



MTSS in Motion: Scaling Success Across Schools & Sustaining Impact Across the District

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RSD MTSS Co-Facilitators, SAU54

Kathy



This session explores how implementation science tools, supporting coaches, and utilizing the District TFI can guide effective installation and scaling of MTSS across all schools. Participants will learn key elements that support system alignment and sustainability. A district team from New Hampshire will share their experience, highlighting strategies, challenges, and successes in building equitable, districtwide supports for all students.

Kathy



LEARNING OBJECTIVES

- 0 Understand how Implementation Science helps with alignment and scale up of MTSS systems across a district.
- 0 Experience the various tools utilized to communicate and elevate MTSS systems
- 0 Hear about lessons along the way

Kathy

Kathy Francoeur, Co-Director of Training & TA

- National RENEW Coach/Trainer at the Institute on Disability, UNH
- NH MTSS External Coach /Trainer at the Institute on Disability , UNH
- Daughter, Partner, Mother, Grandmother, Dog Mom
- Crazy about Cattle Dogs
- Love to read, hike, garden, knit, bake, and long walks on the beach....and going to San Diego!



Kathy's intro

**Nicole Merrigan,
Elementary Reading Specialist &
District Co-Facilitator for MTSS**

- Elementary teacher - classroom teacher for 13 years, reading specialist for 9 years, MTSS coach/facilitator for at least 6 years
- Wife, band mom, PTA mom, Girl Scout mom, dog mom (lab mix & frug)
- Love finding sea glass at the beach!
- Love playing NYT word games!



Nicole's intro

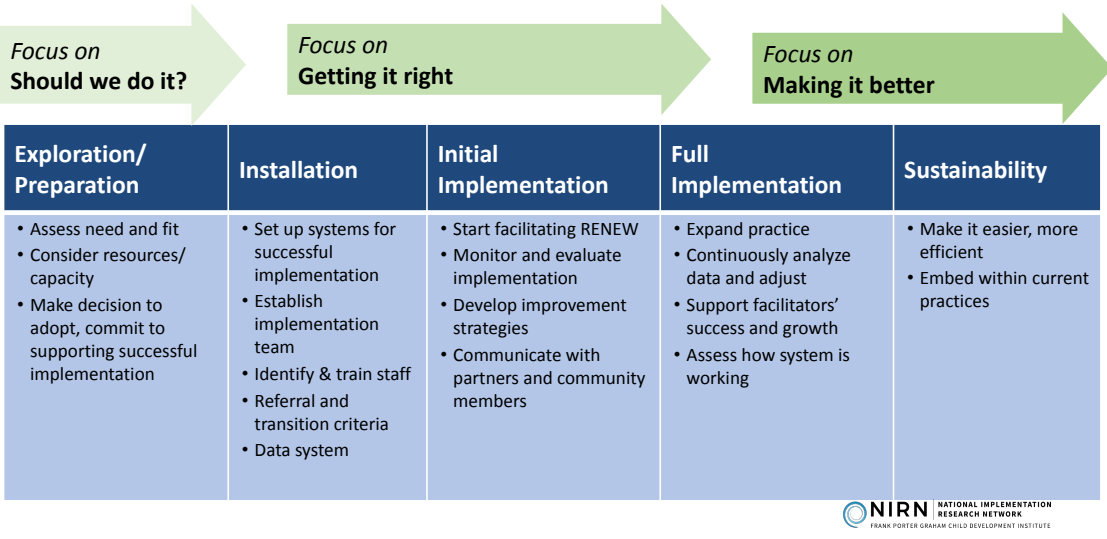
**Meredith Tansey,
K-5 Instructional Coach
& District Co-Facilitator
for MTSS**

- Wife, dog mom, soccer mom, gymnastics mom
- Elementary teacher - 18 years, MTSS facilitator for at least 8 years
- New degree in administration and new to the district as an instructional coach
- Love the summer and going to the beach
- Boston sports fan - Go Pats!



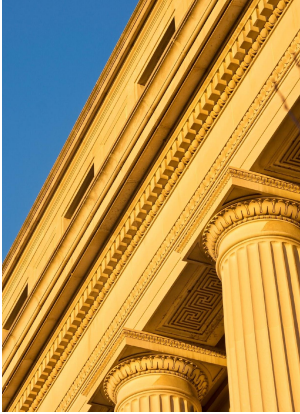
Meredith's intro

Where Are YOU With MTSS?



Kathy – Who is in the room? What is your role your school? Where are you in your journey ?

Does This Sound Familiar?



