

Morgan Hill Unified  
School District  
January 25, 2022

Multi Tiered System of Supports:  
A Focus on Professional Learning  
Communities (PLCs),  
Assessments, Social Emotional  
Support, Restorative Practices  
and Positive Behavior  
Interventions and Support (PBIS)  
Programs

# Morgan Hill Unified School District

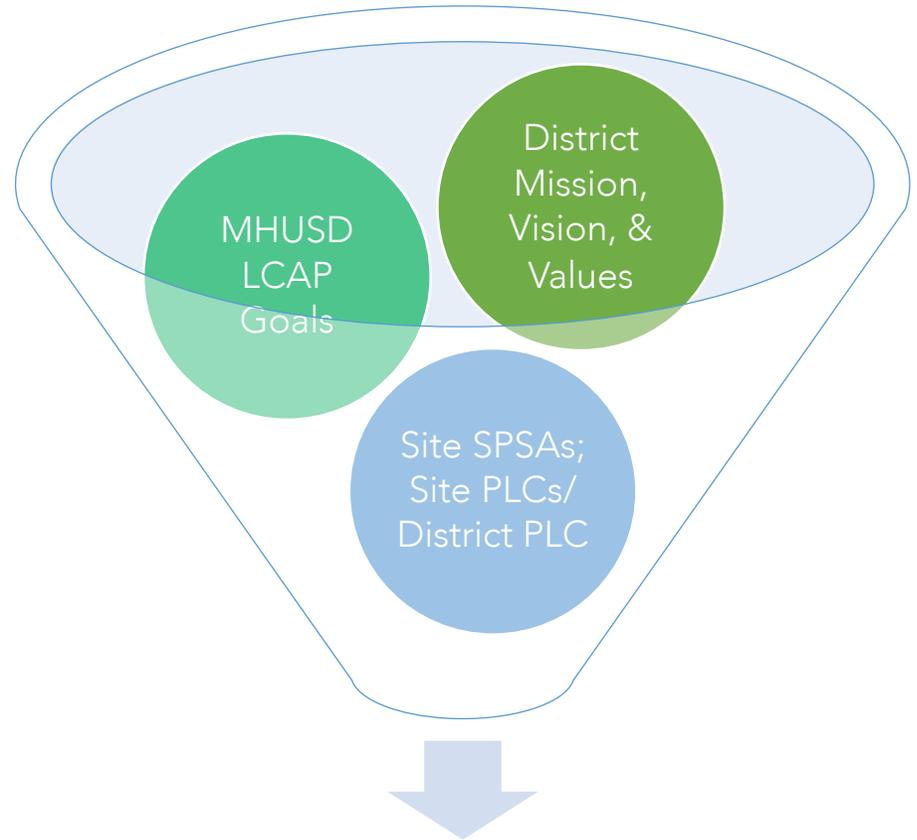
## **Vision Statement**

All students will receive an excellent education and be empowered to succeed in school. Our students will be prepared to achieve in our diverse, global society and to make meaningful contributions in their community. Students will become critical thinkers and problem solvers who can thrive in the challenges of the 21st Century.

## **Mission Statement**

The Morgan Hill Unified School District's central purpose is to educate students. In partnership with parents and the community, we create learning environments where all students learn and are empowered to achieve their unique potential. We model and nurture civility, respect, compassion, personal responsibility, curiosity and integrity in an environment of diversity, equity, and service.

# MHUSD Coherence and Alignment

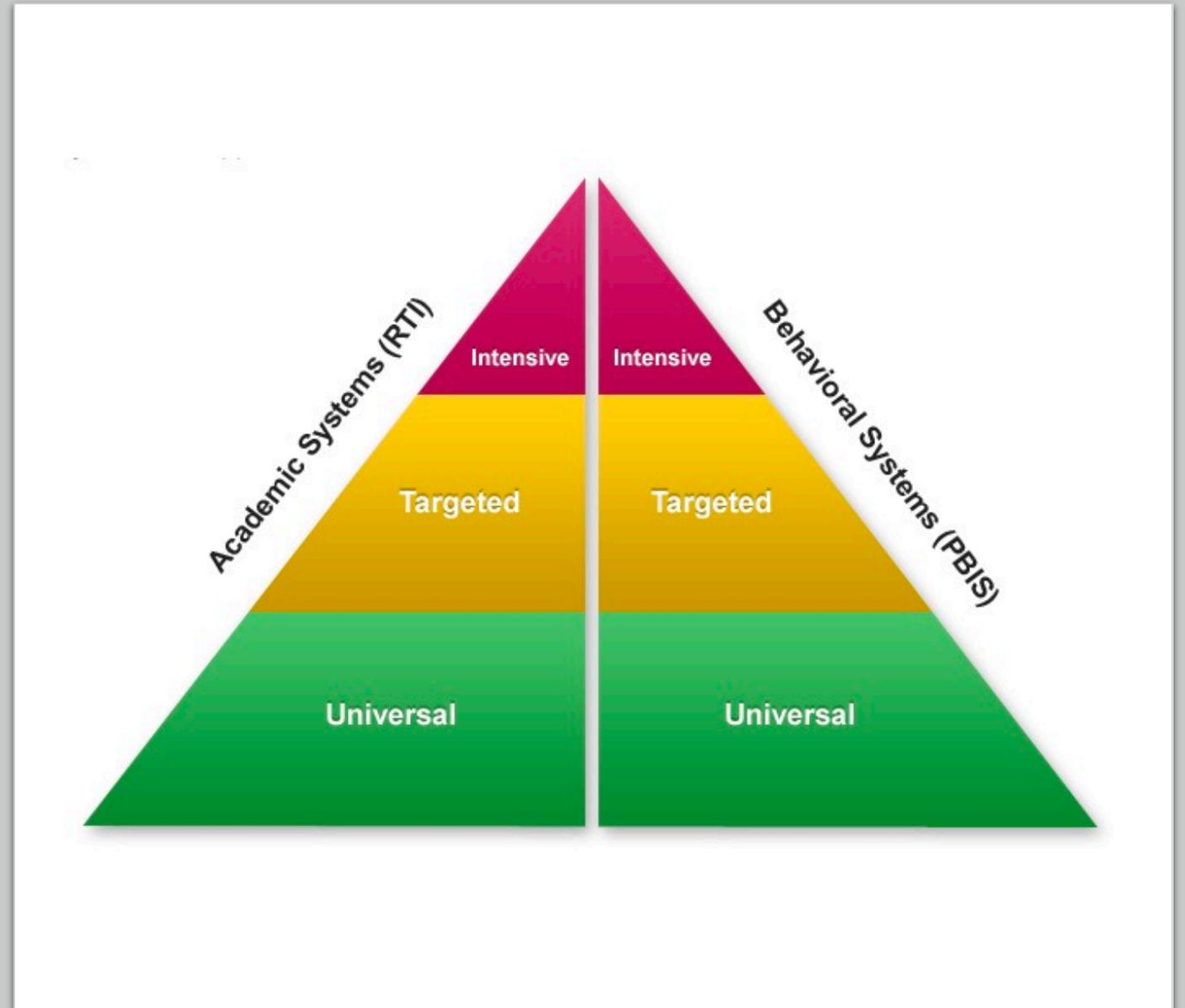


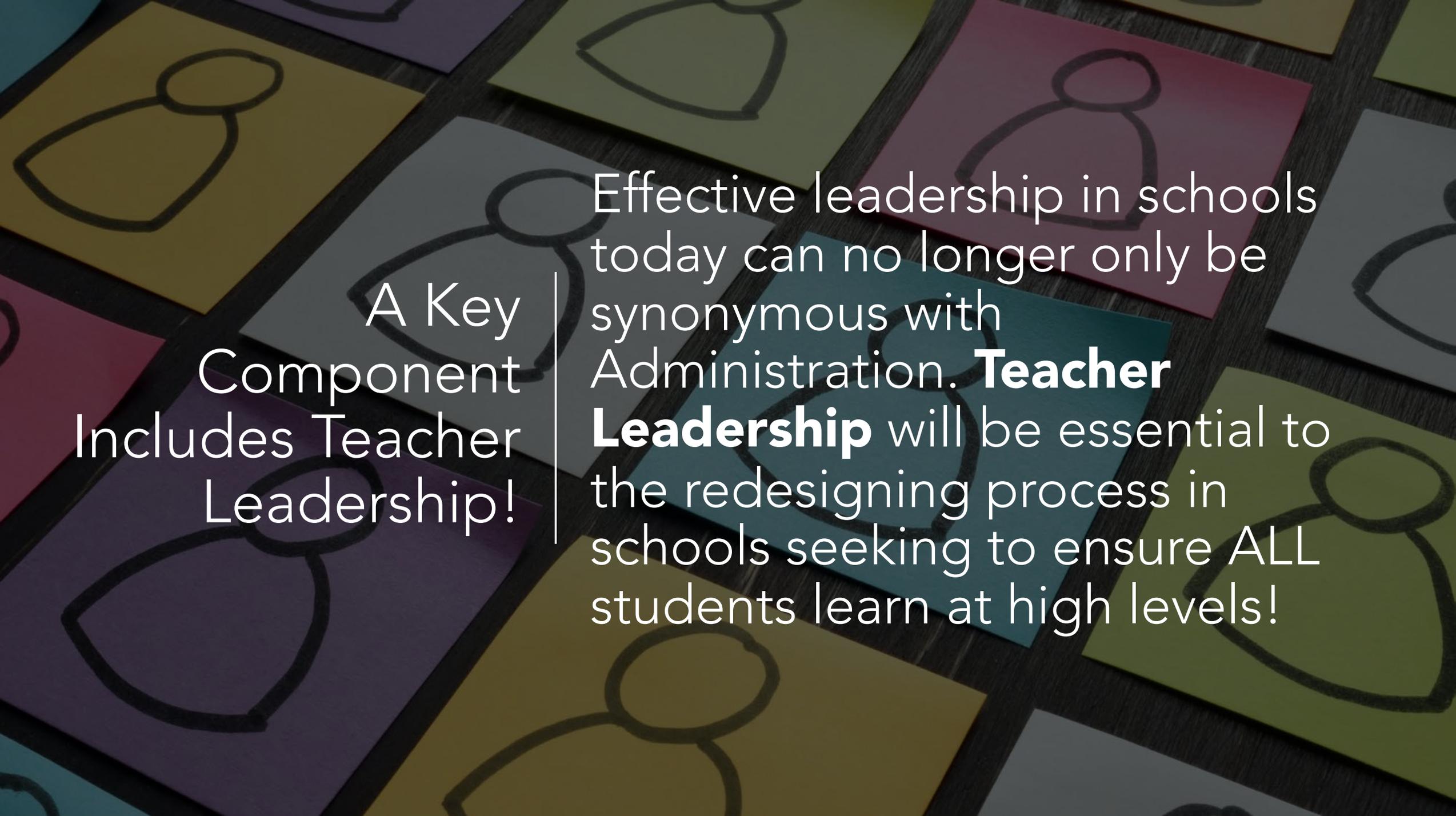
Direct impact to MHUSD Classrooms & Departments and Each & Every Student

