

Application for Participation in Kansas Multi-Tier System of Supports and Alignment



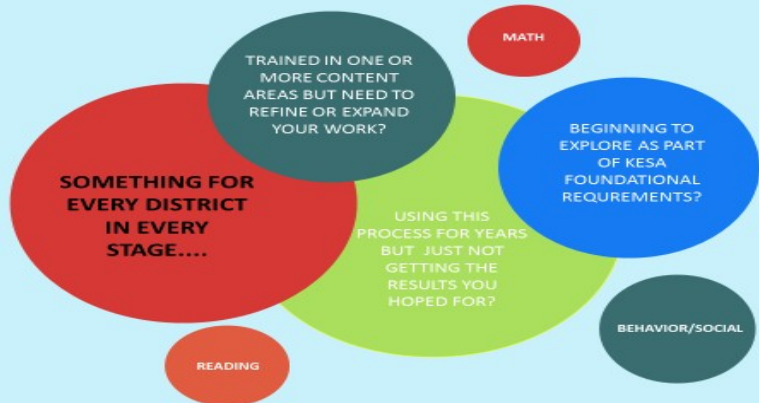
Submitting District and USD#:

Date:

Kansas MTSS

Information at a Glance

AN OPPORTUNITY YOUR DISTRICT WILL NOT WANT TO MISS!



BECAUSE ONE SIZE DOESN'T FIT ALL....



Efficiency is a priority for all of us—we'll focus on equipping your schools to do the problem-solving to keep your system running smoothly!

COUNTING THE COSTS?
Kansas MTSS charges nothing for our supports. Costs could potentially include substitutes for members of your leadership teams, assessment and curriculum decisions, if appropriate. We start with what you have and build from there!

RECOMMENDED CITATION:

The Kansas Multi-Tier System of Supports and Alignment was adapted from 2013 MiBLSI Application, December 1, 2016.

Kansas State Department of Education. (2016). Kansas Multi-Tier System of Supports and Alignment Application. Topeka, KS: Kansas MTSS and Alignment Project, Kansas Technical Assistance System Network.

I. What is Kansas’s Integrated Reading, Math, Social-Emotional Learning and Behavior Initiative (Kansas MTSS and Alignment)?

In Kansas, every student is expected to be challenged to achieve high academic, social emotional and behavioral standards. To ensure that all students in Kansas meet this expectation, the Kansas Multi-Tier System of Supports and Alignment (MTSS) has been developed, refined, and expanded over the last twenty years to meet the needs of our changing student population and the needs of our diverse communities. Simply put, the Kansas MTSS and Alignment is a set of evidence-based practices implemented across systems to meet the needs of all learners. Horner and colleagues (2005) stressed the importance of supporting children both academically and behaviorally to enable them to reach their full learning potential. The Kansas MTSS and Alignment builds a system of prevention, early intervention, and support to ensure that all students learn from instruction. It establishes a system that intentionally focuses on leadership, professional development and an empowering culture. Kansas MTSS and Alignment incorporates a continuum of assessment, curriculum, and instruction. This systemic approach supports all learners through the selection and implementation of increasingly intense evidence-based interventions in response to academic, social emotional and behavioral needs. The system establishes a Self-Correcting Feedback Loop that includes ongoing monitoring of the effectiveness of instruction to ensure that each Kansas student achieves the high expectations set forth in the Kansas College and Career Ready Standards (KCCRS). The goal of the Kansas MTSS and Alignment is to provide an integrated systemic approach to meeting the needs of all students. To achieve this, resources must be used effectively and efficiently to enable every student to be successful. Most importantly, the Kansas MTSS and Alignment does not automatically require additional resources or add on to existing practices. Instead, it involves evaluating current practices, identifying practices that yield evidence of effectiveness, addressing areas that are missing, and replacing ineffective or inefficient approaches with those that are supported by research. The Kansas MTSS and Alignment becomes the guiding framework for a continuous, databased school

improvement process that focuses on the academic, social emotional and behavioral achievement of all students to prepare them to be successful high school graduates.

Project Goals:

- Kansas MTSS and Alignment will work with local school districts to provide support in measurement and evaluation, professional learning, technical assistance, and fiscal areas necessary to support Kansas MTSS and Alignment implementation.
- Partnering school districts will have the necessary infrastructures and support personnel identified for successful building-level implementation: identified Kansas MTSS and Alignment coaches at the district and/or building level; collaborative teams who meet on a regular and consistent basis to provide feedback to the Building-level Leadership Team (BLT); BLTs that provide feedback to the District-level Leadership Team (DLT) regarding implementation efforts; and effective and efficient data systems for collecting, storing, and analyzing data at all levels.

