



# Communication Plan and Process for Addressing Barriers

2021-2022

[mimtsstac.org](http://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

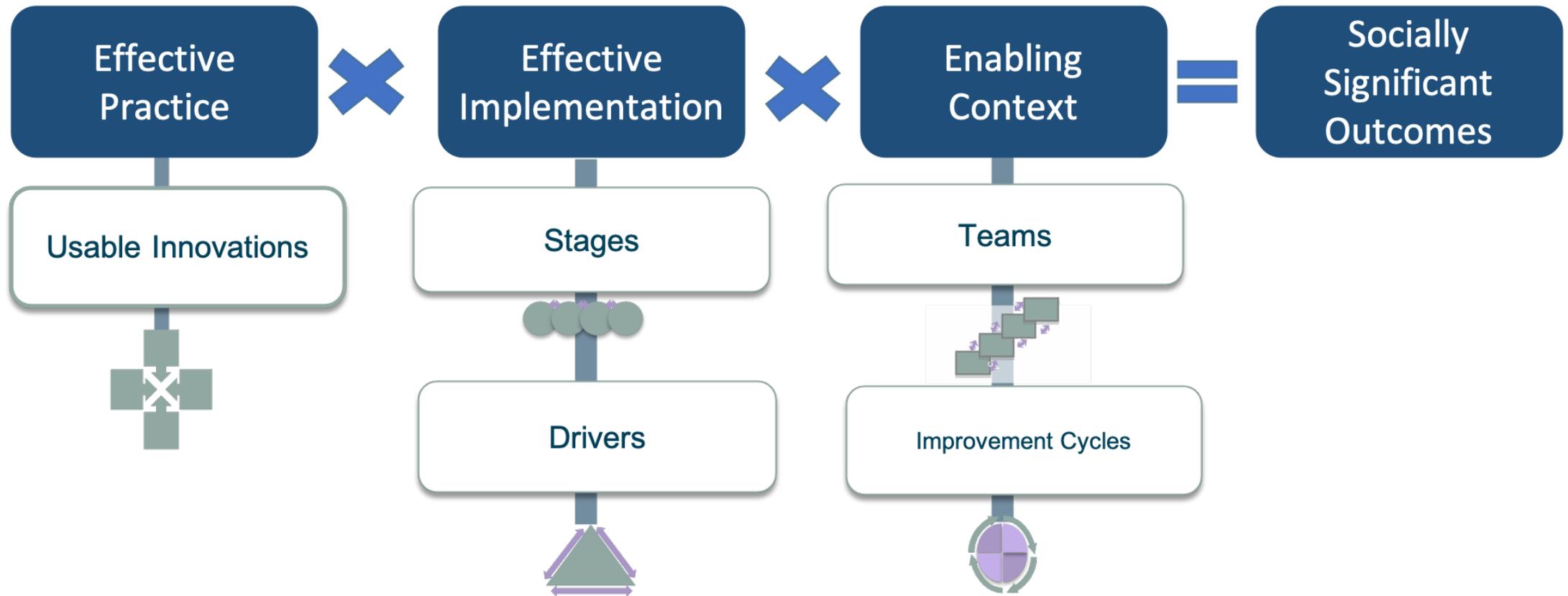
- 1.0 Interactive Review
- 2.0 Communication Plan
- 3.0 Barrier Removal Process
- 4.0 Next Steps

# Use of Module Learning

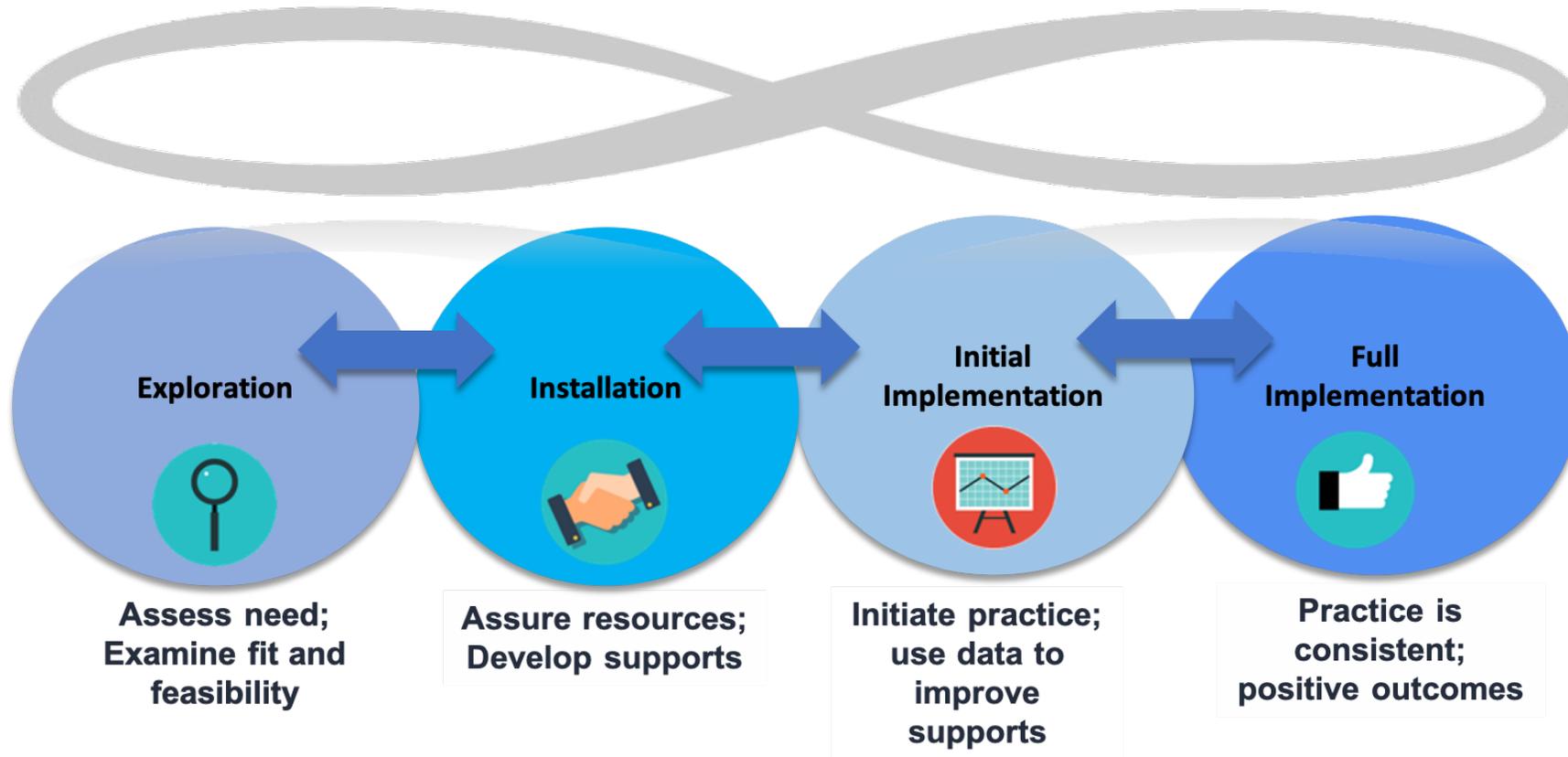
- Immediate use:
  - DIT will use the school leadership team and coach linking communication protocols once schools begin installation in January, if not sooner
- Future use:
  - Barrier removal process will be used as implementation barriers arise, once schools begin installing components of an MTSS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