# Multi Tiered System of Supports: In Short

In California, MTSS is an integrated, comprehensive framework that focuses on Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Source: California Department of Education



The background consists of several overlapping, tilted rectangular sticky notes in various colors including olive green, purple, teal, and grey. Each sticky note features a simple black outline of a person's head and shoulders. The text is overlaid on these notes.

A Key  
Component  
Includes Teacher  
Leadership!

Effective leadership in schools today can no longer only be synonymous with Administration. **Teacher Leadership** will be essential to the redesigning process in schools seeking to ensure ALL students learn at high levels!

What do we  
mean by ALL and  
HIGH LEVELS OF  
LEARNING?

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High Levels of Learning: Grade  
Level or Higher

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All: Any child who will one day be  
an independent adult.

# Our Science as Educators

What is the science educators could use to redesign a public-school system to serve the needs of all MHUSD students?

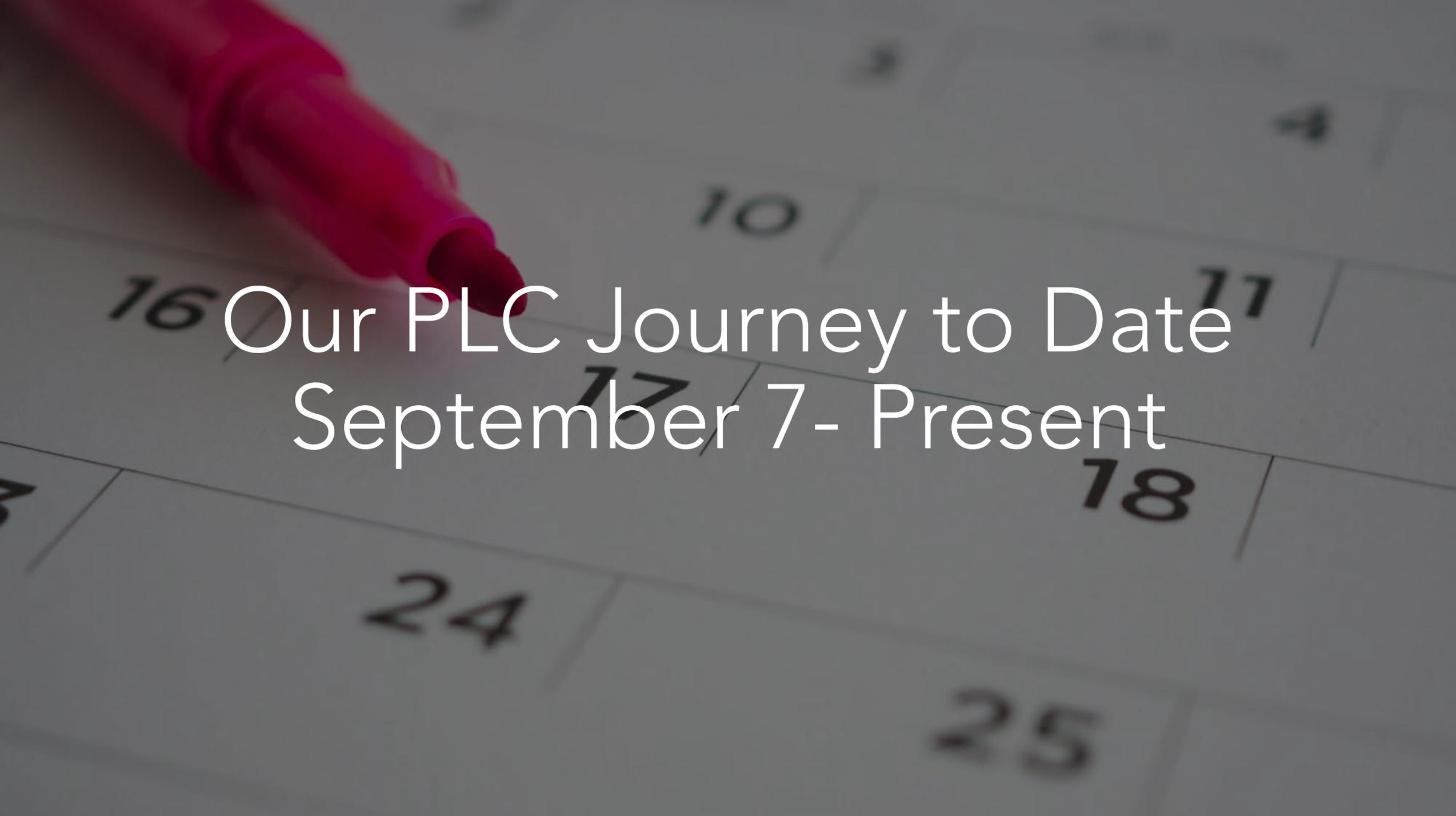


# Our Science

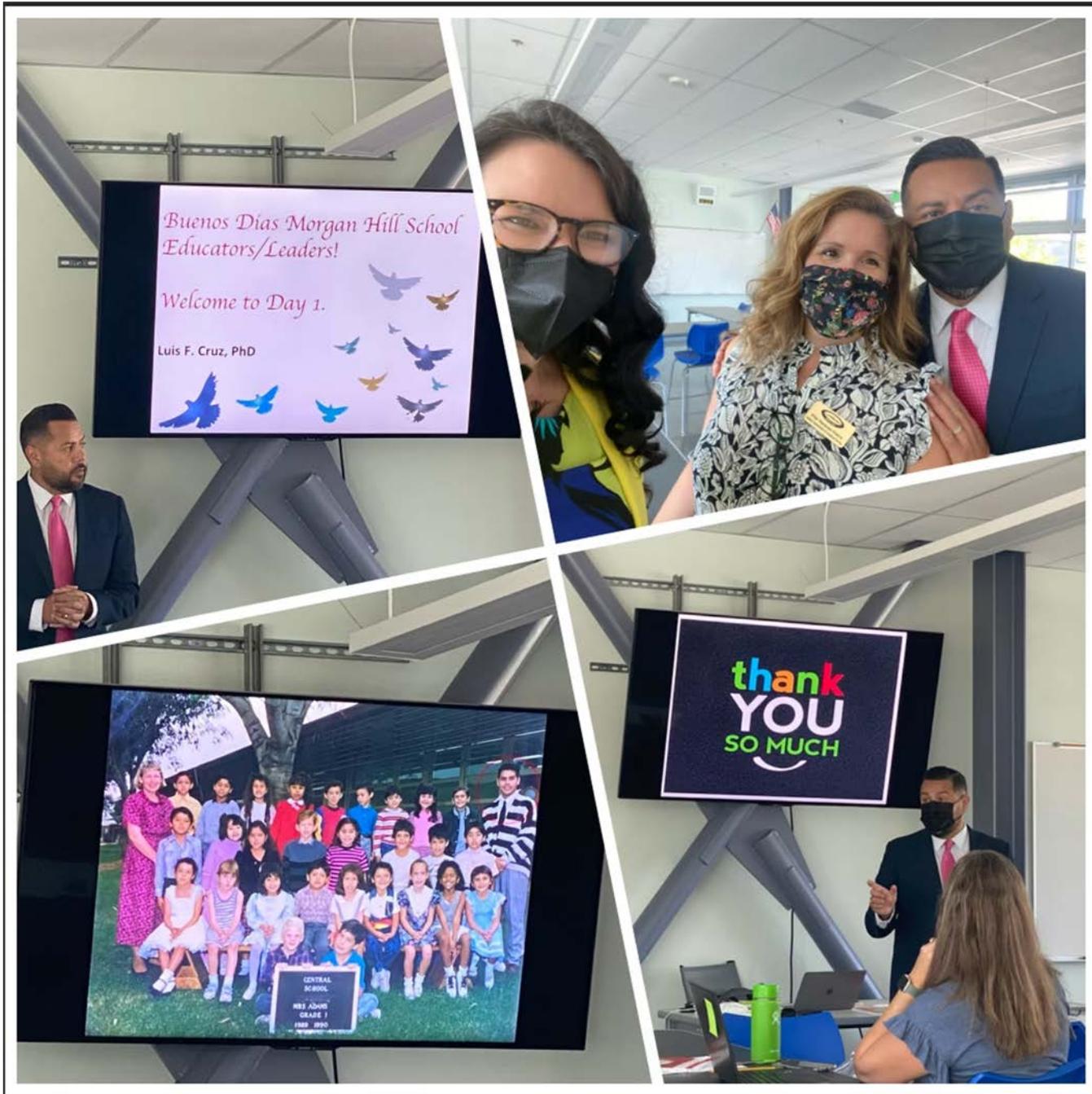


# What is a PLC?

“A Professional Learning Community is when members of the staff engage in an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry trying to figure out why students are not learning and then determining how we, the adults, will respond. These adult educators then take action to ensure high levels of learning for ALL students!

