

CAPISTRANO UNIFIED SCHOOL DISTRICT
33122 Valle Road
San Juan Capistrano, CA 92675

BOARD OF TRUSTEES
Board Workshop

May 9, 2018

Workshop: 6:00 p.m.

AGENDA

WORKSHOP: 6:00 P.M.

CALL TO ORDER – ROLL CALL

PLEDGE OF ALLEGIANCE

ADOPTION OF THE AGENDA

1. **OVERVIEW OF DISTRICT PROGRESS ON MULTI-TIER SYSTEM OF SUPPORTS, NEXT GENERATION SCIENCE STANDARDS, MATH AND THE DISTRICT DASHBOARD:** INFORMATION/
DISCUSSION
Page 1

Staff will present updates on the following areas; Multi-Tier System of Supports, Next Generation Science Standards, Math, K-3 Early Literacy Intervention and the District Dashboard. Staff will share the theory of action and the use of assessments and data to drive instruction and change outcomes for students. The presentation will close with an update on the District Dashboard and how it is supporting, identifying, and improving programs, to provide targeted support to ensure all students are college and career ready. *CUSD WIG 1: Teaching and Learning – Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.*

CUSD WIG 2: Communicate with, and engage students, parents, employees, and community members in Districtwide and community-specific decisions.

Contact: Susan Holliday, Associate Superintendent, Education Services

Contact: Gregory Merwin, Associate Superintendent, Student Support Services

EXHIBIT 1

Staff Recommendation

It is recommended the Board President recognize Susan Holliday, Associate Superintendent, Education Services, Gregory Merwin, Associate Superintendent, Student Support Services, to present this item and answer any questions Trustees may have. This is an information item only and no Board action is necessary.

ADJOURNMENT

Motion by _____ Seconded by _____

**THE NEXT REGULAR MEETING OF THE BOARD OF TRUSTEES IS
WEDNESDAY, MAY 23, 2018, 7:00 P.M.
AT THE CAPISTRANO UNIFIED SCHOOL DISTRICT OFFICE BOARD ROOM
33122 VALLE ROAD, SAN JUAN CAPISTRANO, CALIFORNIA**

For information regarding Capistrano Unified School District, please visit our website:

www.capousd.org

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS PRESENT AT THIS MEETING

We are pleased you can be with us at this meeting, and we hope you will return often. Your visit assures us of continuing community interest in our schools.

The members of the Board of Trustees of this District are locally elected state officials, who serve four-year terms of office, and who are responsible for the educational program of our community from grades kindergarten through twelve. They are required to conduct programs of the schools in accordance with the State of California Constitution, the State Education Code, and other laws relating to schools enacted by the Legislature, and policies and procedures which this Board adopts.

The Board is a policy-making body whose actions are guided by the school District's Mission and Goals. Administration of the District is delegated to a professional administrative staff headed by the Superintendent.

The agenda and its extensive background material are studied by each member of the Board for at least two days preceding the meeting. Board Members can call the administrative staff for clarification on any item, and many of the items on the agenda were discussed by the Board during previous meetings. These procedures enable the Board to act more effectively on agenda items than would otherwise be possible.

WHAT TO DO IF YOU WISH TO ADDRESS THE BOARD OF TRUSTEES

ITEMS ON THE AGENDA. Any person may address the Board concerning any item on the agenda and may, at the discretion of the Board, be granted three (3) minutes to make a presentation to the Board at the time a specific item is under discussion. However, the time assigned for individual presentations could be fewer than three (3) minutes depending upon the total number of speakers who wish to address a specific agenda topic. Prior to the opening of the meeting, a Request to Address the Board card (located in the foyer) should be completed and submitted to the Secretary of the Board. The total time devoted to presentations to the Board shall not exceed twenty (20) minutes, unless additional time is granted by the Board. All presentations shall be heard by the Board prior to the formal discussion of the agenda topic under consideration. Once an agenda item has been opened for public comment, no additional "Request to Address the Board of Trustees" cards shall be accepted for that topic.

ORAL COMMUNICATIONS (Non-Agenda Items). Citizens may address the Board on any item not appearing on the agenda. Individual presentations are limited to three (3) minutes per individual, with twenty (20) minutes in total being devoted for this purpose, but could be less if there are a large number of Oral Communication speakers. Legally, the Board may not take action on items raised by speakers under Oral Communications. However, at its discretion, the Board may refer items to the administration for follow-up or place topics on a future Board agenda.

PUBLIC HEARINGS. Anytime the Board schedules a separate public hearing on any given topic, it shall not hear speakers on that topic before the public hearing, except as to the scheduling of the hearing, nor shall it hear speakers after the hearing, except as to changes in the policy or recommended actions which are directed at the time of the hearing.

CLOSED SESSION. In accordance with Education Code § 35146 and Government Code § 54957, the Board may recess to Closed Session to discuss personnel matters which they consider inadvisable to take up in a public meeting.

REASONABLE ACCOMMODATION

In order to help ensure participation in the meeting of disabled individuals, appropriate disability-related accommodations or modifications shall be provided by the Board, upon request, in accordance with the Americans with Disabilities Act (ADA). Persons with a disability who require a disability-related accommodation or modification, including auxiliary aids and services in order to participate in a Board meeting, shall contact the Superintendent or designee in writing by noon on the Friday before the scheduled meeting. Such notification shall provide school district personnel time to make reasonable arrangements to assure accessibility to the meeting.

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT

To: Board of Trustees

From: Susan Holliday, Associate Superintendent, Education Services
Gregory Merwin, Associate Superintendent, Student Support Services

Prepared by: Josh Hill, Assistant Superintendent, Curriculum and Instruction, Secondary
Brad Shearer, Assistant Superintendent, Curriculum and Instruction
Preschool-Grade 5
Don Mahoney, Assistant Superintendent, SELPA, Special Education Services

Date: May 9, 2018

Board Item: Overview of District Progress on Multi-Tiered System of Supports,
Next Generation Science Standards, Math and the District Dashboard

HISTORY

On August 2, 2010 the State Board of Education (SBE) adopted the Common Core State Standards (CCSS) and began the development of the implementation plan. Although the SBE adopted new standards in math and English language arts (ELA) over seven years ago, districts are still in the process of implementing the adopted standards and materials. The District adopted the new standards in 2013. Testing tied to the CCSS began implementation in 2014. The standards explain what students should know and be able to do by the end of each grade level. They are not the same as curriculum, which supports an educator in how to teach the standards. Federal law, known as Every Student Succeeds Act (ESSA), requires states to adopt rigorous standards but allows the states to decide what those standards should be. Each district can choose its own curriculum. The state has adopted Frameworks which are like blueprints that explain how to teach the core content. The state has adopted Frameworks for each of the four core curricular areas including ELA/English Language Development (ELD) (2014), Math (2013), Science (2016), and History/Social Studies (2017). In addition, the state has provided lists of approved publisher materials for each of these content areas, except Science. The Next Generation Science Standards (NGSS) were adopted by the SBE in 2013. It is anticipated that the SBE will approve a list of instructional materials for Science in the Fall of 2018.

A Multi-Tiered System of Supports (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS is a “way of doing business” which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. In California, MTSS is an integrated, comprehensive framework that focuses on 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. MTSS helps schools and districts to organize resources through alignment of academic standards and behavioral expectations, implemented with fidelity and sustained over time, in order to accelerate the performance of every student to achieve and/or exceed proficiency.

