Implementing Multi-Tiered System of Supports: Are we Making it too Complicated?

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Loudoun County Public Schools, Virginia
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@LCPS_MTSS
SEL Signature Practice: Welcoming/Inclusion Activity

Just Like Me

Self-Awareness, Social Awareness, Self-Management, & Relationship Skills

Learning Intentions

1. Participants will understand how a large school division conceptualizes a Multi-Tiered System of Supports to include academic, behavioral, and social/emotional frameworks.
2. Participants will be provided with strategies for integration at both the system and problem-solving levels.
3. Participants will gain strategies for providing ongoing coaching support to sustain implementation.
Where is Loudoun County, Virginia?
Loudoun County Public Schools
About Loudoun County Public Schools

**LCPS Schools**
- **84,500** Students
- **92** Schools
- **6,212** Teachers

**Student Ethnicity**
- White: 46.4%
- Asian: 23.6%
- Black/African-American: 18.0%
- Hispanic: 10.0%

**Elementary/Charter Schools**
- 38,003 Students
- 59 Schools
- 2766 Teachers

**Middle/Int Schools**
- 20,900 Students
- 17 Schools
- 1464 Teachers

**High Schools**
- 25,597 Students
- 16 Schools
- 1982 Teachers
How is MTSS Defined in LCPS?
Multi-Tiered System of Supports (MTSS)

Positive Behavioral Interventions and Supports (PBIS): Behavior

Social and Emotional Learning (SEL): Social-Emotional
* In conjunction with other Mental Health Initiatives

Response to Intervention (RTI): Academic
* In conjunction with other Academic Initiatives
# Phases of MTSS Implementation

<table>
<thead>
<tr>
<th>Framework</th>
<th>First Introduced</th>
<th>Current Status of Implementation</th>
<th>Plans for Future Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBIS</td>
<td>2006</td>
<td>Required in all Schools</td>
<td>Continue to Train New Schools</td>
</tr>
<tr>
<td>RTI</td>
<td>2007</td>
<td>Required in all Elementary Schools</td>
<td>Continue to Train New Elementary Schools and Integrate with Academic Initiatives</td>
</tr>
<tr>
<td>MTSS</td>
<td>2017</td>
<td>Dependent on Framework-Specific Implementation</td>
<td>Continue to Work with Schools on Integration of PBIS, RTI, and SEL/MH</td>
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<tr>
<td>SEL</td>
<td>2019</td>
<td>33 Elementary Schools in Cohort 1</td>
<td>Bring on additional 30 Elementary Schools by 2022</td>
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Strategies to Promote Integration
Managing Complex Change

Why is Integration Important?

We have to intentionally build a positive school culture and integrated systems that are designed to meet the needs of ALL learners.

These systems can better meet the needs of most students, allowing staff to strategically focus on the students who need them the most.

In other words, we cannot place systemic responses on the shoulders of individual educators (Dana Ashley, American Educator, 2015)
Infrastructure to Support Integration

Input

Integration

Systems & Features

Effective
Efficient
Equitable
Sustainable

Output

Improved Student Outcomes

Effective
Efficient
Equitable
Sustainable
5 Strategies to Support MTSS Integration

- Align the Vision of the Work with Goals of the Organization
- Build Collective Understanding at the Division and School Level
- Provide Professional Learning on Teaming and Resource Mapping
- Develop School-Based MTSS Teams
- Provide Ongoing Coaching Support

(LaPolla, 2020)
Strategy 1: Align the Vision of the Work with Goals of the Organization
Our purpose is for all students to make meaningful contributions to the world.

- The way we do that is through authentic, challenging problems for deeper learning.
- We have many instructional and assessment approaches to get us to authentic and deeper learning including PL, PBL, PBA.
- We provide equitable learning opportunities that lead to deeper learning for all students using a multi-tiered system of supports.
Schools are asked to review their data as part of a Comprehensive Needs Assessment and identify areas of priority for inclusion within their School Improvement Plans.
Strategy 2: Build Collective Understanding at the Division and School Level
Common Language and Understanding is Key

MTSS Leadership Team

MTSS Newsletter, Website, Twitter

Review Data Comprehensively as a Division

Develop Strategic Partnerships
Strategy 3: Provide Professional Learning on Teaming Structures and Resource Mapping
Continuum of MTSS Connectedness

<table>
<thead>
<tr>
<th>Parallel</th>
<th>Alignment</th>
<th>Integration</th>
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</thead>
</table>
| ● Academics and behavior are separate systems, **siloed** from each other  
● Implementation causes **competition** for staff attention and resources | ● Academics and behavior are separate systems that are **supportive** of each other  
● Features of the practices are **leveraged to support** each other  
● **Barriers** for implementation resources are **minimized** across practices | ● Academics and behavior are one system **woven together**  
● **Seamless connections**  
● Resources are **leveraged to build upon** each other |
Systems Planning Teams

- School-wide systems
- Monitors effectiveness of universal (core) strategies and targeted/intensive interventions
- Review data in aggregate to make decisions on improvements to the strategies and interventions themselves
- Students are NOT discussed

Examples: PBIS, RTI, Unified Mental Health Team

Problem Solving Teams

- Develops plans for one student at a time
- Multiple problem solving teams already exist at the school level
- Teachers and family are typically invited

Examples: CLTs, grade-level teams, interdisciplinary teams, student support teams
Strategy 4: Develop School-Based MTSS Teams
Establishing the MTSS Team

- There should be individuals on the team with skills/expertise in:
  - Academics
  - Behavior
  - Social-Emotional
  - Relationship Building (Staff and Student)
  - School Division Policies (Administrator)
  - Resource Allocation (Administrator)
  - Family and Community Outreach
  - Specialized Populations
# Sample MTSS Meeting Structure

<table>
<thead>
<tr>
<th>Strand</th>
<th>Trends &amp; Highlights</th>
<th>Questions &amp; Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
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<td>Discipline</td>
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<td>Enrollment</td>
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<td>Academic Performance</td>
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<tr>
<td>Mental Health</td>
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Sample MTSS Meeting Structure

**Systemic Discussion** (20 minutes)
- What trends are there across multiple strands?
- What are areas of strength and weakness across the student population?
- What might be some root causes for these issues?

**Action Steps and Assignments** (15 minutes)
- What can we do to help address areas of weakness?
Strategy 5: Provide Ongoing Coaching Support
Strategic Support for Schools: MTSS, PBIS, RTI, SEL

- Data Reviews
- Supporting Team Meetings
- Site Visits and Walkthroughs
- Division and School-Level Professional Learning
- Tiering of Schools
SEL Signature Practice: Optimistic Closure

One Word Whip-Around

Self-Awareness & Self-Management
Citation for Presentation