



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

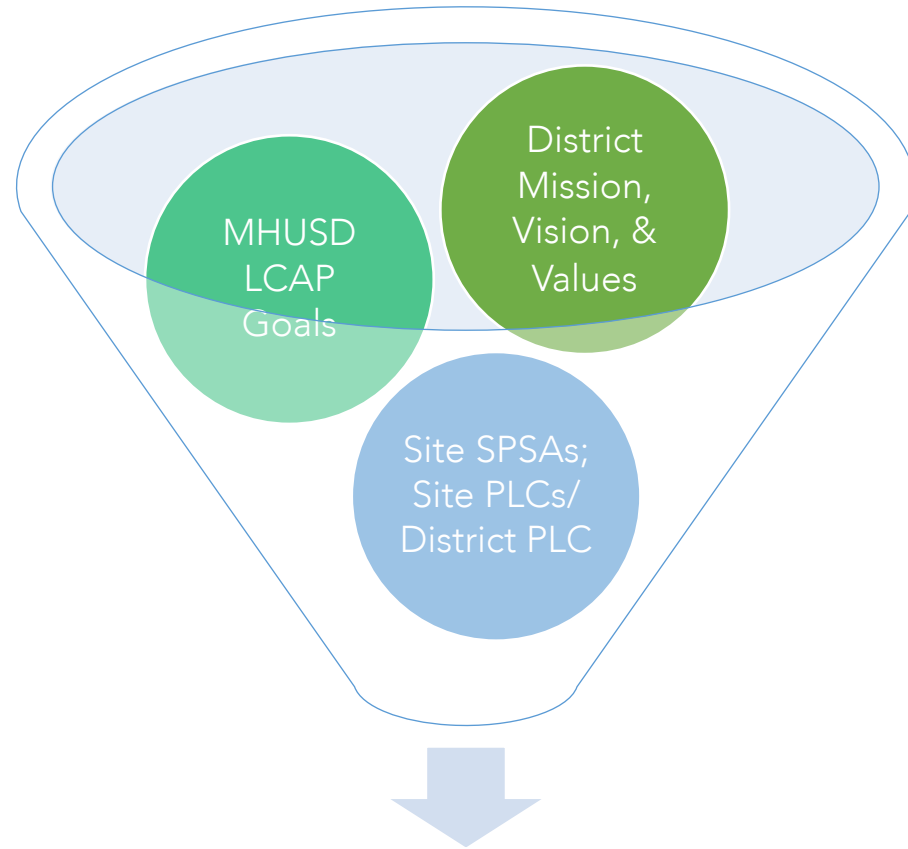
Vision Statement

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

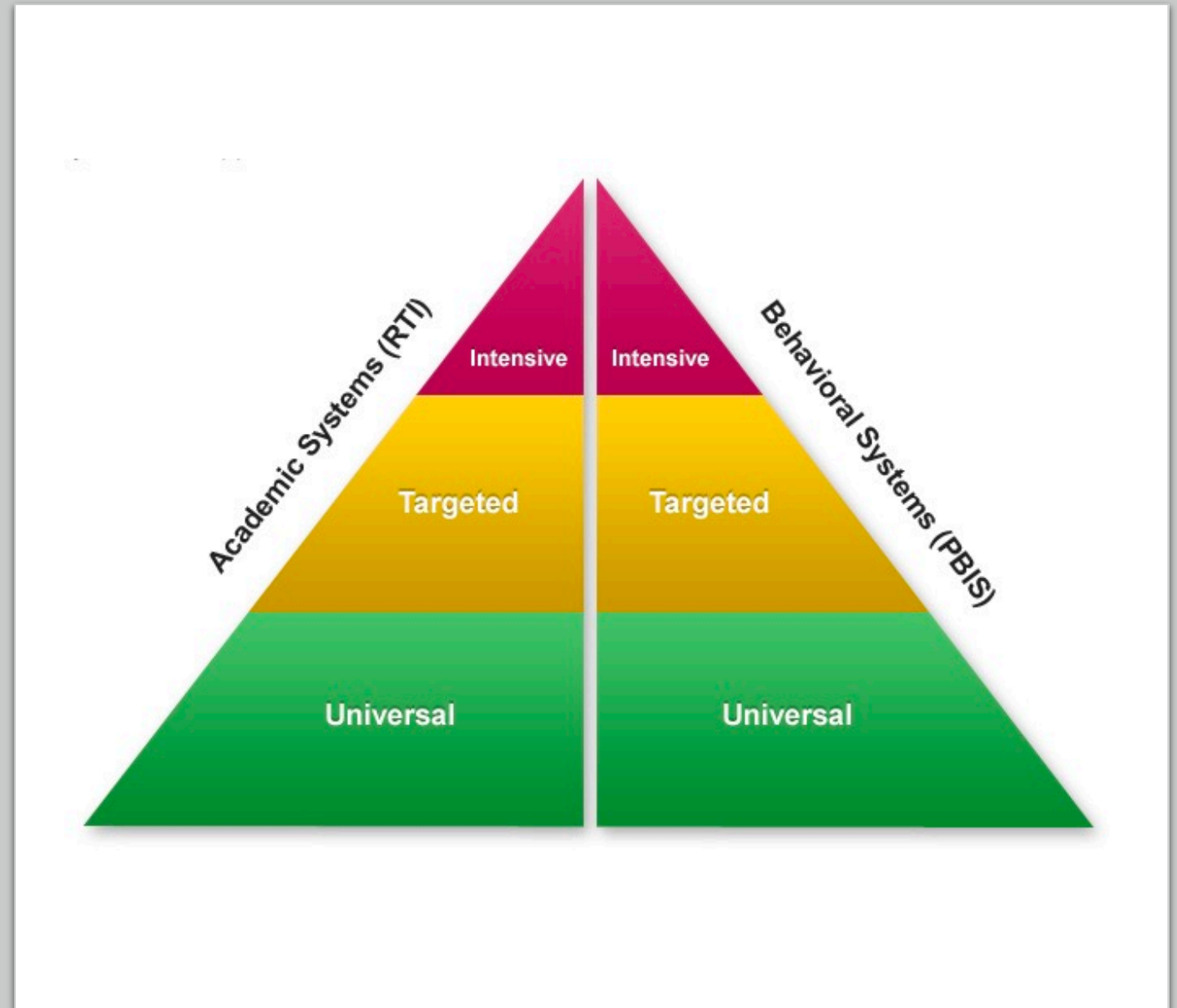


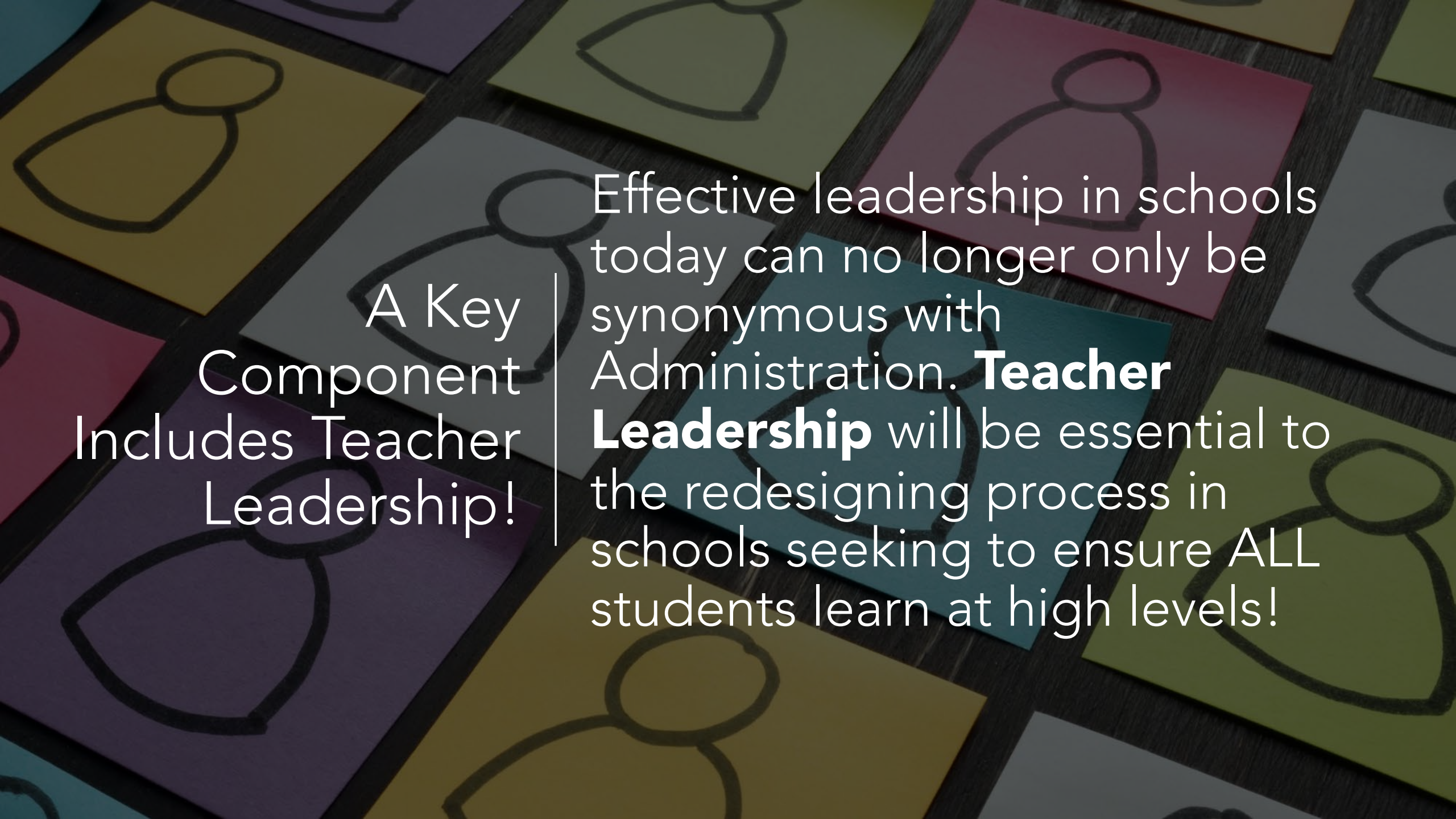
Direct impact to MHUSD Classrooms &
Departments and Each & Every Student

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.