In May 2017 and again in September 2017, staff presented to Trustees the District Dashboard. Staff shared the rationale for the selection of various academic and social emotional indicators to be presented on a district Dashboard. The District Dashboard is to augment the California School Dashboard providing local relevant data to support early intervention. The purpose of the dashboard is to monitor the implementation of programs and services to support all students as defined in MTSS.

BACKGROUND INFORMATION

The District began the implementation of the CCSS in 2013. All teachers participated in training and several helped develop Curriculum Alignment Guides and Standards Schedules based on the new standards. Textbook materials have been adopted for the following:

- Math K-6 (Spring 2015)
- Math 7-12 (Spring 2016)
- ELA/ELD K-6 (Spring 2017)
- ELA/ELD 7-12 (Spring 2018)
- Science (NGSS) - K-12 begin pilot in 2018-2019 / adopt Spring 2019 / implement 2019-2020 (K-8 in 2019-20 and 9-12 the following year)

Staff will present an update on: Multi-Tiered System of Supports (MTSS), Next Generation Science Standards (NGSS), Math, K-3 Early Literacy Intervention and the District Dashboard. Below is a brief summary of the background on each of these areas.

MTSS:

The District began the transition to the MTSS model in 2014. The special education Strategic Plan commitments, which were derived from the 2015 FCMAT study, emphasize a focus on the development of a Continuum of Services. The plan calls for the goal of implementing a multi-tiered system of supports that addresses the academic, social-emotional, and behavioral needs of all students and the establishment a system for monitoring service delivery and student progress. Tied to this system of supports, staff will present an update on the implementation of K-3 early literacy intervention program which addresses student academic needs in Tiers 1 and 2.

ELA/ELD:

Staff provided training to all elementary teachers on the new ELA/ELD curriculum in Summer and Fall of 2017. Middle and high school teachers will participate in ELA/ELD textbook trainings in the Summer of 2018. During the 2017-2018 school year, teachers piloted common interim assessments (CIAs) administered twice each year to measure student progress toward

achieving identified standards. This work enabled the comparison of data between teachers at sites and between sites. Following each administration small teacher teams met to calibrate their scoring practices to ensure a measure of commonality in their practices from site to site. Although this content area will not be formally addressed in the Board presentation, staff wanted to provide a general summary of progress.

NGSS:

Staff have participated in training at the state and local level to begin to develop a K-12 District Science Implementation plan. At the elementary level the 11 Discovery Education Schools have participated in training on STEM (Science, Technology, Engineering and Math) instruction and how to incorporate this instruction into their lessons. Many teachers have also received training or demonstration lessons from the District's Science coach. Middle school science teachers have begun the transition to an "integrated" approach. High school teachers are in the initial stages of evaluating the course model design. Staff will provide more details tied to this work in the presentation.

Math:

Staff has provided training to all elementary teachers on Cognitive Guided Instruction (CGI) to support the implementation of math at the elementary levels. CGI is an approach to teaching mathematics that builds on children's natural problem-solving strategies. It is fully in alignment with the instructional shifts called for by the CCSS. Middle and high school teachers received training on the math textbook adoptions prior to implementation of the new curriculum during the 2016-2017 school year; math teachers developed Math Essential Standards and common formative assessments (CFAs) during the 2015-2016 school year, and continue to work in their Professional Learning Communities (PLC) to examine data gathered from each of these CFAs to determine differentiation and enhancement.

District Dashboard:

In September 2017, staff proposed to Trustees the following indicators.

- Preschool developmental progress of social emotional development and literacy development using the Desired Results Developmental Profile – Revised (DRDP-R)
- Kindergarten school readiness using the Early Development Index (EDI)
- Grade 2 Reading development using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Grade 5 English Language Arts development using DIBELS
- Grade 5 English Learners (ELs), Re-designated Fluent Proficient, and Long-term ELs
- Grade 5 math screener
- Grade 8 high school readiness composite using grade point average, attendance, English and mathematics grades, and suspension data
- K-5, 6-8, and 9-12 Chronic Absenteeism

- Grade 5, 7, 9, and 11 overall supports and engagement using the California Healthy Kids Survey (CHKS) data
- Grade 10 high school success composite using grade point average, attendance, English and mathematics grades, suspension data, and credits completed
- Grade 11 college readiness as measured by the Early Assessment Program (EAP)
- Postsecondary success as measured by National Student Clearinghouse college going, college persistence, and college graduate data

Staff will report out the progress on each of these standards and how the dashboard data is being utilized to progress monitor the District's MTSS.

CURRENT CONSIDERATIONS

Staff will present to Trustees an overview of how these programs, initiatives and services all link together. The presentation will provide Trustees a brief summary of the Theory of Action that drives and connects the two departments' work and how the structures and services in place work to meet the needs of all students. If District leadership clearly identifies MTSS and provides the tools and resources needed, then principals, teachers and staff working together in a PLC will use data and assessments to drive changes in outcomes for students so that all students are college and career ready.

The staff presentation by Student Support Services and Education Services will cover the following areas:

- A brief summary of the research which serves as the foundation for the implementation of MTSS and PLCs,
- an update on K-3 Early Literacy plans,
- an overview of what NGSS is and where the District is with implementation,
- an update on the progress made to support student math proficiency and what the proposed next steps are to support student college and career readiness, and
- an overview of how the District Dashboard supports progress monitoring of the programs supporting the implementation of MTSS to ensure all students are successful.

FINANCIAL IMPLICATIONS

None at this time.


STAFF RECOMMENDATION

It is recommended the Board President recognize Susan Holliday, Associate Superintendent, Education Services and Gregory Merwin, Associate Superintendent, Student Support Services to present information on this item.

This is an information item only and no Board action is necessary.

PREPARED BY: Josh Hill, Assistant Superintendent, Curriculum and Instruction, Secondary
Brad Shearer, Assistant Superintendent, Curriculum and Instruction
Preschool-Grade 5
Don Mahoney, Assistant Superintendent, SELPA, Special Education Services

APPROVED BY: Susan Holliday, Associate Superintendent, Education Services
Gregory Merwin, Associate Superintendent, Student Support Services



May 9, 2018

Board Workshop

Overview of District Progress on MTSS, NGSS,
Math and the District Dashboard



Agenda

- Mission, Vision, Wildly Important Goals (WIGs)
- Theory of Action
- MTSS - connecting all the pieces
 - Defining PLCs
 - Academics
 - Tier 1 and Tier 2 reading interventions for grades K-3
 - NGSS
 - Math
 - The District Dashboard
- Acronym glossary



Our Why



Mission

To prepare our students to meet the challenges of a rapidly changing world.

Vision

An unwavering commitment to student success.

Goals

Wildly Important Goals (WIGs):

Teaching and Learning

Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

Communications

Communicate with, and engage students, parents, employees, and community members in Districtwide and community-specific decisions.

Facilities

Optimize facilities and learning environments for all students.

Theory of Action: Multi-tiered System of Supports (MTSS)

If we as a District clearly identify MTSS and provide the tools and resources needed,

then principals, teachers and staff, working together in Professional Learning Communities, will use data and assessments to drive changes in outcomes for students

so that all students may be college and career ready.



EXHIBIT #1

What is MTSS?

