Aligning School Wide Programs With Multi-Tiered Systems of Support

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Objectives

- Understand the core components of Oklahoma Tiered Intervention System of Support (OTISS)
- Articulate the overlap and alignment of some common schoolwide systems
- Describe the process for aligning initiatives
- Develop an initiative alignment plan

Multi-Tiered System of Supports (MTSS)

- Framework for aligning **current** supports available in a system
- Allows for identification of those with more intensive needs
- Enhances efficient use of limited resources
- Similar to the public health model

Common MTSS

- Positive Behavior Intervention and Supports (PBIS)
- Response to Intervention (RtI)
- Oklahoma Reading Sufficiency Act (RSA)
- Interconnected Systems Framework (ISF)

Other Schoolwide Systems

- District curriculum
- Professional Learning Communities (PLC)
- Social Emotional Learning (SEL)
- Professional Learning

Pause and Reflect

- [What other schoolwide systems are employed in your context?](#)

Oklahoma Tiered Intervention System of Supports (OTISS)

- OTISS is organized by its components and separated by Structure and Processes
- Structure consists of Leadership, Teaming, Family Engagement, Professional Development

Oklahoma Tiered Intervention System of Supports (OTISS) -2

	Core Component	Response to Intervention (RtI)	Professional Learning Community (PLC)	District Curriculum	OTISS Alignment**
Structure	Leadership	Leadership support, modeling, and allocation of resources is essential to any district or schoolwide initiative.			
	Teaming	Data Review and MAPS teams	Formal and informal teams throughout the school/district	Grade-level teams and vertical alignment teams	Teams can be separate or one central Leadership Team can be used for all site initiatives.
	Family Engagement	Notify guardians of their student's status in the RtI process.		Inform parents of district curriculum.	Work collaboratively with families to provide student support in school and at home.
	Professional Development		Professionals share knowledge and practices to grow the skills of all.	Provide training for best use of curriculum materials.	Identify needed professional learning opportunities and provide them in a multitude of formats.

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Oklahoma Tiered Intervention System of Supports (OTISS) -3

	Core Component	Schoolwide Behavior Program (PBIS/CHAMPS)	Professional Learning Communities (PLC)	OTISS Alignment**
Structure	Leadership	Leadership support, modeling, and allocation of resources is essential to any district or schoolwide initiative.		
	Teaming	Schoolwide Behavior Team	Formal and informal teams throughout the school/district	Teams can be separate or one central Leadership Team can be used for all site initiatives.
	Family Engagement	Notify families/parents of schoolwide expectations and their child's behavior interventions.		Work collaboratively with families to provide student support in school and at home.
	Professional Development		Professionals share knowledge and practices to grow the skills of all.	Identify needed professional learning opportunities and provide them in a multitude of formats.

Oklahoma Tiered Intervention System of Supports (OTISS) -4

- OTISS is organized into its processes of Universal Screening, Tiered Interventions, Progress Monitoring, and Data-Based Decision Making

Oklahoma Tiered Intervention System of Supports (OTISS) -5

	Core Component	Response to Intervention (RtI)	Professional Learning Communities (PLC)	District Curriculum	OTISS Alignment**
Processes	Universal Screening	ID students who need academic intervention; create intervention groups.	Work in teams to analyze data to ID students who need additional supports.		Use common screening measures to identify students at-risk behaviorally and academically, in order to provide additional supports.
	Tiered Interventions	Provide academic intervention to identified students.	Teams work together to improve instruction across classrooms.	Use curriculum to provide instruction for whole-class and intervention groups.	Provide evidence-based instruction to all students; provide additional interventions to at-risk students.
	Progress Monitoring	Use of evidence-based tools to monitor a student's response.	Collaboration with other professionals on progress monitoring data.		Use assessments to monitor the effects of intervention on students' academics and behavioral progress.
	Data-Based Decision Making	Use of academic data to determine progress and needed supports.	Teams review class data to identify and share best practices.		Collect, analyze, and use data to inform educational decisions.

Oklahoma Tiered Intervention System of Supports (OTISS) -6

	Core Component	Reading Sufficiency Act (RSA)	Schoolwide Behavior Program (PBIS/CHAMPS)	OTISS Alignment**
Processes	Universal Screening	Students in grades K-3 must be screened for reading skills, using a State Department of Education approved measure.	Identify students who need additional **behavioral** intervention; create intervention groups, when applicable.	Use screening measures to ID students at-risk behaviorally and academically, in order to provide additional supports.
	Tiered Interventions	Students identified will be provided "reading instruction designed to enable the students to acquire the appropriate grade-level reading skills."	Provide **behavior** instruction to all students and intervention to identified students.	Provide evidence-based instruction to all students; provide additional interventions to at-risk students.
	Progress Monitoring	Throughout the year, progress monitoring shall continue to measure student reading.	Monitor student progress on acquiring skills taught in instruction and intervention.	Use assessments to monitor the students' academic and behavioral progress.
	Data-Based Decision Making	Screening and progress monitoring measures will provide guidance on student's program of reading instruction.	Use of **behavioral** data to determine student behavior progress and needed supports.	Collect, analyze, and use data to inform educational decisions.