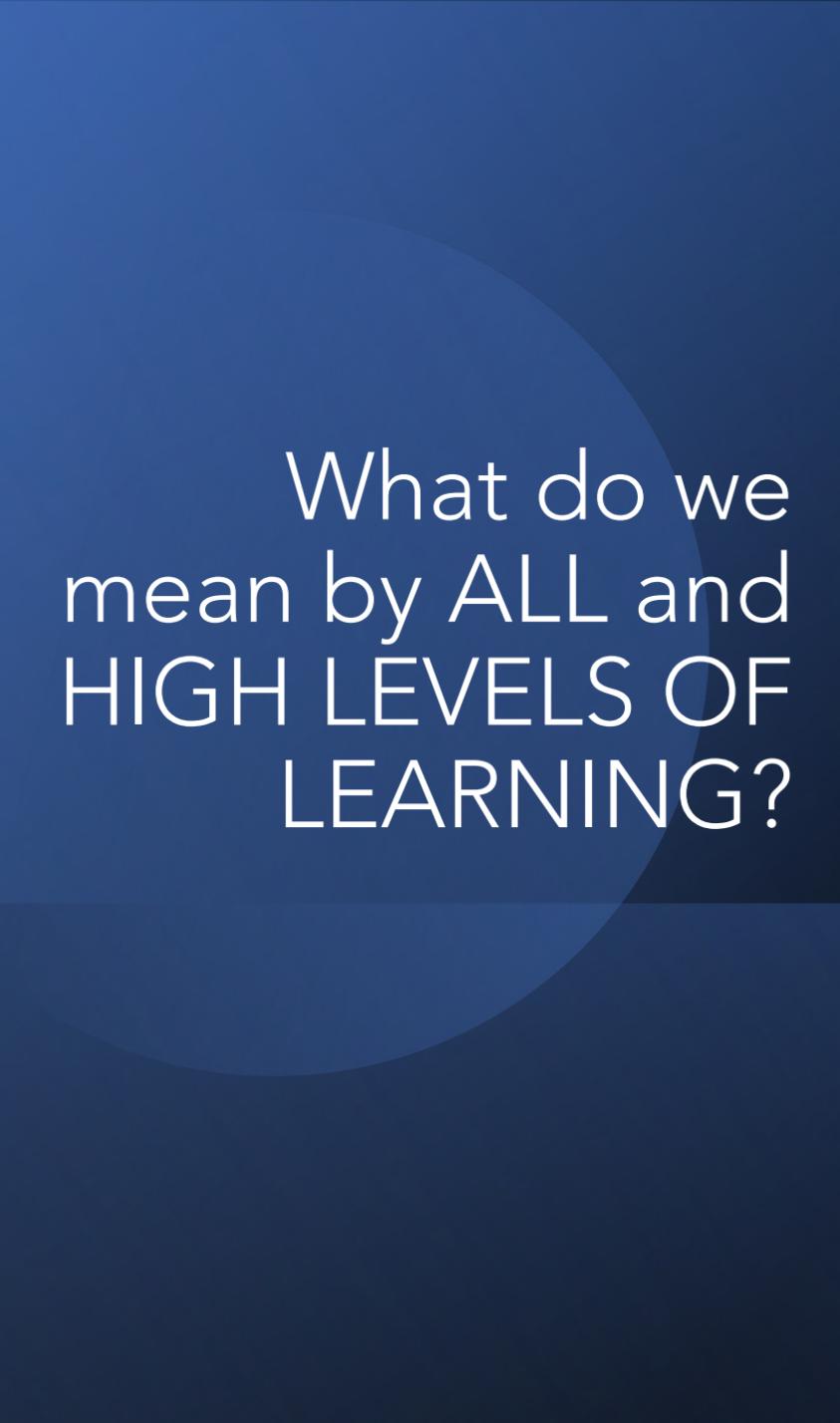
Source: California Department of Education



The background of the slide features a collage of overlapping, tilted rectangular sticky notes in various colors including olive green, maroon, grey, and teal. Each sticky note has a simple black line drawing of a person's head and shoulders. The text is overlaid on this pattern.

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?