“MTSS, rooted in the data-informed practices of RTI [Response to Intervention] and PBIS [Positive Behavior Intervention Systems], explicitly offers a multi-tier approach: Interventions available to students are typically categorized into three tiers. Emphasis is placed on schoolwide, differentiated universal core instruction at Tier 1; Tiers 2 and 3 provide intensive and increasingly individualized interventions” (Batsche, et al., 2005, as cited in Averill & Rinaldi, 2011, p. 2).

https://www.urbancollaborative.org/files/mtss_brief_final.modified_0.pdf

Why MTSS?

“MTSS offers the potential to create systemic change, which results in improved academic and social outcomes for all learners. Numerous school districts and states, including Los Angeles, Boston, Kansas, and Utah, have adopted an MTSS framework in an endeavor to more cohesively, comprehensively, and coherently meet the needs of all learners” (Averill & Rinaldi, 2011, p. 2).

https://www.urbancollaborative.org/files/mtss_brief_final.modified_0.pdf

(article found within exhibit)

Clear Expectation & Priority Input Sessions...

Areas of Focus

Great First
Instruction

Professional
Learning
Communities

Multi-Tiered
System of
Supports

Teacher Input Sessions

- 3 input sessions with representation from K-3, 4-5, 6-8 and 9-12
 - April 12, 18 & 19
- Teachers provided input and feedback on priorities and additional resources and training to support the most critical areas
- Next steps:
 - All teachers will be surveyed to continue to narrow and determine the most important focus for the up coming year and beyond.

MULTI-TIERED SYSTEM OF SUPPORTS

for every student

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EXHIBIT #1

Our Mission: Prepare students to meet the challenges of a rapidly changing world.





Why PLCs?



Creating the conditions to help others succeed is one of the highest duties of a leader.

Leaders of Learning

- Richard DuFour
- Robert Marzano

Professional Learning Communities (PLC)

Within a PLC, teachers work systematically to address all students' learning needs through the **Plan, Do, Study, Act** process:

Plan

What do we want students to learn?

How will we know if students have learned?

Do

Execute with high yield instructional practices (e.g., small group differentiated instruction, flexible grouping, intervention)

Great First Instruction (GFI)

Study

Gather data through assessment (e.g., Common Formative Assessments)

Analyze student data in content or grade level teams to determine successes and challenges (e.g., ACE time)

Act

What will we do if students don't learn? (intervention)

What will we do if students already know it? (enrichment)



PLCs

- Are supported by their administration
- Have clear and common goals
- Have a regular agreed-upon meeting time
- Use data to inform instruction
- Work collaboratively to plan and revise lessons
- Ensure students learn
- Focus on results
- Create a culture of collaboration

It's a shift...

A Shift In Fundamental Purpose	
From.....	To.....
a focus on teaching	a focus on learning
A Shift In Use Of Assessments	
From.....	To.....
isolated assessments	collaborative on-going assessments
A Shift In Response When Students Don't Learn	
From.....	To.....
remediation	intervention
A Shift In the Work Of Teachers	
From.....	To.....
teacher isolation	teacher collaboration

EXHIBIT #1

Benefits

Observed Outcomes for Teachers

- Shared responsibility for the development of all students and collective responsibility for student success
- Reduces teacher isolation
- Powerful adult learning that shifts our focus from *teaching* to *learning*.
- Increased understanding of content and the roles teachers play in helping all students build capacity

“A PLC is not a canned program or a step-by-step recipe for school improvement. Instead, a PLC represents a process for making the structural and cultural changes necessary to help students achieve at higher levels and make teaching a more rewarding and satisfying profession” (DuFour, DuFour & Eaker).

PLC 4 year Plan found within Exhibit

Common Formative Assessments



The schools and districts that doubled student achievement added another layer of testing - common formative assessments. These assessments were designed to provide concrete information on what students know and do not know with respect to specific learning targets (Odden & Archibald, 2009).

The Key to Improving Schools Richard DuFour

<https://globalpd.com/search/content/ODM=>

(password required to access copyrighted video)

EXHIBIT #1

Common Assessments

“We compare data so that every teacher has a basis for comparison of how **individual students performed** compared to the rest of the students in the same course/grade level. The teacher can then draw on the **strength of the team for ideas, materials, and strategies to help each student reach mastery**”
(DuFour et al).

CART (Curriculum & Assessment Review Team)

CART - is an Elementary Task Force Team to support the development:

- 5-year District-wide Curriculum and Adoption Plan
- 5-year District-wide Professional Learning Plan
- Common Formative Assessments and data for PLC work
- Family alignment for Curriculum Specialist Professional Learning support
- Next Generation Science Standard training for all teachers

Secondary Assessment Commitments

Math -- Essential Math Concepts (EMCs) created and administered near the end of each unit in Math 6, Math 7, Math 8, Algebra I, Geometry, and Algebra II

English -- Common Interim Assessments (CIAs) created and administered twice each year in all middle and high school English/Language Arts (ELA) classes

History/Social Science (HSS) -- CIAs created and administered twice each year in all middle and high school HSS classes

Science -- CIAs will be developed during the 2018-2019 school year for middle and high school. Field test could be as early as spring 2019 for implementation during the 2019-2020 school year.

MULTI-TIERED SYSTEM OF SUPPORTS

for every student

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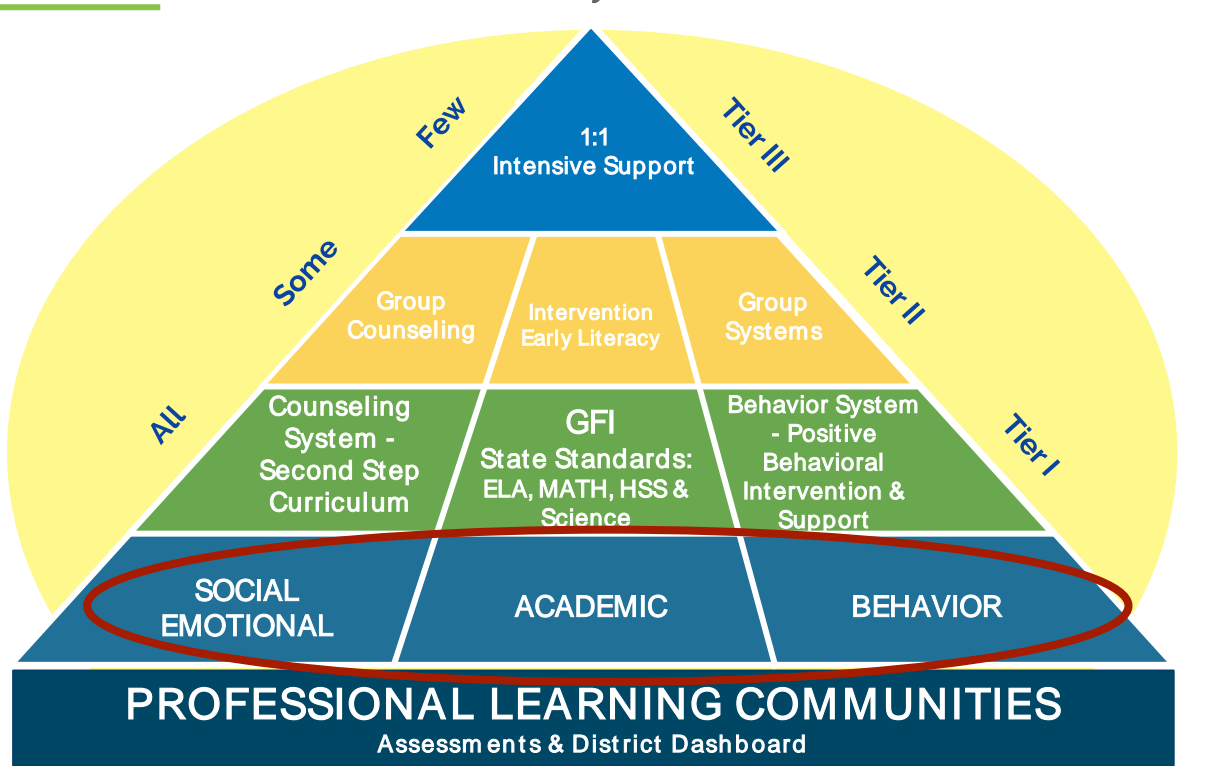


EXHIBIT #1

Our Mission: Prepare students to meet the challenges of a rapidly changing world.