Auditing and Aligning Initiatives

1. Identify a desired outcome- **SMART: S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**ime-Bound
2. Determine all related initiatives- What programs or initiatives contribute to this outcome?
3. Define core features of identified initiatives
4. Link core features between the initiatives
5. Describe initiative alignment and any conflicting values/logic

1- Identify a desired outcome

- **Example**: Using the Student Risk Screening Scale (SRSS), at Make-Believe Elementary School students identified as "at-risk" will decrease from 30% of the student body to 20% of the student body within 5 years.

- Develop a SMART outcome for your context (5 minutes)

2- Determine related initiatives

- **Outcome Example**: Using the Student Risk Screening Scale (SRSS), at Make-Believe Elementary School students identified as "at-risk" will decrease from 30% of the student body to 20% of the student body within 5 years.

- **Related Initiatives**: Positive Behavior Intervention and Supports (PBIS) & Social-Emotional Learning (SEL)

3- Define core features

PBIS
• 3-5 schoolwide expectations
• Explicitly teach desired behavior
• Reinforce appropriate behavior

SEL
• Schoolwide organizational, culture, and climate strategies
• Active, ongoing instruction and acknowledgment
• Explicit instruction in 5 SEL competencies

4- Link core features between the initiatives

PBIS	SEL
• 3-5 schoolwide expectations • Explicitly teach desired behavior • Reinforce appropriate behavior	• Schoolwide organizational, culture, and climate strategies • Active, ongoing instruction and acknowledgment • Explicit instruction in 5 SEL competencies
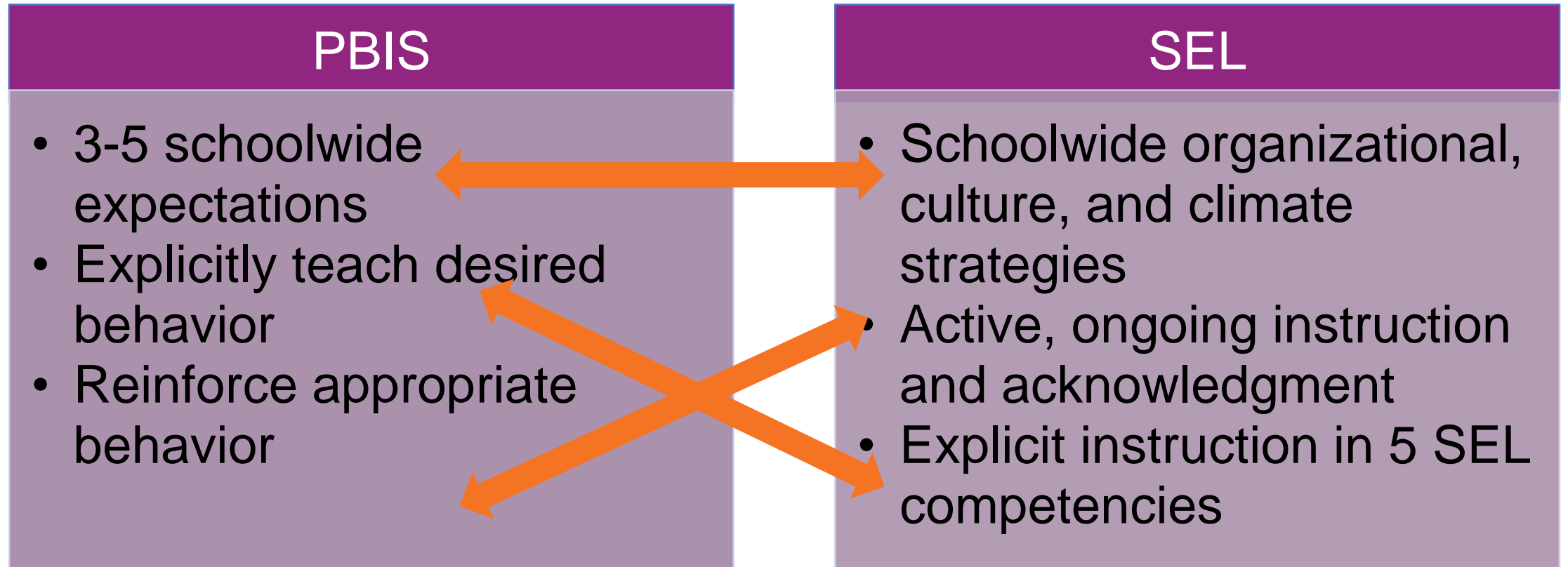
5- Describe initiative alignment

- **Outcome Example**: Using the Student Risk Screening Scale (SRSS), at Make-Believe Elementary School students identified as "at-risk" will decrease from 30% of the student body to 20% of the student body within 5 years.

