MTSS State and District Capacity Building Through Parallel and Aligned Exploration

Nick Bernardo, Samantha Brinz, Natalie Fleming, Julie Lombardi, Ellen Reinhardt, Michele Walden-Doppke

RIDE Rhode Island Department of Education

Providence Schools

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Northeast PBIS Network Leadership Forum

MAY 17-18, 2023

Access Conference Program and Session Materials at NEPBIS.org

Agenda

- Introduction
- RI State Story
- Providence Public Schools Story
- Questions

Outcomes

- understanding lessons learned & successes from implementation across multiple levels
- identify the parallel use of aligned fidelity tools to guide exploration and inform action planning
- describe the cascade of technical assistance used to support and improve implementation

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Bridging Research, Implementation, & Data to Guide Educators in Rhode Island

Providence Schools

Samantha Brinz
School Health Policy &
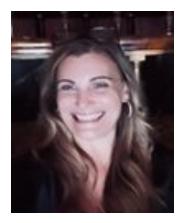Program Specialist,
Rhode Island Department
of Education

Michele Walden-Doppke
Project Coordinator,
Senior MTSS Specialist and
Instructional Designer

Ellen Reinhardt
TA Coordinator, Senior
Instructional Designer

Julie Lombardi
Executive Director of
Student Supports

Natalie Fleming
Director of SEL &
Mental Health

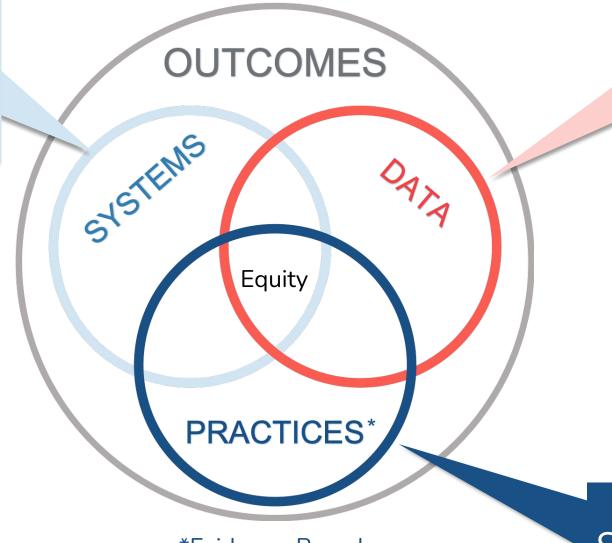Nick Bernardo
Integrated MTSS
Specialist

The MTSS Framework

Framework for enhancing adoptions & implementation of

Continuum of evidence-based interventions to achieve

Academically, behaviorally, social and emotionally important **outcomes** for

All students

Supporting Staff

Guiding Decisions

Supporting Students

OUTCOMES

SYSTEMS

DATA

Equity

PRACTICES*

*Evidence-Based
*Culturally & Linguistically Responsive

Graphic adapted from Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010.

Building Relationships, Connection, and Communication with Intentionality at all levels of the Cascade

Relationship

Think about

Where do YOU fit in the Cascade Logic Model?

Do any of the barriers & bridges resonate with you?

Are there people that you can identify in other places along the cascade that you need to connect with?

What resources do you need to grow your level, or the levels you connect to?

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The RI State Story

How we envision the work:

Organized
Perfect
Easy to see results

The reality:

Messy
Some results more evident than others

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of Education

2010

Rhode Island Criteria and Guidance
for the Identification of
Specific Learning Disabilities

Serving All Students with Responsive Systems of Supports and Interventions

RTI = Academics	PBIS = Behavior

History of PBIS in RI

Cohort Train-the-Trainer Model

Separate from state level

2005- Cohort model PBIS training

2012- Cohort model merged MTSS

2012-2018

State Personnel Development Grant

- Brought together the separate systems
- Combined TA personnel: knowledge/skills
- In-person training through cohort model
- Increased state level conversations

RTI + PBIS = RIMTSS

MTSS State Level Team

Prior to 2018

- Quarterly Meetings
- Driven by RTI personnel
- Invited state level personnel
- Sometimes would show up
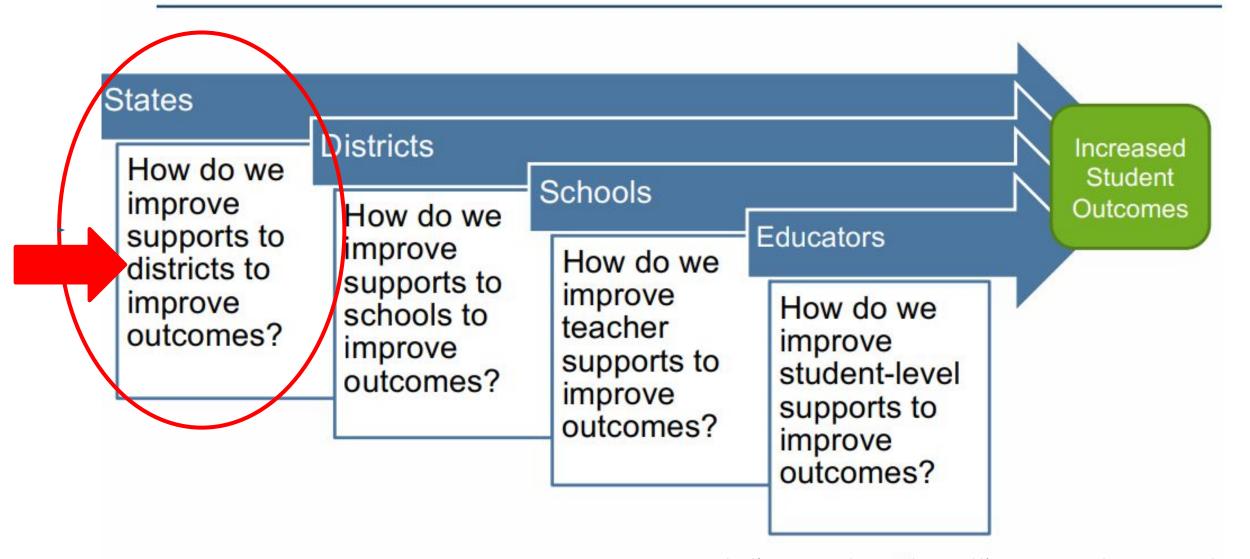- Did not result in actions to move RTI/MTSS forward

2019 Onward

- Intentionally identified team members
- Shared leadership
- Monthly meetings established ahead of time
- Developed teaming processes
- Resulting in action steps that moved MTSS forward
- Expanding across RIDE offices

Executive Functions

LEADERSHIP TEAMING

Implementation Functions

MTSS
RHODE ISLAND

MTSS at all levels of the system

States — How do we improve supports to districts to improve outcomes?

Districts — How do we improve supports to schools to improve outcomes?

Schools — How do we improve teacher supports to improve outcomes?

Educators — How do we improve student-level supports to improve outcomes?

Increased Student Outcomes

Adapted from, Session D 04, Piloting a Cascading Logic Model for Supporting District Level MTSS-B Lessons Learned APBS 2023

Opportunities for RI Department of Education

Shifting federal priorities created opportunities for RIDE to build on SEL work and to engage in capacity building to support MTSS within and across RIDE.

