

Sustainability is the Goal: Leading and Implementing Complex Change

2021 K↗12 GLOBAL

IMPLEMENTATION

VIRTUAL SUMMIT

Presented by



IMPACT

Learning and Leading Group

Kimberly Ingram Ph.D.

*Multi-Tiered Systems Support
Coordinator*

Salem-Keizer Public Schools

Suzanne West

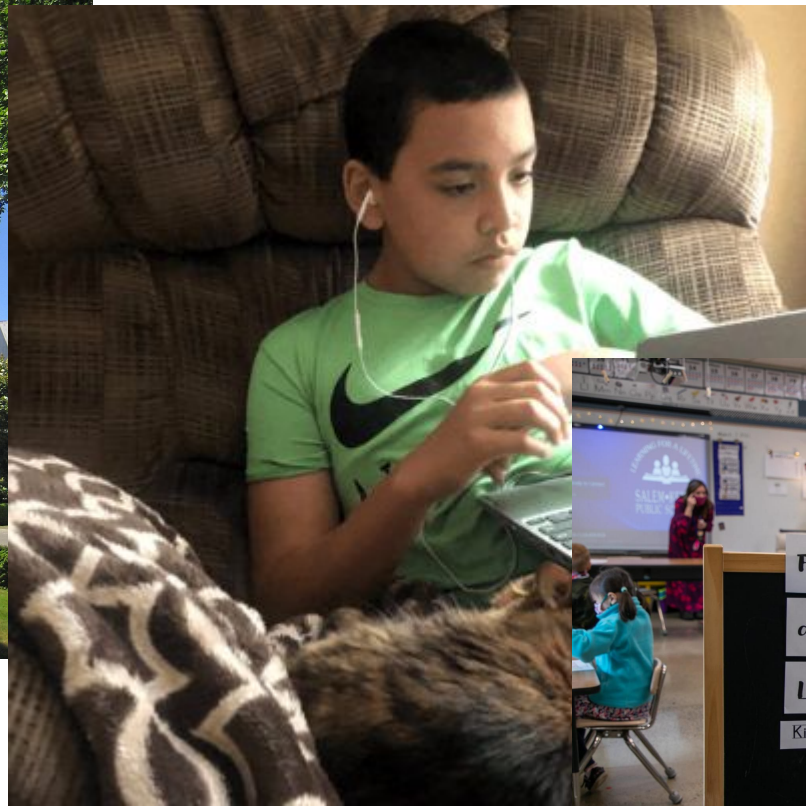
Director

Salem-Keizer Public Schools

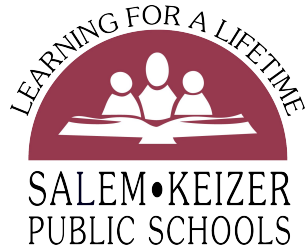
Jon Potter

*Oregon Response to Instruction
and Intervention*

Tigard Tualatin School District



Salem-Keizer Public Schools by the numbers

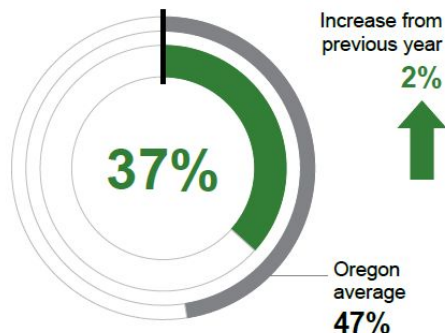


- ~42,000 students
- 65 schools, incl. alternative and virtual options
- 72% free or reduced meals
- 17% special education services
- 17% English learners
- 89 spoken language
- 29% speak a language other than English at home
- Race/Ethnicity
 - 45% Hispanic
 - 43% White
 - 6% Two or More
 - 3% Native Hawaiian/Other Pacific Islander
 - 2% Asian
 - 1% Black/African American
 - 1% Native American/Alaskan Native

Our reality

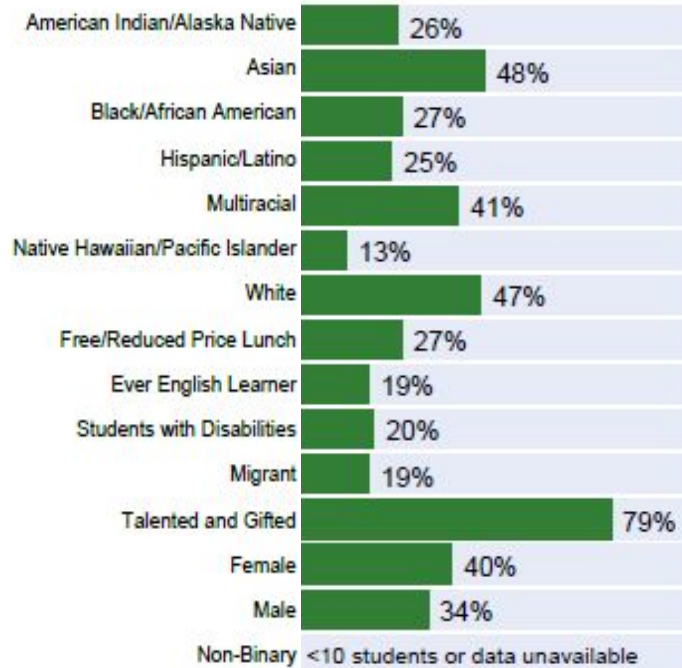
Grade 3 ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



2018-19 Pre-COVID

Grade 3 ENGLISH LANGUAGE ARTS



Salem-Keizer Public Schools Strategic Plan

Our Vision: All students graduate and are prepared for a successful life.

