



# **Information: Training Goals, Process, and Commitment**

## **“A Three Year Journey”**

### **2016- 2017**

### **Cohort 3**

[www.ci3t.org](http://www.ci3t.org)

<http://pbiscompendium.ssd.k12.mo.us/>

#### **RECOMMENDED CITATION:**

SSD Planning and Development. (2015). SSD Multi-Tier System of Supports: CI3T = MTSS/PBIS/RTI Application.

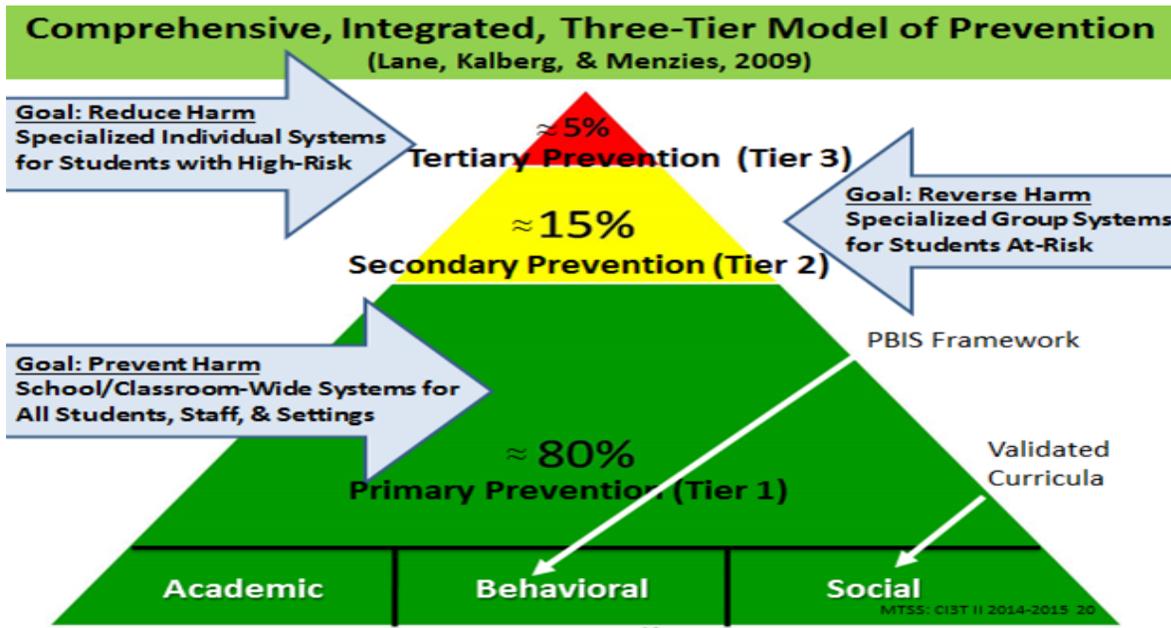
### **What is SSD's Planning and Development Department's Integrated Reading, Math, and Behavior Initiative (CI3T=MTSS/PBIS/RTI)?**

In St. Louis County, the PBIS project is transitioning from the PBIS framework to the next generation of tiered intervention systems: Comprehensive Integrated Three Tiered Model of Prevention (CI3T). This model addresses students' multifaceted needs and offers school-site leadership teams to consider multiple needs simultaneously in an integrated fashion. CI3T framework was previously developed and implemented in other schools, districts, regions, and state by Dr. Kathleen Lane and colleagues prior to coming to the SSD Planning and Development Department. A partnership between SSD and Dr. Kathleen Lane at Kansas University was established in August of 2009 to move the efforts of an integrated approach to academic, behavioral and social skill programming forward.

The CI3T = MTSS/PBIS/RTI project is designed to partner with local school districts in the implementation of a data-driven, problem-solving model within a multi-tier delivery system. CI3T focuses on integrating academic, social, and behavioral supports.

CI3T is a continuous improvement model in which problem solving and data-based decision making occur ongoing and across multiple levels of the educational system. CI3T can be used as the framework within school improvement efforts to support integrated and unified systems improvement.

The mission of CI3T is to create capacity for an integrated academic, social, and behavioral system that can be implemented with fidelity, is sustainable over time, and utilizes data-based decision making at all levels so that **all students** increase achievement related to academic with the social skills that are necessary for success. (Figure below)



**Project Goals:** CI3T = MTSS/PBIS/RTI will work with local schools and school districts to provide support in measurement and evaluation, professional learning, technical assistance, and other areas necessary to support implementation in order to create one unified system where all students have equal access to interventions.