MTSS as a School Improvement Priority

- The district has made a commitment to scale up MTSS in each building this year with the focus on improved social, emotional, and behavioral functioning for all learners.
- A critical component of MTSS is to have a dedicated leadership team to scale up MTSS for shared decision-making and problem-solving, and to monitor implementation and fidelity.
- Effective teamwork across all groups implementing MTSS is vital for achieving desired results for students and families.

Challenges around Team – Kathy



Back At The Schools....

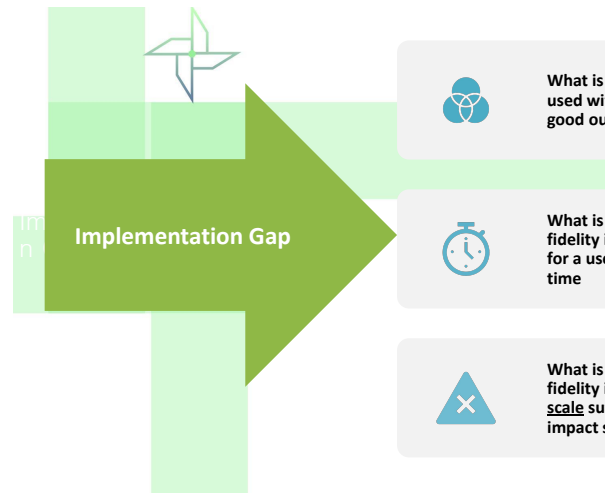
1. *In one school, there is an MTSS Leadership Team that meets at least monthly lead by the MTSS School-Based Coach, and they have found dedicated time to meet during the school team. Members of the team attend consistently, at least 80% of the time. The building administrator is an active member of the team. They have even secured parent representatives to be part of the team.*
2. *In another school, the MTSS Leadership Team meets but it is infrequent and they never have time to get through the agenda. Since this occurs after school, many members cannot stay for the entire meeting.*
3. *In another school, there is an MTSS Leadership Team with a school-based Coach, and they try meeting monthly. In the past, team members attended consistently but with recent staff changes, attendance has been spotty, the building administrator comes but often cannot stay for the entire meeting. There are no minutes or agendas so people are confused on what they should work on.*
4. *In another school, there is a dedicated MTSS school-based coach but only one other team member. The administrator is not actively involved in the meetings and not sure what MTSS is all about....*

Kathy

How are you and the teams feeling?



Kathy



Kathy

critical components may be outlined when the plan is laid out, but there are gaps

What is Implementation Science?

- **Implementation science** is the scientific study of methods and strategies that facilitate the uptake of evidence-based practice and research into regular use by practitioners and policymakers.
- The field of implementation science seeks to systematically close the gap between what we *know* and what we *do* (often referred to as **the know-do gap**) by identifying and addressing the barriers that slow or halt the uptake of proven health interventions and evidence-based practices.

Implementation Science Resource Hub at the University of Washington:
<https://impsciuw.org>



Kathy - The field of Implementation Science seeks to determine the supporting conditions for the effective implementation of an innovation. This might be either a new model of service, an evidence-based program, or any of a number of defined efforts to create a particular set of outcomes

Formula To Scale & Sustain

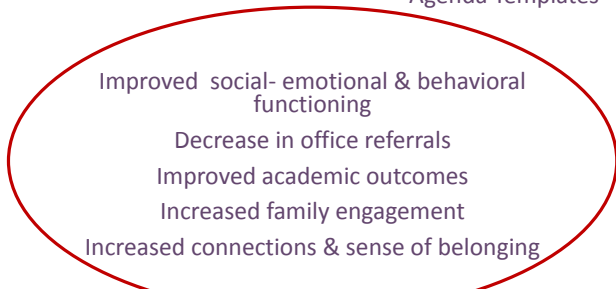
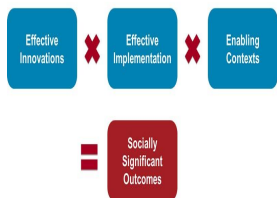
Innovation:
MTSS Framework



Effective Implementation:
Training
Coaching
Leadership Involvement
Data
TFI



Enabling Contexts:
MTSS System Teams
Intervention Menu
Request for Assistance
Behavior Information Form
Behavior Definitions
Professional Development
MTSS Activity Calendar
Agenda Templates



Kathy - The three factors of the equation refer to what is implemented, how it is implemented and where it is implemented. In order to achieve significant impact, the innovation (the what) needs to be well specified and matched to the needs of the population, implemented in a deliberate and adaptive manner, as well as supported by a hospitable environment and learning processes.