High Levels of Learning: Grade
Level or Higher

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

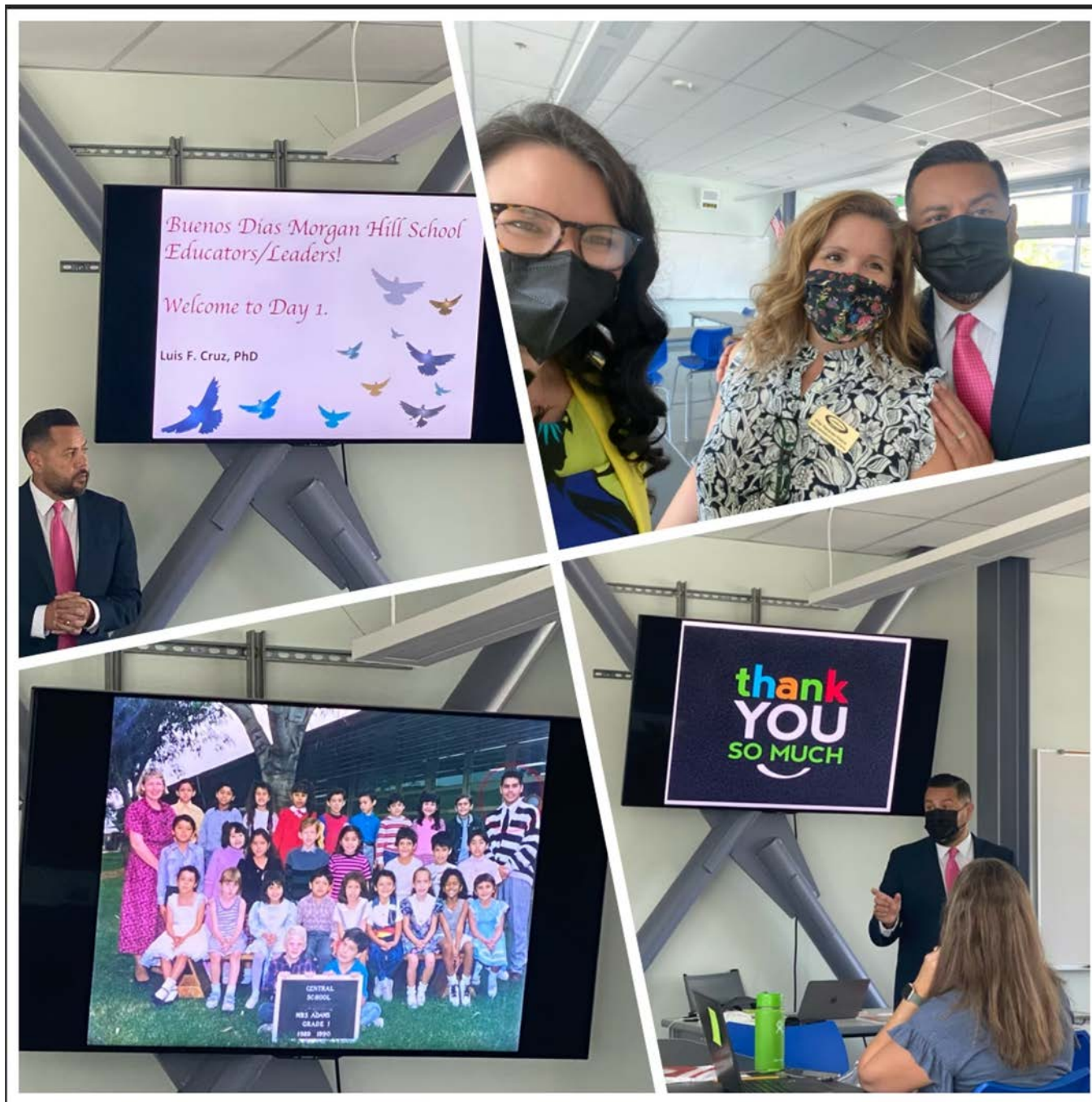


What is a PLC?

"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!

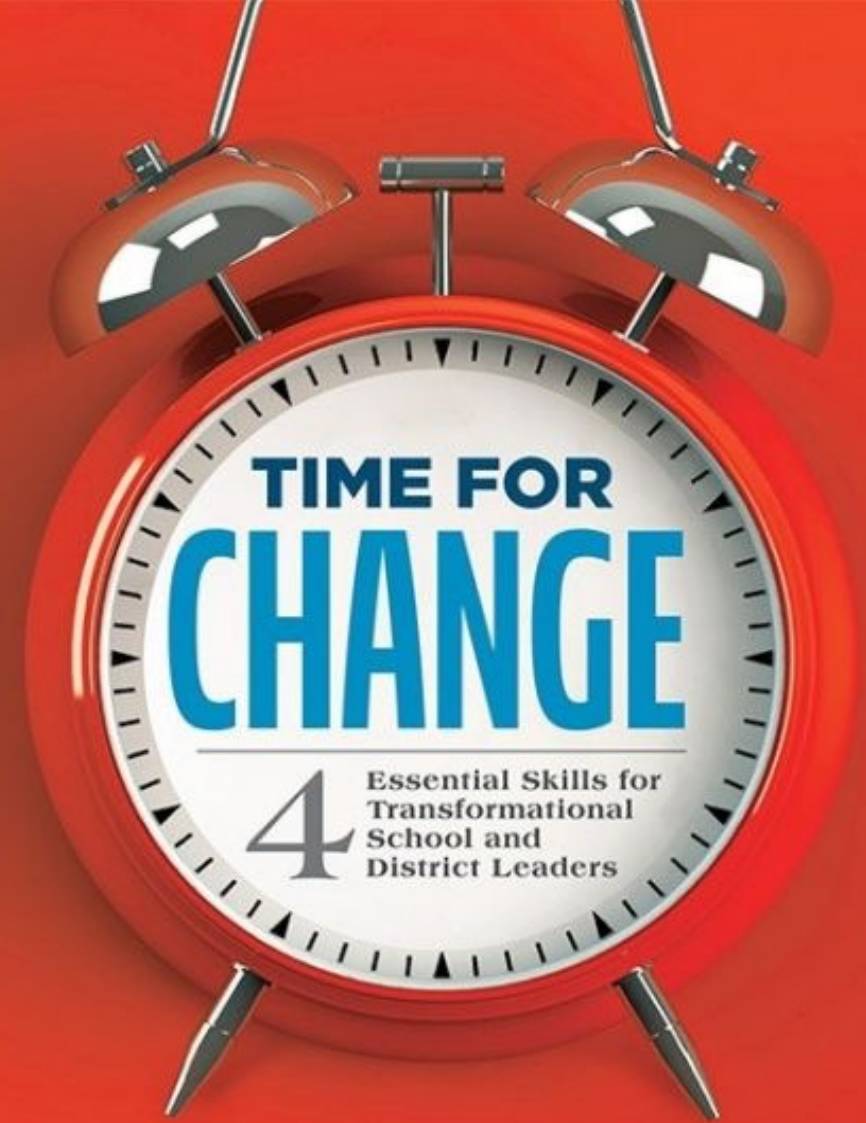


Our PLC Journey to Date September 7- Present





Dr. Luis Cruz



ANTHONY MUHAMMAD
LUIS F. CRUZ

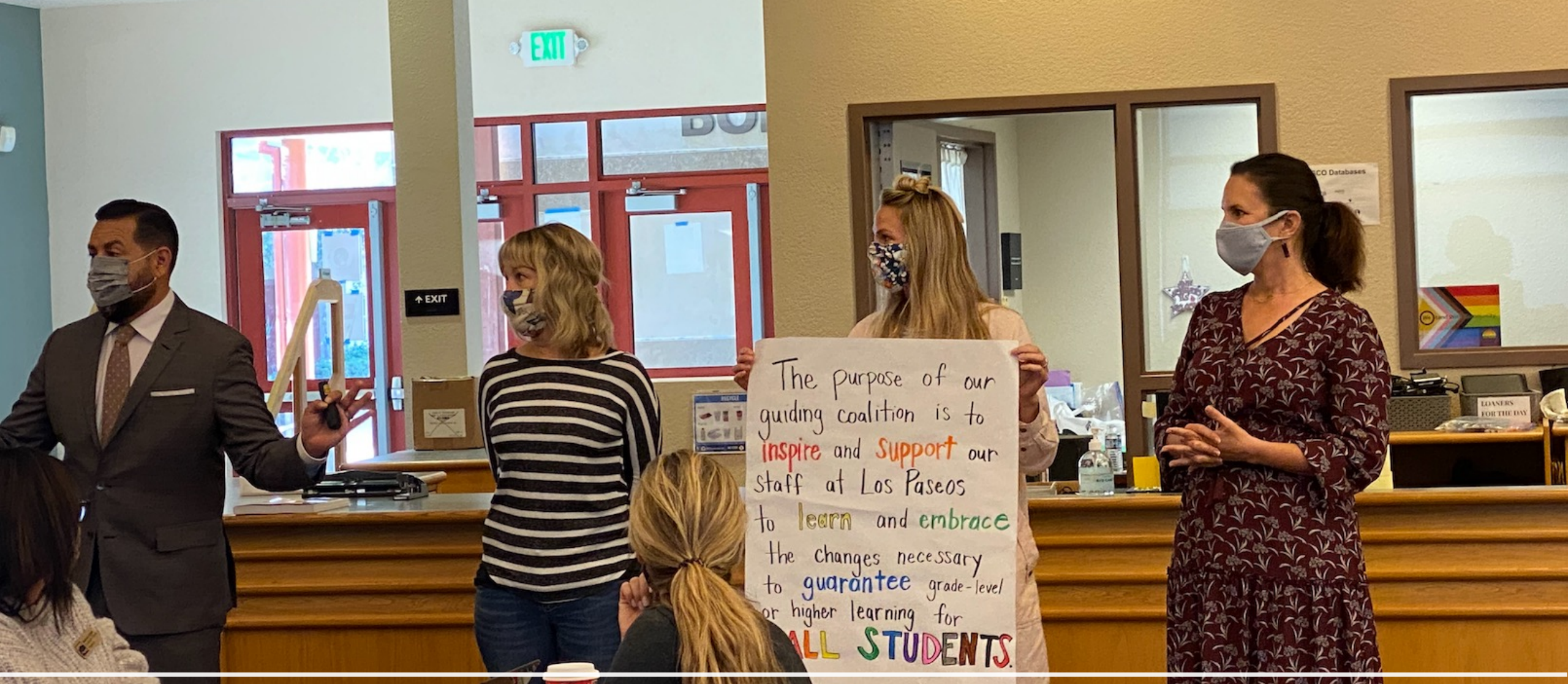
It takes a
team!