II. Overview of Application for Participation

The purpose of this application process is to identify school districts that will participate in Kansas MTSS and Alignment training. Kansas MTSS and Alignment trainers will provide training, technical assistance and professional development toward implementing a personalized and sustainable Kansas MTSS and Alignment.

Selected school districts will be involved with Kansas MTSS and Alignment Trainers in a three-phase training and coaching process in order to develop and operationalize a plan to implement a Kansas MTSS and Alignment.

This application process is open and available for Kansas school districts to submit throughout the year. The Kansas MTSS and Alignment Team will review applications and notify all districts that applied quarterly. If you have questions about the application or the status of your district's application, please email Krystal Porter at krystal@kansasmtss.org.

III. Who Should Apply

The Kansas MTSS and Alignment project is intended to support school districts in developing sustainable, local capacity to implement a Kansas MTSS and Alignment. Kansas MTSS and Alignment promotes a systemic implementation. Systemic implementation means that each district will decide which grade levels to include in the three-phase process, potentially including community-based preschool programs, school-based preschool programs, elementary schools, middle/junior highschools and high schools. Schools adopting the Kansas MTSS and Alignment framework, and the district, share ownership with Kansas MTSS and Alignment to ensure that implementation efforts are supported and sustained. Our experiences have taught us that single building implementation is not sustainable, except of course in districts that have only one building per level. Ultimately, the goal of Kansas MTSS and Alignment is to support districts in implementing and sustaining a district wide integrated systemic approach to meet the needs of all students. The district will also decide which content area(s) to begin the process, assessing annually when the appropriate time is to add remaining content area(s)

Once an applying school district has been selected for potential participation, Kansas MTSS and Alignment project staff and representatives from the school district will work collaboratively to determine the district's implementation readiness. Implementation readiness will be determined by the district's and participating building(s):

- a) ability to communicate and validate their need of Kansas MTSS and Alignment
- b) fit of Kansas MTSS and Alignment within their current initiatives, priorities, structures, supports, and parent/community values
- c) resource availability for training, staffing, technology supports, data systems, and administration
- d) expected outcomes if Kansas MTSS and Alignment is implemented
- e) ability to sustain and refine Kansas MTSS and Alignment
- f) capacity to implement MTSS

IV. Application Timeline

Applications must be submitted via email or postal mail, **using the contact information at the end of this application.** Visit <http://ksdetasn.org/resources/1902> to download another copy of the Kansas MTSS and Alignment application.

April	Applications submitted during January, February and March are reviewed
July	Applications submitted during April, May and June are reviewed
October	Applications submitted during July, August and September are reviewed
January	Applications submitted during October, November and December are reviewed

Email applications and questions to Krystal@kansasmtss.org

Mail applications to: **Kansas MTSS and Alignment**
Attn: Krystal Porter
11611 39th St.
Perry, KS 66073

V. Selection Process

In order for Kansas MTSS and Alignment to meet its own organizational goals, we are resolved to collaborate with any district committed to a continuous improvement framework in which problem solving and databased decision-making occurs in an ongoing way and across multiple levels of the educational system.

VI. Benefits of Participation

Implementation of a Kansas MTSS and Alignment will assist in developing a continuum of supports.

Improving efficiency:

- Creating a common vision within the school district that aligns the beliefs and practices needed to support a systemic multi-tier system of supports to address the needs of all students.
- Assisting the school district in developing consensus and commitment from all stakeholders for the implementation of Kansas MTSS and Alignment and creating efficiencies with regard to resource deployment (or allocation), priorities, and integration of services.

- Providing a continuum of implementation supports to school districts based on their needs. Enhancing continuity between buildings and grade levels across the district by reviewing district policies and formalizing expectations, instruction, policies, processes, and language.
- Focusing professional development to address databased needs for the district.
- Networking opportunities across the state.

Improving effectiveness:

- Refining a set of evidence and research-based practices and systems that can be generalized to support adoption and implementation of new evidence-based and research-based practices as they become available.
- Developing a long-term plan for supporting Kansas MTSS and Alignment implementation in the school district that includes mechanisms to:
 - Provide vision/direction for the practices.
 - Allocate resources.
 - Assist in developing capacity to support the implementation of practices.
 - Support in the development of competencies necessary for implementation.
 - Collect and analyze local data that measures the impact of implementation.
- Building the school district's capacity for leading, training, and coaching toward a sustainable framework of Kansas MTSS and Alignment implementation.