A close-up photograph of a red pen tip pointing towards a calendar grid. The calendar is slightly out of focus, with numbers like 10, 11, 16, 17, 18, 24, and 25 visible. The overall image has a soft, muted color palette.

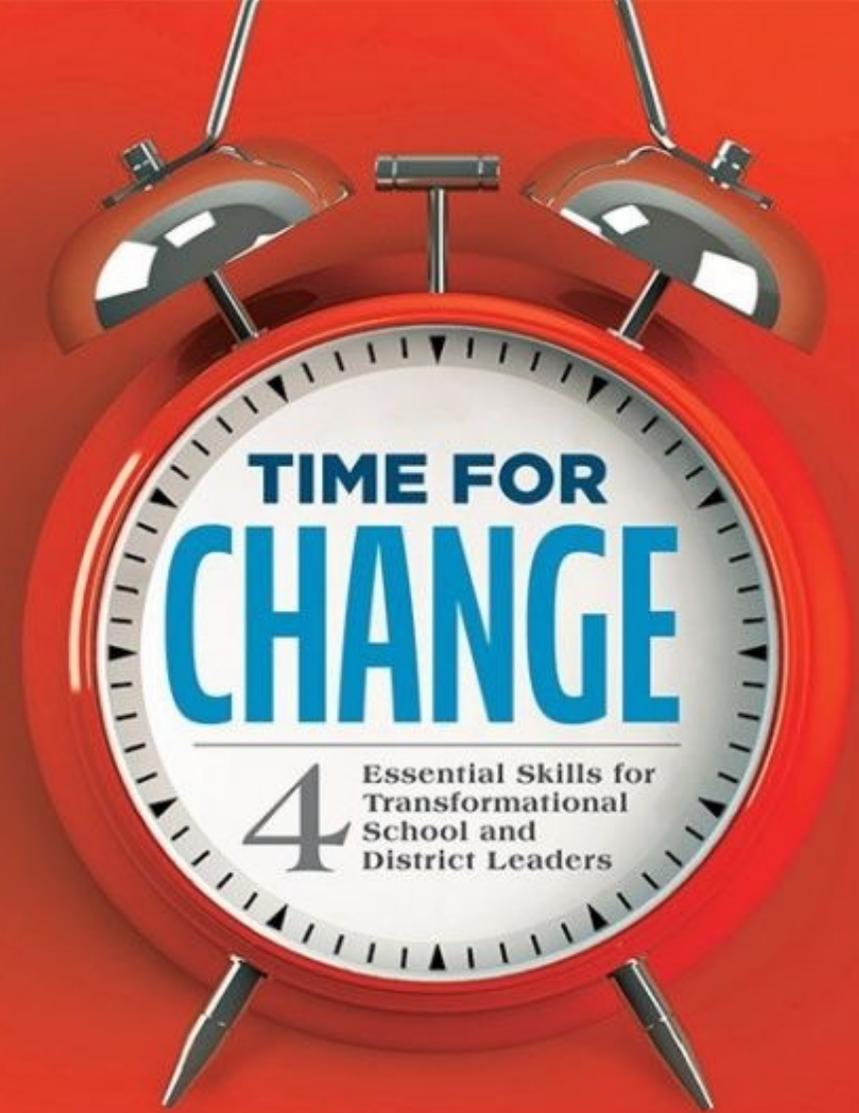
# Our PLC Journey to Date September 7- Present





Dr. Luis Cruz

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**ANTHONY MUHAMMAD**

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**LUIS F. CRUZ**

# Cultural Shifts in a Professional Learning Community

Left Column

***What well intentioned, hard-working educators in traditional schools do when they offer or provide some students the opportunity to learn.***

Right column

***What well-intentioned, hard-working educators at Morgan Hill USD will need to do to ensure ALL students learn at grade level or higher.***

A Shift in Fundamental Purpose	
From a focus on teaching ...	to a focus on learning
From emphasis on what was taught ...	to a fixation on what students learned
From coverage of content ...	to demonstration of proficiency
From providing individual teachers with curriculum documents such as state standards and curriculum guides ...	to engaging collaborative teams in building shared knowledge regarding essential curriculum

A Shift in Use of Assessments	
From infrequent summative assessments ...	to frequent common formative assessments
From assessments to determine which students failed to learn by the deadline ...	to assessments to identify students who need additional time and support
From assessments used to reward and punish students ...	to assessments used to inform and motivate students
From assessing many things infrequently ...	to assessing a few things frequently
From individual teacher assessments ...	to collaborative team-developed assessments
From each teacher determining the criteria to use in assessing student work ...	to collaborative teams clarifying the criteria and ensuring consistency among team members when assessing student work
From an over-reliance on one kind of assessment ...	to balanced assessments
From focusing on average scores ...	to monitoring each student's proficiency in every essential skill

A Shift in the Response When Students Don't Learn	
From individual teachers determining the appropriate response ...	to a systematic response that ensures support for every student
From fixed time and support for learning ...	to time and support for learning as variables
From remediation ...	to intervention
From invitational support outside of the school day ...	to directed (that is, required) support occurring during the school day
From one opportunity to demonstrate learning ...	to multiple opportunities to demonstrate learning

A Shift in Professional Development	
From external training (workshops and courses) ...	to job-embedded learning
From the expectation that learning occurs infrequently (on the few days devoted to professional development) ...	to an expectation that learning is ongoing and occurs as part of routine work practice
	to team-based action research
	to learning by doing
	to learning collectively by working together
	to assessing impact on the basis of evidence of improved student learning
	to sustained commitment to limited focused initiatives

A Shift in the Work of Teachers	
From isolation ...	to collaboration
From each teacher clarifying what students must learn ...	to collaborative teams building shared knowledge and understanding about essential learning
From each teacher assigning priority to different learning standards ...	to collaborative teams establishing the priority of respective learning standards
From each teacher determining the pacing of the ...	to collaborative teams of teachers agreeing on common pacing
attempting to discover ...	to collaborative teams of teachers helping each other improve
... tice ...	to open sharing of practice
the basis of individual ...	to decisions made collectively by building shared knowledge of best practice
on matters unrelated to ...	to collaboration explicitly focused on issues and questions that most impact student achievement
these are "my students, ...	to an assumption that these are "our students"

A Shift in Focus	
1 issues outside of the ...	to an internal focus on steps the staff can take to improve the school
...	to a focus on results
pletion of projects and ...	to SMART goals demanding evidence of student learning
data from their ...	to collaborative teams acquiring information from common assessments in order to inform their individual and collective practice and respond to students who need additional time and support

A Shift in School Culture	
...	to interdependence
staint ...	to a language of commitment
planning ...	to planning for short-term wins
recognition ...	to frequent specific recognition and a culture of celebration that creates many winners