We will create systems to routinely analyze and respond to student data.



We will provide the right instruction at the right time for every student.

We will develop the knowledge, will, and skill of our leaders to interrupt systems of oppression.



Equitable Student Outcomes

We will ensure that all students master grade-level academic standards and attain the behavioral and social-emotional skills needed to thrive.



We will align district operations to support instruction.



We will build inclusive environments that empower students and staff to thrive.

A person is sitting on a wooden stool in a library, reading a large open book. The background is filled with bookshelves packed with books. The scene is softly lit, creating a calm and studious atmosphere.

Our why

“If you can't read, you're doomed, in education and in life. If you cannot read and you're a teenager, you are completely incapable of success at school.”

-Rob Saxton

Teaching a child to read is an act of equity.

Our charge



Why MTSS

Every student deserves access to the right instruction at the right time.

The only way to do this is to know what instruction a student needs.

MTSS provides the framework for us to do this.

Implementation

- Science and evidence
 - Translate the science and evidence into a coherent and staff friendly plan
- Support
 - Building capacity among school instructional leaders
- Delivery
 - Systems that support school-based personnel



Response to Intervention: An Overview

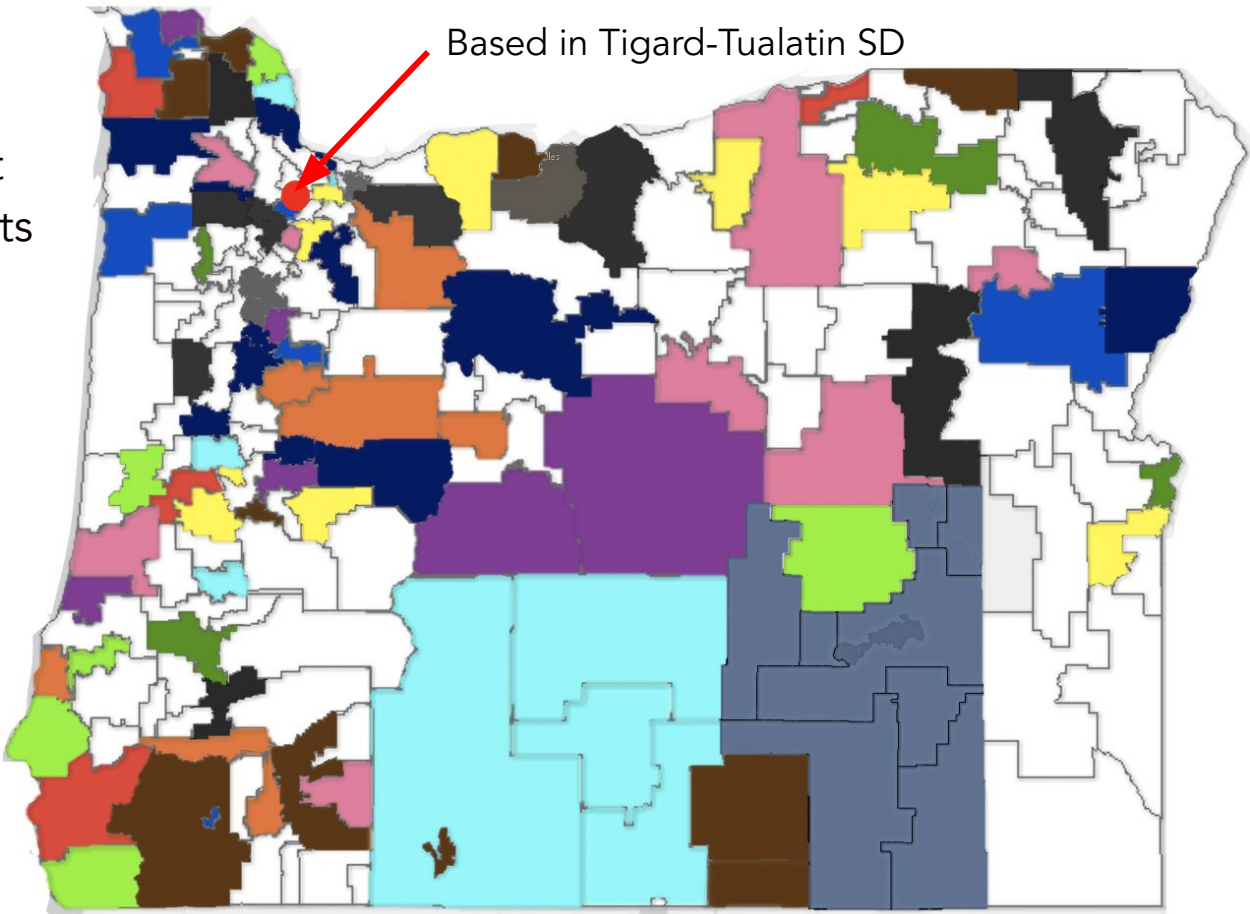
- Response to Intervention (RTI) emerged from the 2004 reauthorization of Individuals with Disabilities Education Act (IDEA)
 - Goals were to:
 - Provide a framework of increasingly intensive interventions for students who were making inadequate progress
 - Provide a potentially more valid method for identifying students with learning disabilities
- Success of RTI/MTSS depends largely on quality of implementation (*Balu et al. 2015; Coyne et al. 2018*)
- RTI/MTSS, done well, is an organizing framework, not an additional “thing to do”





