Utah Multi-Tiered System of Supports (UMTSS) Application 2013-2014

This application is adapted from Florida's MTSS (DAPPS) Initiative, Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi), and Oregon Department of Education's Effective Behavioral & Instructional Support Systems Initiative (EBISS).

I. UMTSS defined:
The Utah Multi-Tiered System of Supports (UMTSS) initiative is designed to support districts and schools in the implementation of a data-driven, problem-solving model within a multi-tiered delivery system. It is a continuous improvement model in which problem-solving and evidence-based decision-making occurs in an ongoing way and across multiple levels of the educational system. The purpose of UMTSS is to assist LEAs in positively impacting student outcomes by creating capacity for an integrated academic and behavior supports system that can be implemented with fidelity, is sustained over time, and utilizes data-based decision making at all levels of implementation. For more information on UMTSS, please refer to the UMTSS manual.

II. Who should apply:
Utah Multi-Tiered System of Supports (UMTSS) seeks to work with local education agencies (LEAs) to implement a district-wide integrated academic and behavior system of supports. District-wide implementation does not mean that every school must implement the model, but that the LEA shares ownership in collaboration with UMTSS to ensure that implementation efforts are supported and sustained. *The number of approved applications is contingent on the readiness of the LEA and the resources available to Utah through the State Personnel Development Grant.*

III. Participation Process:
Step 1: *Manual*. Review the UMTSS manual before completing the application
Step 2: *Application*. Due May 1st by 5pm. Submit electronically or hard copy. Once the application is approved, proceed to Step 2.
Step 3: *UMTSS Annual Conference:* District leadership teams are required to attend the UMTSS pre-conference June 11 and recommended to attend the UMTSS conference 12-13.
Step 4: *Level I and Level II Activities*. District leadership team works with state implementation team member on Level I and Level II activities. For the details of these activities, please refer to the UMTSS Manual.

Submit application to:
Heidi Mathie Mucha, heidim@updc.org
Utah Personnel Development Center, SPDG Co-Director
230 West 200 South, Suite 1000
Salt Lake City, UT 84101
Office: 801-363-0822
Fax: 801-363-0664

IV. Application Questions

District Leadership, Commitment and Teaming

1. Does your district currently have a team focused on aligning academic and behavior systems?

Yes No

1a. If no, does your district have the capacity to create a UMTSS team focused on aligning academic and behavior systems?

Yes No

1b. If yes, describe the current team members and their role/function. Also describe the team's goals, specific action items and meeting schedule:

Participation in UMTSS requires a District Leadership team that includes representation from district-level administration. This may include the following: Superintendent or Assistant Superintendent, Curriculum Director, Special Ed Director, School Directors, Title I Director, Student Services Director, and district-level coaches (Literacy, Numeracy and Behavior). The purpose of the District Leadership Team is to support local Building Leadership Teams by promoting funding, visibility, and political support around the initiative. The District Leadership Team works to ensure the development of a vision, professional development, coaching, resource allocation, and technical assistance in the areas of academic and behavior supports.

Responsibilities/Functions of the MTSS Leadership Team include:

- Frequent meetings throughout the years of participation. Monthly the first year, once per quarter thereafter.
- Development of an Implementation Team that will meet more frequently.
- Work through Level I and Level II activities (See UMTSS Manual)
- Direct MTSS-related activities over the course of the grant.
- Attend trainings provided by UMTSS Coordinators and staff.

Please provide the names, titles and signatures of those who would serve as your district representatives on the MTSS Leadership team.

Name	Title/Role	Signature
Name	Title/Role	Signature
Name	Title/Role	Signature
Name	Title/Role	Signature
Name	Title/Role	Signature
Name	Title/Role	Signature
Name	Title/Role	Signature

Demographic Information

How many schools are in your district?

Elementary Schools _____

Middle/Junior High Schools_____

High Schools_____

Alternative Schools_____

District-Wide Goals

1. Please list your district's top five goals from your Utah Consolidated Application:

1_____

2_____

3_____

4_____

5_____

2. What goals does your district hope to accomplish through involvement in the UMTSS initiative?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

3. UMTSS Funding will not remain consistent across the years. As LEAs progress, they will need matching funds for the practices they choose to implement. What other funds will your district allocate for UMTSS efforts?

_____
_____
_____
_____

4. Has your district participated in other state-level initiatives for Response to Intervention (RtI) or Positive Behavior Intervention and Supports (PBIS)?

Yes No

4a. If yes, list the state level initiatives and describe your involvement and progress.

District Coaching and Training

Roles Defined:
UPDC Staff will provide initial training and local support for district leadership teams in an effort to build capacity. They will also provide ongoing technical assistance to support sustainability.