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page 2 of 5

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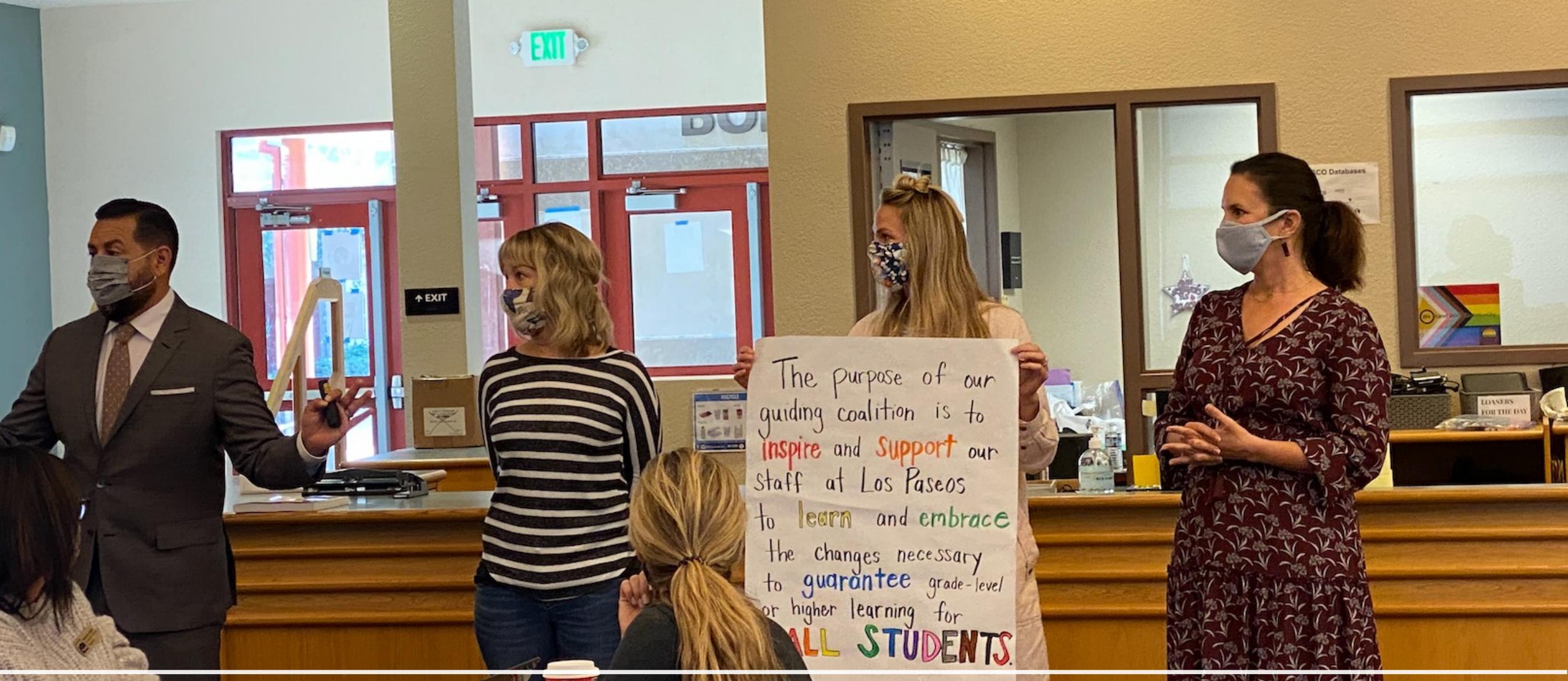
It takes a  
team!

“No one person, no matter how competent, is capable of single-handedly developing the right vision, communicating it to a vast number of people, eliminating all of the key obstacles, generating short term wins, leading and managing dozens of change projects, and anchoring new approaches deep in an organization’s culture. Putting together the right coalition of people to lead a change initiative is critical to its success.”

- John P. Kotter

# Our Schools' Guiding Coalition Purpose Statements





Purpose Statement: Los Paseos Elementary

# Purpose Statement: PA Walsh

## Purpose statement

The purpose of the P.A. Walsh STEAM Academy Guiding Coalition, is to **unite** staff in using **intentional** teaching practices to empower **all** students to progress in social-emotional and academic learning, at or above grade level.

Purpose Statement:  
Live Oak  
High School

Live Oak High School's  
Purpose Statement.

The purpose of Live Oak High School's  
Guiding Coalition is to unite and  
empower our teaching and learning  
community to celebrate our  
students' identities, take risks, and  
implement actionable goals that  
Promote courageous and equitable  
learning environments so all student  
learn at high levels.



courageous and equitable means that students feel safe to take risks in the classroom and out.

High levels mean at grade level higher

teaching and learning communities means all students and all teachers are invested in student learning

Actionable goals means to hope, but not just goals that are vague and reflection.

# Martin Murphy Lead Team Purpose Statement

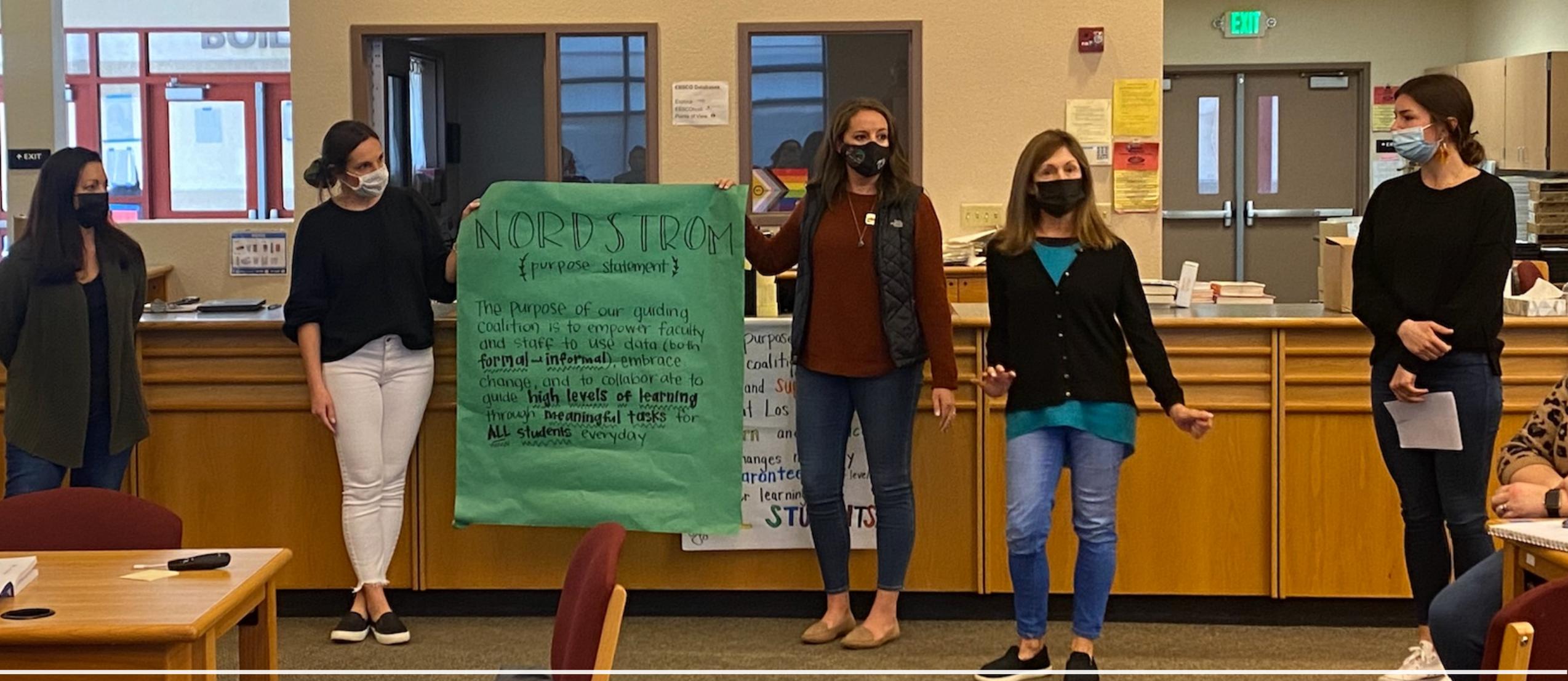
The purpose of Martin Murphy's leadership team is to foster a school culture that promotes a mutually accountable and flexible learning environment supported by relevant and meaningful data to empower ALL students to learn at high levels.

EBSCO Databases  
Explora  
EBSCOhost  
Points of View



EBSCO Databases  
Explora  
EBSCOhost  
Points of View

Purpose Statement: Martin Murphy Middle School



Purpose Statement: Nordstrom Elementary

Purpose  
Statement:  
Adult  
Education

Morgan Hill

Community Adult School

To empower the faculty and staff  
of MHCAS to collaboratively  
learn and embrace best  
practices to ensure learning for  
All students takes place.

Purpose  
Statement:  
El Toro Health  
Science  
Academy

The El Toro Health Science Academy will empower staff to utilize best practices, therefore providing **CHALLENGING & EQUITABLE** instruction so all students will show documented academic and social learning.

Challenging instruction refers to instruction AT OR ABOVE grade level material, with supports in place for all students to be successful.

Equitable instruction doesn't always mean equal, but rather meeting each student where they are and moving them forward.