"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.



High levels mean
at grade level
higher

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

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

Actionable goals
mean to hope,
but not just goals
that are set and
then forgotten.

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

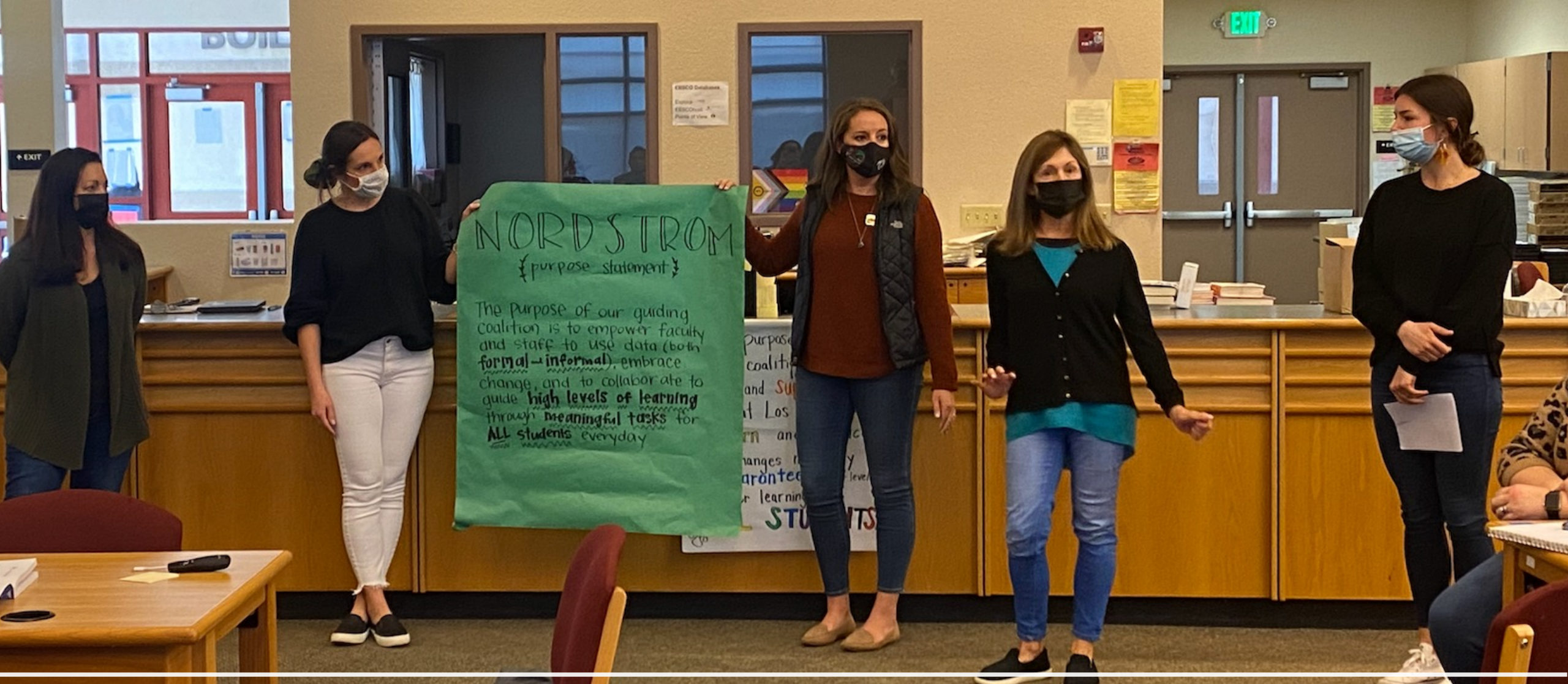
Explore
EBSCOhost
Points of View



EBSCO Databases

Explore
EBSCOhost
Points of View

Purpose Statement: Martin Murphy Middle School



Purpose Statement: Nordstrom Elementary

Purpose
Statement:
Adult
Education

Morgan Hill

Community Adult School

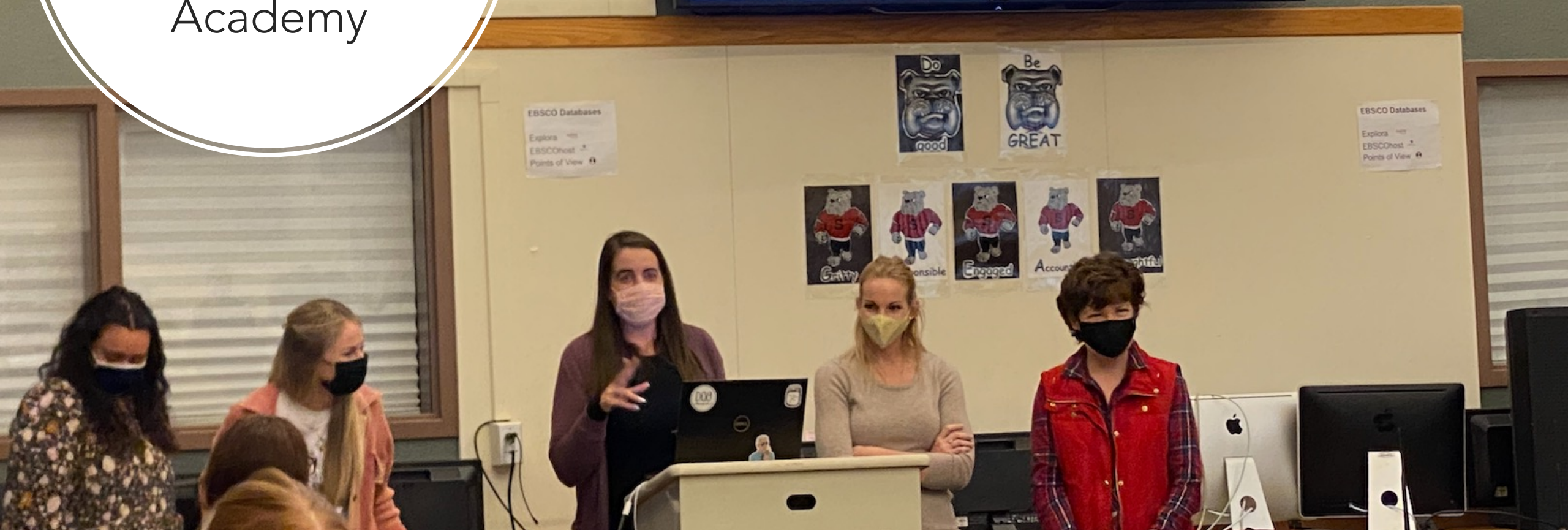


To empower the faculty and staff
of MHICAS to collaboratively
learn and embrace best
practices to ensure learning for
All students takes place.

