staff outlining the benefits of implementing the components of a School-Wide Content Area Reading Model.
- Engage in shared reading with individuals to deepen their knowledge of strategies needed to improve adolescent readers.

Readiness Ideas for Cohort 2 Schools

Schools selected to wait until January of Year 2 to engage in the MTSS scope and sequence will need to plan for addressing readiness of school staff to begin installation the following year.

Consider using this gift of time to have cohort 2 school staff understand how the components of a MTSS framework (see Effective Innovation alignment document example for the listing of the components) will add value to the effectiveness of the current school / district priorities. In addition, suggestions for the timeline and focus of readiness work with cohort 2 schools are listed below.

Timeline and Focus of Cohort Readiness

- November
    - Overview of the district's MTSS focus, cohort designation, timelines, reasons why cohort 2 schools were placed in the second cohort and schedule of activities to address questions and concerns to develop readiness.
    - Outline the school and district's priorities that cohort 2 schools should focus their implementation efforts (e.g., new math program implementation, reading program implementation, curriculum alignment due to updated science standards). Waiting may not be a bad thing.
- February
    - Begin to implement activities to address questions and concerns (prioritize PBIS or assessment questions at this time).
    - Provide updates to the cohort 2 schools about "lessons learned" from the cohort 1 schools. Consider sharing specific implementation challenges or a "lesson learned" with cohort 2 schools so they will see the benefit of not having to replicate the implementation missteps.
    - Provide updates on the amount of staff time that is required. Use these opportunities to have staff brainstorm how to make space for this new learning and new way of doing work.
- April
    - Continue to share learning from cohort 1 schools; continue activities to address questions and concerns.
- October
    - Share PBIS kick-off stories, being to focus on readiness specific questions and concerns, begin the MiMTSS TA Center developed school readiness activities.
    - Continue to share learning from cohort 1 schools; continue activities to address questions and concerns.
- January
    - Schools begin Tier 1 PBIS training (just like cohort 1 in previous year), shift readiness focus to reading by sharing example products from cohort 1 schools.