



PORTLAND PUBLIC SCHOOLS
OFFICE OF STUDENT SUPPORT SERVICES

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Telephone: (503) 916-3960

Date: December 17, 2019

To: School Board

From: Brenda Martinek, Chief of Student Support Services
Chandra Cooper, Sr. Director of Multi-Tiered Systems of Support

Subject: Multi-Tiered Systems of Support (MTSS) Implementation Update

The Office of Student Support Services would like to share a progress report with the Board in regards to the district's intentional rollout of our Multi-Tiered Systems of Support (MTSS) framework. MTSS is being rolled-out over three years to provide systems, structures and protocols for districtwide improvement efforts to meet the growing and diverse academic, behavioral and social emotional needs of our students.

The MTSS Department has worked over the last couple of years to provide a common vision and working definition for MTSS:

Definition: *A Multi-Tiered System of Supports (MTSS)* is a framework focused on prevention and problem solving for all students, using data based decision making. MTSS uses evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems to help eliminate barriers to learning and enable every student to successfully reach their full potential.

Mission Statement: The MTSS department supports schools in the development of sustainable academic and behavioral tiered systems of support through relationship building, focused professional learning, and strategic coaching in order to ensure schools have the systems needed to guarantee equitable outcomes for all students.

Focused Professional Development for Teachers and Principals: MTSS Training Cohort 1 schools were identified as CSI, TSI, Title, plus 8 more schools to equal 41. These schools have been further divided into 3 groups to attend the Coaching Academies this school year, 2019-20. All other schools are considered MTSS Cohort 2 and will receive Coaching Academy trainings next year.

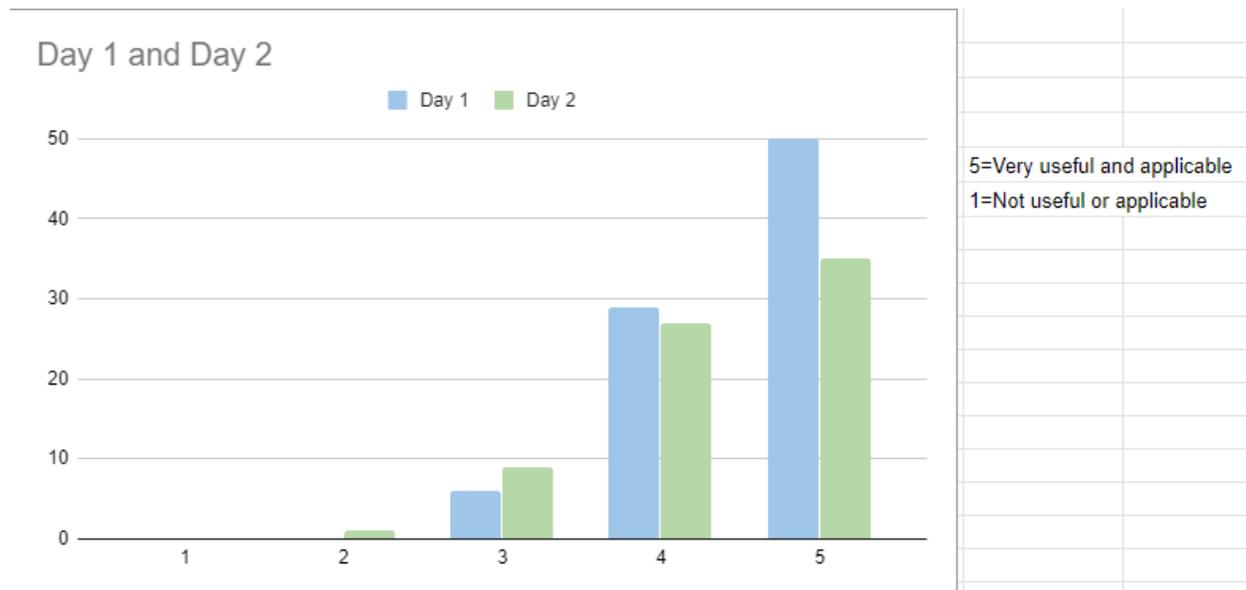
Coaching Academy Structure: Each school has identified a team of 6 including the building principal. The school team attends three 2-day sessions during this school year, intentionally

scheduled with time in between to allow for school teams to take the learning and content back to their buildings for school-wide implementation. We have worked with the Office of Teaching and Learning (OTL) to ensure alignment with PPS and content provided by Solution Tree. Solution Tree has been contracted to provide this training.