Purpose
Statement:
El Toro Health
Science
Academy

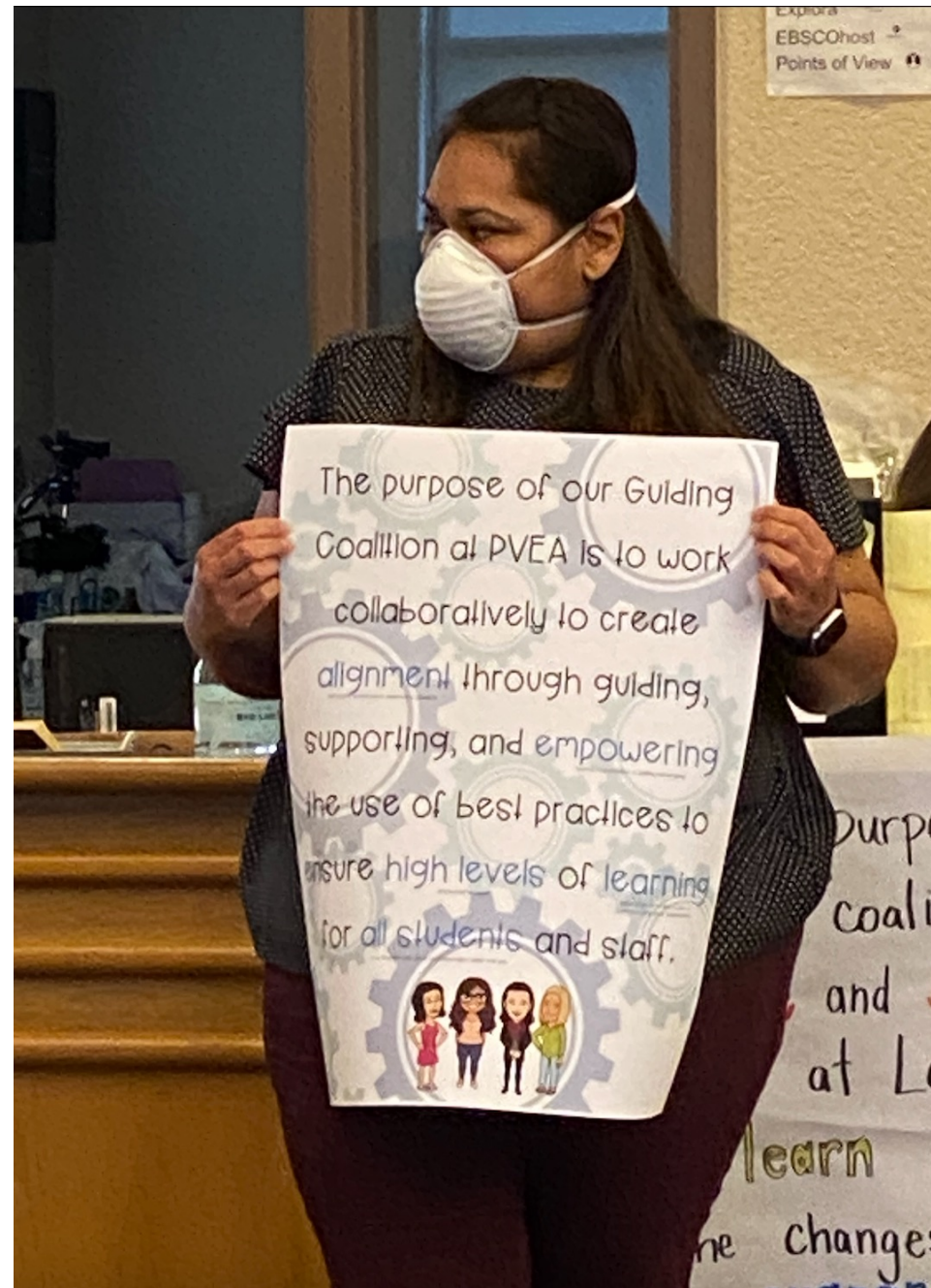
The El Toro Health Science Academy
will empower staff to utilize best
practices, therefore providing
CHALLENGING & EQUITABLE
instruction so all students will show
documented academic and social
learning.

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

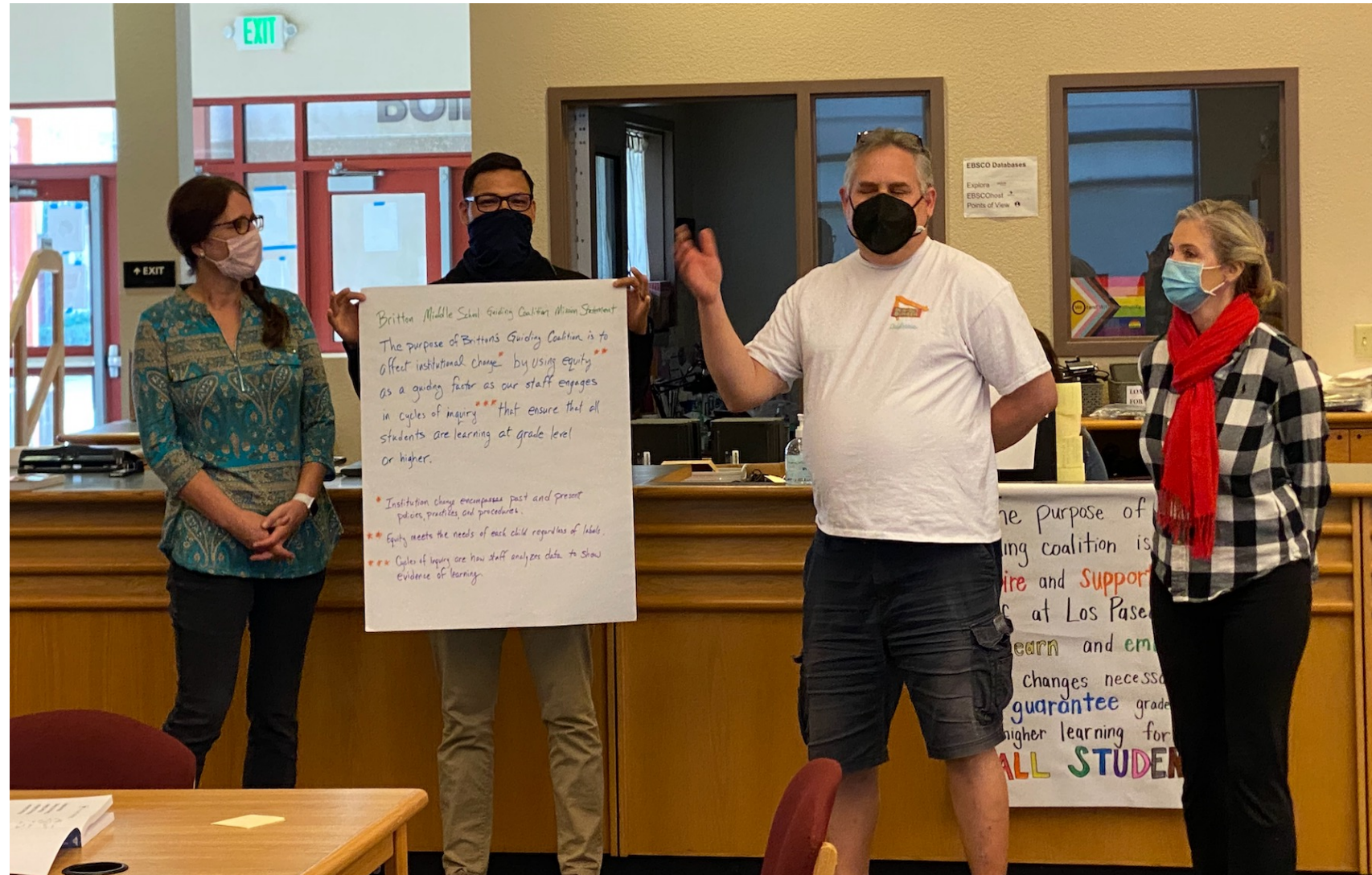
Equitable instruction doesn't always mean equal, but rather meeting each student where they are and moving them forward.