- Partnering school districts will have the necessary infrastructures and support personnel identified for successful building-level implementation: an identified district CI3T champion ; 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.

### **Benefits of Participation**

District-level and/or school-level implementation of CI3T 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 district-wide, multi-tiered 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 CI3T and creating efficiencies with regard to resource deployment (or allocation), priorities, and integration of services.
- Providing a continuum of implementation supports based on school's needs.
- Focusing professional development to address data-based needs.
- Networking opportunities across the county.

#### **Improving effectiveness:**

- Refining a set of proven practices and systems that can be generalized to support the adoption and implementation of new evidence and research-based practices as they become available.
- Developing a long-term plan for supporting CI3T implementation in the school district that includes mechanisms to
  - o Provide vision/direction for the practices.
  - o Allocate resources.
  - o Assist in developing capacity to support the implementation of practices.

- o Support in the development of competencies necessary for implementation.
- o Collect and analyze local data that measures the impact of implementation supports on implementation fidelity and student outcomes.
- Building the school district’s capacity for leading, training, and coaching toward a sustainable model of CI3T implementation.

**Durability (sustainability):**

- Developing infrastructures needed to support implementation efforts at all levels of the system: school district leadership, school building leadership, and school collaborative teams.
- Establishing an ongoing, self-correcting feedback loop within the school district to support a model of continuous improvement through data-based decision making related to CI3T implementation.

**Requirements for Participation**

The following are requirements for a partnership between the local school, school district and the SSD Planning and Development CI3T project staff.

**School District:**

- Each school will complete the 3 step application process.
  - \*Complete the
    - Step 1: Application Questions
    - Step 2: Commitment and Working Agreement and Identify Team
    - Step 3: Information about School
- Each school within a district will participate for a minimum of three consecutive years. The school will spend the first year of participation developing the infrastructures necessary to support future years. Building leadership teams agree to attend (consisting of 6-10 members) attend three full days and three two hour sessions during the first year and likely three two hour sessions during the second year. The number and level of trainings in the third year will be determined by needs assessments that take place during the second year, and thus cannot be exactly determined within this document.

<b>Year One: Structuring</b>	Building Leadership Team (BLT) will collaborate to structure their multi-tier system of supports in their respective participating schools.  <u>Leadership Roles:</u> Building Administrator, Special Education Administrator
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	<p>Family Member, Student (of the family member above)</p> <p>General Ed and Special Ed team members, Support Staff</p>
	<p><u>Tasks of the team include but are not limited to:</u></p> <p>Establish a mission and purpose statement.</p> <p>Establish a set of behavioral expectations in all settings within each school based on faculty and staff input.</p> <p>Identify procedures for monitoring, including—but not limited to—universal academic and behavioral screeners and organizing data collected in a comprehensive assessment schedule.</p> <p>Determine primary, secondary, and tertiary interventions. Conduct a curriculum protocol for academic and social skills.</p> <p>Develop a daily school-wide schedule and yearly assessment schedule.</p> <p>Utilize best practices in classroom instruction and behavior management.</p> <p>Develop a reactive plan to consistently address minor and major behavioral issues.</p> <p>Obtain information from faculty and staff through social validity surveys.</p> <p>Complete a faculty implementation manual.</p>

<b>Year Two: Implementation</b>	<b>Year Three: Refine and Sustain</b>
<p>-Implement CI3T = MTSS/PBIS/RTI plan using blueprint developed in year one.</p> <p>-Use data to continue selection of Tier 2 and Tier 3 interventions.</p>	<p>-In addition to reviewing year one activities and completing tasks outlined in year two, participate in trainings based on the needs that still exist regarding the implementation and sustainability of CI3T.</p>