In terms of the “what,” communities are often unable to use existing manualized programs to address complex and emerging challenges. In these cases, communities deliberately choose innovations using available knowledge that meet the unique needs of the target population, are based on research evidence, and are feasible to implement within a specific context.

Turn and Talk

Discuss:

1. *What are some of the challenges of implementing MTSS and making it stick?*
2. *Where are your gaps?*
 - *Has MTSS been adopted but not being implemented with fidelity?*
 - *Is it not being sustained?*
 - *Is it not being scaled sufficiently to make an impact?*



Kathy to intro – 5 min to talk – Meredith to call the group back



Our Challenges and Gaps

Building Representative Teams

Staff Turnover

Lack of consistent messaging

Finding adequate time to meet

Re-districting

New leadership at district level

No historical data

Energy level

Lack of PD opportunities and availability

Student information systems in flux



Meredith

What Implementation Teams Do...



1. Select and facilitate adoption of the practice/innovation/initiative
2. Build awareness and increase “buy-in” and readiness
3. Install and sustain systems for implementation
4. Assess fidelity and outcomes: Use data for decision making
5. Build connections and linkages to external supports
6. Problem-solve and sustain

Meredith

MTSS District Implementation Team: What Makes Our Pinwheel Spin

Kindergarten Teacher

Elementary Reading Specialist

Elementary Instructional Coach

Elementary Wellness Instructor

Elementary Special Education Coordinator

Middle School Guidance Counselor

Secondary Special Educator

Alternative High School Teacher

Alternative High School Principal

UNH Consultant/External Coach



Meredith



Using the Implementation Frameworks To Keep MTSS In Motion

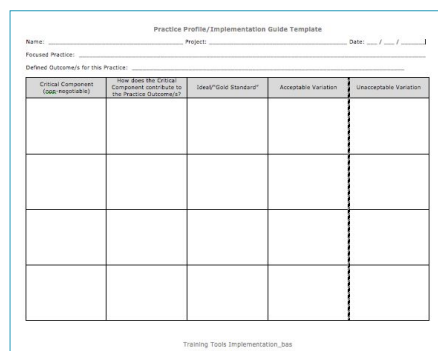
- Practice Profile
- Feedback Loops
- Developing Coaches
- Using Data: Improvement Cycles

Nicole – To keep MTSS in motion in our district despite some of the challenges Meredith mentioned, we use some of these tools

Developing FLUENCY With Practice

• Practice Profile/Implementation Guide Components:

- Non-Negotiable/Critical Component
- Contribution to overall outcome
- Gold Standard
- Acceptable Variation
- Unacceptable Variation



The form is titled "Practice Profile/Implementation Guide Template". It includes fields for "Name", "Project", "Date", "Facilitator", and "Defined Outcomes for the Practice". Below these fields is a table with the following columns: "Critical Component (non-negotiable)", "How does this Critical Component contribute to the Practice Outcomes?", "Ideal/Gold Standard", "Acceptable Variation", and "Unacceptable Variation". The table has four rows for data entry. At the bottom right, it says "Training Tools Implementation.docx".



RSD Tier 1 Practice Profile Draft



Nicole - link RSD critical Tier 1 components

These guide the practitioner's decisions and ensure consistency, integrity, and sustainable effort across all practitioners.

□ *Clear description of the essential functions.*

These define the role of practitioners and inform activities within each phase of work. Essential functions provide a clear description of the features that must be present to say that the innovation is being used and to achieve outcomes ("essential functions" are sometimes called core components, active ingredients, or practice elements).

□ *Operational definitions of the essential functions.*

These describe the core activities associated with each essential function and allow the innovation to be "teachable, learnable, doable, and assessable" across a range of contexts. Operational definitions promote functional consistency across practitioners at the service delivery level.

□ *Practical assessments of performance.*

This assesses whether the innovation is implemented as intended. Fidelity assessments are used to improve

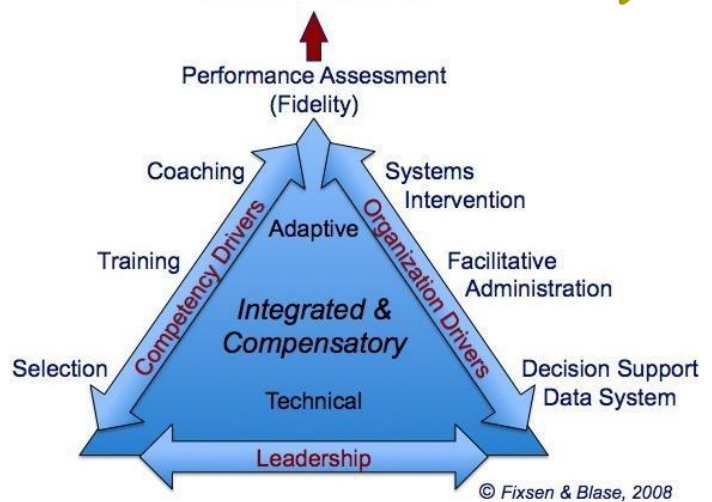
practitioner competency and implementation supports such as training and coaching.