- Federal government entities recognize the role of State Departments of Education in children's mental health

- Funding supported additional staff who could partner and collaborate on opportunities to support the implementation of MTSS

- Fostered partnerships with other state department organizations on building System of Support for Children's Behavioral Health

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Building Capacity to Support Social-Emotional- Behavioral Outcomes

Through a variety of funding sources and in concert with a portfolio of partners, RIDE is advancing a coherent statewide agenda of supports, resources, and trainings related to meeting school climate, social-emotional, and behavioral or mental health needs.

- **Yale University's Center for Emotional Intelligence Rhode Island Statewide Training**

- **Pure Edge Educator Wellness**

- **Implementation of the Nathan Bruno Act & Trauma Informed Commission**

- **School Climate Transformation ($2.5M)**

- **School Based Mental Health Services Cohorts 1 & 2 ($20M)**

- **SAMHSA Project AWARE Cohorts 1, 2, & 3 ($27M)**

- **SAMHSA Trauma Informed Services Schools Grant ($3.88 M)**

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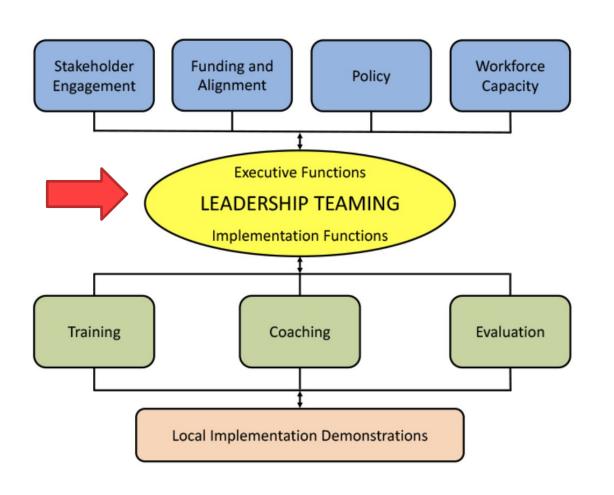# Learning for Improvement and Implementation

Parallel and Aligned Exploration

State Systems Fidelity Inventory (SSFI)

District Systems Fidelity Inventory (DSFI)

Tiered Fidelity Inventory (TFI)

Crosswalk of Indicators

Shared Features	Tiered Fidelity Inventory (School Level)	District Systems Fidelity Inventory (District Level)	State Systems Fidelity Inventory (State Level)
Teaming Indicators	**1.1 Team Composition:** Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	**1.2 Team Membership** District Leadership Team has representation from a range of stakeholders including at least (a) families, (b) general education, (c) special education, (d) individuals with detailed knowledge about the current social-emotional-behavioral initiatives and (e) members of the local community that have investment in youth outcomes.	**1.2 Team Membership** Leadership Team has representation from a range of stakeholders, including families and members with investment in youth outcomes from local community and individuals with detailed knowledge about the current social-emotional-behavioral initiatives (e.g. accountability, administrators, families, general and special education, higher education, mental health, school board and community members, school board attorneys, trade organizations, youth-serving agencies).
	1.2 Team Operating Procedures Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	**1.5 Team Operating Procedures** District Leadership Team meets monthly, uses standard meeting agenda and problem-solving process (e.g. Team-Initiated Problem Solving or Data-Based Decision Making) with clearly defined operating procedures.	**1.5 Team Operating Procedures** Leadership Team uses standard meeting process and problem-solving agenda (e.g. Team-Initiated Problem Solving) with clearly defined operating procedures (e.g. procedures for securing agreements, resolving conflicts and integration of system features.

Connection of the Presentation Topic to TFI 3.0 Item(s):
LEADERSHIP TEAMING

1.1 Team Composition:

Tier 1 leadership team includes the following roles: 1-**2** Tier 1 system coordinators (i.e. coaches), a school administrator, a representative group of educators (e.g. grade level or department representation, general and special education, certified and non-certified staff), students, family members **who do not work for the school** district, **members from marginalized groups, relevant community partners (e.g mental health providers**), and individuals who actively provide expertise in the following areas: applied behavior support, **mental health & trauma**, academic instruction, coaching, **equity, physical health and wellness, data systems and information regarding system and student academic and SEB strengths and needs**, operations of the school across grade levels and programs

TFI 2.1, Score 2: **_(Fully implemented)_**	**TFI 3.0, Score: 4 _(Fully implemented)_**
Tier 1 team exists with coordinator, administrator, and all identified roles representative, AND attendance of all rolles is at or above 80%.	Tier 1 leadership team with all roles exists, is actively engaged with participation of all roles at or >80%, and **BOTH** a formal process exists for selecting, recruiting, and retaining team members (w/**new member orientation** provided to ensure fluency w/team norms, vocab., and data system) **AND** Tier 1 leadership team includes members from the **group that is most exposed to disparate outcomes** (exclusionary discipline, bullying, mental health referrals).

Connection of the Presentation Topic to TFI 3.0 Item(s):
LEADERSHIP TEAMING

1.2 Team Operating Procedures:

Tier 1 leadership team has (a) regular meeting format/agenda **that prompts the regular review of tier 1 practices, systems, and data**, (b) minutes available to all staff for review, (c) established and regularly used team norms, (d) defined meeting roles (e.g., time keeper, facilitator, recorder, (e) **regular (e.g., quarterly) two-way data sharing and communication with advanced tier teams to inform decision making**, (f) a current action plan, (g) **procedure for evaluating fidelity of team operating procedures**, and (h) a **formal process to monitor the impact of team norms and procedures on ensuring all team members are able to participate as equal partners**.

TFI 2.1, Score 2: _(Fully implemented)_	TFI 3.0, Score: 4 _(Fully implemented)_
Tier 1 team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan.	Tier 1 team meets at least monthly and has **all six of the procedures listed a-f**, and **BOTH measures the fidelity of team meeting operating procedures at least twice annually, AND uses formal process** (e.g., regular team member feedback/survey) to monitor impact of team norms and operating procedures on ensuring all team members have a voice and participate as equal partners.

MTSS State Level Te...

Meeting Date:	4/20/23 1:30-3:00pm	Next Meeting D...

Today's Agenda:
📄 3/16/23 MTSS State Level T...

Next Ag...

Item	Time	DPP
Welcome and attendees	1 min	BPP
Review Prior Action Steps 📄 4/20/23 MTSS State Level Team ...	5 mins	MTSS Ov... RIDE on ...
District Level MTSS Practice Profile - OSDI feedback, reflection, plans for sharing across RIDE	30 mins	
Update on MTSS Building Level Practice Profile (subgroup standing update)	5 mins	
Upcoming MTSS & PLP revision/alignment work	10 mins	
SSFI Retreat Planning	15 mins	
NEPBIS May Forum Presentation-update	5 mins	
Connections with Educator Wellness within MTSS	5 mins	
Meeting Reflection	1 min	

Team Meeting Agreements

Share agenda and content/material for preview in advance; all agree t...
Leave personnel tech at the door
Keep to time limits - start and end on time
Keeping proximal to the work/roles of RIDE staff

Vision and focus with ability to adapt to a changing environment
Productive discussion, focused on solutions, resulting in action steps th...