<ul style="list-style-type: none"> <li>-Seek out professional learning opportunities to build fluency in interventions.</li> <li>-Conduct academic and behavioral universal screeners three times per year for all students.</li> <li>-Review academic and behavioral data to determine appropriate interventions for individual students or supports for teachers.</li> <li>-Monitor student progress as recommended by CI3T = MTSS/PBIS/RTI.</li> <li>-Ensure treatment integrity through staff surveys, direct classroom observations, and the school-wide Evaluation Tool (SET).</li> <li>-Identify professional learning opportunities for the following year.</li> </ul>	<ul style="list-style-type: none"> <li>-Align beliefs and practices in CI3T implementation efforts. (See <a href="https://www.CI3T.org">https://www.CI3T.org</a> for rationale, resources, and training.)</li> <li>-The BLT will support implementation efforts by providing a vision, establishing CI3T as a priority, allocating resources, providing political support and visibility, and removing barriers to implementation.</li> <li>-BLTs will have a standing agenda item regarding CI3T at their staff meetings.</li> <li>-BLTs will be identified and given the charge of planning, monitoring, problem-solving, and continuously improving implementation efforts.</li> <li>-Allocate resources to support implementation efforts and long-term sustainability that includes the development of a training infrastructure that integrates and aligns all district professional development activities.</li> <li>-Establish a data sharing agreement with SSD CI3T = MTSS/PBIS/RTI project staff to aid in designing and providing assistance to the district and schools, evaluating the SSD CI3T project, and reporting on the progress of the effort. Any public reporting will be done across multiple schools with no identification of districts.</li> <li>-Protect school buildings and staff from competing initiatives.</li> <li>-Establish a system of communication and self-correcting feedback that encompasses all levels and stakeholders of the system.</li> <li>-Implement practices that are associated with an integrated reading, math, social, and behavioral CI3T model with fidelity.</li> </ul>
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**Evaluation and Data Systems:**

- Schools use a data collection system that gathers and summarizes office disciplinary referrals that will inform a school's decision making process. The primary elements of the data system must be efficient and gather/summarize information that tracks:
  - average referrals per day/month
  - referrals by time
  - referrals by location
  - referrals by day of the week
  - referrals by grade
  - referrals by student
  - referrals by problem behavior – minor or major
- Program quality measures on Positive Behavioral Interventions and Supports (PBIS) assessment ([www.pbisapps.org](http://www.pbisapps.org)). Program quality measures provide information about changes in staff and student behavior related to implementing PBIS. Results are used to inform action planning next steps in order to ensure that schools implement PBIS with high quality.
- Universal behavior screener: Schools will select and purchase a universal behavior screener and conduct screenings three times per school year. The information should be used to evaluate overall levels of problem behavior in a school and identify groups and individual students needing more support in the area of behavior.
- Curriculum-based measures for academics: Schools will review and select a universal screener and progress monitoring tool for academics to implement systematically throughout the year. Systems could include the following: DIBELS Data System ([www.dibels.uoregon.edu](http://www.dibels.uoregon.edu)), DIBELSnet ([www.dibelsnet.org](http://www.dibelsnet.org)), or AIMSweb ([www.aimsweb.com](http://www.aimsweb.com)). DIBELS and AIMSweb function as universal screening and progress monitoring tools for students in grades K-8. They are a set of standardized, individually-administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills in the five big ideas of reading (phonemic awareness, phonics principle, fluency, vocabulary, and comprehension). Results can be used to evaluate individual student development as well as grade, school, and district-level feedback regarding validated instructional objectives. At the preschool level, a universal screening that assesses oral language, phonological awareness, and alphabet knowledge will need to be utilized.
  - Curriculum-based measures of mathematics: AIMSweb ([www.aimsweb.com](http://www.aimsweb.com)). AIMSweb functions as a universal screening and progress monitoring tool for students in grades K-8, and includes high school national norms. It includes a set of standardized, group-administered measures of mathematical development. AIMSweb Math contains assessments for early numeracy, computation, and concepts and applications, as well as AIMSweb's robust online data management and reporting system.

- Schools will want to carefully consider the availability of curriculum-based measurements for academics that will fit the needs of their school. At this time, AIMSweb is the only curriculum-based measurement that offers the appropriate math and literacy measurements for grades K-8. These are necessary for assessing all students in grades K-12.
- Early warning data collection: School teams will be instructed to a) utilize existing data systems to extrapolate useful information, b) create or adapt the current data collection system—that includes predictive indicators—to detect students at-risk and in need of additional support, and c) analyze their data and use it to guide them in the selection of EBPs and aid in the effectiveness of programs being administered.

### **Potential Costs Associated with Implementation**

The following is a list of potential costs districts may incur over time as a result of structuring and implementing a CI3T model. Schools may have many of these components in place prior to implementation, and would not consider them additional costs. Greater detail regarding each of the following items will be highlighted:

- Universal screener for behavior
- Universal screener for math
- Universal screener for reading
- Adoptions, addendums, and/or modifications to curricula as deemed necessary
- Professional development time
- Social skills/character education curriculum
- Data and file sharing programs/services
- Potential substitute expense