EBSCO Databases

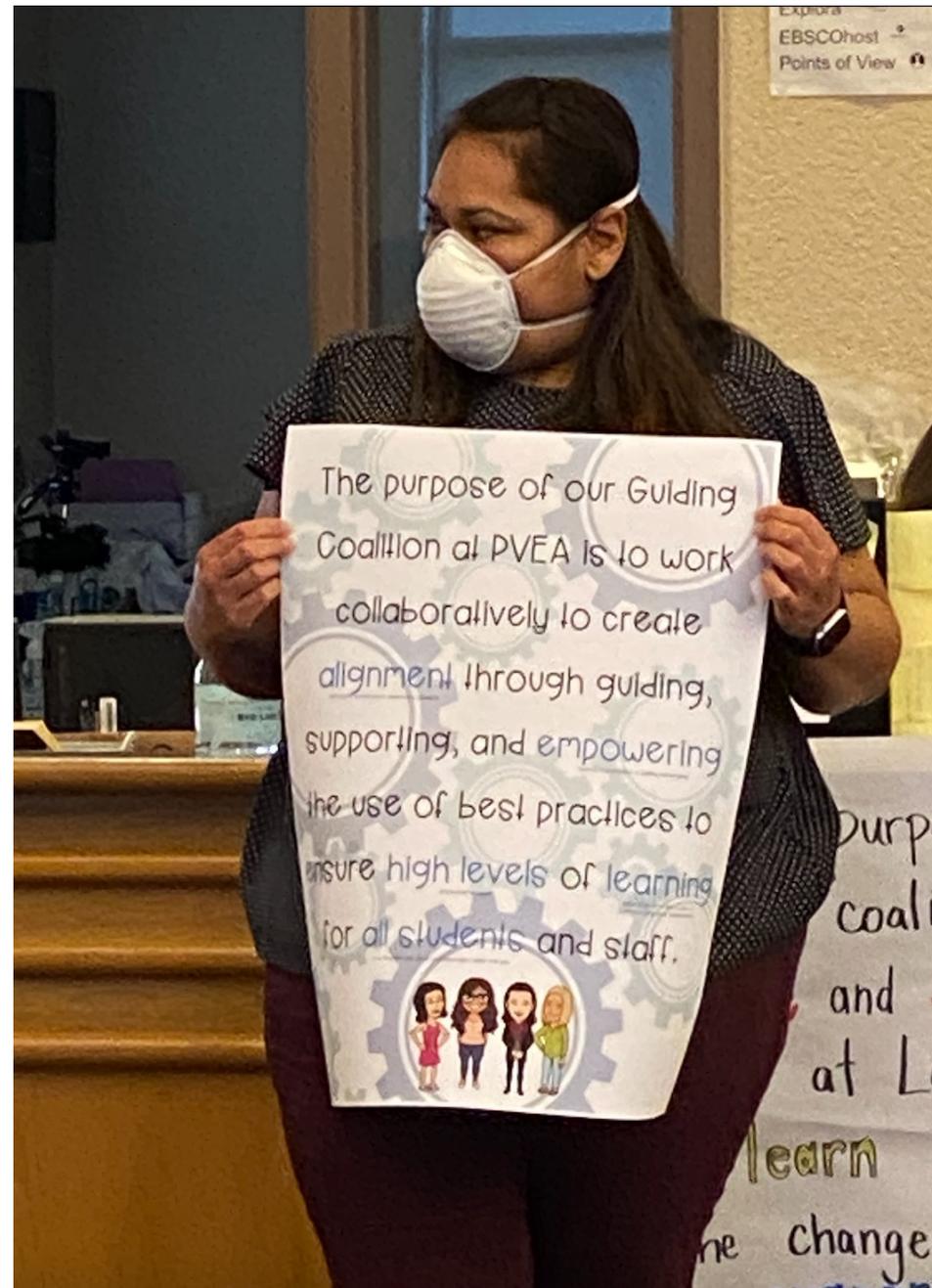
Explora  
EBSCOhost  
Points of View



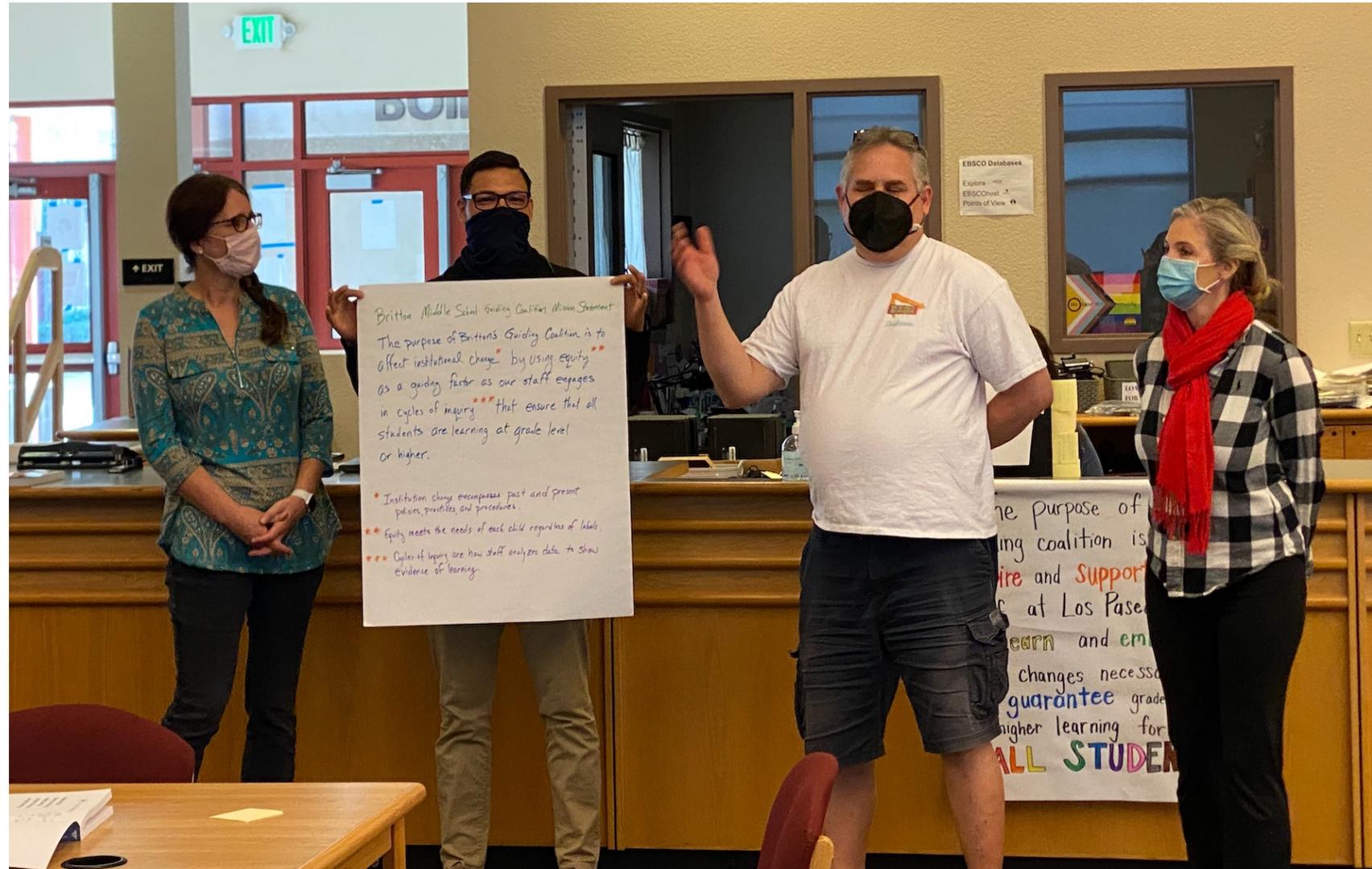
EBSCO Databases

Explora  
EBSCOhost  
Points of View

Purpose  
Statement:  
Paradise Valley  
Engineering  
Academy

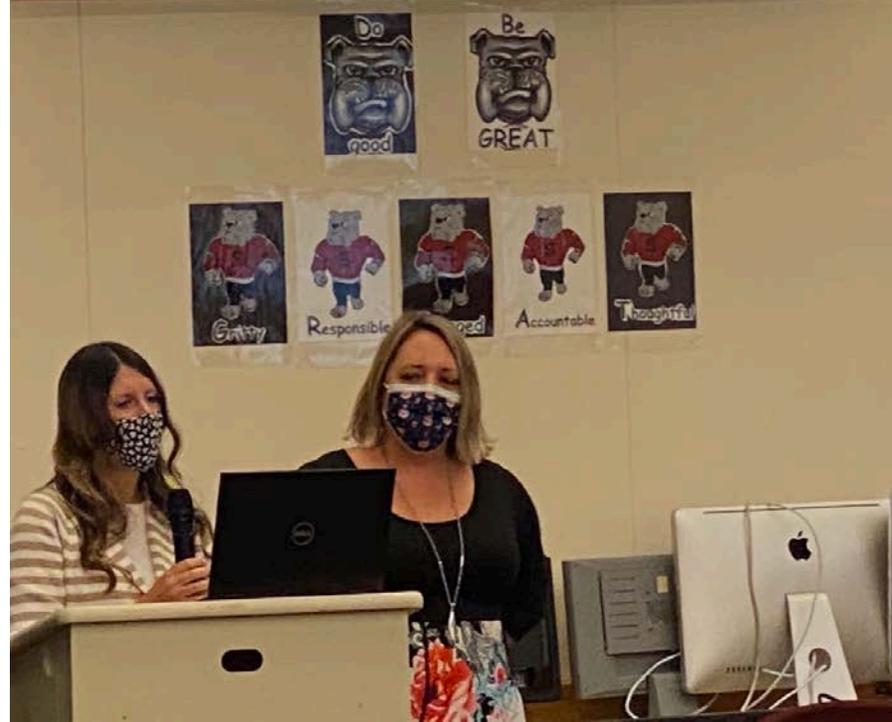