Notes and Action Steps

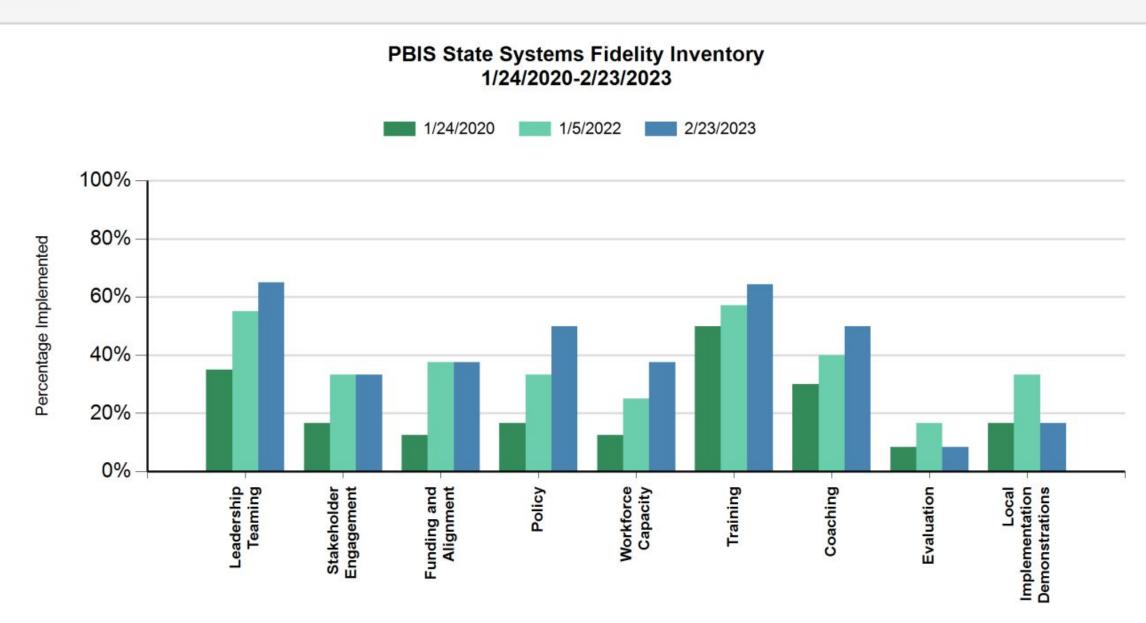| Agenda item/time	Details	
Welcome	**Attendees:** [bold font] **Rosemary Reilly-Chammat, Samantha Brinz, Kriste...** **Michele Walden-Doppke**, Alice Woods, Bianca Carr... Meeting Roles:	
	Facilitator: Rosemary (b-up ER) — Notet...	
	Timekeeper: Bianca — Proce... Obser...	
	Agenda Curator: Samantha — Actio...	
Review Prior Action Steps	• Bring back revisions of the PA Logic Model k • Develop forum prompts for next meeting fo • Provide any additional feedback by March 2... word version where the formatting was wo...	

District Level MTSS Practice Profile - OSDI feedback, reflection, plans for sharing across RIDE-30 min
 	
District Practice Profile Focus Group Planning
 	
📄 OSDI Feedback fo...
	• 4 Sessions with OSDI and currently incorpo... bring back to the State Team:
	  ○ Many questions/points coming forw... "implementation activity" companion guide, course, etc
	  ○ Building out resources and appendices
	  ○ Companion Guide around Title connections – example from MI Financial Companion Document – will align with District Planning, Funding Sources and leading to effective and sustainable work
	• Want to make connections to regs/docs but MTSS State Team may not have the vast knowledge needed to get specific on these resources	

	• SB to send out Calendar Invite
NEPBIS May Forum Presentation Update -5 mins W NEPBIS May Foru...	Meeting this afternoon Learning Outcomes – basically sharing a story of the parallel exploration with PPSD and lessons learned Highlighting Teaming as the through line of the work
	Action Steps:
Connections with Educator Wellness within MTSS -5 mins	The RIDE team is going to an in person, CCSSO meeting May 3-5 and may tease out some SEA objectives in the work.
	Action Steps: • CoP team shares out at next meeting

Reflection	Yes	So So	No
Was today's meeting a good use of our time?			
Are we doing a good job keeping track of what we agreed to do?			
Are we doing a good job completing tasks we agreed to?			
Have we reviewed today's action steps?			

Process Observer Notes

Took a few minutes to get organized regarding agenda and previous action steps.

Good notification of time limits and time left for each topic.

Opportunities for everyone to participate – opinions and ideas respected.

Screen sharing effective to be sure everyone is seeing same information

Notes are accurate and detailed.

Facilitator kept group on task and agenda topics.

Action steps discussed and documented for each item.

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The SSFI Indicators

Domain	Sub-Domains
Leadership Teaming	Leadership Authority, Team Membership, Team Expertise, Team Leadership, Team Operating Procedures, Action Planning & Evaluation, Communication with Executive Leadership, Communication among the Team, Communication with Key Stakeholders, Goal Identification
Stakeholder Engagement	Stakeholder involvement, Information Dissemination, Leadership Participation
Funding and Alignment	Budget Plan, Budget and Resource Alignment, Annual Alignment Review, Initiative Selection Procedures,
Policy	Vision/Mission Statement, Inclusion of PBIS/MTSS in Policy, Discipline Policy Review
Workforce Capacity	Personnel Selection Criteria, Job Descriptions, Performance Evaluation, Licensure Requirements
Training	District Professional Development Plans and Calendar, Training Focus and Alignment, Orientation Training Materials, Ongoing Professional Development, Behavioral Science Expertise, Communities of Practice, Internal Training Capacity
Coaching	Coaching Provision, Coaching Networks, Coaching Functions, Differentiated COaching Support, Local Coaching Capacity
Evaluation	Data Collection Systems, Evaluation Plan, Evaluation Feedback Loop, Annual Evaluation Report, Acknowledgement of Progress, Internal Evaluation Capacity
Local Implementation Demonstrations	Site Selection, Model Demonstrations, Scaling Up