- **Alignment**: Make-Believe Elementary School staff will develop 3-5 schoolwide expectations to foster and improve staff consistency, school safety, and feelings of well-being. Staff will use active and focused instructional practices to explicitly teach schoolwide routines, desired behaviors, and social-emotional skills. Desired behaviors and positive use of SEL competencies will be acknowledged and rewarded.
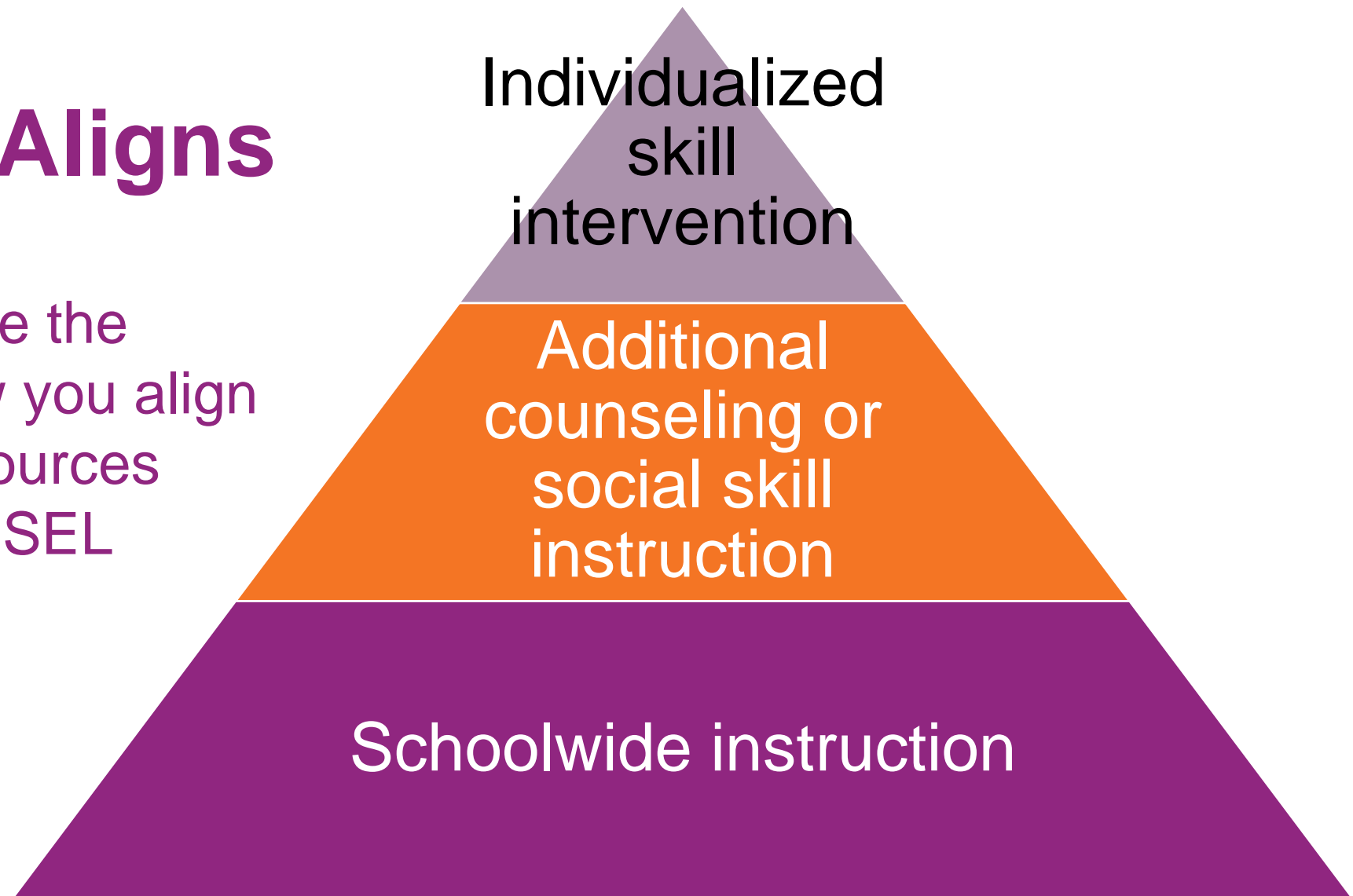
Additional Considerations

- Conflicting logic models will need to be addressed
  - i.e. discovery learning & explicit instruction
  - How do you reconcile conflicting models?
  - Remember, nearly all initiatives have useful contributions
- Additional training in specific initiatives may be needed
  - i.e. more training in CASEL Core Competencies for social-emotional learning
- Gaps in initiatives may become apparent
  - i.e. bullying prevention within PBIS

Everything Aligns

- Tiered systems are the description of how you align and distribute resources
- Using the PBIS & SEL Example:

Individualized skill intervention

Additional counseling or social skill instruction

Schoolwide instruction

engageok ON THE ROAD

Questions:

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