



UHS MTSS FRAMEWORK

School Improvement Plan Review

“Gladly Would We Learn and Gladly Teach”

Agenda

Overview of school improvement goals for 2018-19
Academic/Behavior/Social-Emotional
2019-20 Focus Areas
Questions

Academic Data (2017-18)

SAT Proficiency

- Math 22%
- 32% ELA

Freshman on Track

- 82.5%

Graduation Rate

- 80%

Attendance

- 90%

School Improvement Goal (2018-19)

Increase student academic achievement with an explicit focus on racial equity especially for marginalized students while decreasing the over representation of students of color in exclusionary discipline practices using Multi-Tiered System of Support Framework and Restorative Practices to create an environment of culturally responsive teaching through a partnership with students, staff, and families.

Transformational Change & Equity!

- Improving the outcomes for all students with a focus on reducing and closing racial disparities in discipline and academic outcomes
- Strengthening the MTSS system with a focus on racial equity, culturally responsive teaching, mental health, and restorative practices

Behavior Referral Analysis

Aug 2017-April 2018

1440 total referrals

- 58.54% Black
- 15.07% White
- 14.44% Multiracial
- 11.46% Hispanic
- 15.49% IEP

Aug 2018-April 2019

1247 total referrals

- 67.28% Black
- 13.07% White
- 6.58% Multiracial
- 10.75% Hispanic
- 30.50% IEP

Discipline Breakdown (2018-19)

Total Number of students referred:
333

- 62.76% Black
- 15.62% White
- 5.11% Multi-racial
- 13.51% Hispanic
- 19.52% Special Ed

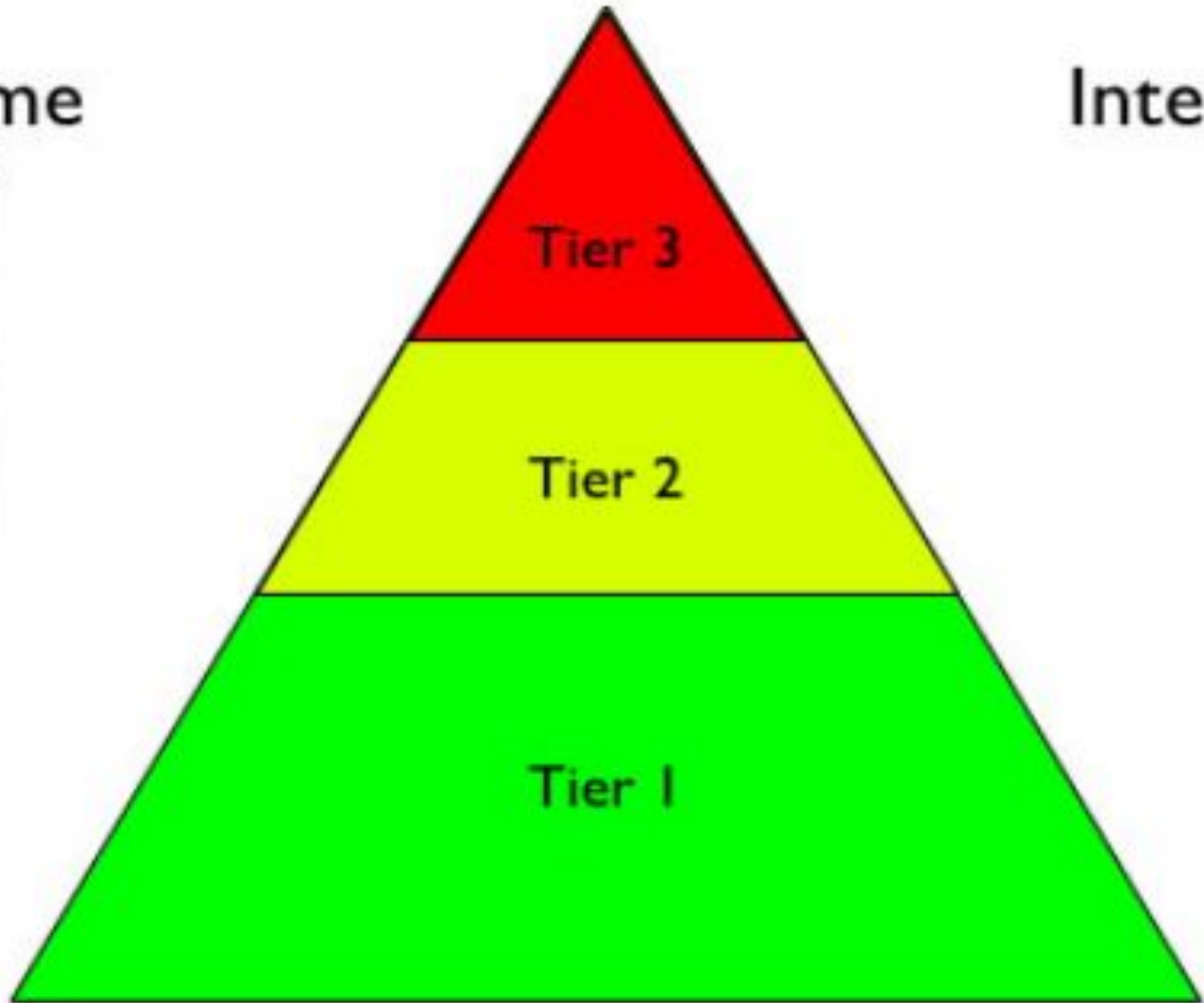
Total Number of students referred:
333

- Students with 0 referrals: 74%
- Students with 1 referral: 11%
- Students with 2-3 referrals: 8%
- Students with 4-6 referrals: 3%
- Students with 7-9 referrals: 2%
- Students with 10 or more: 2%