PBIS State Systems Fidelity Inventory
1/24/2020-2/23/2023

■ 1/24/2020   ■ 1/5/2022   ■ 2/23/2023

Looking at Results/Next steps

Through Statewide MTSS leadership work

- Collecting data (independent reflection/sense-making/consensus)
- Action planning
- Indicators of capacity development
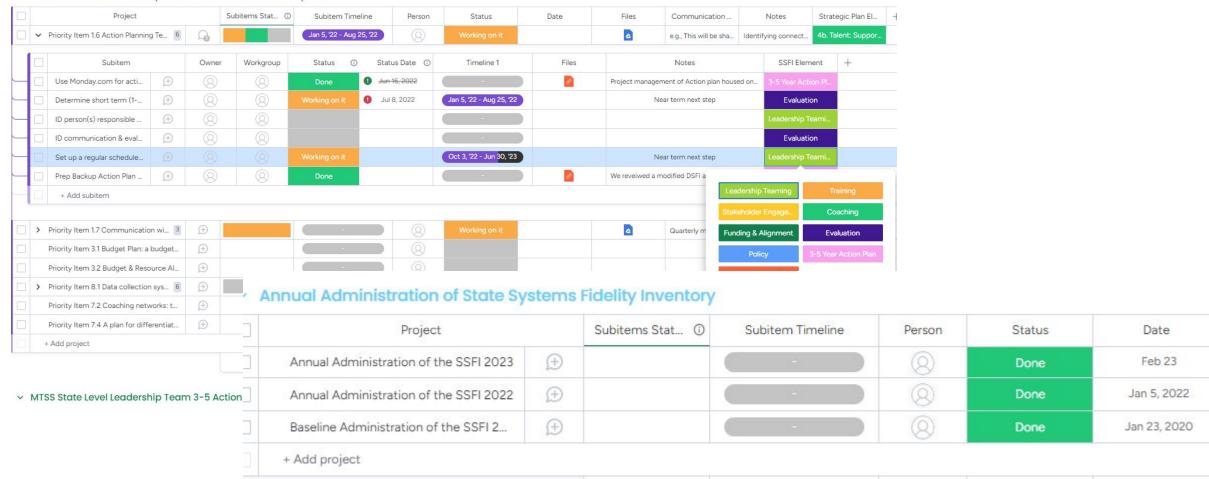- Support & Guidance

Evolution of the work

- Link LEAs and schools with course work aligned to their needs
- Training & TA to PA districts on Integrated Systems Framework for mental health
- Share work with state partners

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Action Planning

Bridges & Barriers

Bridges

→ Leadership teaming

→ Aligned fidelity tools

→ Accessible learning platform-BRIDGE-RI

→ District MTSS Practice Profile

→ Developed relationships internally & externally

Barriers

→ Soft funding

→ Collection of fidelity data

→ Limited time for PL

→ Leverage/competing priorities

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Engage / Apply

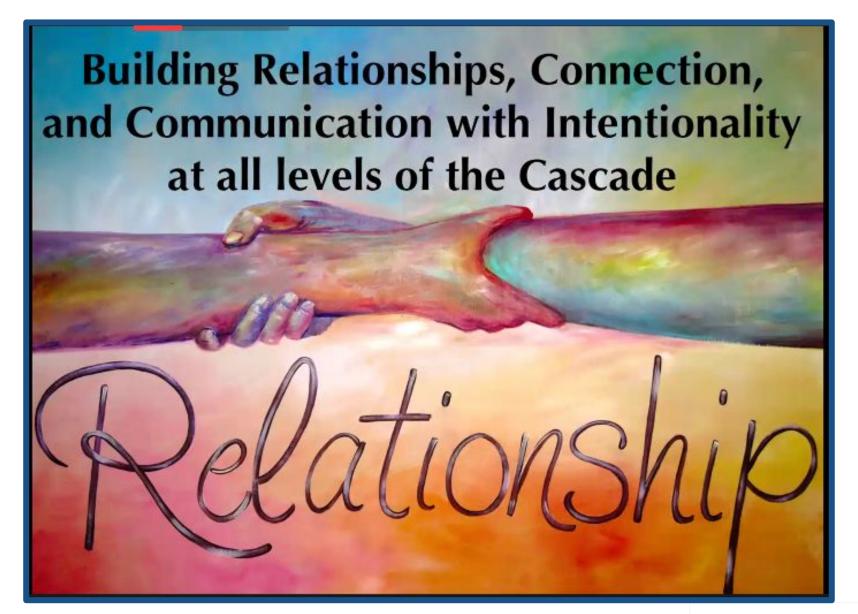Where do YOU fit in the Cascade Logic Model?

Are there people that you can identify above and below you in your state's cascade?

What resources do you need to grow your level, or the levels you connect to?
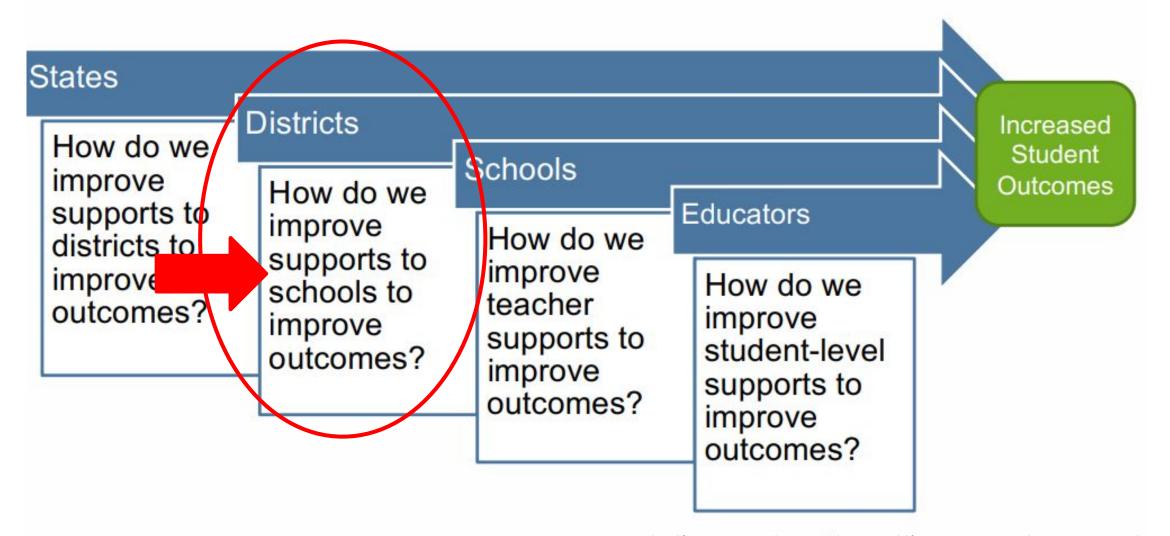
Turn to a partner and share.

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Building Relationships, Connection, and Communication with Intentionality at all levels of the Cascade

Relationship

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MTSS at all levels of the system

States — How do we improve supports to districts to improve outcomes?

Districts — How do we improve supports to schools to improve outcomes?

Schools — How do we improve teacher supports to improve outcomes?

Educators — How do we improve student-level supports to improve outcomes?

Increased Student Outcomes

Adapted from,Session D 04, Piloting a Cascading Logic Model for Supporting District Level MTSS-B Lessons Learned APBS 2023

Providence Public Schools Story

Demographics

Who We Are

- The Providence Public School District (PPSD) serves approximately **22,000 students** attending our **37 schools**
- **21 elementary schools, 7 middle schools, 9 high schools and 2 public district charter schools.**
- PPSD employs more than **3,200 professionals who work in and provide support to our schools,**

Who We Serve

Our schools are diverse learning communities.

- Approximately 68% of our students are Latinx, 15% Black, 6.5% White, 4% Asian, 5.5% Multi-racial and 1% Native American.
- About 16% of students receive special education services
- Approximately 31% of students are multilingual learners & Approximately 55% of students come from homes where English is not the primary language spoken.
- Combined, our students and families speak 55 different languages and hail from 91 countries of origin.