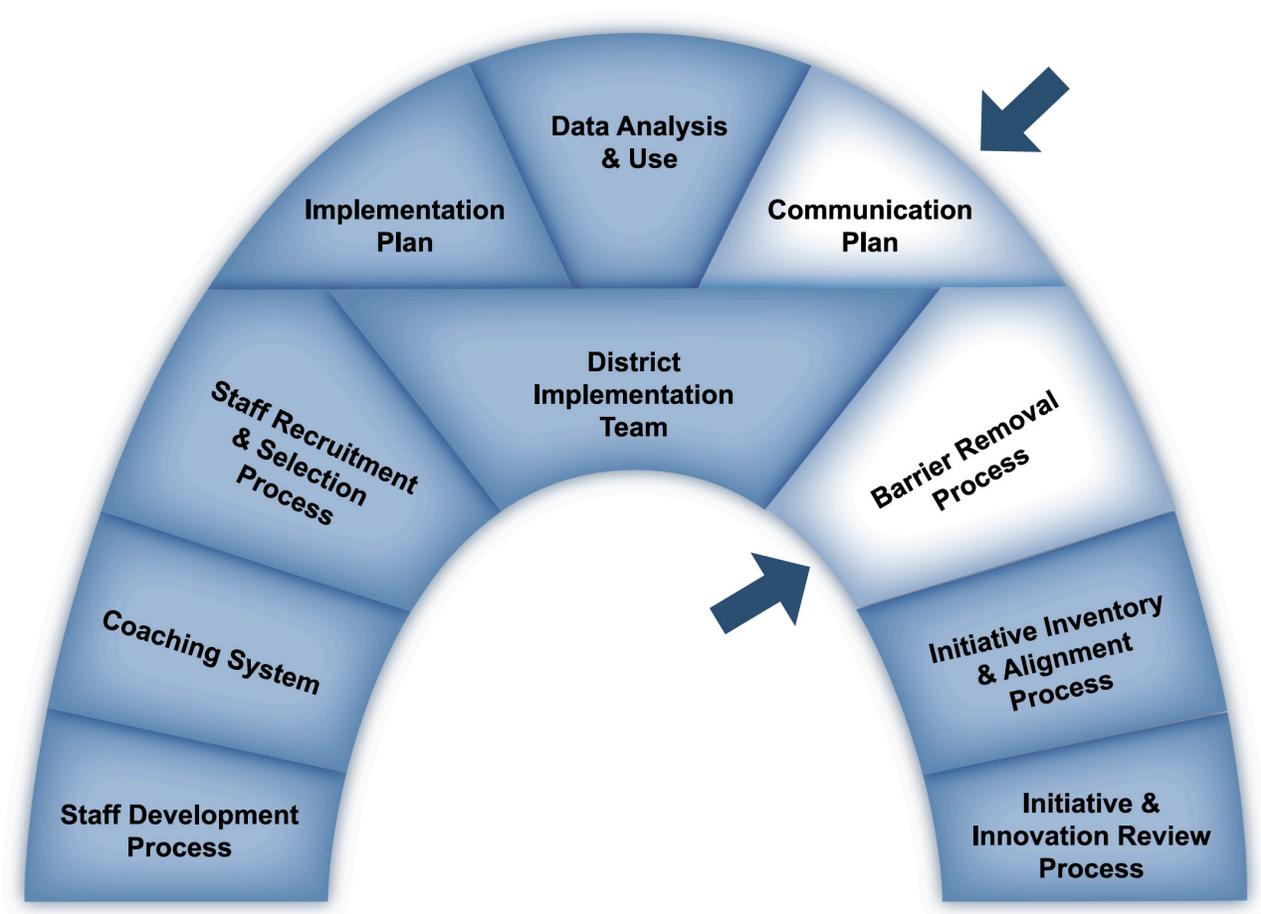


# Installation



(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.