Gresham-Barlow School District

SIX YEAR DEMOGRAPHIC CHANGES
2012-13 to 2018-19

- 11% Racially Underserved Populations
- 3% Linguistically Diverse Populations
- 1% Students with Disabilities
- 4% Low-income
Gresham-Barlow School District

Our Mission
Inspire and Empower Each Student

Our Vision
Culturally responsive graduates who will thrive in an ever-changing global community.

Our Values
Stewardship, Community, and Integrity

District Goals:
• Provide effective, high-quality instruction to each student in our district.
• Provide a physically and emotionally safe and culturally responsive learning environment that gives students and families voice.
• Prudent use of resources that uses an equity lens in decision-making.
Culturally Responsive Graduates Who Will Thrive in an Ever-Changing Global Community
MULTI-TIERED SYSTEMS OF SUPPORT = EQUITABLE ACCESS AND OPPORTUNITY
3 Key Elements of MTSS/ Early Warning Systems

- DATA = Attendance, Behavior, Core Academics (ie ABCs)
- COLLABORATIONS = Teaming Structures
- NAVIGATIONS = Supports and Interventions
FUTURE STATE OF PATHWAYS TO CAREER SUCCESS

MULTIPLE PATHWAYS IN EACH SECTOR WITH MULTIPLE OFF-RAMPS TO CAREERS, TRAINING AND EDUCATION

Health Sciences  
Industry & Engineering  
Human & Public Services  
Natural Resources  
Business & Management  
Arts, Information Tech & Communication

EQUITY IS THE THROUGH LINE
Multiple on-ramps at all grade levels in all sectors

#MTSS=EQUITY
WHERE TO START??
# SELF-ASSESSMENT TOOL

## Self-Assessment of MTSS Implementation (SAM)

<table>
<thead>
<tr>
<th>Item</th>
<th>0 = Not Implementing</th>
<th>1 = Emerging/Developing</th>
<th>2 = Operationalizing</th>
<th>3 = Optimizing</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The principal is actively involved in and facilitates MTSS implementation</td>
<td>The principal does not actively support MTSS.</td>
<td>The principal communicates an urgent desire to implement MTSS, participates in professional development on MTSS, and is establishing an MTSS vision</td>
<td><strong>and</strong> The principal actively supports the leadership team and staff to build capacity for implementation</td>
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<tr>
<td>2. A leadership team is established that includes 6-8 members with cross-disciplinary representation (e.g., principal, general and special education teachers, content area experts, instructional support staff, student support personnel) and is responsible for facilitating MTSS implementation</td>
<td>No leadership team with explicit responsibility for leading MTSS implementation exists</td>
<td>A leadership team exists that includes cross-disciplinary representation,</td>
<td><strong>and</strong> The leadership team has explicit expectations for facilitating MTSS implementation,</td>
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<tr>
<td>3. The leadership team actively engages staff in ongoing professional development and coaching necessary to support MTSS implementation</td>
<td>The leadership team does not have a needs-based plan to provide staff with professional development or coaching to support MTSS implementation</td>
<td>A needs assessment is conducted to gather information on beliefs, knowledge, and skills to develop a professional development plan to support MTSS implementation</td>
<td><strong>and</strong> Ongoing professional development activities are informed by data collected on the outcomes of professional development and coaching for continuous improvement</td>
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<td>4. A strategic plan for MTSS implementation is developed and aligned with the school improvement plan</td>
<td>No strategic plan for MTSS implementation exists</td>
<td>Leadership team is engaging district, family, and community partners to identify stakeholder needs, resources for, and barriers to MTSS implementation</td>
<td><strong>and</strong> As part of the school improvement planning process a strategic plan is developed that specifies MTSS implementation</td>
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<td>5. The leadership team is actively facilitating implementation of MTSS as part of their school improvement planning process</td>
<td>The leadership team is not actively engaging in efforts to facilitate MTSS implementation</td>
<td>The leadership team engages in action planning and has created a strategic plan to facilitate implementation of the critical elements of MTSS identified in the strategic plan</td>
<td><strong>and</strong> The leadership team uses data on implementation fidelity of the critical elements of MTSS to engage in data-based problem-solving for the purpose of continuous school improvement</td>
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DATA = ABCs
- Comprehensive view
- Intervention tracking tool
- School climate survey
COLLABORATIONS =