History of PBIS/MTSS

Providence Schools

2007-2012

2012-2018

Sherlock Disability Statewide TA Center PBIS Grant Cohort Model PBIS Training	2012-2018 SPDG Grant Cohort Model merged MTSS

PPSD Awarded LEA PBIS Grant from Sherlock Center	PPSD did not take part in Cohort training on merging RtI/PBIS into MTSS model

- PPSD established the Safe & Caring Schools Project to launch a district model for PBIS led by the **Safe & Caring District Leadership Team**
  - 5 School Psychologists & 5 School Social Workers trained by the Sherlock Center State-wide TA Center & National experts in PBIS (10% of schedule assigned)
- **School-based S&C Teams** at 16 Elementary Schools & 7 Middle Schools (23 out of 40 schools)
- District Team split into teams of 2 (1 SP & 1 SSW) with assigned schools to provide direct coaching & TA to assigned schools, complete SET, develop & provide PD, report out 2-3x/year.
- Fidelity of PBIS captured through schools' SET results-but not reported to the state

- **Safe & Caring District Leadership Team** continued to provide professional development and technical assistance to schools throughout the district in all facets of PBIS until 2018-2019 (SPs & SSWs)
- SPDG captured SET evaluation results for schools in cohort, but not from schools/districts previously trained-PPSD

2016-2018
- SEL Director
- Safe & Caring Team & BAST Team
- SEL in Strategic Plan
- Secured Project AWARE Grant--Grant Coordinator position
- H&W School Committee--SEL sub-committee
- MTSS policy & SEL Standards adopted

2019-2021

2021-2023

Project AWARE Grant

SBMH Services Grant & Bradley AWARE

PPSD Awarded LEA Project AWARE

PPSD Awarded LEA SBMH Grant & Sub-award Bradley AWARE Grant (extending work of Project AWARE)

- Significant Changes to District Leadership & Infrastructure, State Takeover, COVID-19
- SEL Coordinator retires-- transitions to Special Education SEL Manager
- Safe & Caring Team dissolves
- Project AWARE Grant Coordinator
- SBMH Grant secured--no coordinator
- 3 MTSS Specialists (Elementary, Middle, High)
- NE-PBIS TOT Cohort 1
- Limited infrastructure to support existing, new & future roles/work at district level unfortunately at this time

- Chief of Student Support Services
- Wellness Office-SEL & Mental Health Department
- Director of SEL & Mental Health--focus on MTSS
- Project AWARE, SBMH, Bradley AWARE Grants
- Comprehensive Screening & Assessment System (SEL/PBIS/MH)- -systems fidelity data & student outcome data
- School Psychologists & School Social Workers transition to SEL/MH Dept.
- SSW Specialists
- Integrated MTSS Specialist (SEL/PBIS)--TFI
- Healthy Schools Leadership Team (S&C Team)
- District Student Support Team (BAST Team)
- MTSS District Leadership Team-alignment to State-level MTSS model & integration of RtI & PBIS
- SEB MTSS Steering Committee-Needs Assessment-DSFI-alignment to SSFI process/team
- NEPBIS TOT Cohort 2

PPSD Wellness Office

**Chief
Student Support Officer**

**Director of School
Counseling**

**Director of Social
Emotional Learning &
Mental Health**

**Director of Nursing,
Physical Education &
Health**

**Director of
Alternative
Programming &
Student Supports**

**School
Counselors**

**School Social
Workers**

**School
Psychologists**

**School Nurse
Teachers**

**Integrated MTSS
Specialist (SEL/PBIS)**

PE/Health
Teachers

Covid
Coordinators &
Team

Providence Schools

Social Emotional Learning (SEL) & Mental Health

Director of Social Emotional Learning & Mental Health

School Social Worker Specialists

School Psychologist Leads

Integrated MTSS Specialist (SEL/PBIS)

DIstrict Healthy Schools Leadership Team

District Student Support Team

School Social Worker Leads

School Psychologists

School Social Workers

Providence Schools

Social Emotional Learning & Mental Health Department

GOALS & OBJECTIVES

★ Utilize an MTSS Framework to Define & Maintain a Sustainable **SYSTEM** of **Multi-Tiers of Social-Emotional, Mental and Behavioral Health** Practices and Supports at Every School in PPSD.

➔ **TEAM-DRIVEN SHARED LEADERSHIP:**
  - ◆ Safe & Health School Community Leadership Team, Department/Grade-Level Teams, & Student Support Teams
  - ◆ Adult SEL Skills and Health & Wellness

➔ **EVIDENCE-BASED PRACTICES & LAYERED CONTINUUM OF SUPPORT:**
  - ◆ Consistent programming, practices, personnel, and services across a layered continuum of support. *(School-wide PBIS, 3 Signature SEL Practices, SEL programs, Restorative Practices, Cognitive -Behavioral Therapy, CBITS, etc.).*
  - ◆ Understanding that life experiences and backgrounds directly shape expression and development of social and emotional skills *(Equity, Cultural Responsiveness, Trauma-Sensitive Approaches to Learning)*
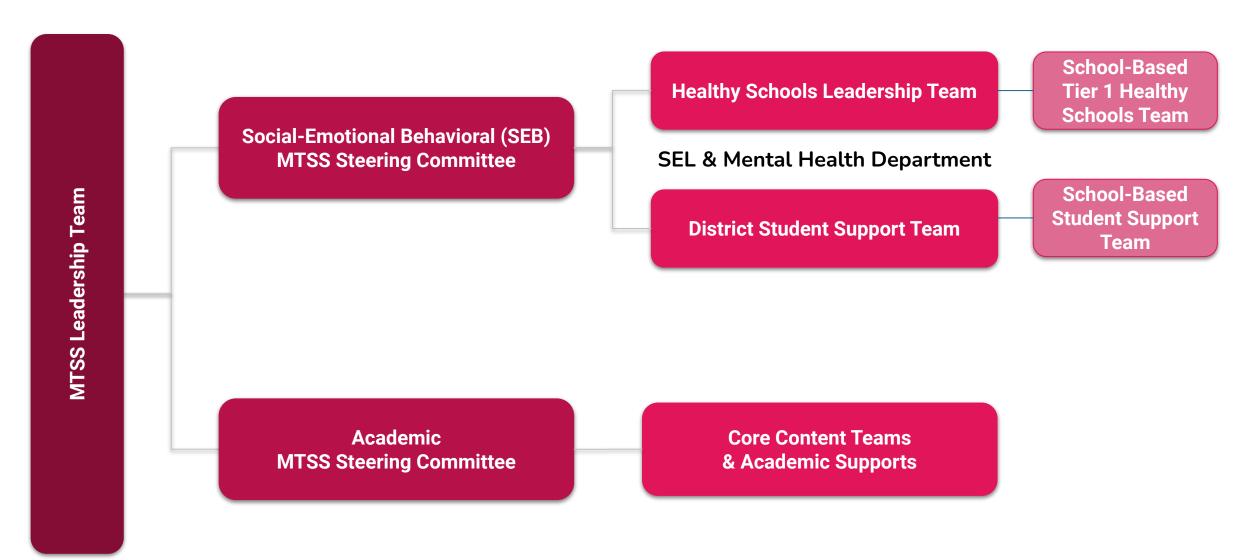
➔ **DATA-BASED PROBLEM SOLVING & DECISION-MAKING:**
  - ◆ Comprehensive Assessment System-Universal social, emotional and behavioral health screening and targeted assessment
  - ◆ Data-based problem-solving and continuous improvement cycles