Purpose Statement: Paradise Valley Engineering Academy

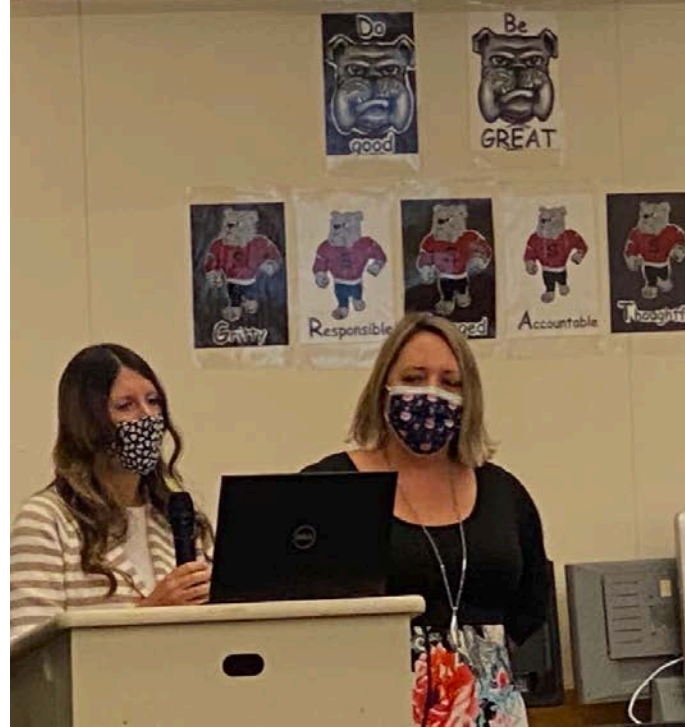


Purpose Statement: Britton Middle School

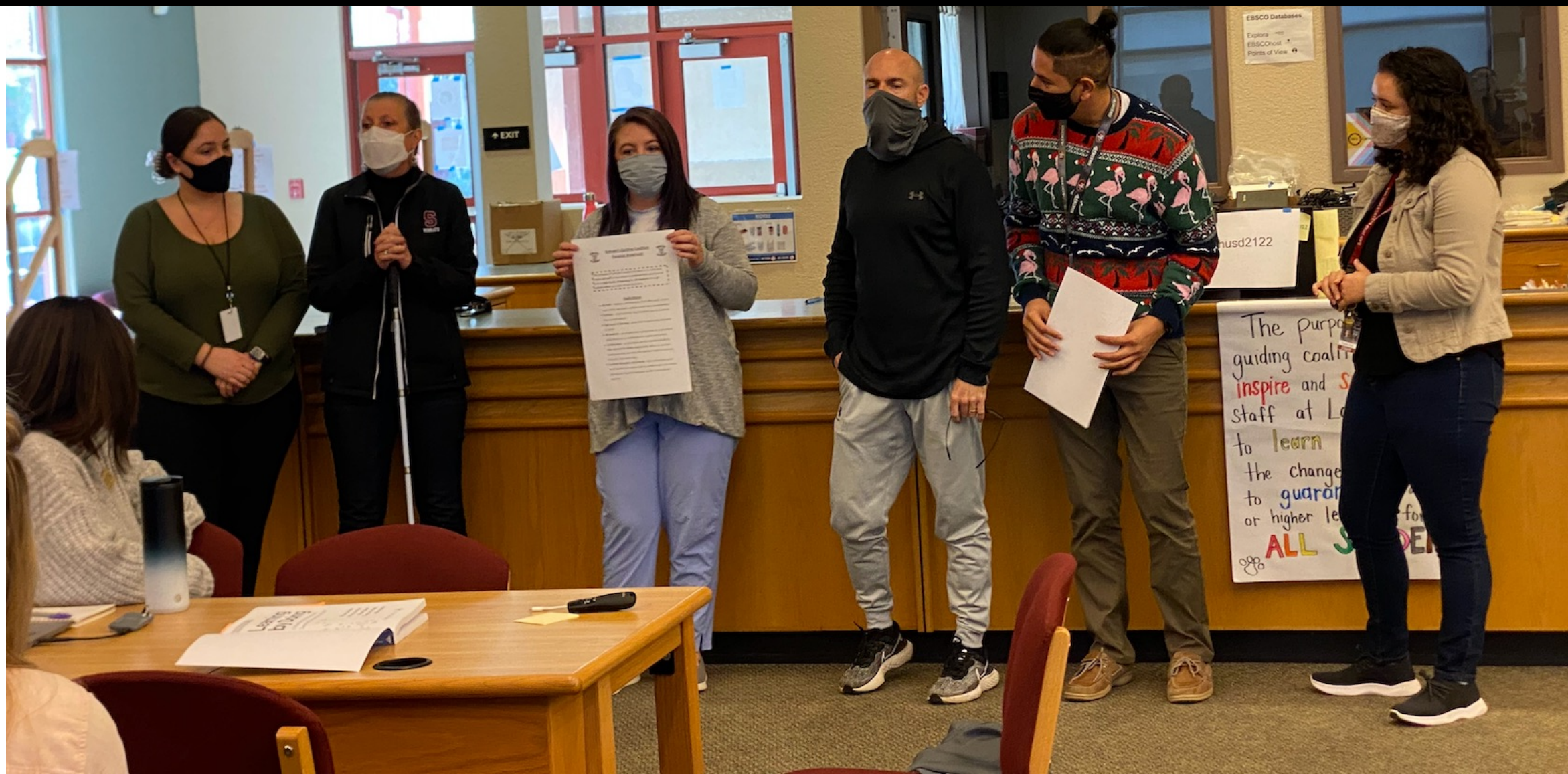


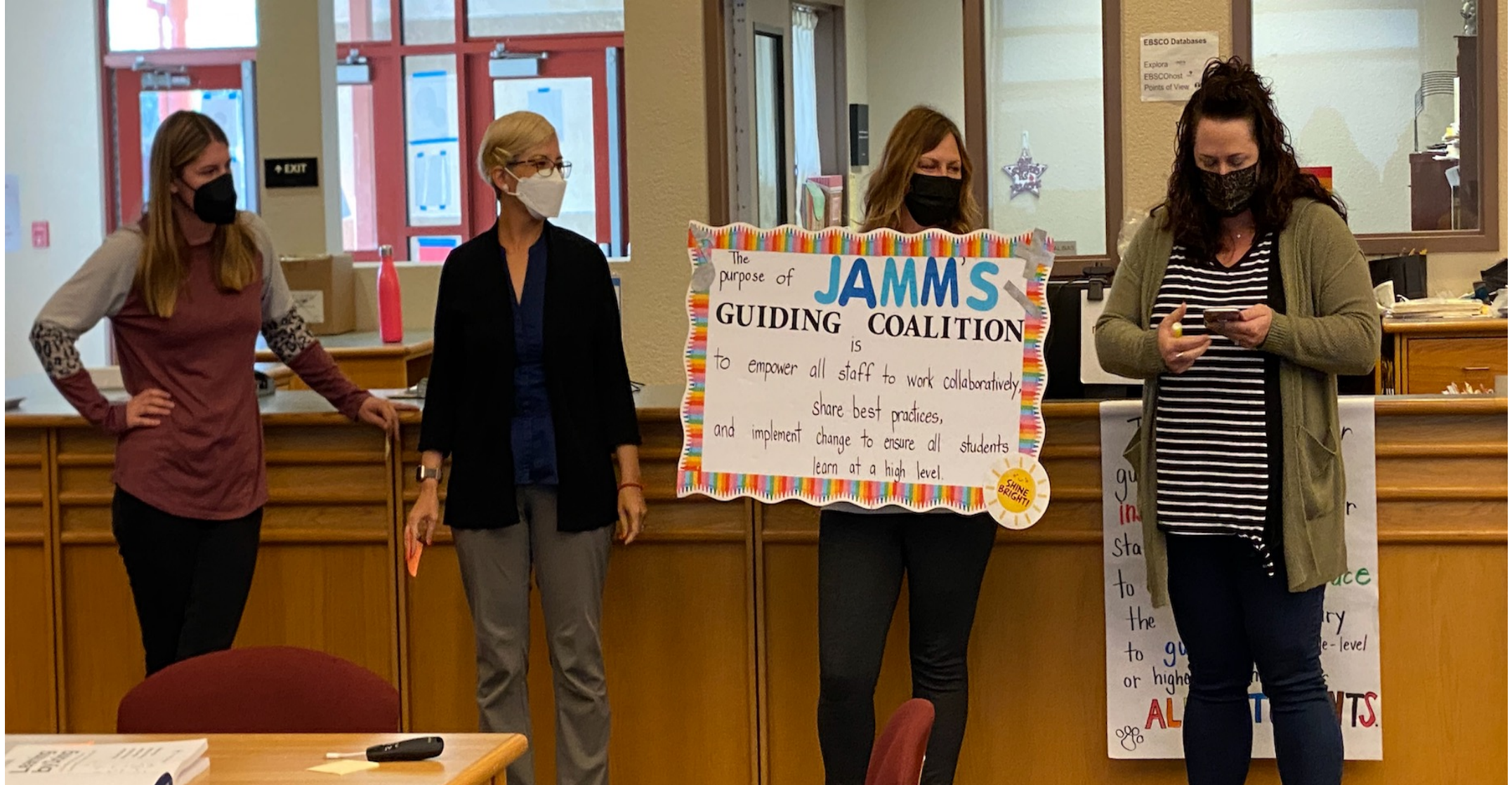
Purpose
Statement:
Barrett
Elementary

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



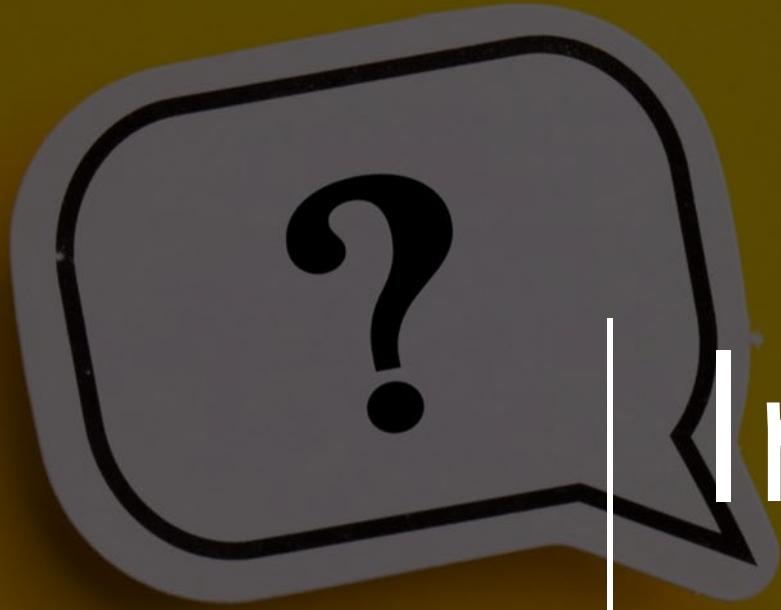