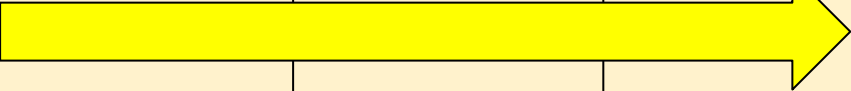
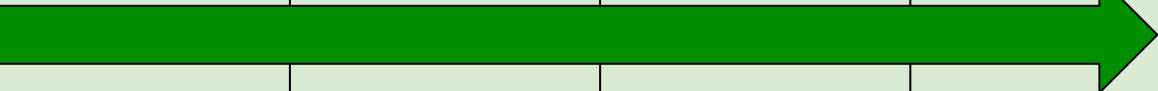
Technical Assistance Entity that supports Oregon school districts to implement multi-tiered systems in reading (K-6)

Contracted with the Oregon Department of Education since 2005-2006

102 School Districts have been supported (typically for 4-5 years)



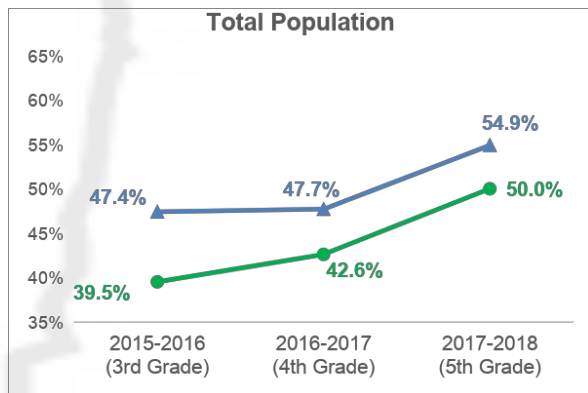
Oregon Response to Instruction and Intervention (ORTIi): Training/Coaching Scope and Sequence

	Year 1	Year 2	Year 3	Year 4	Year 5		
				Refining & Sustaining Systems			
Tier 3				Individualized Intervention Systems			
Tier 2				Group Intervention Systems			
Tier 1				Culture and Core Systems			

Is ORTLi associated with increases in proficient reading?

% of students who started in 2015-2016 as 3rd graders that were identified as proficient readers on the Statewide Reading Assessment