Social Emotional

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage **emotions**, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Collaboration for Academic, Social, and Emotional Learning

Behavior

Behavior is something that a person does that can be observed, measured, and repeated. When we clearly define behavior, we specifically describe actions. We do not refer to personal motivation, internal processes, or feelings.

The IRIS Center, Vanderbilt Peabody College

Challenging behavior is any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning or engagement in pro-social interactions with peers and adults.

Florida Mental Health Institute

Academic

State Standards & Great First Instruction

- Lesson Preparation
- Strategies
- Interaction
- Review and Assessment

MULTI-TIERED SYSTEM OF SUPPORTS

for every student

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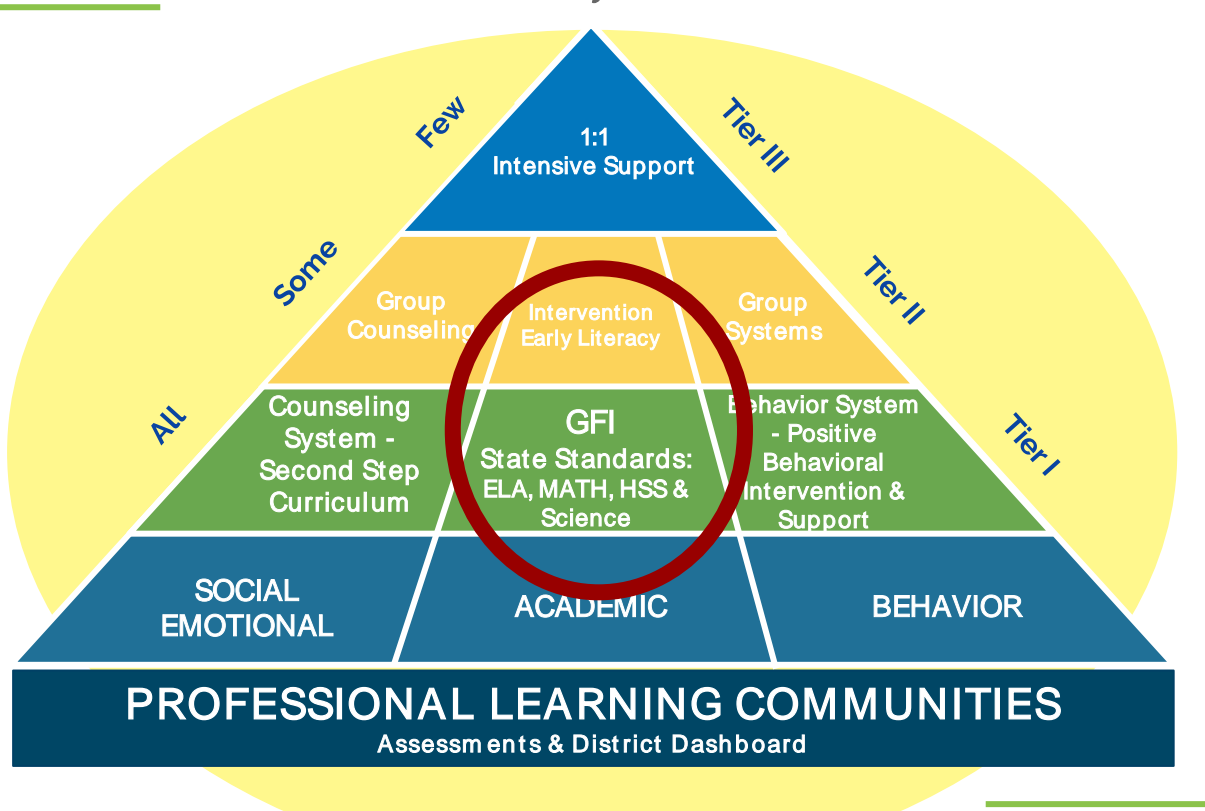


EXHIBIT #1

Our Mission: Prepare students to meet the challenges of a rapidly changing world.





Tier 1 and Tier 2 Reading Interventions Grades K-3



“Compelling evidence from a convergence of reading research indicates that close to 95 percent of all students can achieve **literacy levels** at or approaching grade level. These statistics include students with dyslexia and students with other learning and cognitive disabilities. Students succeed when well-trained and well-supported teachers provide intensive, comprehensive, and high-quality prevention and early intervention.”

Dr. Jan Hasbrouck

Universal Screener

A universal screener is a brief assessment conducted with all students at a grade level to provide educators with standards for gauging the progress of every child. The Benchmark goals represent a **level of performance for all students to reach in order to be considered on track for becoming a successful reader.**

The District uses DIBELS as a universal screener for all students in grades K-5 in reading.

Universal Screener - DIBELS

What is DIBELS?

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for **assessing the acquisition of early literacy skills** from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

DIBELS data are utilized to identify students for intervention and to guide instruction in Tier 1 and Tier 2.

How does Wonders Core curriculum address Early Literacy?

Grades K – 2 Literacy begins with a **strong foundation**. Wonders provides the daily explicit and systematic instruction needed to develop:

- **print awareness/print concepts skills**
- **phonological and phonemic awareness**
- **phonics and word recognition**
- **fluency skills**

Grade 3 Wonders continues to build on this foundation with weekly phonics and fluency instruction, including:

- Multisyllabic words
- Morphology
- Greek and Latin roots



Tier 1: Wonders Intervention

Grades K-3

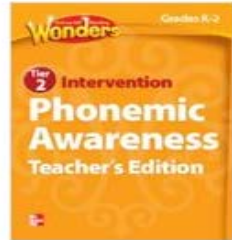
During daily lessons, teachers have access to the following within the core curriculum:

- **Monitor and Differentiate**
 - Quick Checks, Exit Tickets, Formative Assessments, Observations, etc...
 - Prescriptive Next Steps - Reteach (Approaching), Develop Language Skills (ELs), Review (On Level), Extend (Beyond Level)
- **Small Group - Differentiated Instruction** (*lessons within teacher guide*)
 - Approaching, On Level, Beyond Level, EL

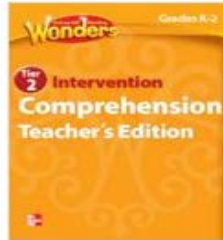
Tier 1: Wonders Intervention Grades K-3

When students do not respond to small group differentiated instruction...