[Practice Profile](#)



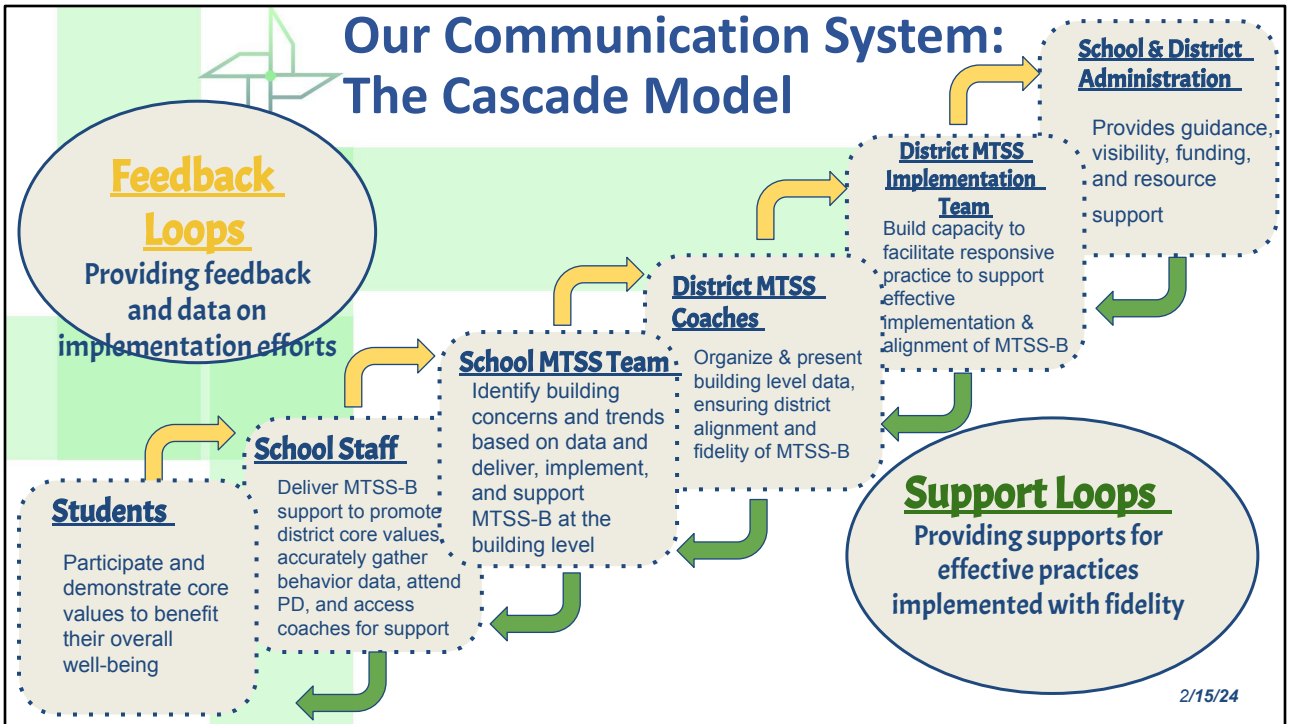
Developing Coaches To Sustain MTSS In Our Communities

- Embed coaches in each building
- Coach meetings
- Development of tools to use consistently
- District facilitators
- [Gold Standard MTSS Roles](#) and why they're important
- [Coach Starter Kit](#)
- [MTSS Digital Landing Page](#)
- [MTSS Activity Calendar](#)
- [MTSS Meeting Agenda Template](#)



Nicole – Things that we have done to develop coaches and sustain MTSS in our district

Our Communication System: The Cascade Model



Meredith – Process to create communication between tiers and schools
 Activity calendar
 Coaches surveys



Reflect:

- *What does your communication and feedback support look like?*
- *What are the challenges to communication?*
- *How might The Cascade Model help move MTSS forward?*

Meredith – What communication & feedback supports in your school/district and what are the challenges to communication

Utilizing The District Tiered Fidelity Inventory (TFI)