The professional learning sessions are structured with specific goals/outcomes:

- Tier 1 (The Why, Guaranteed Viable Curriculum (GVC)/Lesson Planning, Common Formative Assessments, and Professional Learning Communities (PLCs),
- Tier 2 (PLCs, Interventions, Instructional teams)
- Tier 3 (Intensive Interventions, Student Intervention Team, Decision Rules).

The two completed sessions received very positive feedback. Below is the summary survey results from participants. The MTSS department uses the descriptive feedback from participants to improve upcoming profession learning.



In order to support schools with the professional development (PD) back at their buildings, the MTSS Department has created Summary Slide Decks that school teams can use to provide training at their schools. In addition, the MTSS team has met with every Principal individually who is participating in the MTSS Training Cohort 1 to ensure they have the follow up PD built into their schedules, supports in place, and coaching identified.

District-wide System Implementation: MTSS, Humanities, STEAM and Office of School Performance have collaborated to ensure alignment of structure, messaging, planning, and professional development. OTL will begin identifying tiered supports and interventions and we will work collaboratively to create the systems and processes that school teams need to implement tiered supports. The MTSS Department also partners with Student Success and Health to ensure that trauma informed practices, Social Emotional Learning, and Racial Equity is integrated in all of our professional development and trainings. In addition, the MTSS Department participates on the RESJ committees and serve on the RESJ advisory council in

order to ensure alignment with culturally responsive practices. Lastly, the Restorative Justice team is an active part of our MTSS implementation and Restorative Justice specialists partner with our MTSS TOSAs to ensure restorative practices and equity is a priority in our roll out.

Assessment Systems: The MTSS Department oversees the Culturally Responsive Tiered Fidelity Inventory (CR-TFI) which is administered to all schools once per year and is used to assess School Climate. The Successful School Survey is also being administered through the MTSS Department which will be used in conjunction with the CR-TFI to measure School Climate, Social Emotional Learning and are tools for building administrators to inform their School Climate plans and School Continuous improvement plans (SCIPs). In addition to these assessment tools, PPS has identified the Fidelity Implementation Tool (FIT) as our readiness measure for crucial MTSS components. Every school in PPS will receive the FIT once per year and be able to use this data to inform their academic and behavior tiered levels of support. Administrators and school leadership teams have received training on the use of these tools and how to use the data to inform school improvement.

Future Planning: The MTSS Department will be responsible for sustaining the implementation of tiered level of supports through continued professional development and systematic training. Furthermore, we will be hosting focus groups with families and students in order to educate and receive input on our MTSS services. Lastly, we will continue with purposeful and intentional planning within our RESJ lens and culturally responsive practices to ensure all students receive equitable access to high levels of learning.

Attachments:

1. [MTSS Training Cohorts and assigned TOSAs](#)
2. [MTSS Triangle](#)