# Purpose Statement: Britton Middle School

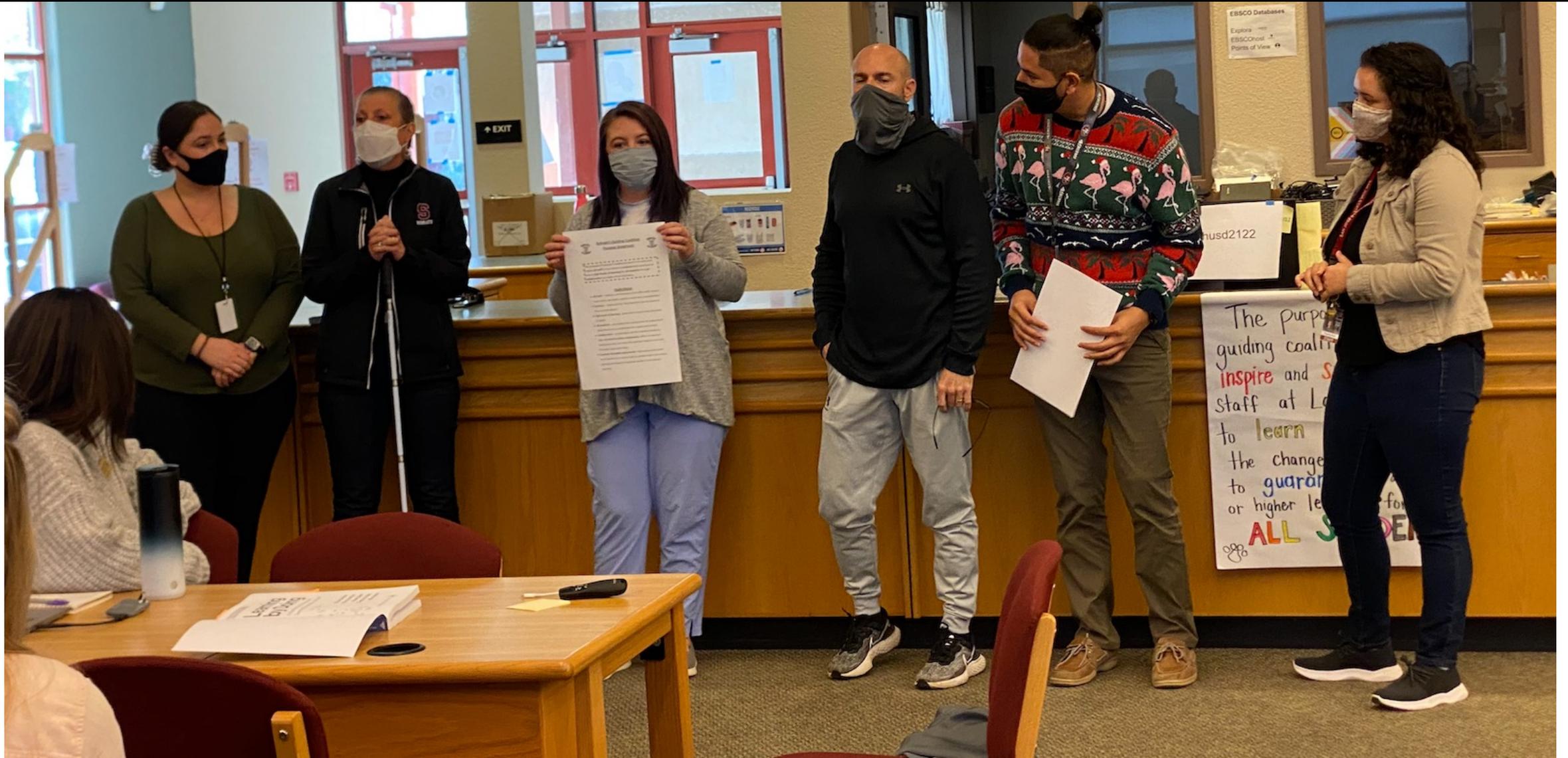


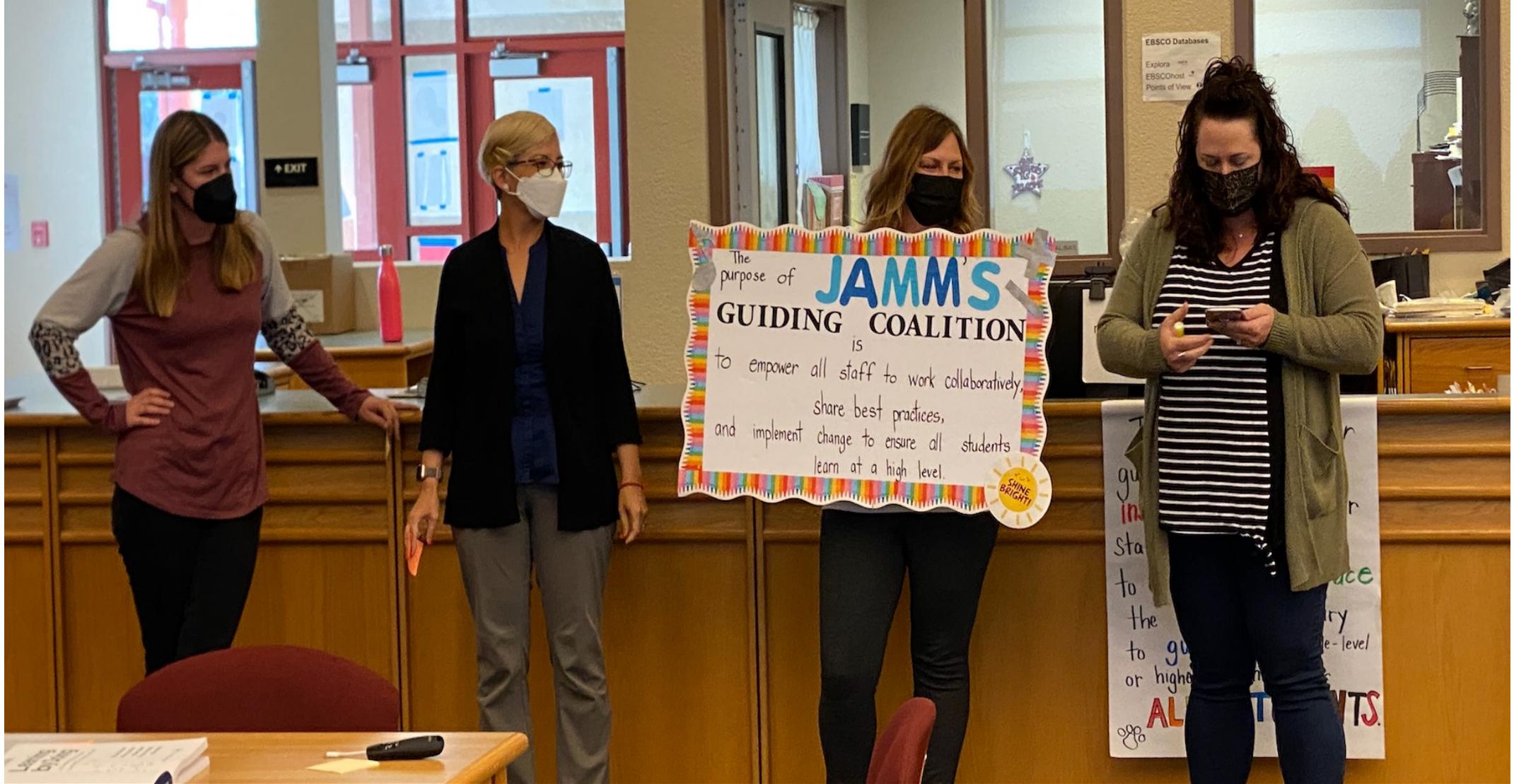
Purpose  
Statement:  
Barrett  
Elementary

*Barrett's team will spark the positive actions of a collaborative community to facilitate low floor high ceiling instruction that ignites all students as passionate partners in their student centered learning.*