1. Leadership Teaming	▼	To create a representative team from all schools
3. Funding and Alignment	▼	Review existing SEL initiatives, including fidelity and effectiveness (tier 2 intervention grid) Include Implementation Team in MTSS PD throughout the year, including monthly faculty meetings, monthly mentor/mentee meetings, and teacher workshop days
6. Training	▼	Draft coaching assistance manual and coach starter kit
7. Coaching	▼	Complete district TFI, building TFI, building walkthrough tool, and SAS
8. Evaluation	▼	Climate & Culture Survey



Nicole



Using Data To Navigate Through The Wind



School Year: 21/22
Data Completed: 10/16/2025

Tier 1: Universal PBIS Features

Team

1. **Team Composition:** Tier 1 leadership team includes the following roles: 1-2 Tier 1 system coordinators (e.g., coaches), a school administrator, a representative group of educators (e.g., grade level or departmental representation, general and special education, certified and non-certified staff), students, family members who do not work for the school district, members from marginalized groups, relevant community partners (e.g., mental health providers), and individuals who actively provide expertise in the following areas:

- applied behavior support
- mental health and trauma
- academic instruction
- coaching
- equity
- physical health and wellness (e.g., nurse, health teacher)
- data systems and information regarding system and student academic and SEB strengths and needs
- operations of the school across grade levels and programs

2. **Team Operating Procedures:** Tier 1 leadership team has (a) regular meeting format/agenda that promote the regular review of Tier 1 practices, systems, and data, (b) minutes available to all staff for review, (c) established and regularly used team norms, (d) defined meeting roles (e.g., timekeeper, facilitator, recorder), (e) regular (e.g., quarterly) two-way data sharing and communication with advanced tiers teams to inform decision making, (f) a current action plan, (g) procedure for evaluating fidelity of team operating procedures (e.g., Team Initiated Problem Solving [TIPS] Fidelity Checklist) at least twice annually, and (h) a formal process to monitor the impact of team norms and procedures on ensuring all team members are able to participate as equal partners.

3. **Schoolwide Expectations:** The school has established a set of five or fewer positively stated schoolwide SEB expectations or values that are (a) aligned to the school vision for climate and culture (Item 1.1), (b) posted/accessibly (e.g., in at least the two most common home languages, developmentally appropriate) around the school, (c) defined in a schoolwide teaching matrix with specific exemplars by setting and routine, (d) known by staff, (e) aligned to SEB standards or curriculum.

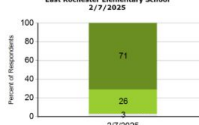
4. **Schoolwide Expectations Taught:** Educators explicitly teach expectations through the established exemplars and routines reflected in the teaching matrix and integrate active supervision and prompting, reviewing, and reinforcing expectations within existing SEB or academic instruction.

Building TFI

Total Score of Schoolwide Systems Current Status

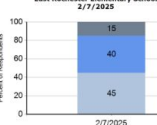
Current status as rated by respondents

Schoolwide Current Status East Rochester Elementary School 2/7/2025



Priority areas as rated by respondents

Schoolwide Priority for Improvement East Rochester Elementary School 2/7/2025



SAS Survey

Coaches Meeting Feedback Survey

Share your feedback about our recent coaches meeting! Thank you to all Tier 1, 2, and 3 coaches and thank you for taking time to complete this brief survey to help us plan the direction of MTSS next!

We are automatically collecting emails from all respondents. [Change settings](#)

What tier do you coach? *

- Tier 1
- Tier 2
- Tier 3
- Other: _____

Coach Surveys

How beneficial was today's session? *



Do you like the direction MTSS is headed? Please share your thoughts! *

Long answer text

Nicole –

survey data guides our work and supports our communication/feedback cycles

SAS – self-assessment survey – The **SAS** is an annual assessment used by schools to identify the staff perception of the implementation status and improvement priority.

TFI school level

The Next Cycle: Goals for the Continued Implementation

Leadership Teaming

Add representatives to Implementation Team (elementary admin, secondary staff, preschool staff, district admin)

Training & Coaching

Coach Starter Kit
MTSS Google Classroom
Coach Meetings
Mentor/Mentee Meetings
Summer PD

Evaluation

Building TFI
District TFI
Building SAS Surveys
District SAS Data
Coach Surveys

Funding & Alignment

Review SEL initiatives
Tier 2 Intervention Grid



Nicole update to Match the goals outlined in the district TFI

What Are Your MTSS Plans?





Thank You!



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Karen – insert your info and PaTTAN logo on this slide