Sustainability and Refinement:

- Developing infrastructures needed to support implementation efforts at appropriate levels of the system, such as school district leadership, school building leadership, and school collaborative teams.
- Establishing an ongoing, self-correcting feedback loop within the school district to support a framework of continuous improvement through databased decision making related to Kansas MTSS and Alignment implementation.

VII. Requirements for Participation

The following are requirements for a partnership between the local school district and the Kansas MTSS and Alignment project staff.

School District:

- Research shows systems change can take 3-5 years. Therefore, the appropriate buildings and programs within the district will commit to participate for a minimum of three consecutive phases. The school district will spend the necessary time developing the infrastructures necessary to support the buildings and grade levels (potentially preschool – grade 12) in the district in future years. This includes building leadership teams (BLT) and the district leadership team (DLT) participating in all appropriate training sessions. The number and type of trainings in the third phase will be determined by needs assessments that take place during the second phase, and thus cannot be exactly determined within this document. Training across 3 phases will address:

- **Phase One: Structuring**

- Building Leadership Teams (BLTs) and District Leadership Team (DLT) will collaborate to structure their multi-tier system of supports in their respective buildings. BLTs will communicate with building staff in-between trainings in order to facilitate continued progress towards a Kansas MTSS and Alignment. The DLT will meet between trainings in order to better align efforts among appropriate buildings related to the components below. Components include, but are not limited to:

Systemic Components:

- Establish district and/or building Core Beliefs.
- Identify data sources and procedures for monitoring student, class, grade, building, and district progress, including—but not limited to—universal academic and behavior/social emotional screeners (potentially preschool through grade 12) and organizing data collected in a comprehensive assessment schedule.
- Kansas MTSS and Alignment will become the organizational framework for the school, driving the agendas and decision making model of DLTs and BLTs
- Develop required structures and protocols and provide artifacts/documentation.
- Review and revise district policies and procedures, when necessary, according to current district, building, and classroom needs.
- Determine Professional Development needs to Implement the Kansas MTSS and Alignment
- Determine Family Engagement and Community Involvement practices and establish a Communication Plan
- Additional activities as needed by district review

Tier 1 Components

- Develop a curriculum protocol for chosen content area(s).
- Develop a daily school-wide schedule and yearly assessment schedule for appropriate buildings.
- Obtain information from faculty and staff through School Expectation Questionnaire SEQ.

Tier 2 and Tier 3 Components

- Select Tier 2 and Tier 3 interventions and supports in chosen content area(s).
- Create a master schedule that reflects time for interventions
- Progress monitoring tools are selected
- Informal and formal diagnostic tools are determined

Once phase one tasks are completed, schools will move on to Phase Two: Implementation.

- **Phase Two: Implementation**

- Implement Kansas MTSS and Alignment plan using protocols and structures developed in phase one.

- Use data to review and revise selection of Tier 1 Instruction, and Tier 2 and Tier 3 interventions.
- Seek out professional learning opportunities to build proficiency in usage of selected interventions.
- Conduct appropriate universal screeners three times per year for all students in chosen content area(s) (potentially preschool through grade 12).
- Review data within chosen content area(s) according to Kansas MTSS and Alignment procedures to determine appropriate interventions for individual students and/or supports for teachers.
- Monitor student, class, grade, building, and district progress as recommended by Kansas MTSS and Alignment.
- Kansas MTSS and Alignment will become the organizational framework for the school, driving the agendas and decision-making model of the DLT, BLTs, and Collaborative Teams
- Ensure treatment integrity through multiple methods.
- Identify professional learning opportunities for the following year.