# Purpose Statement: Sobrato High School

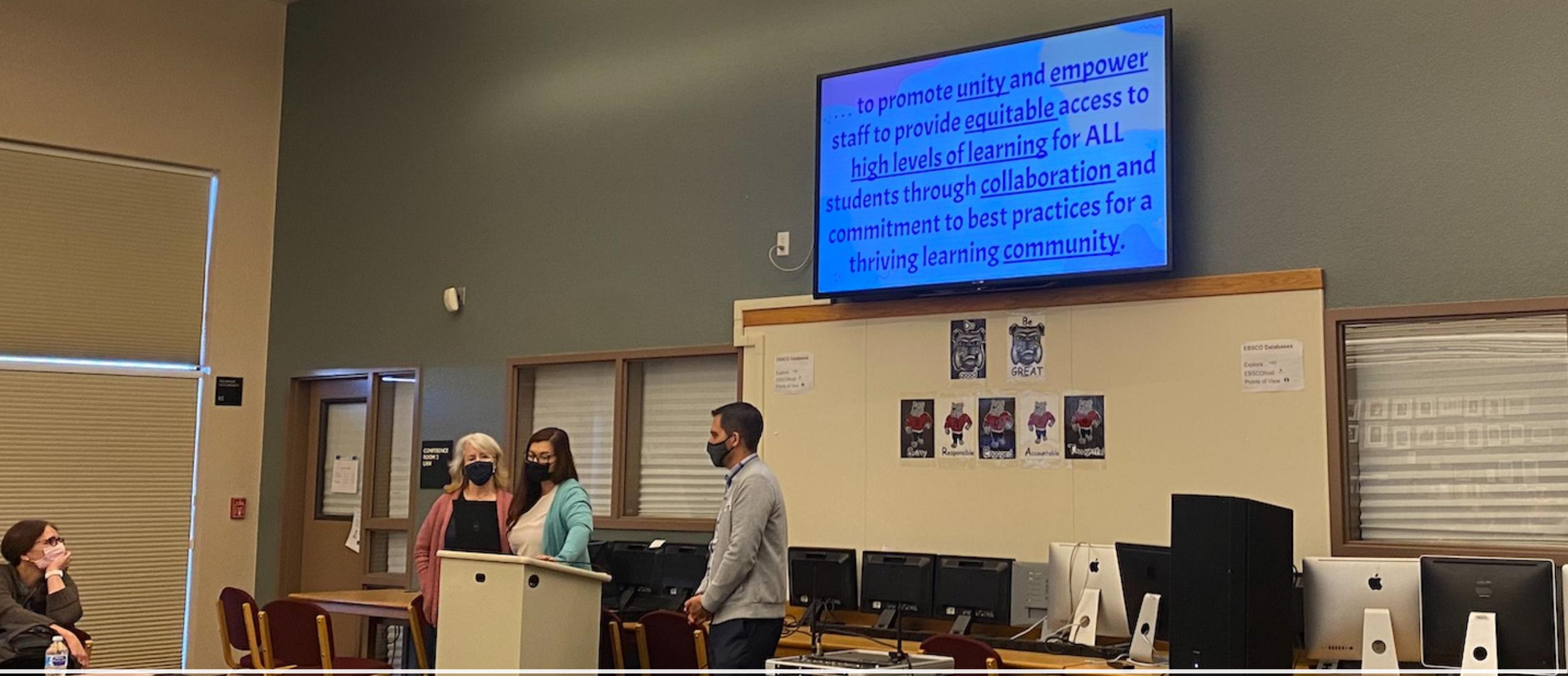




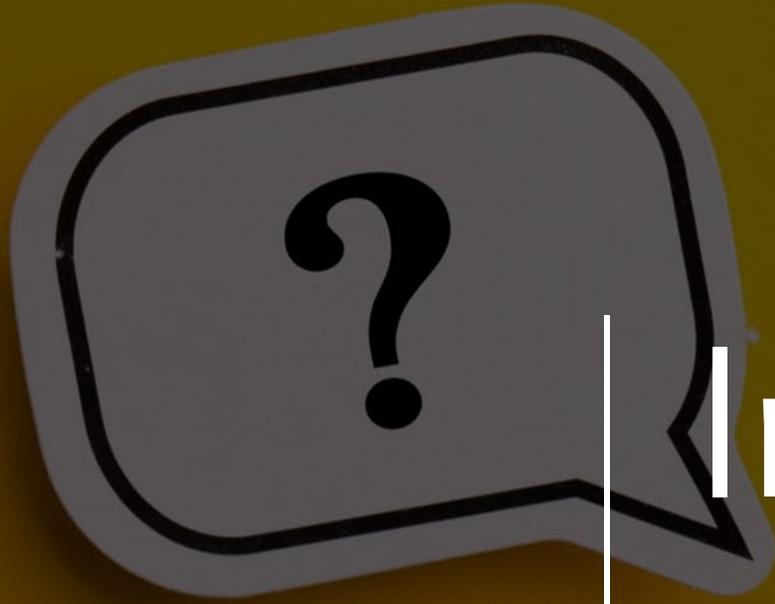
Purpose Statement: JAMM



... to promote unity and empower  
staff to provide equitable access to  
high levels of learning for ALL  
students through collaboration and  
commitment to best practices for a  
thriving learning community.



# Purpose Statement: San Martin/Gwinn



In their own  
words

# 'The Five Vessels' for Transformational Change

Educators will work in collaborative teams (PLT's) and take collective responsibility for student learning. (micro)

Collaborative teacher teams will implement a guaranteed and viable curriculum. (micro)

PLC's will monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments. (micro)

Educators use the results of common assessments to improve individual practice and identify students in need of intervention and extension. (micro)

The school provides a systematic process for intervention and enrichment (RTI/MTSS). (macro).

# Guaranteed & Viable Curriculum

*Vessel: Collaborative teacher teams will implement a guaranteed and viable curriculum*

Prioritizing our standards into one of 3 barrels:

- Essential Standards (the focus of a PLT)
- Important Standards (the focus of individual teachers)
- Nice to Know Standards (the focus of individual teachers)

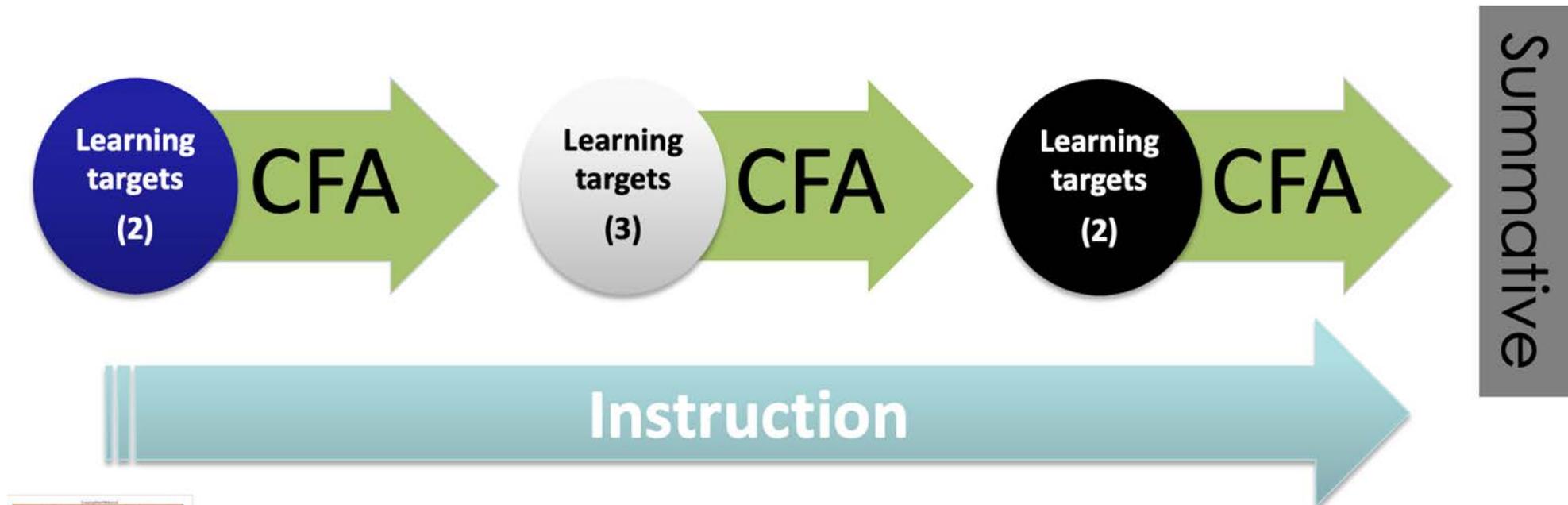
How best to determine what is essential:

- Does the standard have endurance?
- Does the standard have leverage?
- Does the standard prepare students for success at the next level?
- Will the standard prepare students for success on high stakes external exams?

# Assessments

*Vessel: PLC's will monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.*

Common Formative Assessments (CFA) give teams data along the way; the timing should correlate to crucial times when data is valuable to teachers and students



# Interventions & Extensions for Students

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*Vessel: Professional Learning Teams will use the results of common assessments to improve individual practice and identify students in need of interventions and extension.*

 THIRD EDITION

# Learning by Doing

A Handbook for Professional  
Learning Communities at Work™



**Richard DuFour**  
**Rebecca DuFour**  
**Robert Eaker**  
**Thomas W. Many**  
**Mike Mattos**

## Key Next Steps for PLCs

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Continued partnership with Dr. Cruz and site level teams

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Continue work vertically and horizontally aligning curriculum

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Build in planning time during the day

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Formative and summative assessments

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Districtwide Reading of *Learning by Doing*

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PLC institutes

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Districtwide PLC training

# Social Emotional Support



CHECK LIST:

- chat
- share

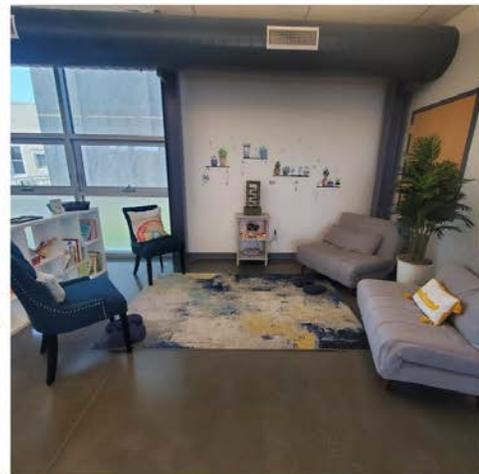
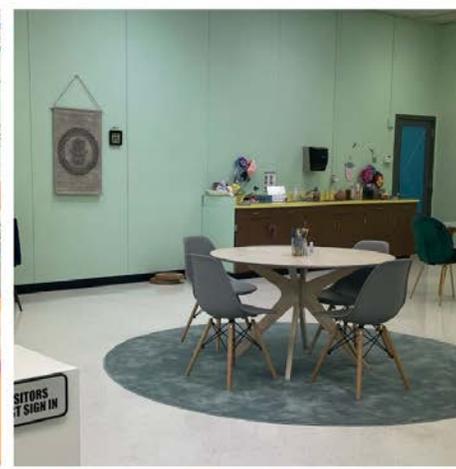
cloud

SHARE

- NETWORK
- internet
- connect

# Wellness Centers

- Britton Middle School
- Martin Murphy Middle School
- Live Oak High School
- Sobrato High School



# Additional Wellness Centers



**November:** Paradise Valley added a Relaxation Wellness Room



**December:** SMG added a Wellness room.



A Wellness Counselor was hired to support three of our elementary sites. Other elementary sites are also supported by the Wellness Counselors.