Time



Intensity



Tier 3

Tier 2

Tier 1

MTSS Tier 1 Topics

- Developing Social/Emotional Capacity
- Building relationships and community
- Classroom Management Systems
- Teach and reteach expectations and school wide expectations; administer classroom interventions to entire classroom; facilitate academic circles; facilitate classroom circles
- Parent contact and behavior documentation (SkyWard)
- Establish communication with students/families in targeted groups, assist students/families to improve students' progress, and collaborate, monitor or make referrals to programs and supports.
- Advocate for equity of all students, provide large group instruction to help students and staff successfully participate in restorative practices and dialogues.
- Goal: to reduce problem behavior

Tier 2 & 3 Interventions Focus Areas

- Restorative Questions
- Pro-active Circles
- Responsive Circles
- Restorative Meetings/Conferences
- Check-in/Check -out
- De-escalation strategies
- Self-Regulation
- Self-Esteem
- Anger Management
- Decision Making

COLLABORATIVE APPROACH TO CHANGE (2019-20)

- Discipline Committee
- PD Cadre
- PTSA
- Student Committee
- Admin
- Attendance Committee
- District Leadership Problem Solving Group
- Stakeholder Surveys
- Staff Surveys
- Student Surveys

FOCUS AREAS (2019-20)

Elimination of Homeroom

- Provide additional instructional time

Academic Tier 2 Supports

- Universal Screener - AIMSWEB
 - 9th graders screened 3 times a year
- Additional Tier 2 support course in Math and ELA
 - Targeting Incoming 9th graders
- Reading Interventionists
 - Students with 2 or more grade levels behind

FOCUS AREA (2019-20)

- MTSS Implementation with Universal Screener and structured interventions.
- Tier 1 Academic, Behavior, and Social-Emotional Interventions,
- Improving structure of 9th-10th Grade Study Support
- Building Capacity for targeted interventions
- Provide training to support staff
- Equity Focus-
- Collaborative Data Driven Decision Making
- Streamline Discipline referral process
- Staff training on de-escalation strategies
- Implement MTSS Problem-Solving Team

PROBLEM SOLVING TEAM

- PST (Social Workers, School Psychologist, SEA, SI, SRS, Instructional Coach, Secretary, School Counselors, Admin, Attendance Secretary, Teacher)
- PST will meet every other Thursday
- PST will review MTSS request for support/interventions
- Continue to develop and identify Tiered interventions
- PST will review attendance data/assist Admin in addressing chronic absenteeism
- PST will provide support to teachers with students displaying academic, SEL, and behaviors concerns

MTSS REQUEST FOR SUPPORT FORM

Microsoft Word interface showing the document: MTSS UHS Intervention Referral Documentation Form (1) [Compatibility Mode].

MTSS Student Intervention/Support Request Form

Teacher: _____ Location: _____ Date: _____
Student: _____ Period: _____ Grade Level: _____
Guardian: _____ Phone# _____ Date Contacted: _____

Reason for Request:

Please give this form to any member of the PST(Problem Solving Team)

Intervention Attempted	Date/Time	Observable Reactions/Student response	Outcome
A.			
B.			

1 of 1 52 words English (United States) 179%

SAFETY AND SUPERVISIONS

- Changes to SRS Expectations and Responsibilities
- Hall supervision adjustments (SRS/Teachers/Admin/Student Support Personnel)
- Additional Walkie Talkies
- Student Lunch Times adjusted
- SI increased responsibilities

PROFESSIONAL DEVELOPMENT

- Restorative Practices

June 19th Intro to Restorative Practices

June 20th Intro to Restorative Practices

July 2nd Intro to Restorative Practices

July 2nd Intro to Restorative Practices

July 9th Intro to Restorative Practices

July 12th/19th (IIRP) 2 day Basic Restorative Practices

Introduction to Restorative Practices and Using Circles Effectively

- TCI

July 15th -18th (4 Day TCI)

July 20th (1 Day TCI Workshop)

August TBD ((1 Day TCI Workshop)

TCI PD will be offered throughout the 2019/2020 school year

Highlights (2018-19)

- Initial Development of MTSS framework
- Outline Tier 1, 2, 3 interventions
- Implement process of identifying students that need intervention in Reading and Math
- Implement two sections of AP Prep Bridge Program, targeting our minority students
- Restructured our In-School Suspension room with Certified Teacher
- Collaborative approach to decision making for 2019-20 school year
- Collaboration with Upward Bound, Principal Scholar, and colleges and universities (Parkland and U of I)



Questions????