MTSS School Supports 2019-2020

Updated 7/26/19

Chandra Cooper, MTSS Director										
Naomi Montelongo, MTSS Program Administrator & Niki Johnson, MTSS Program Administrator										
MTSS TOSA	Katie Melcher	Michelle Vega	Heather Gordon	Drew Laurence	Lisa Barnett	Karina Kidd	Holly Bordwell	Monica Loosemore	Vanessa Martinez	Liz Delmatoff
RJ Specialist	Sarah Holm	Christina Campbell	Christina Campbell Keela Tillery*	Sarah Holm Christina Campbell*	Christina Campbell Sarah Holm*	Sarah Holm	Christina Campbell Keela Tillery*	CharHutson (HS) Keela Tillery (MS)	Char Hutson(HS) Keela Tillery(MS)	Char Hutson (HS) Keela Tillery (MPG)
SCHOOLS:	<i>Cohort 1 Schools:</i> Scott Lee Harrison Park Skyline Chapman <i>Cohort 2 Schools:</i> Capitol Hill Markham Stephenson Access Vestal & Lane	<i>Cohort 1 Schools:</i> Chief Joseph Beach Boise-Eliot Woodlawn Vernon <i>Cohort 2 Schools:</i> Ainsworth Bridlemile Forest Park Odyssey K-8	<i>Cohort 1 Schools:</i> Faubion Dr. MLK Jr. Rose City Park Vestal Rigler* <i>Cohort 2 Schools:</i> Creative Science Hayhurst K-5 Maplewood Rieke	<i>Cohort 1 Schools:</i> Grout Whitman James John* Sitton* <i>Cohort 2 Schools:</i> Buckman Lewis Duniway Pioneer	<i>Cohort 1 Schools:</i> Astor Cesar Chavez Rosa Parks Peninsula* <i>Cohort 2 Schools:</i> Abernethy* Llewellyn* Woodstock* Winterhaven*	<i>Cohort 1 Schools:</i> Arleta Marysville Kelly Woodmere <i>Cohort 2 Schools:</i> Atkinson Creston Glencoe Richmond	<i>Cohort 1 Schools:</i> Bridger Lent Sabin* Irvington <i>Cohort 2 Schools:</i> Sunnyside Alameda Beverly Cleary Laurelhurst	<i>Cohort 1 Schools:</i> Franklin HS Lane MS Beaumont MS Roseway Hts MS <i>Cohort 2 Schools:</i> Madison HS Cleveland HS Hosford MS Sellwood MS Mt. Tabor MS DaVinci MS	<i>Cohort 1 Schools:</i> Jefferson HS Ockley MS Tubman MS <i>Cohort 2 Schools:</i> Grant HS Wilson HS Gray MS Jackson MS Lincoln HS West Sylvan MS	<i>Cohort 1 Schools:</i> Roosevelt HS George MS Alliance <i>Cohort 2 Schools:</i> Benson HS PISA MLC K-12 DART Schools <i>Charter Schools</i> CBO's Eve/Summer Scholars Teen Parent Services Virtual Scholars

- Cleveland K-8
- Franklin K-8
- Grant K-8
- Jefferson K-8
- Lincoln K-8
- Madison K-8
- Roosevelt K-8
- Wilson K-8

High School & Multiple Pathways

Additional MTSS Department Staff:

- Sarah Clark-MTSS TOSA for FIT Support
- Krysti Vang-Administrative Assistant
- Char Hutson- Restorative Justice Program Manager
- Dana Riemer- Discipline and Student Conduct Coordinator
- Kristin Irwin-School Psychologist Technical Advisor
- Joey Clarke- MTSS Data Clerk

MTSS School Supports 2019-2020

Updated 7/26/19

Contact information:

MTSS Director: Chandra Cooper

- Support for district-level and building-level MTSS Implementation (503) 896-0050

MTSS Program Administrator: Naomi Montelongo

- Support for building-level MTSS Implementation and MTSS TOSAs (503) 260-7819

MTSS Program Administrator: Niki Johnson

- Support for FIT administration, planning and technical assistance (971) 201-5101

Restorative Justice Program Manager: Char Hutson

- Support for district-wide implementation of Restorative Justice practices (971) 269-9713

Discipline and Student Conduct Coordinator: Dana Riemer

- Support for discipline policies, procedures and protocols (971) 712-4303

Tier 1 Components:

- Priority Standards, GVC-Core Curriculum
- Lesson Targets, Lesson/Unit Planning
- Professional Learning Communities (PLCs)
- Common Formative Assessments
- Positive Behavior Instruction Supports (PBIS)
- Social Emotional Learning (SEL) & Trauma Informed Practices
- Racial Equity and Social Justice
- Restorative Justice

Tier 2 Components:

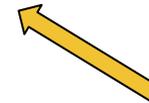
- Evidence-based interventions for small groups of students
- Progress monitoring
- Student Intervention Team (SIT) for behavior
- Professional Learning Communities (PLCs)

Tier 3 Components:

- Evidence-based interventions for individual students
- Progress monitoring
- Student Intervention Team (SIT) for academics & behavior
- Function of Behavior & Behavior Support Plans (FBA/BSP)



All Students



Small Groups of Students



Individual Students