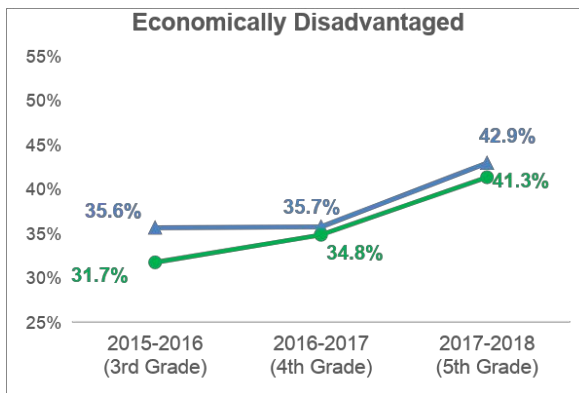
▲ Oregon ● Median ORTLi School



Year 2 Year 3 Year 4

■ +7.5% →

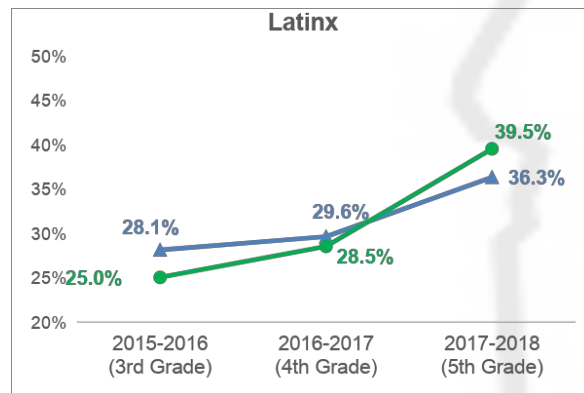
■ +10.5% →



Year 2 Year 3 Year 4

■ +7.3% →

■ +9.6% →



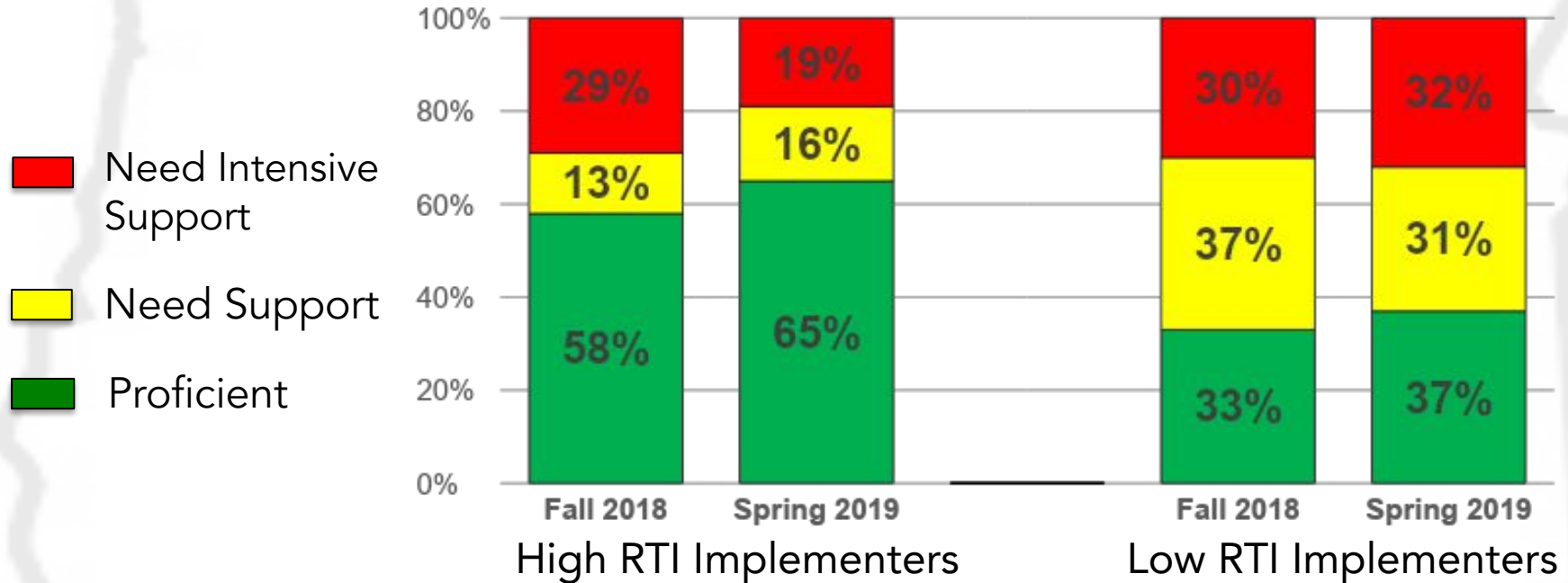
Year 2 Year 3 Year 4

■ +8.2% →

■ +14.5% →

Implementation Matters

Reading Screening Data for K-3rd Grade



Support - Building district and leadership capacity

- Identification of variables that may impede successful change with associated action.
- Data-based decision making and equitable student outcomes built within strategic plan.
- Allocation of human and material resources toward MTSS.
- Focused scope and sequence for adult learning.

Sustainability is our goal. Our working plans are not people dependent.

Salem-Keizer Public Schools History of Multi-year Implementation

2017-18	2018-19	2019-20	2020-21	2021-22
<p>District Systems: Joined Or RTIi</p> <p>Created a District Implementation Team (DIT)</p> <p>School Implementation: Trained 5 Schools on Tier 1 RTI systems</p>	<p>District Systems: DIT meets and plans</p> <p>Create district guidance documents</p> <p>School Implementation: Added 7 schools to Tier 1 training</p>	<p>District Systems: DIT meets and plans</p> <p>Added 2 Dx MTSS Coaches</p> <p>Refine district documents</p> <p>Purchase intervention materials</p> <p>School Implementation: Train all elementary schools on Tier 1 RTI systems</p>	<p>District Systems: DIT effort shifted due to Covid</p> <p>Trained individual staff on evidence-based interventions</p> <p>Hired an MTSS Coordinator</p> <p>School Implementation: Support Tier 1 in distance and hybrid learning</p> <p>5 schools received SIA grant funds to embed literacy and language support; plus dx support</p>	<p>District Systems: Train all elementary schools on intensifying support (Tier 2)</p> <p>Add Dx 3rd MTSS Coach</p> <p>School Implementation: Sustain & enhance Tier 2</p> <p>Add schools to SIA grant</p>

Start with our “What”

Focus our efforts on a few practices and tie our professional learning (training and coaching) back to these practices