**January:** Central's Wellness room is currently physically being set up. Since January 11th, full day therapeutic support will be available to students on Tuesdays, with support provided by Louise Pulido and Martina Glenn

# Wellness Centers: What We're Seeing

- Elementary
  - 1:1 Therapeutic support provided by Wellness Counselor – 203
- Middle School
  - Britton - 4814 student visits
  - Martin Murphy - 1753 student visits
  - 1:1 Therapeutic support provided by Wellness Counselor - 1497
    - Britton, Martin Murphy, JAMM, and SMG
- High School
  - Sobrato - 3906 student visits
  - Live Oak - 1324 student visits
  - 1:1 Therapeutic support provided by Wellness Counselor - 716
    - Sobrato, Live Oak, and Central HS

# Wellness Centers: Top Reasons for Student Visits

At Elementary, Middle School and High School:

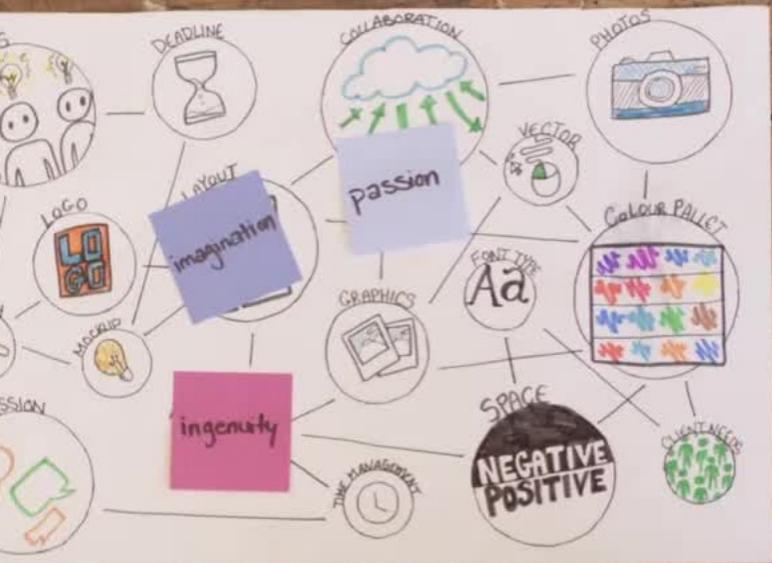
- "Following up with a Counselor"
- "I am feeling anxious"
- "I am feeling upset"
- "I am feeling depressed"
- "I am having relationship/  
friendship issues" (middle school/high school)

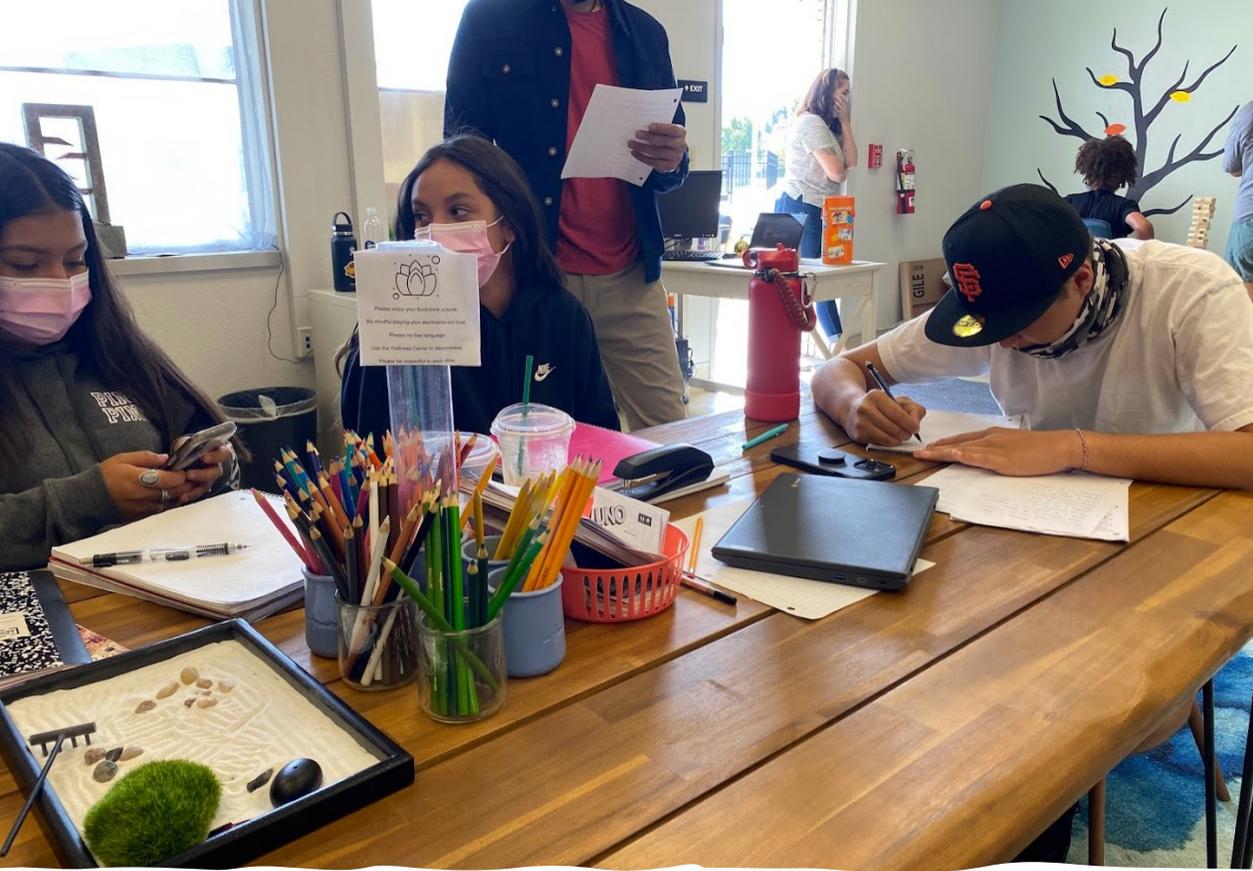


# A Sample of Student Voices: Britton Middle School

# Additional Social Emotional Learning Supports

- Curriculums
  - BASE, Second Step, Project Cornerstone, etc.
- Panorama (Wellness Center sites)
  - Completion rates
- Community Based Organization Partnerships
- Equity, Access, and Engagement
  - BELE Network & Student Voices
  - Independent Study Student Re-Engagement Plan
- Freshman Saturday Connection
- Students Groups
  - Why Try, El Joven Noble, Clubs, Wellness Center's, Various Need-Specific Groups, Tobacco Use Prevention Education
- Parent Education
  - Triple P, Parent Project, Strengthening Families, CAFE, Resilient Families
- PBIS and Restorative Practices
  - Building Community, Safe Schools, and Positive Connections





# An Example: Freshmen Saturday Connection

# Future Social Emotional Learning (SEL) Work

- Using data from Panorama to connect students to SEL supports such as BASE curriculum, small group, therapeutic services etc.
- Hired additional counselors (1 per/grade at HS)
- Brainstorming additional options for elementary schools
- Restorative Practices roll out plan
- Professional Learning Communities analyzing SEL and behavioral data
- Creating opportunities and identifying partnerships to support student mentorships

# Positive Behavior Interventions and Support (PBIS)

- PBIS: Tier 1
  - Tiered Fidelity Inventory measures a variety of factors including: team composition, operating behaviors, behavior expectations, data and fidelity.
    - Scoring:
      - 0: does not meet
      - 1: meets in parts but missing key components
      - 2: Meets all components
  - Beginning of the year Tiered Fidelity Inventory results:
    - 80% determined that they were scoring 2.
    - 20% determined they were scoring 1.
    - 0% determined they were scoring 0
  - Mid-Year Tiered Fidelity Inventory results:
    - 53% determined that they were scoring 2.
    - 40% determined they were scoring 1.
    - 7% determined they were scoring 0
  - Next steps/needs:
    - Based on responses the majority of the teams were scoring themselves low in reviewing and looking at data. The work with PLCs will help increase these scores.
    - Focus on Tier 2 Check in-Check out processes

# Restorative Practices

## Restorative Practices

- Trainings to date:
  - September- Intro to Restorative Practices (30 staff participated)
  - October- RJ in Conferencing (20 staff participated).
  - December- Train the Trainer (5 staff become trainers).
- Phase I roll out:
  - Train all administrators and certificated support staff by end of March 2022
  - Train teachers and staff at identified sites (Live Oak and Murphy) as well as volunteers
    - Over summer: Saturdays and small cohorts during planning times.
- Phase II: Train remaining sites during beginning of school PD days. In addition, ongoing support for sites who were trained in Phase I
  - Start training students and parents in summer and Fall of 2022.
- Goal: All sites be trained by Dec. 2023

# Outside Agency Referrals

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Current number of referrals to outside agencies: Discovery, THRIVE, Rebekahs (Prevention Early Intervention), Community Solutions (School Linked Services), New Hope for Youth (NHFY), Living Above the Influence (LATI)/ Chill out, etc.

- Pending consent: 21
- Pending referrals (waiting for agency to complete intake): 27
- Active services (student is being seen by agency): 134
- Closed/Inactive (student met goals, parents declined services): 40
- Referrals declined and referred back to site for additional supports: 17

Due to the high number of needs and reduced faculty (COVID and leave), agencies are impacted, resulting in longer wait times for services.



Restorative  
Practices

Educator Training

Thank you!

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