➔ **FAMILY, SCHOOL & COMMUNITY PARTNERING:**
  - ◆ Shared community-school behavior expectations and Positive Behavioral Supports.
  - ◆ Collaborative, effective, and sustainable community partnerships

Providence Schools

MTSS District Teaming Structures

MTSS Leadership Team

Social-Emotional Behavioral (SEB) MTSS Steering Committee

Healthy Schools Leadership Team

School-Based Tier 1 Healthy Schools Team

SEL & Mental Health Department

District Student Support Team

School-Based Student Support Team

Academic MTSS Steering Committee

Core Content Teams & Academic Supports

![Providence Schools logo]

District MTSS Leadership Team

- Chief Student Support Officer
- Executive Director of Student Supports
- Director of Social Emotional Learning and Mental Health
- Integrated MTSS Specialist
- Systems of Support Project Coordinator,
- Senior MTSS Specialist and Instructional Designer, West Bay Collaborative
- Director of School Counseling
- Executive Director of Multilingual Learners
- Chief Data and Assessment Officer
- Executive Director of Specialized Instruction and Exceptional Services
- Manager of Assessment and Surveys
- Assistant Superintendent of Elementary Schools
- Assistant Superintendent of Secondary Schools

- Executive Director of Teacher Development
- Chief of Equity and Belonging
- Director of Alternative Programming and Student Supports
- Teaching and Learning
- Director of Family and Community Engagement

District MTSS Leadership Team

Our PURPOSE:

Create a district framework for school improvement that recognizes and supports the community, school, and whole child academically, socially, and emotionally.

This will include:
- Revision of existing policy
- Overseeing MTSS teaming structures
- Establishing regulations
- Ensuring effective data management systems that integrate with data dashboard
- Coordinating PD plans
- Creating a one-page description handout/resource
- Attempting to get in front of budget season
- Identifying exemplar schools to support/share

![Providence Schools logo]

District MTSS Leadership Team

WHAT HAVE WE BEEN DOING?

- Developed draft of MTSS Policy
- Met 6 school teams for feedback:
  - 3 Elementary
  - 1 Middle
  - 2 High
- Held feedback session for Equity Advisory Committee
- Attended SW/Psych Office Hours
- Met with Family and Community Engagement Center
- Cabinet
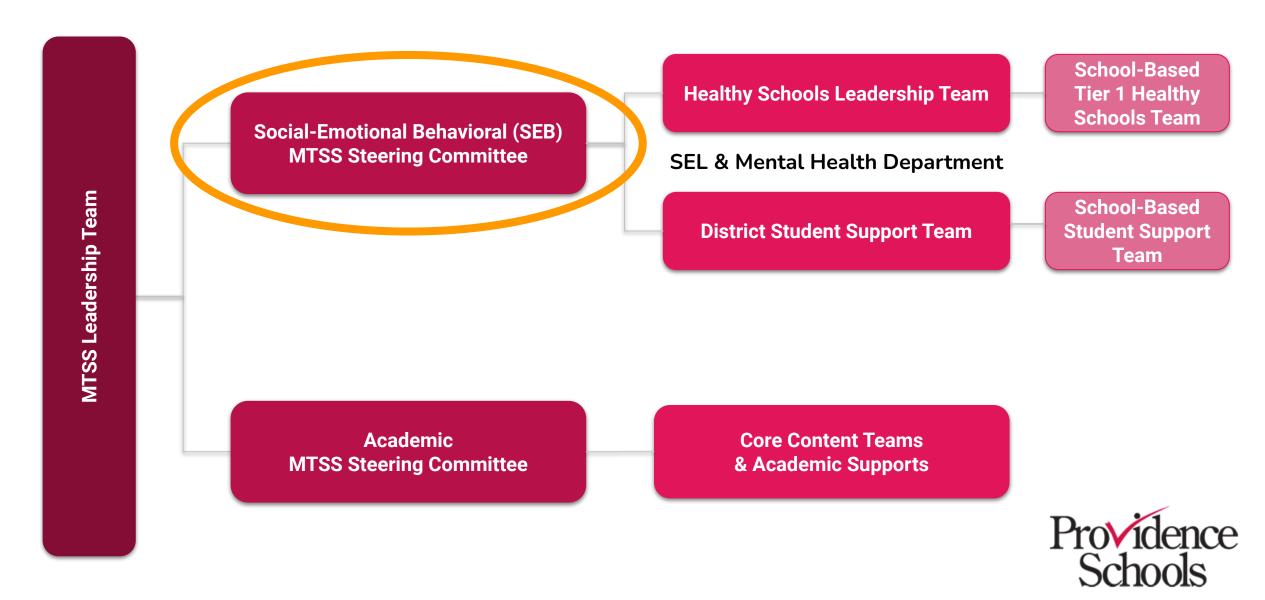- Policy Committee
- School Board - May- 1st read

District MTSS Leadership Team

NEXT STEPS

- RIDE review
- School Board - June - 2nd read
- Academic Steering Committee
- Create Regulations
- Develop PD
- Roll out to schools

MTSS District Teaming Structures

District Systems Fidelity Inventory (DSFI)

"The purpose of the District Systems Fidelity Inventory (DSFI) is to provide an efficient instrument that can be used to guide districts exploring or actively implementing a multi-tiered social-emotional-behavioral system of support and practices."

- **Center on PBIS**

The DSFI Indicators

Domain	Sub-Domains
Leadership Teaming	Leadership Authority, Team Membership, Team Expertise, Team Leadership, Team Operating Procedures, Action Planning, Communication with Executive Leadership, Communication with Key Stakeholders, Goal Identification
Stakeholder Engagement	Stakeholder involvement, Information Dissemination, Stakeholder Participation
Funding and Alignment	Budget Plan, Community Agency Alignment, Alignment to District Outcomes, Alignment to Initiatives, Initiative Adoption Procedures, Options for Tiered Interventions, Annual Alignment Review, Operations for Tiered Interventions
Policy	Vision/Mission Statement, Instructional Approach, Discipline Guides, Discipline Policy Review, Transition Systems
Workforce Capacity	Personnel Selection Criteria, Job Descriptions, Performance Evaluation
Training	District Professional Development Plan, District Professional Development Calendar, Professional Development Alignment, Ongoing Professional Development, Communities of Practice, Internal Professional Development
Coaching	Technical Assistance, Coaching, Implementation Process, Differentiated Coaching Support, District Coach Networks, Coaching Functions, Local Coaching Capacity, Classroom Implementation
Evaluation	Evaluation Plan, Data Collection Systems, Evaluation Feedback Loop, Differentiated Supports, Assessment and Evaluation Process, Student Identification Data, Level of Use, Student Performance Data, Annual Evaluation, Acknowledgement of Progress, Internal Evaluation Capacity
Local Implementation Demonstrations	Site Selection, Model Demonstrations, Scaling Up

DSFI Team

- Director of SEL & Mental Health
- Integrated MTSS Specialist
- Director of Equity & Belonging
- Executive Director of Student Support Services
- Executive Director of Specialized Instruction
- Director of School Counseling
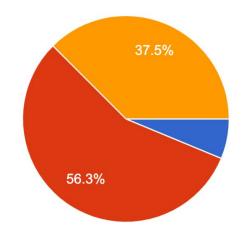- School Social Worker Specialists

- School Counseling Specialists
- Director of Alternative Programming & Student Supports
- Multilingual Learning Coordinator
- Student Support Academy Supervisor
- Chief Data & Assessment Officer
- Data & Research Specialist
- School Psychologist Leads
- Special Education Program Manager

Providence Schools

Calibrating Our Perspective

Section 1: Leadership Teaming

1.1 Leadership Authority

1.1 Leadership Authority: One or more members of the District Leadership Team has the authority to make key decisions (e.g., decision-making for budget, implementation, policy, data systems).	• District Organizational Chart • Team Roles & Responsibilities	0 = No members of the District Leadership Team have authority to make key decisions. 1 = At least one member of the District Leadership Team has influence on key decision making within the organization. 2 = At least one member of the District Leadership Team has documented authority (e.g., organizational chart) to make key decisions and attends regularly.