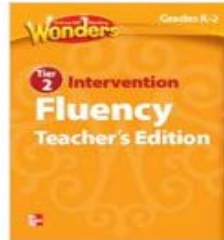
- Additional resources for the 5 foundational components of reading
 - Phonemic Awareness
 - Phonics
 - Vocabulary
 - Fluency
 - Comprehension



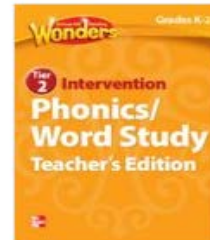
Tier 2 Intervention: Grade K-2
Phonemic Awareness Teacher's



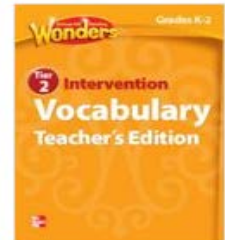
Tier 2 Intervention: Grade K-2
Comprehension Teacher's Edition



Tier 2 Intervention: Grade K-2
Fluency Teacher's Edition



Tier 2 Intervention: Grade K-2
Phonics/Word Study Teacher's



Tier 2 Intervention: Grade K-2
Vocabulary Teacher's Edition

Tier 2: Passport Reading Intervention

Grades 1-3

- ❖ Voyager Passport provides explicit, systematic instruction to help struggling readers in grades 1-3 to develop reading skills and reach grade-level expectations.
- ❖ The program systematically integrates the five essential components of reading:
 - Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension
- ❖ The intervention program features 30 minute lessons, delivered 4-5 days per week by the classroom teacher, in a small group setting of approximately 6 students.
- ❖ DIBELS Screener data identifies students who qualify for Voyager Passport.
- ❖ Student progress is monitored through DIBELS assessments every 2 weeks.

Family School Partnership Plan

Why?

- **Early communication** when problems and success happen
- Trust and **positive relationships** are established between teacher, home and school

Family School Partnership Plans are a way for a teacher and family to plan strategies and accommodations to set a student up for success (at home and at school) when extra support is needed.

Intervention Plan

When?

- Universal Screener/ Diagnostic Assessment indicates the **student is at-risk** to have academic difficulty
- Family School Partnership Plan has been established and implemented
- **Current accommodations and strategies are not enough**

Progress monitoring data is collected to measure whether the student is making adequate progress and responding to intervention instruction.

MULTI-TIERED SYSTEM OF SUPPORTS

for every student

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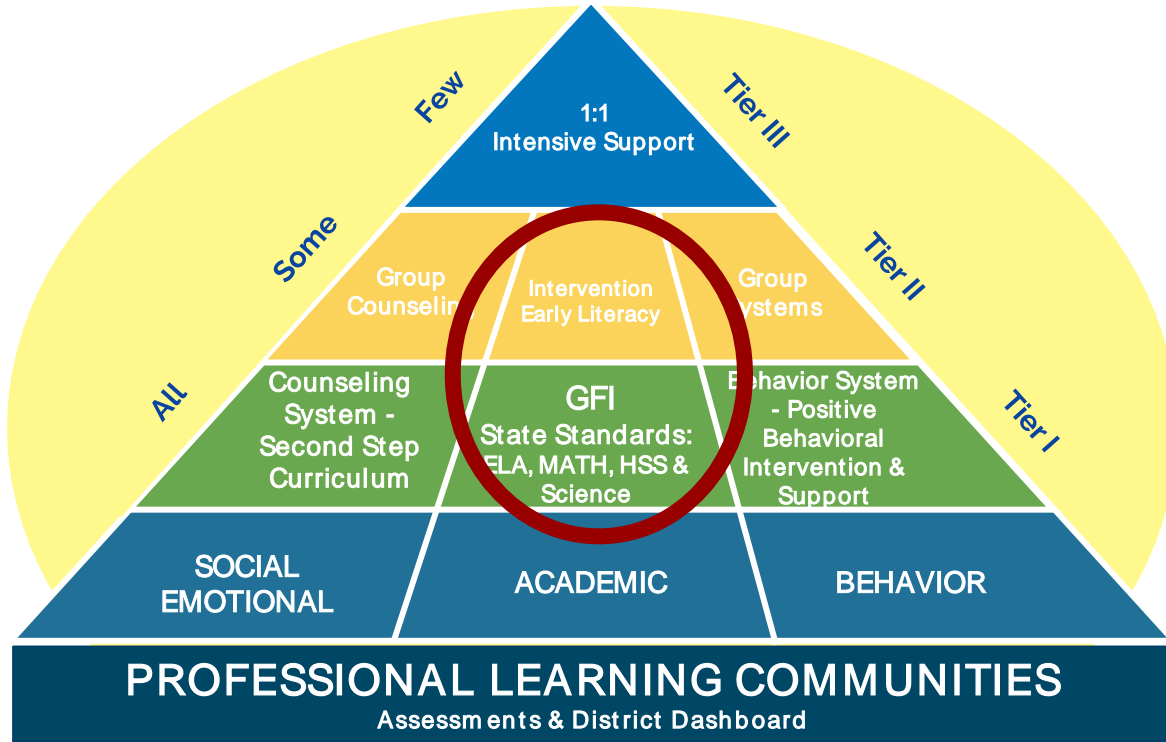