District Trainers will provide training to district/school level coaches, school leadership teams, and school faculty.

District Coaches provide coaching and ongoing support to school leadership teams to adapt training to site needs, problem solve around implementation, and evaluation of outcomes.

1. Does your district have the capacity to support district-level trainers for:

Behavior?	*Literacy?*	*Numeracy?*
Yes No	Yes No	Yes No

2. Does your district have the capacity to support district-level coaches for:

Behavior?	*Literacy?*	*Numeracy?*
Yes No	Yes No	Yes No

2a. If your district currently has designated FTE for district-level coaches or trainers, provide their names, FTE, roles, duties and expectations.

Literacy

1. Has your district adopted **core** evidence-based reading curricula?

Yes No

1a. If yes, please indicate the program name and number of schools in your districts currently using the program at each level:

Level	Name of Program	# of Schools
Elementary School		
Middle/Junior High		
High School		

2. Does your district have evidence-based **supplemental interventions** for reading from which schools in your district can select?

Yes No

2a. List the supplemental intervention materials your district currently uses for reading.

_____

_____

_____

_____

_____

_____

3. Has your district adopted a common, district-wide data system for **literacy screening** (e.g., DIBELS, Aimsweb, EasyCBM)?

Yes No

3a. If yes, please indicate the system name and number of schools in your district currently using the system at each level:

Level	Name of System	# of Schools
Elementary School		
Middle/Junior High		
High School		

4. Has your district adopted a common, district-wide data system for **literacy progress monitoring** (e.g., DIBELS, Aimsweb, EasyCBM)?

Yes No

4a. If yes, please indicate the system name and number of schools in your district currently using the system at each level:

Level	Name of System	# of Schools
Elementary School		
Middle/Junior High		
High School		

5. Has your district provided professional development training for **Response to Intervention (RTI) for Literacy**?

Yes No

5a. If yes, please describe the training:

_____
_____
_____
_____
_____
_____

6. Has your district provided professional development training for the **Common Core State Standards** in Language Arts?

Yes No

6a. If yes, please describe the training:

_____
_____
_____
_____
_____
_____

Numeracy

1. Has your district adopted **core** evidence-based math curricula?

Yes No

1a. If yes, please indicate the program name and number of schools in your districts currently using the program at each level:

Level	Name of Program	# of Schools
Elementary School		
Middle/Junior High		
High School		

2. Does your district have evidence-based **supplemental interventions** for math from which schools in your district can select?

Yes No

2a. List the supplemental intervention materials your district currently uses for math.

_____

_____

_____

_____

_____

_____

3. Has your district adopted a common, district-wide data system for **numeracy screening** (e.g., Aimsweb, EasyCBM)?

Yes No

3a. If yes, please indicate the system name and number of schools in your district currently using the system at each level:

Level	Name of System	# of Schools
Elementary School		
Middle/Junior High		
High School		

4. Has your district adopted a common, district-wide data system for **numeracy progress monitoring** (e.g., Aimsweb, EasyCBM)?

Yes No

4a. If yes, please indicate the system name and number of schools in your district currently using the system at each level:

Level	Name of System	# of Schools
Elementary School		
Middle/Junior High		
High School		

5. Has your district provided professional development training for **Response to Intervention (RTI) for Literacy**?

Yes No

5a. If yes, please describe the training:

_____
_____
_____
_____
_____
_____

6. Has your district provided professional development training for the **Common Core State Standards** for math?

Yes No

6a. If yes, please describe the training:

_____
_____
_____
_____
_____
_____

Behavior

1. Has your district adopted **core** evidence-based behavior curricula?

Yes No

1a. If yes, please indicate the program name and number of schools in your districts currently using the program at each level:

Level	Name of Program	# of Schools
Elementary School		
Middle/Junior High		
High School		

2. Does your district have evidence-based **supplemental interventions** for behavior from which schools in your district can select?

Yes No

2a. List the supplemental intervention materials your district currently uses for behavior.

_____

_____

_____

_____

_____

_____

3. Has your district adopted a common, district-wide data system for **behavioral screening and progress monitoring** (e.g., SWIS, Educator's Handbook)?
Yes No

3a. If yes, please indicate the system name and number of schools in your district currently using the system at each level:

Level	Name of System	# of Schools
Elementary School		
Middle/Junior High		
High School		

4. Please describe your systems for collecting behavior data (District-wide or school by school). Additionally, please describe how schools in your district use behavior data for decision-making.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

5. Has your district provided professional development training for **Positive Behavior Interventions and Supports (PBIS)**?

Yes No

5a. If yes, please describe the training:

_____
_____
_____
_____
_____
_____

Additional Comments

Please provide any additional information that you believe demonstrates your district's preparedness to implement the UMTSS model.