○ 0 = Not Implemented

○ 1 = Partially Implemented

◉ 2 = Fully Implemented

Clear selection

1.1 Leadership Authority
16 responses

- 🔵 0 = Not Implemented
- 🔴 1 = Partially Implemented
- 🟠 2 = Fully Implemented

37.5%

56.3%

Providence Schools

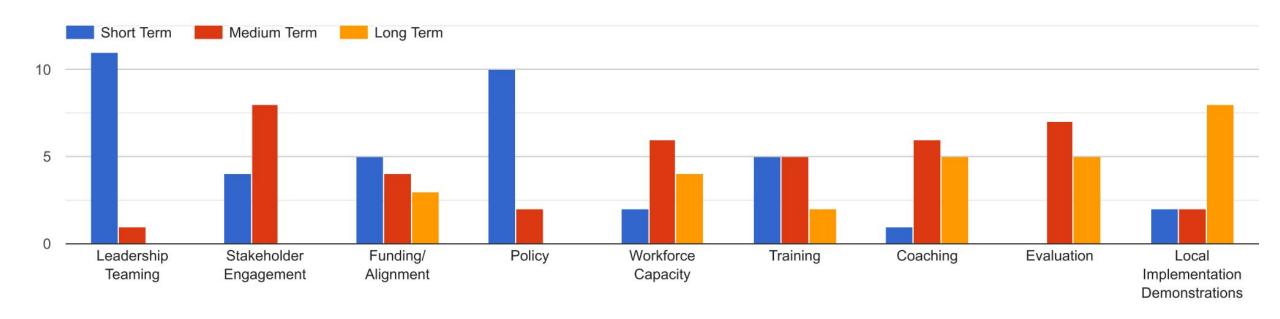# Visualizing our DSFI Results
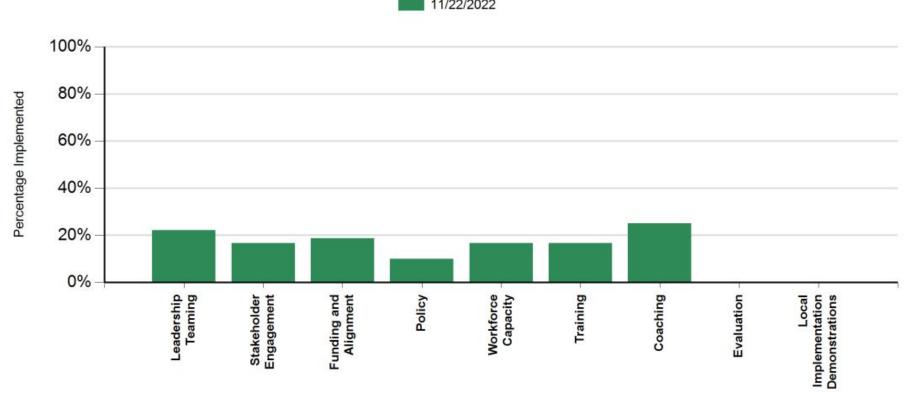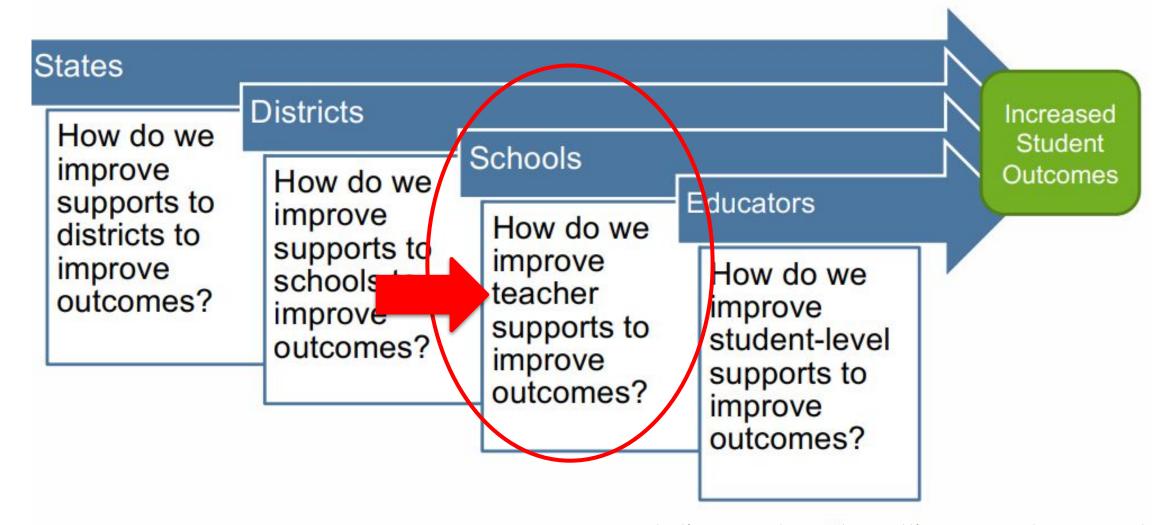
Triaging and Action Mapping