Once Districts have completed phase two, they will move on to Phase Three: Sustain and Refine

- **Phase Three: Sustain and Refine**
- In addition to reviewing phase one activities and completing ongoing tasks outlined in phase two, districts will:
 - Participate in trainings based on the continued needs regarding the implementation and sustainability of a Kansas MTSS and Alignment.
 - Align beliefs and practices in Kansas MTSS and Alignment implementation efforts. (The research base for Kansas MTSS and Alignment can be reviewed at <http://ksdetasn.org/resources/662>)
 - Provide ongoing support of implementation efforts by providing a vision, establishing a Kansas MTSS and Alignment as a priority, allocating resources, providing political support and visibility, and removing barriers to implementation.
 - Utilize a Kansas MTSS and Alignment as the organizational framework for the school, driving the agendas and decision-making model of the DLT, BLTs, and Collaborative Teams
 - See that the DLT and BLTs are identified and given the charge of planning, monitoring, problem solving, and continuously improving implementation efforts.
 - Identify a district-level administrator as a district liaison who will provide oversight for the coordination and communication of Kansas MTSS and Alignment efforts in conjunction with Kansas MTSS and Alignment project staff.
 - Identify a district and/or building Kansas MTSS and Alignment coach or coaches with dedicated time to manage the Kansas MTSS and Alignment process.

- Allocate resources (fiscal, time, etc.) to support implementation efforts and long-term sustainability, including the development of a training infrastructure that integrates and aligns all professional development activities.
- Support all appropriate school buildings in developing a schedule that conforms to all core and intervention curricula time recommendations.
- Ensure BLTs communicate at least monthly with collaborative teams to maintain sustainability.
- Collect screening data on five levels: (1) student level, (2) classroom level, (3) grade level, (4) building level, and (5) district level.
- Agree to adhere to specified project timelines for developing coaching, training, technical assistance, and evaluation capacity that are jointly determined by the school district and Kansas MTSS and Alignment project staff.
- Establish a data sharing agreement with Kansas State Department of Education and the KSDE TASN Kansas MTSS and Alignment project to aid in designing and providing assistance to the district and schools, evaluating the Kansas MTSS and Alignment project, and reporting on the progress of the effort. Any public reporting will be done across multiple districts with no identification of districts, buildings, or students.
- Protect school buildings and staff from competing initiatives.
- Establish a system of communication and self-correcting feedback that encompasses all appropriate levels and stakeholders of the system.
- Implement practices district wide that are associated with a Kansas MTSS and Alignment framework with fidelity.
- Support appropriate school buildings in the use of data systems related to chosen content area(s)

VIII. Potential Costs Associated with Implementation

Kansas MTSS and Alignment is a technical assistance and professional development project—therefore, project funds are used to support Kansas MTSS and Alignment created professional development and technical assistance activities and materials. This project is not intended to cover the costs associated with Kansas MTSS and Alignment implementation. Consequently, applicants are strongly encouraged to leverage existing funding sources to offset implementation costs in order to develop, implement, and sustain local capacity for Kansas MTSS and Alignment coordination, coaching, training, technical assistance, and evaluation, as well as to aid in purchasing any appropriate academic, social emotional, and/or behavior curricula. Funding and additional resources are not guaranteed to be available through Kansas MTSS and Alignment to participating school districts beyond the project-sponsored technical assistance and professional development.

As districts enter into this process in different spots along a readiness continuum, the following is a list of potential costs districts may incur because of structuring and implementing a Kansas MTSS and Alignment framework. Many districts will already have some or all of these components in place prior to implementation, and would therefore not consider them additional costs.

- Universal screening tools for chosen content area(s) (Potentially PreK-12)
- Evidence-based adoptions, addendums, and/or modifications to chosen content area(s) (Potentially PreK-12)
- Professional development (Potentially PreK-12)

- Potential substitute expense (Potentially PreK-12)

Districts participating in the Kansas MTSS and Alignment training will need to code their students (K-12) in need of special education support within the universal screening data base system. Districts are asked to submit this data to the Kansas MTSS and Alignment project in the fall and spring of each academic year. This data will not be identifiable by student, building, or district, but will be shared in an aggregate format with KSDE as part of a compliance measure for the federal government under Indicator 17 of the State Performance Plan and Annual Performance Report.

IX. Kansas MTSS and Alignment Application Questions

1. Does your district currently utilize a screening assessment for Reading? If so, what is the name of the assessment, how often is it given, and for which grades?
2. Does your district currently utilize a screening assessment for Math? If so, what is the name of the assessment, how often is it given, and for which grades?
3. Does your district currently utilize a screening assessment for Behavior? If so, what is the name of the assessment, how often is it given, and for which grades?
4. Does your district currently utilize a social emotional skills curriculum? If so, what is the name of the curriculum and which grades is it used?
5. What is your district's core curriculum for math at the Pre-K, elementary, middle, and high school levels?
6. What is your district's core curriculum for reading at the Pre-K, elementary, middle, and high school levels?
7. Does your district currently offer any interventions for math? If so, what are the interventions and to whom are they offered?