Purpose Statement: JAMM



... 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)

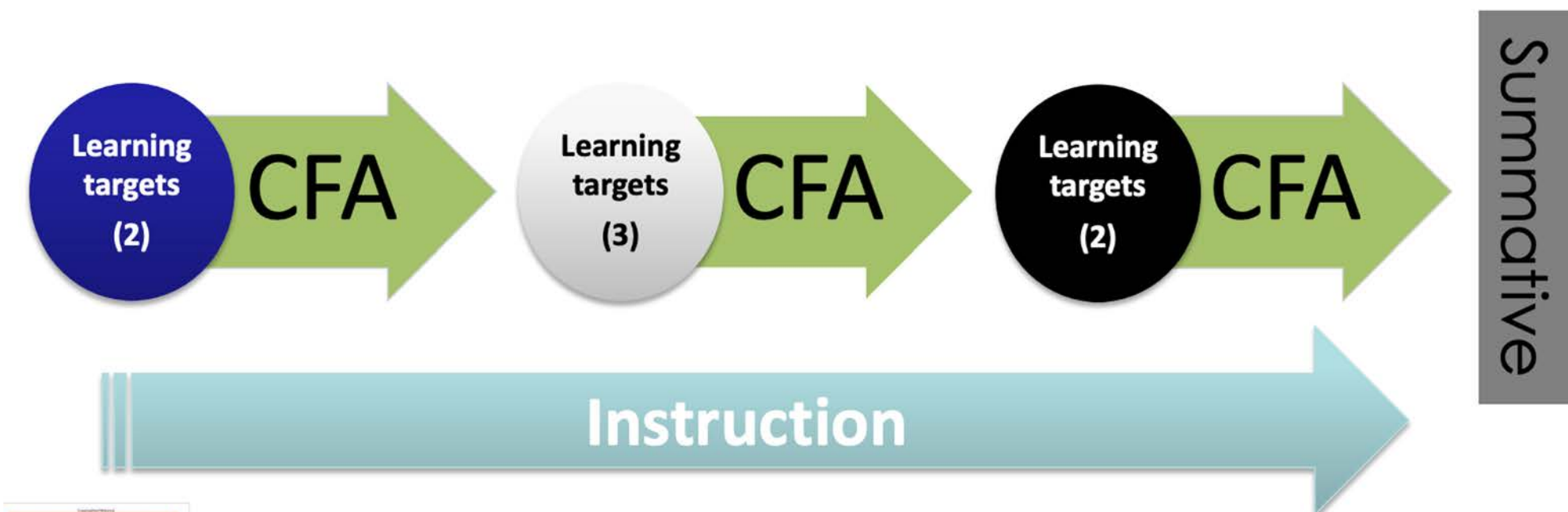
How best to determine what is essential:

- 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

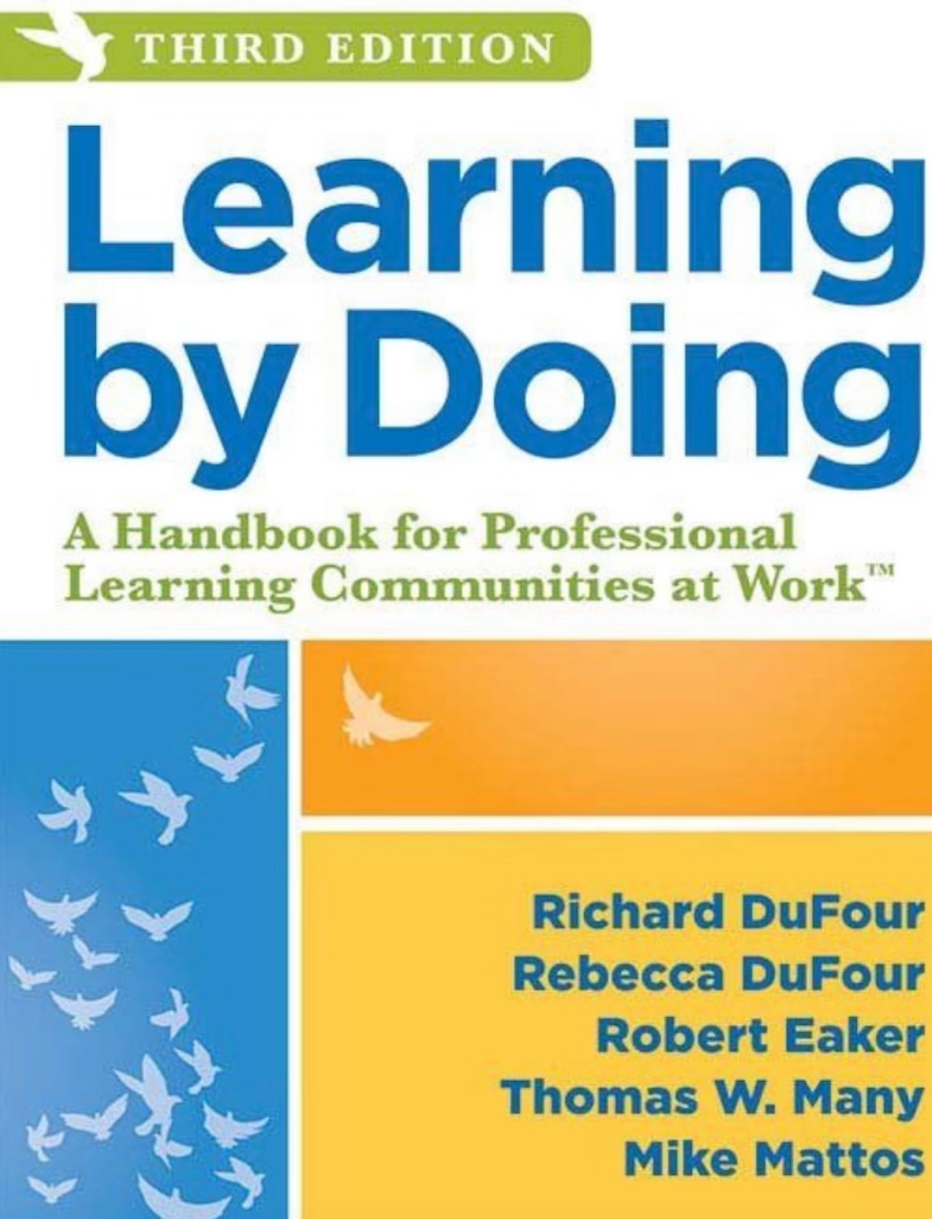
Vessel: PLC's will monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.