Use the table below to triage and categorize implementation elements by urgency of need. You may select up to three per category.
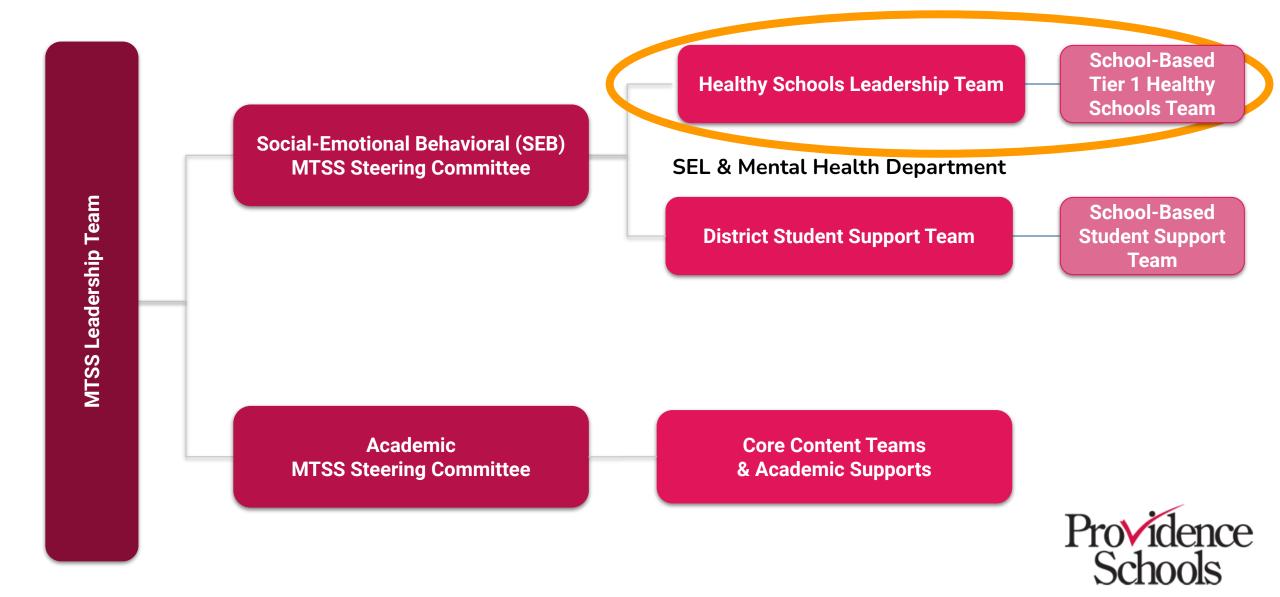
MTSS at all levels of the system

States — How do we improve supports to districts to improve outcomes?

Districts — How do we improve supports to schools to improve outcomes?

Schools — How do we improve teacher supports to improve outcomes?

Educators — How do we improve student-level supports to improve outcomes?

Increased Student Outcomes

MTSS District Teaming Structures

MTSS Leadership Team

Social-Emotional Behavioral (SEB) MTSS Steering Committee

Academic MTSS Steering Committee

SEL & Mental Health Department

Healthy Schools Leadership Team

School-Based Tier 1 Healthy Schools Team

District Student Support Team

School-Based Student Support Team

Core Content Teams & Academic Supports

Providence Schools

School-Level: Tiered Fidelity Inventories

Tiered Fidelity Inventories

Spring 2022-Spring 2023
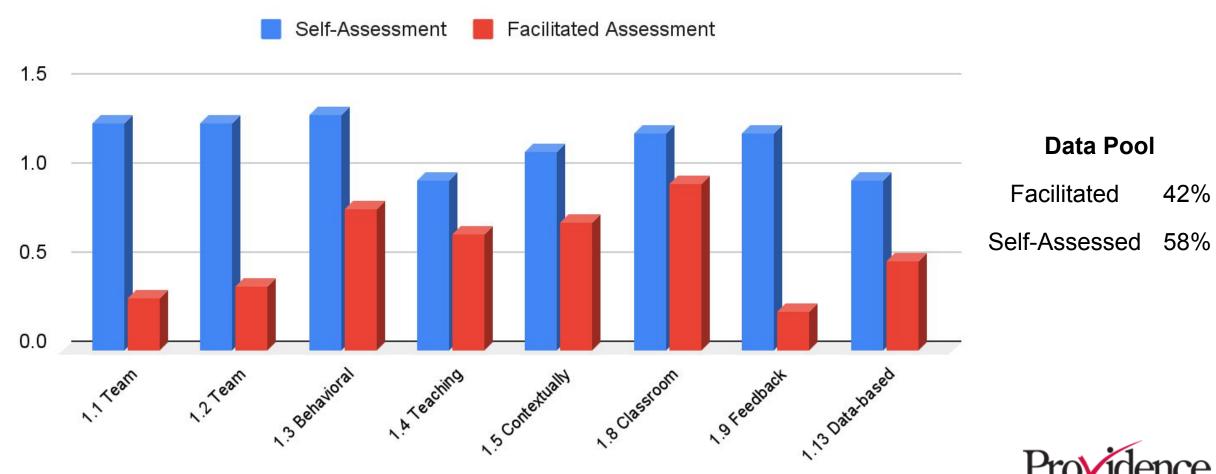
Data Pool

21 Elementary	100%
6 Middle	86%
6 High	67%
33 TOTAL	**89%**

Providence Schools

School-Level: Tiered Fidelity Inventories

Connection of the Presentation Topic to TFI 3.0 Item(s):
LEADERSHIP TEAMING

1.1 Team Composition:

Tier 1 leadership team includes the following roles: 1-**2** Tier 1 system coordinators (i.e. coaches), a school administrator, a representative group of educators (e.g. grade level or department representation, general and special education, certified and non-certified staff), students, family members **who do not work for the school** district, **members from marginalized groups, relevant community partners (e.g mental health providers**), and individuals who actively provide expertise in the following areas: applied behavior support, **mental health & trauma**, academic instruction, coaching, **equity, physical health and wellness, data systems and information regarding system and student academic and SEB strengths and needs**, operations of the school across grade levels and programs

TFI 2.1, Score 2: **(Fully implemented)**	**TFI 3.0, Score: 4** *(Fully implemented)*
Tier 1 team exists with coordinator, administrator, and all identified roles representative, AND attendance of all rolles is at or above 80%.	Tier 1 leadership team with all roles exists, is actively engaged with participation of all roles at or >80%, and **BOTH** a formal process exists for selecting, recruiting, and retaining team members (w/**new member orientation** provided to ensure fluency w/team norms, vocab., and data system) **AND** Tier 1 leadership team includes members from the **group that is most exposed to disparate outcomes** (exclusionary discipline, bullying, mental health referrals).

Bridges & Barriers

Bridges

- Establishing District teaming structures
- MTSS Policy
- Completed DSFI
- TFI info from schools
- Developed relationships with many schools

Barriers

- Soft Funding
- Time
- Workforce capacity
- Attendance-Several Layers
- Competing priorities
- Building efficient district systems

THE HOME OF MTSS RHODE ISLAND
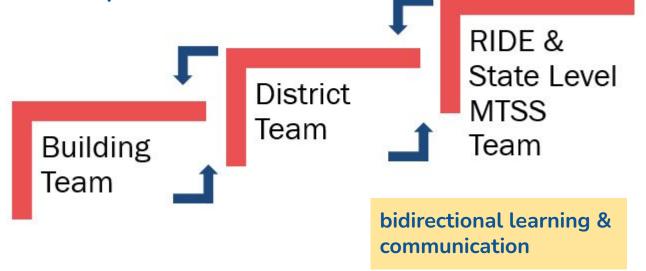BRIDGE-RI

Providence Schools

RIDE

Tying it all together

- It takes a team (teaming structure in fact)
- Consistent measure of current implementation
- Ongoing Action planning
- Leveraging relationships

Building Team → District Team → RIDE & State Level MTSS Team

bidirectional learning & communication

THE HOME OF MTSS RHODE ISLAND
BRIDGE-RI

Providence Schools

RIDE
Rhode Island Department of Education

Questions?

Session Evaluation

Your feedback is critical to future planning of this event.
PLEASE take a moment to share your valuable insight!
THANK YOU!

https://bit.ly/NEPBISForum2023