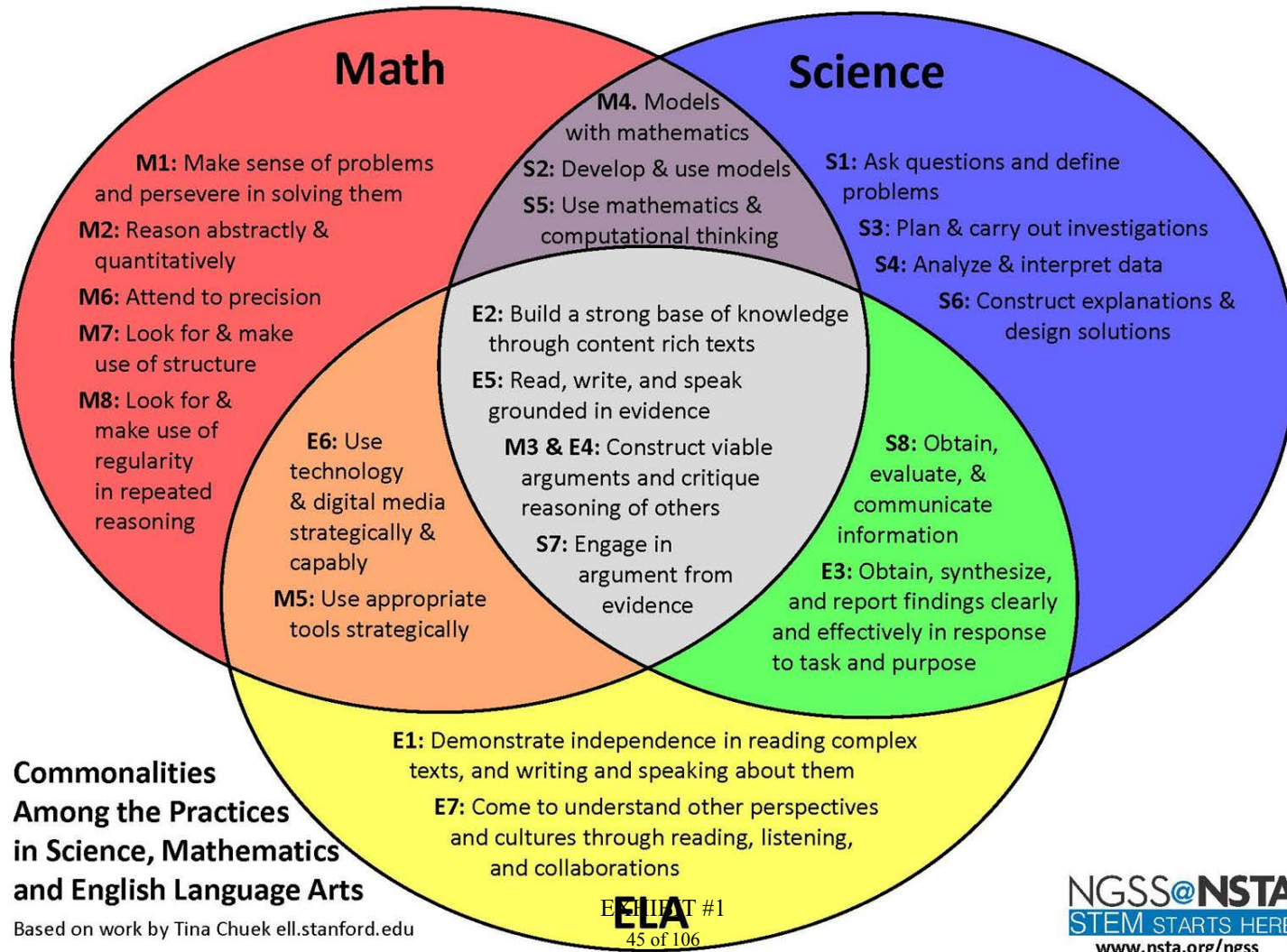
EXHIBIT #1

Our Mission: Prepare students to meet the challenges of a rapidly changing world.



The California Next Generation Science Standards (CA NGSS)





**Commonalities
Among the Practices
in Science, Mathematics
and English Language Arts**

Based on work by Tina Chuek ell.stanford.edu

CA NGSS Overview



Short video

What are the CA-NGSS?

- Requires science and engineering to be taught in every grade K-12
- Builds understanding and skills systematically year-on-year
- Introduces science to all students at an earlier age, the CA-NGSS embrace a young person's innate curiosity
- Shifts away from memorizing facts to doing science and engineering:
 - Students will ask more questions
 - Emphasis will be placed on hands-on investigation and discovery

Science Learning in CUSD

Will Involve LESS:

- Learning ideas disconnected from phenomena
- Teachers providing information to the whole class
- Teachers posing questions with only one right answer
- Students reading and answering questions at the end of each chapter
- Worksheets
- Oversimplification of activities

Will Involve MORE:

- Thinking and modeling to explain phenomena
- Conducting investigations, solving problems, and engaging in discussions to support claims
- Reading and summarizing source materials
- Student work that offer explanations and arguments
- Student engagement in sophisticated science and engineering

What Is the Timeline?

- The state's timeline allows for a gradual transition, with schools expected to fully transition over 5 to 7 years.

Year	CA-NGSS Curriculum Framework and Instructional Materials	CA-NGSS General Assessment	Alternate Assessment
2017	Framework Adoption	Pilot Test	Pilot Test
2018	State Board Adoption	Field Test	Pilot Test
2019	CUSD K-8 Instructional Materials Adoption	Operational Test	Field Test
2020		Operational Test	Operational Test

EXHIBIT #1

California Science Test (CAST)

- CUSD students in grades 5, 8, and 10 participated in pilot testing during the 2016-2017 school year. No scores were reported.
- CUSD students in grades 5, 8, and 12 will participate in field testing of the new assessment in May of this year.
- Results from the Spring 2018 test will be provided to districts and made available on the CA School Dashboard. Scores will be aggregated by state, local education agency (LEA), school, and student groups.

NGSS Implementation in CUSD

Elementary

- **Discovery Education** Training on STEM strategies
 - DE11 schools (2017-2018) continued for next 2 years
- **Science TOSA** training and lesson modeling at multiple sites in 2017-2018
- **Next Gen STEM Leader** Certificate Program, Spring 2018
- **Next Steps**
 - Introductory training on NGSS for all K-5 teachers (2018-2019)
 - Pilot NGSS materials for K-8 (2018-2019)
 - Adopt NGSS materials for K-8 (late 2018-2019)
 - Train teachers on new materials, K-8 (Summer 2019)
 - Implement NGSS aligned materials, K-8 in 2019-2020

NGSS Implementation in CUSD

Middle School

- Selected the Preferred Integrated Model in Spring 2016
- Began district training of teachers in Fall 2016
- Three year roll-out plan for implementation:
 - 6th Grade: Training in 2016-2017, Implementation in 2017-2018
 - 7th Grade: Training in 2017-2018, Implementation in 2018-2019
 - 8th Grade: Training in 2018-2019, Implementation in 2019-2020
- Curriculum Alignment Guides (CAGs) with scope and sequence and exemplar lessons started by teams of teachers in 2016-2017
 - Continued development of CAGs in 2017-2018

NGSS Implementation in CUSD

High School

- Began district training of teachers in Fall 2016
- Three year roll-out plan for implementation:
 - Biology: Training in 2016-2017, Implementation in 2017-2018
 - Chemistry: Training in 2017-2018, Implementation in 2018-2019
 - Physics: Training in 2018-2019, Implementation in 2019-2020
- Curriculum Alignment Guides (CAGs) with scope and sequence and exemplar lessons started by teams of teachers in 2016-2017

NGSS Implementation in CUSD

High School Course Model Decision

- The SBE recognizes that CA high schools offer diverse science programs across the state (i.e. IB, AP, CTE, Pathways)
 - Local Decision
 - CA Science Framework provides models
- CUSD began the course model decision making process in Fall 2017
 - Two meetings with teachers, administrators, parents and students
 - Curriculum Specialist visited every high school during Fall 2017
 - Further decisions to be made following review of data