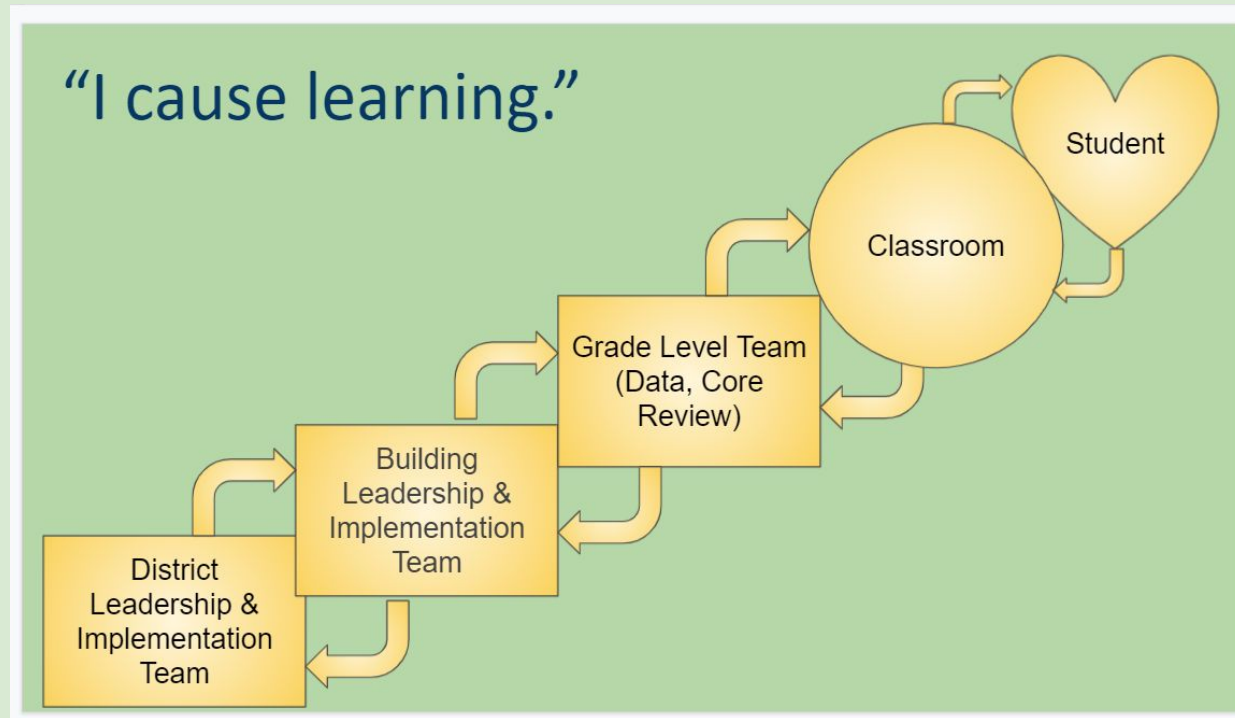
CORE LITERACY STANDARDS OF PRACTICE				
TIME	ENVIRONMENT	CURRICULUM	INSTRUCTION	INSTRUCTION
<p>90 Minute Block</p> <p>3-5: 90-minute primary lit. block</p> <p>3-5: 90-minute Intermediate Block *10-15 Minutes Foundational Skills Standards</p> <p>Foundational Skills K-2: 30 minutes 3-5: 10-15 minutes</p> <p>30 minute per day ELD is outside of the 90-minute literacy block.</p> <p><i>It is understood the 90-minute block will provide insufficient time for writing instruction.</i></p> <p>Lowest 20% receives additional 30-minute Intervention Block based on student needs.**</p>	<p>Learning targets and objectives posted and reviewed with students</p> <p>Students are engaged in rigorous tasks that are moving them forward as a reader during whole group, small group, and individual instruction</p>	<p>CCSS Standards: <i>Use standards to drive the components of ReadyGEN</i></p> <p>Follow district pacing guides/projection maps</p> <p>Resources ReadyGEN, ReadyUp! Scaffolded Strategies Handbook</p> <p>Foundational Skills ECRI, Heggerty, Estrellita</p> <p>ASSESSMENT</p> <p>Balanced Assessment Flow Chart *easyCBM</p> <p>Standards Based Assessments *Teachers meet in data teams to review standards-based ELA summative assessments</p> <p>Diagnostics CORE Multiple Measures</p> <p>Ongoing Formative Assessments</p> <p>*District requirements</p>	<p>Reading for meaning is the goal for all students</p> <p>High Leverage Instructional Strategies: The Fab 4</p> <p>Alignment to instructional focus.</p> <p>Multiple opportunities to respond and practice</p> <p>Regular application to text</p> <p>Error correction with feedback</p> <p>Foundational Skills</p> <p>Explicit instruction</p> <p>Clear teaching point</p> <p>Small Group</p> <p>Flexible grouping to address the skill and/or instructional level of the students.</p> <p>Targeted focus on instructional need (phonemic awareness, phonics, fluency, vocabulary and comprehension).</p> <p>Instruction is connected to skills, standards and core instruction</p> <p>Students with the most need are in the smallest groups and are with the most highly trained individual.</p> <p>Focus on students doing the work/thinking.</p> <p>Focus on supporting students in increasingly complex texts.</p> <p>Leveled text, Sleuth and Ready Up! are incorporated.</p>	<p>Whole Group</p> <p>All students have access to grade level core in a protected 90-minute block. Exceptions would be rare and occur during independent work time.</p> <p>ELA Objective is evident</p> <p><i>Focus: Informational, Literature, Speaking and Listening Standards Emphasis on Comprehension and Critical Thinking</i></p> <p>Model of Gradual Release: I do, we do, y'all do, you do</p> <p>Connect /activate background/prior knowledge (limit frontloading)</p> <p>Explicit vocabulary instruction for vocabulary and academic language.</p> <p>Multiple opportunities to respond and practice</p> <p>The following is posted and referred to throughout the lesson:</p> <ul style="list-style-type: none"> • Learning Target, teaching point is clear • Vocabulary • Enduring Understanding • Essential Question • Organic, teacher created, anchor charts and graphic organizers related to the Learning Target • Grade K2 Alphabet cards and sound spelling cards <p>Independent Work</p> <p>Individual work connected to skills, standards, and core instruction</p> <p>Written response related to learning target and text is evident</p> <p>Authentic reading tasks: writing about reading, reading response journals, etc.</p>