TEAMING STRUCTURES

- Regular meetings
- Consistent protocol
- Equity Centered
# TIERED MEETING STRUCTURES

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<tr>
<td>1. The principal is actively involved in and facilitates MTSS implementation</td>
<td>The principal does not actively support MTSS</td>
<td>The principal communicates an urgent desire to implement MTSS, participates in professional development on MTSS, and is establishing an MTSS vision</td>
<td>AND the principal actively supports the leadership team and staff to build capacity for implementation</td>
<td>AND the principal actively supports data-based problem-solving use at the school</td>
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<tr>
<td>2. A leadership team is established that includes 5-8 members with cross-disciplinary representation (principal, general and special education teachers, content area experts, instructional support staff, student support personnel) and is responsible for facilitating MTSS implementation (3)</td>
<td>No leadership team with explicit responsibility for leading MTSS implementation exists</td>
<td>A leadership team exists that includes cross-disciplinary representation</td>
<td>AND the leadership team has explicit expectations for facilitating MTSS implementation</td>
<td>AND the leadership team members have the beliefs, knowledge, and skills to lead implementation efforts</td>
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<tr>
<td>3. The leadership team actively engages staff in ongoing professional development and coaching necessary to support MTSS implementation (3)</td>
<td>The leadership team does not have a needs-based plan to provide staff with professional development or coaching to support MTSS implementation</td>
<td>A needs assessment is conducted to gather information on beliefs, knowledge, and skills to develop a professional development plan to support MTSS implementation</td>
<td>AND a professional development plan is created based on the needs assessment and used to engage staff in ongoing professional development and coaching</td>
<td>AND ongoing professional development activities are informed by data collected on the outcomes of professional development and coaching for continuous improvement</td>
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<td>4. A strategic plan for MTSS implementation is developed and aligned with the school improvement plan</td>
<td>No strategic plan for MTSS implementation exists</td>
<td>Leadership team is engaging district, family and community partners to identify stakeholder needs, resources for, and barriers to MTSS implementation</td>
<td>AND as part of the school improvement planning process a strategic plan is developed that specifies MTSS implementation (4)</td>
<td>AND a strategic plan for MTSS implementation is updated as needed based on student outcome and implementation fidelity data as part of the school improvement planning process</td>
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<tr>
<td>5. The leadership team is actively facilitating implementation of MTSS as part of their school improvement planning process (5)</td>
<td>The leadership team is not actively engaging in efforts to facilitate MTSS implementation</td>
<td>The leadership team engages in action planning and has created a strategic plan to facilitate the implementation of the critical elements of MTSS (6)</td>
<td>AND the leadership team provides support to educators implementing the critical elements of MTSS identified in the strategic plan</td>
<td>AND the leadership team uses data on implementation fidelity of the critical elements of MTSS to engage in data-based problem-solving for the purpose of continuous school improvement</td>
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NAVIGATIONS= SUPPORTS & INTERVENTIONS
- Timely
- Research Backed
- Culturally Responsive
SYSTEM SELF ASSESSMENT

1) USE THE RUBRIC ON YOUR TABLE
2) TAKE 5 MINUTES TO SELF ASSESS

IN TABLE GROUPS
1) SHARE YOUR STRENGTHS & CHALLENGES
2) SHARE WHERE YOU WOULD LIKE HELP
3) CREATE AN ACTION PLAN
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#MTSS=EQUITY
ONE MORE SHARE. . .

MULTIPLE PATHWAYS TO CAREER SUCCESS

QUESTIONS?
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