MULTI-TIERED SYSTEM OF SUPPORTS

for every student

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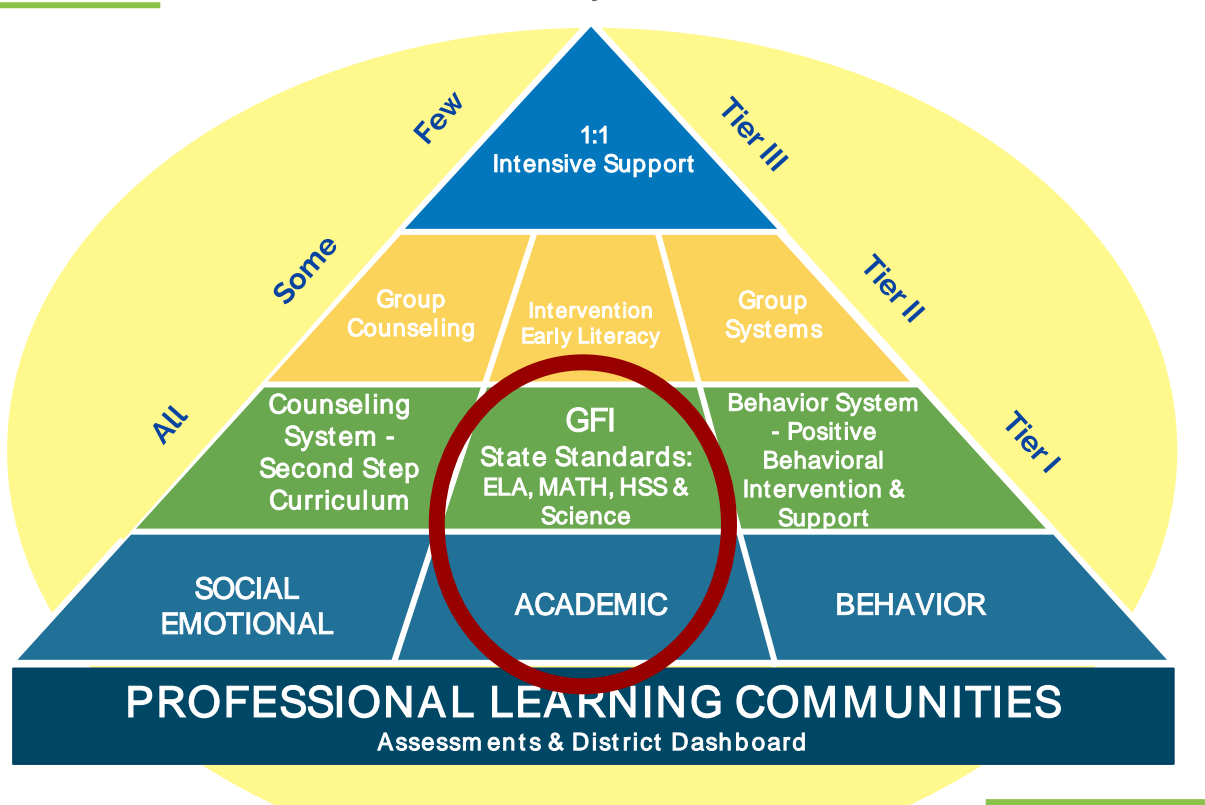


EXHIBIT #1

Our Mission: Prepare students to meet the challenges of a rapidly changing world.