**For additional resource and guidance on Interventions/Tiers of Support please see the [MTSS SharePoint Page](#)

“How”

District Implementation Team builds the capacity of Building Leadership & Implementation Teams through

- Training
- Coaching
- Release Time
- Guidance Document
- Evidence-based curriculum
- Valid and reliable assessment





“How”

Public Practice:

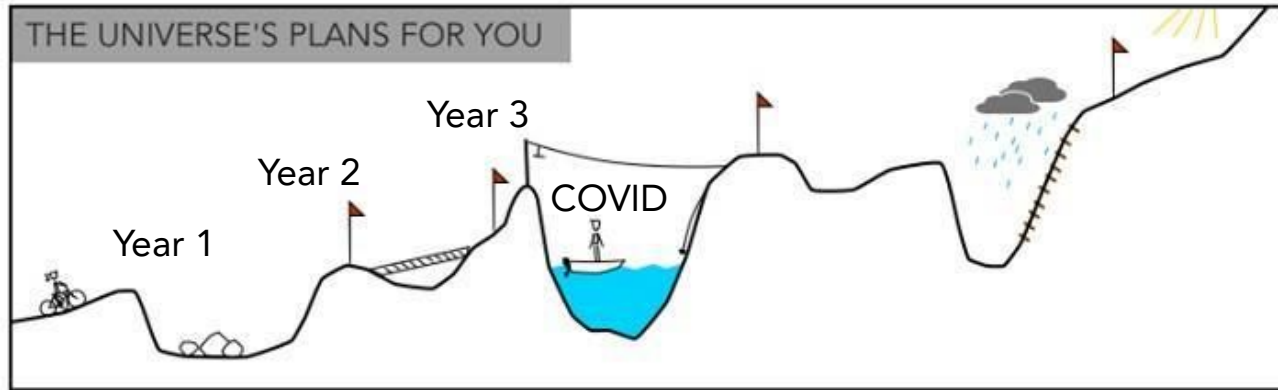
Walkthroughs, Instructional Rounds, and Studio Classrooms

Focus on specific instructional strategies, targeted feedback

Name: _____ Scorer: _____
 Date of Scoring: _____

	Components	Signal				Error Correction
		Focus	Cue	Think Time	Signal	
Irregular Word Reading Routine Part 1 <i>(say-it, spell-it, say-it)</i>	€ Explanation € Signal € Correction	Touch to the LEFT of the word.	<i>My turn. Word?</i> <i>Your turn. Word?</i> <i>Spell _____(word).</i> <i>Word?</i>	NONE	Slide finger under word. Tap finger under letters to spell word. Slide finger under word.	<i>My turn. Word?</i> <i>(word)</i> <i>Your turn. Word?</i> <i>Spell _____(word).*</i> Back up two words.
Irregular Word Reading Routine Part 2	€ Explanation € Model € Signal € Correction € Ind. Turns	Touch to the LEFT of the word.	<i>Word?</i>	2 seconds	Slide finger under word.	<i>My turn. Word?</i> <i>(word)</i> <i>Your turn. Word?</i> <i>Spell _____(word).</i> Back up two words.
Phoneme Blending Routine	€ Explanation € Model € Signal € Correction € Ind. Turns	Tap one cube as you say each sound from right to left (left to right from the student perspective).	<i>/r/ /a/ /t/</i>	None	Tap finger above cubes from right to left (left to right from the student perspective).	<i>My turn. /r /a/ /t/</i> <i>rat</i> <i>Your turn. /r/ /a/ /t/</i> Back up two items.
Sound-Spelling Card Routine Introduction	€ Explanation € Signal € Correction	Touch to the LEFT of the Card Picture for card and sound introduction. Touch to the LEFT of the spelling for spelling introduction.	<i>The card is Apple. Card?</i> <i>The sound is /a/. Sound?</i> <i>The Spelling is A. Spelling?</i>	Pause	Tap	<i>My turn. Your turn.</i>
Sound-Spelling Card Review	€ Explanation € Signal € Correction	Touch to the LEFT of the Card Picture for card and sound practice. Touch to the LEFT of the spelling for spelling practice.	<i>Card? Sound? Spelling?</i>	Pause	Tap	<i>My turn. Your turn.</i>