8. Does your district currently offer any interventions for reading? If so, what are the interventions and to whom are they offered?

9. Does your district currently offer any interventions for behavior? If so, what are the interventions and to whom are they offered?

10. Does your district currently collaborate with any community-based early childhood care or education centers? If so, which ones?

This document is a required component for the Kansas MTSS and Alignment application process, and must be completed, appropriately signed, and submitted in order to be considered.

Developing a systemic framework of a Kansas MTSS and Alignment should become a priority of the district. It is a process to operationalize and sustain school improvement efforts as they relate to creating a positive school climate and improve achievement for all students. Full commitment of the district and appropriate building level administrators is required.

(Print full name of school district above)

Agrees to the following commitments and participation requirements:

1. The above named school district will spend the time necessary developing the infrastructures necessary to support participating buildings and grade levels in future years. This potentially includes pre-K through 12th grade. This also includes participation at all required trainings and meetings.
2. The above named school district understands that the implementation of Kansas MTSS and Alignment is a three-phase commitment in order to move toward sustained implementation.
3. The above named school district agrees to align its beliefs and practices with the implementation of a Kansas MTSS and Alignment across all appropriate levels, potentially preschool– 12 grade.
4. The above named school district agrees to designate a district-level administrator to provide oversight for the coordination and communication of Kansas MTSS and Alignment effort in conjunction with Kansas MTSS and Alignment project staff.
5. The above named school district agrees to establish building leadership teams and collaborative teams at each participating building and a district leadership team.
6. The above named school district agrees to establish a Kansas MTSS and Alignment and Databased Decision Making as the framework for all appropriate DLT, BLT and Collaborative team meeting agendas.
7. The above named school district agrees to collaborate across all departments in all participating buildings and at all appropriate grade levels to create efficient resources and align practices and priorities in an ongoing manner.
8. The above named school district agrees to allocate resources (time and fiscal) to

- support implementation efforts and long-term sustainability, which include:
- a. Ongoing planning for visibility, political support, and funding.
 - b. Development of a training infrastructure that integrates and aligns district professional development activities.
 - c. Protecting district and building-level administration and staff from competing initiatives.
9. The above named school district agrees to support all participating buildings and appropriate grade levels using the following assessment measures and data collection systems:
 - a. Acceptable universal screening and progress monitoring tool for literacy and/or math and/or behavior for potentially preschool – grade 12.
 - b. A data system for analyzing office discipline referral/Behavior Incident Referral data if behavior/SEL content area is chosen.
 10. The above named school district agrees to complete a readiness assessment with Kansas MTSS and Alignment staff in order to develop a long-term district plan for Kansas MTSS and Alignment implementation in schools, which includes professional development, professional learning communities, and other mechanisms of technical assistance that are evaluated and revised annually through the school improvement process.
 11. The above named school district agrees to participate in continuous data-based decision making.
 12. The above named school district agrees to develop and operationalize a self-correcting feedback loop.
 13. The above named school district agrees to establish a system of communication and feedback that encompasses all appropriate levels of the system and all appropriate stakeholders to support the achievement of all students.
 14. The above named school district agrees to collaborate with Kansas MTSS and Alignment staff to develop capacity for training and coaching functions necessary for implementation and sustainability efforts.
 15. The above named school district agrees to adhere to mutually developed project timelines.
 16. The above named school district agrees to establish a multi-year data sharing agreement that will allow the reporting of data in the federal Systemic State Improvement Plan with no district identifiable information.
 17. The above named school district agrees to review and revise district policies and procedures with Kansas MTSS and Alignment staff when appropriate and necessary.

This is a preliminary commitment given our school district’s current understanding. We recognize that we will have an opportunity to continue exploring the scope of this work during future meetings to determine the rightness of fit.

We also recognize that, as a school district, we reserve the right to opt out of this commitment should—upon further consideration, along with additional information from the implementation readiness meeting(s), we or Kansas MTSS and Alignment staff determine that we are unable to honor the commitments and requirements outlined in this document at this time.

Print Name	Signature	Date
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Superintendent

Special Education Director

Building Principal

Building Principal

Building Principal

Building Principal

Building Principal

Building Principal

Building Principal

Application Submission

If you have any questions regarding the application or submission process, please email them to Krystal@kansasmtss.org.

Mail applications to: Kansas MTSS and Alignment

Attn: Krystal Porter

11611 39th St.

Perry, KS 66073

Email applications to: krystal@kansasmtss.org