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

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



Key Next Steps for PLCs

Continued partnership with Dr. Cruz and site level teams

Continue work vertically and horizontally aligning curriculum

Build in planning time during the day

Formative and summative assessments

Districtwide Reading of *Learning by Doing*

PLC institutes

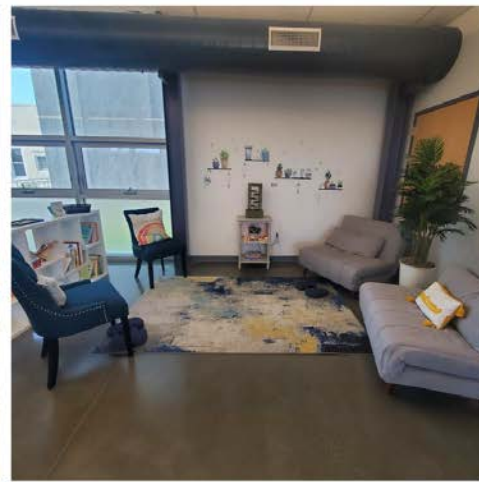
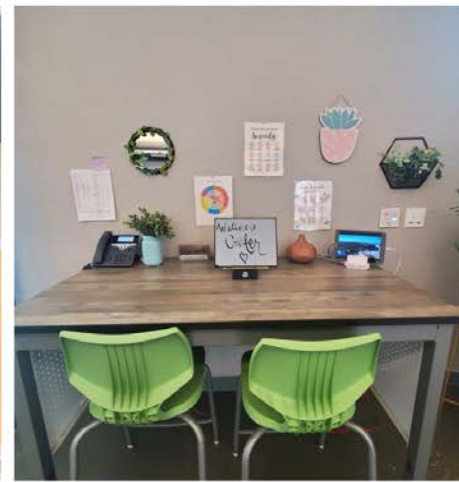
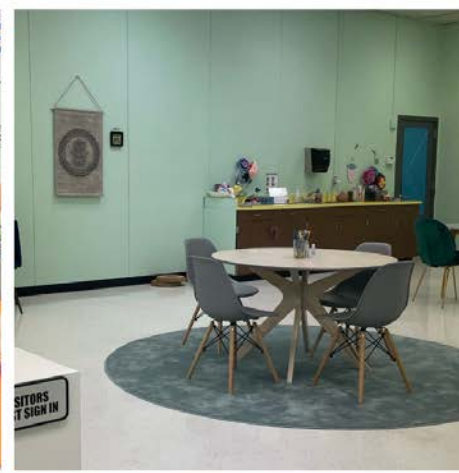
Districtwide PLC training

Social Emotional Support



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)

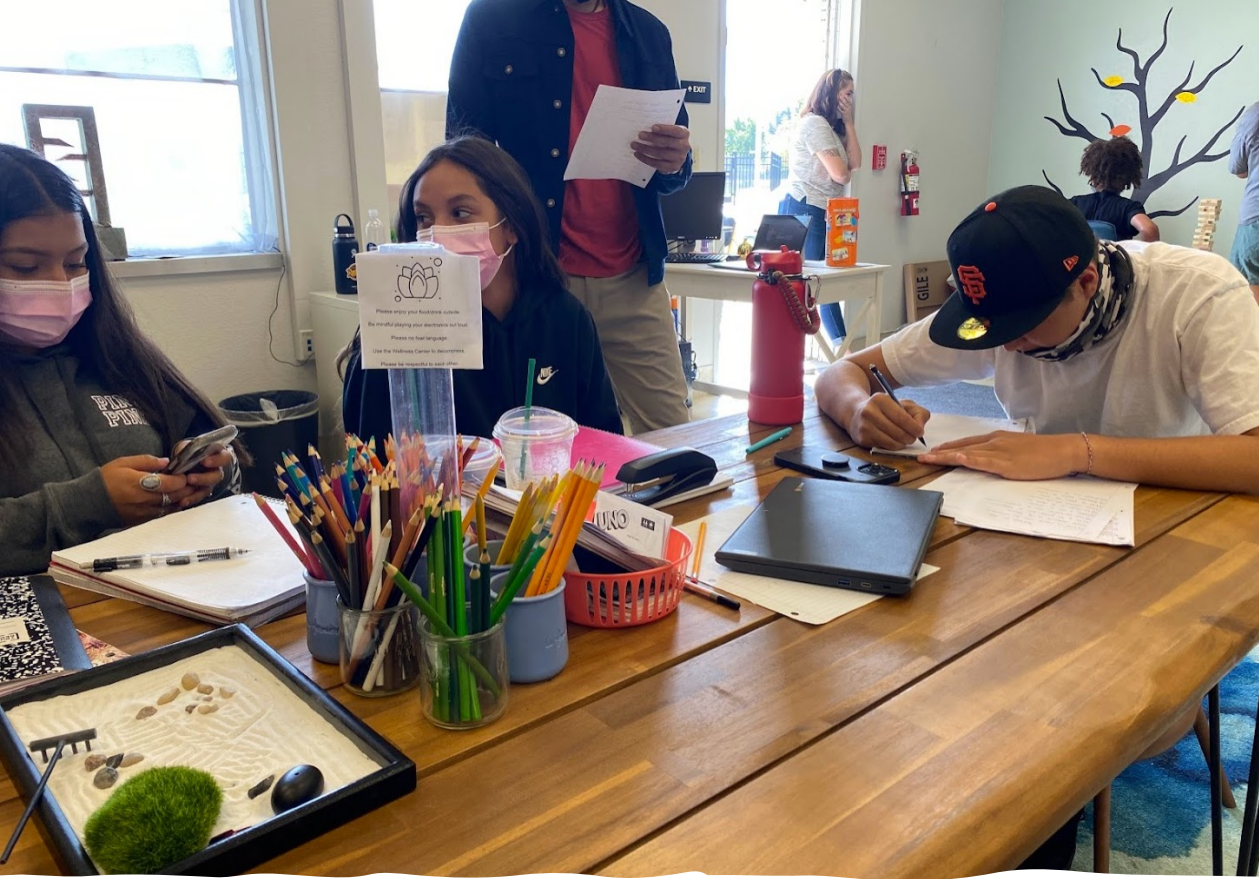


A Sample of Student Voices: Britton Middle School

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

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!