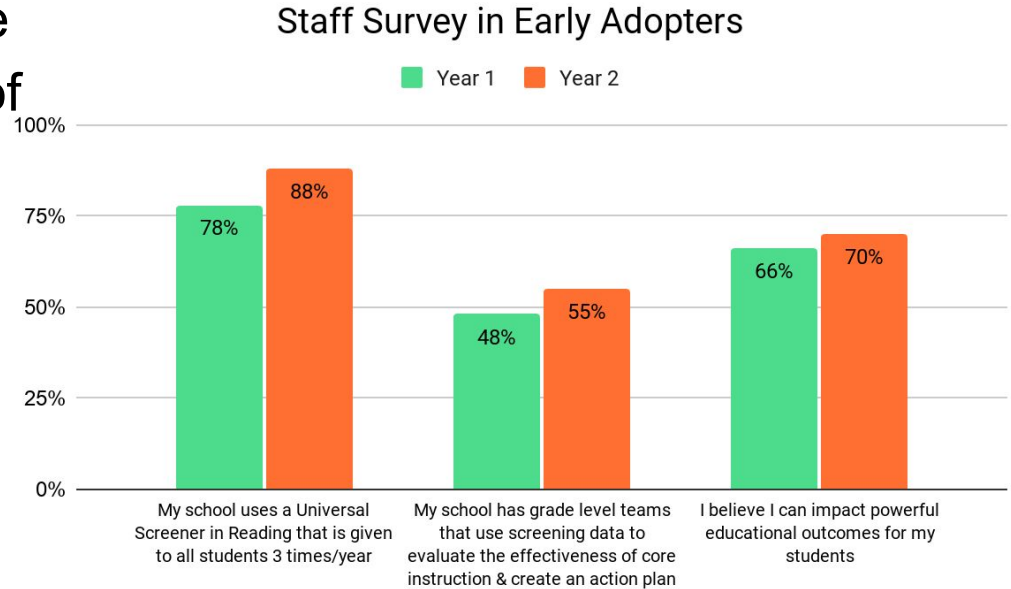
Are we on the right track?



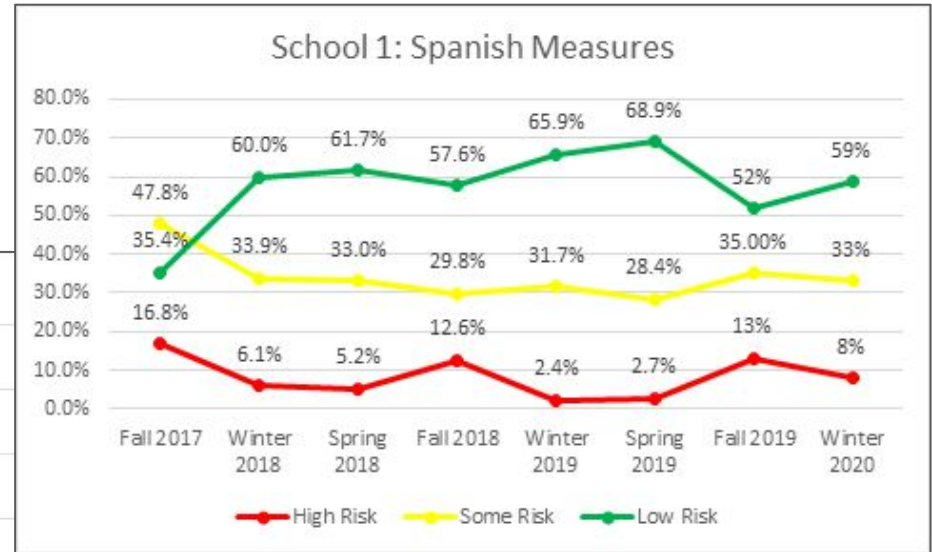
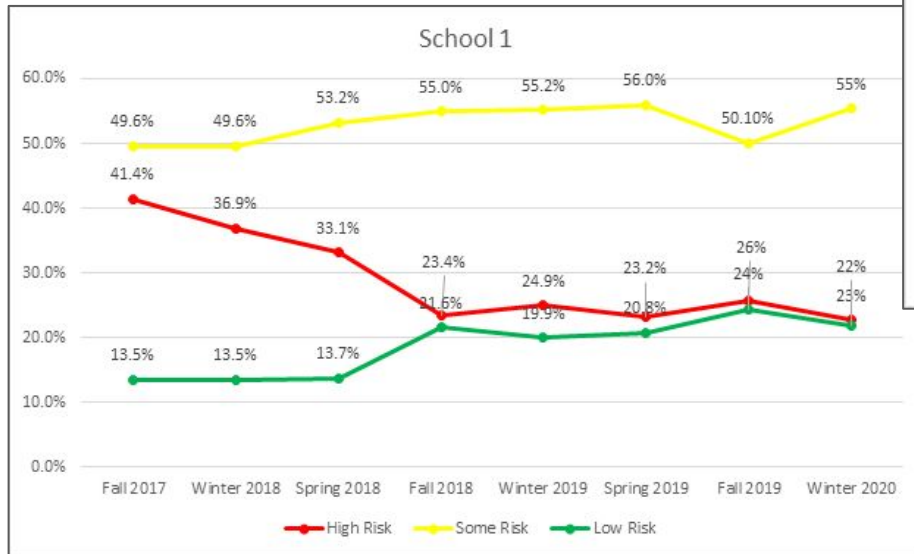
DOGHOUSEDIARIES

What are the Indicators of “Goes-Upness” in SKSD?

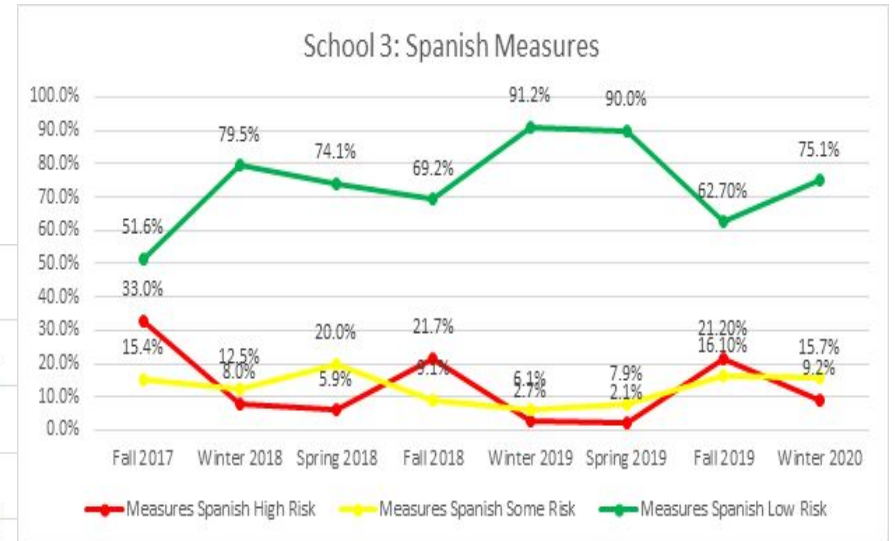
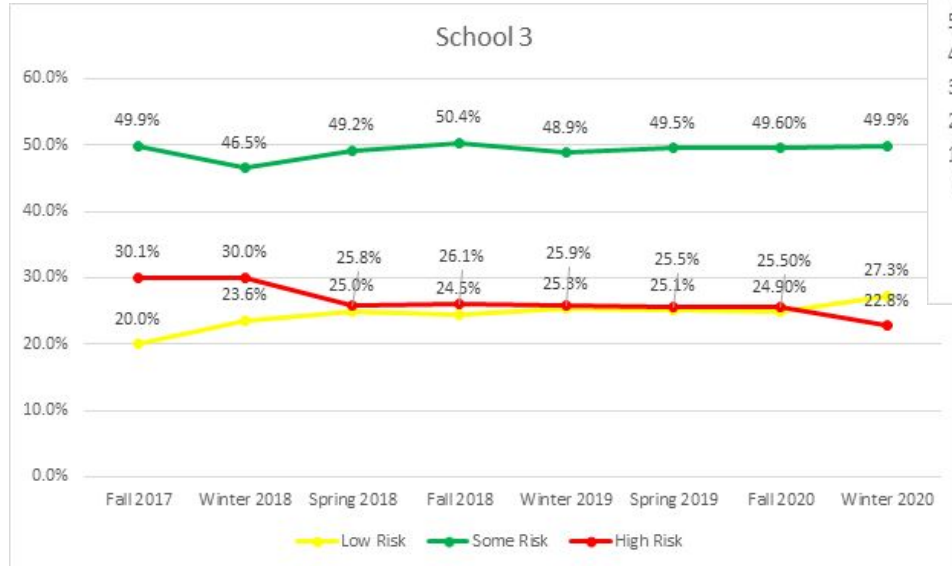
- Developed Standards of Practice
- Systematic & Ongoing Training of Staff
- Allocation of Resources
 - Increased FTE to support the work
- Initial Staff Survey in Early Adopters
- Student Outcome Data



Are we on the right track?



Are we on the right track?



Lingering Questions and Challenges

- How do we continue to move all schools forward while allowing some to accelerate?
- How do we support our school leaders in balancing their passion to meet the needs of students with the capacity of our school-based colleagues and systems?
- How do we make MTSS work in a district with more than 20 native language programs?
- How do we continue to build and embed the infrastructure so that MTSS is just how we do things (no matter who is the superintendent)?

Lessons Learned

- The work is difficult
- Be patient - change takes time
- Put the right people in place
- Teaming is key
- Resources matter
- Articulate tight and loose parameters



Next Steps



- Maintain our why
- Refocus on our teaming culture and data foundation
- Build on existing systems and successes
- Build public practice muscles
- Relentlessly and openly seek and measure improvement