MATH

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Math Overview

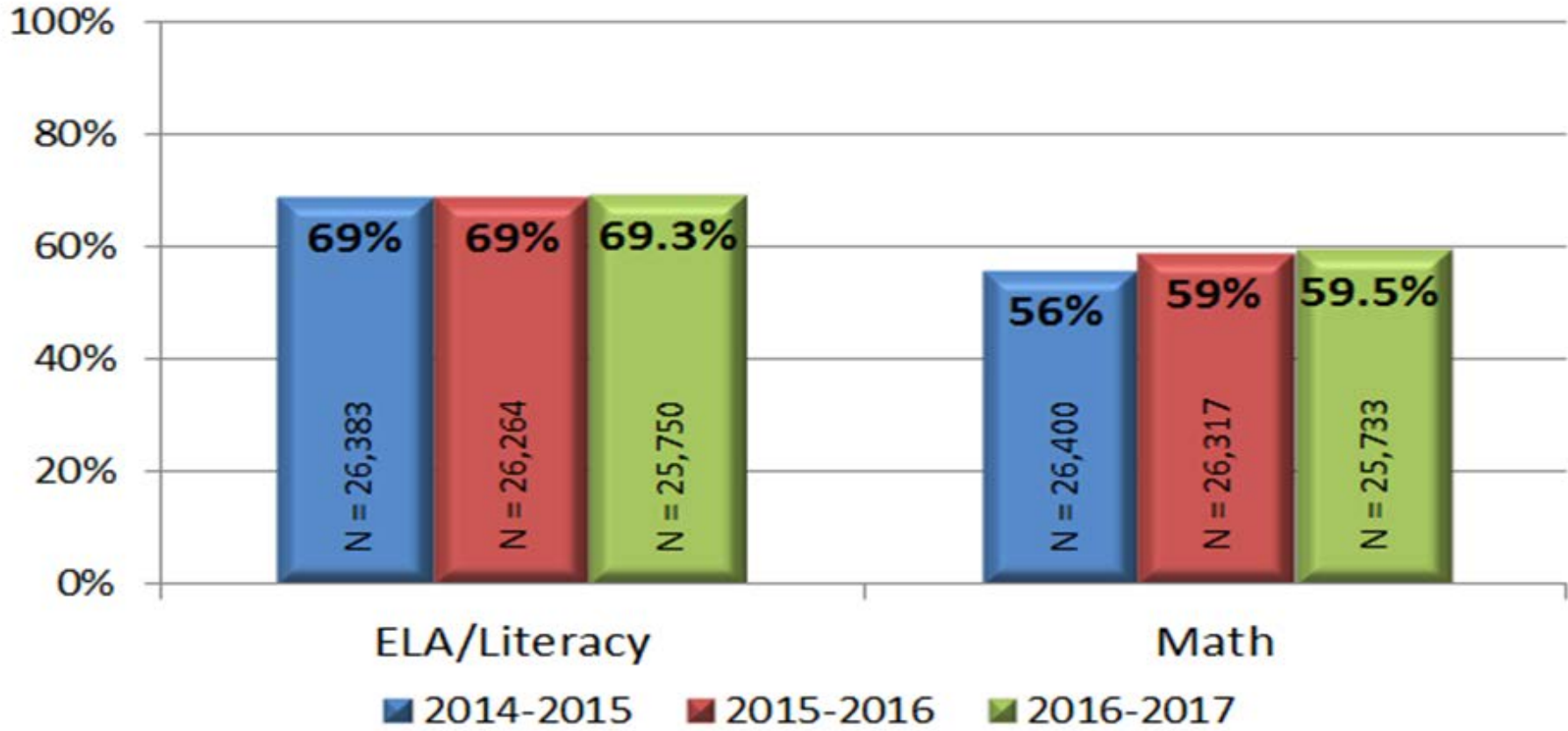
District Data

Elementary progress

Secondary progress

Math Pathways - from 6th grade to 12th grade

CUSD SBA Percent Met or Exceeded the Standard



CUSD Student Groups Met or Exceeded the Standard

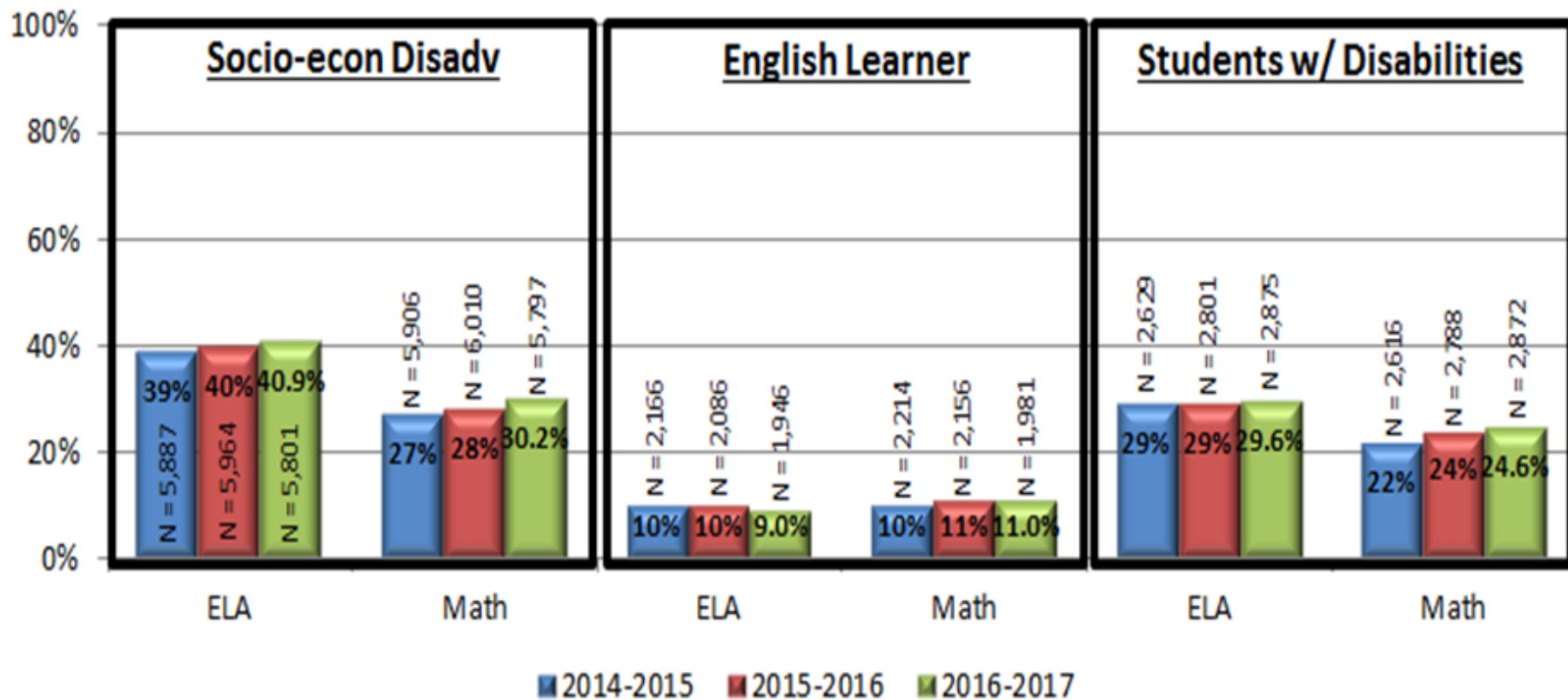
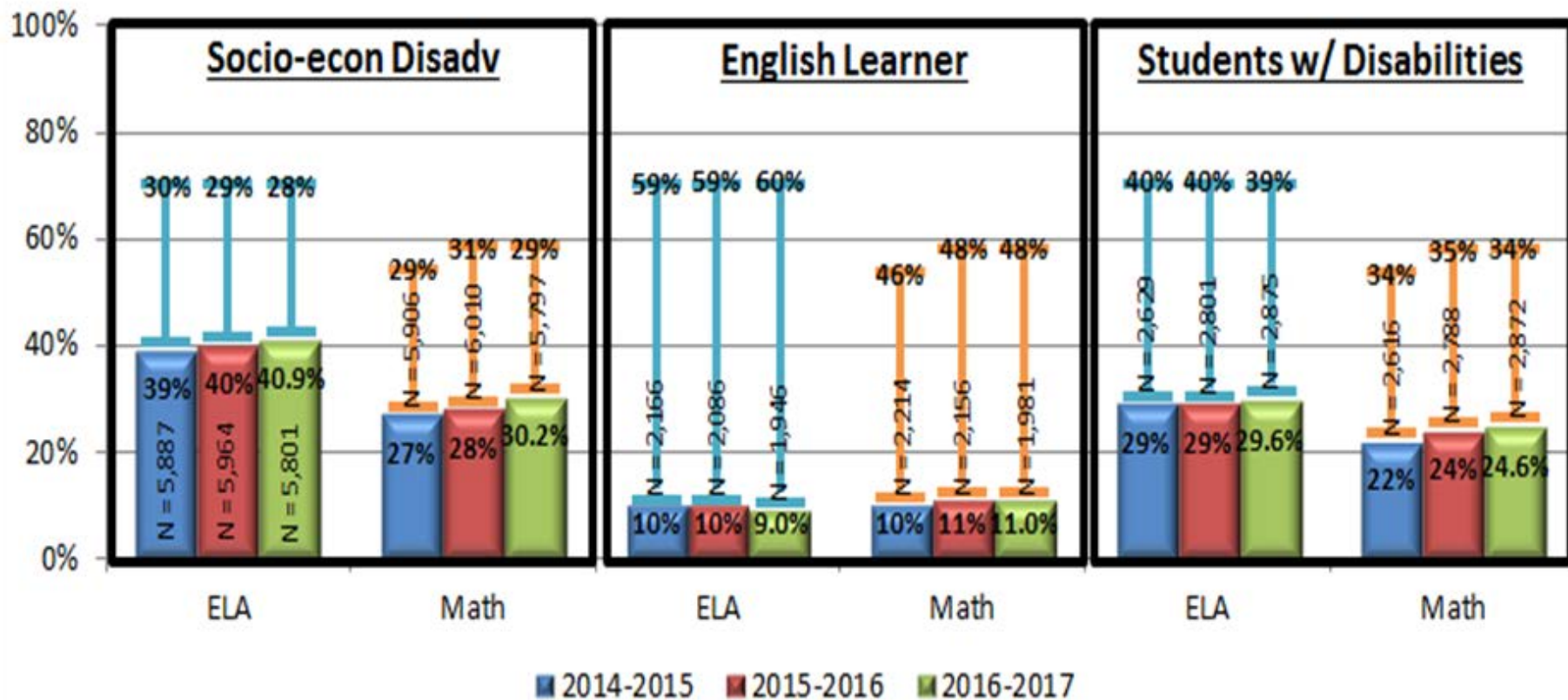


EXHIBIT #1

CUSD Student Groups Gap Analysis



	Grade	Math-All Students		
		2014-2015	2015-2016	2016-2017
CUSD	3	60%	62%	62.4%
	4	55%	62%	61.4%
	5	46%	55%	53.8%
	6	57%	58%	61.9%
	7	61%	61%	59.4%
	8	60%	64%	65.4%
	<hr/>			
	11	50%	51%	52.5%
	<hr/>			
All	56%	59%	59.5%	

EXHIBIT #1

Elementary Progress

2015-2016 - Math Expression textbook adoption and implementation

- aligned to Common Core standards

2016-2017 - Cognitively Guided Instruction (CGI) Training

- all K-5 elementary teachers trained

2017-2018 - Teacher Support through Math Coaches

- 540 Coaching sessions, group and/or individual at 24 schools

2018-2019 - Next Steps

- Aligning CGI with Math Expressions (resource guide for teachers)
- Build site internal capacity
 - Content Lead Teachers (3) per site to work closely with the Math Curriculum Specialist to support colleagues

Middle School Progress

Textbook adoption during the 2015-2016 school year

Support sections provided to middle schools beginning the 2017-2018 school year

Collaborative team/PLC work

District-wide implementation of CIA/CFA tied to Essential Math Concepts

Reflective learning walks

Next steps - CIAs tied to performance tasks

High School Progress

Textbook adoption during the 2015-2016 school year

High School Graduation Policy added required 3rd year of Math - Added Sections (3rd Year classes, CCA/CTE options)

District-wide implementation of CIA/CFA tied to Essential Math Concepts

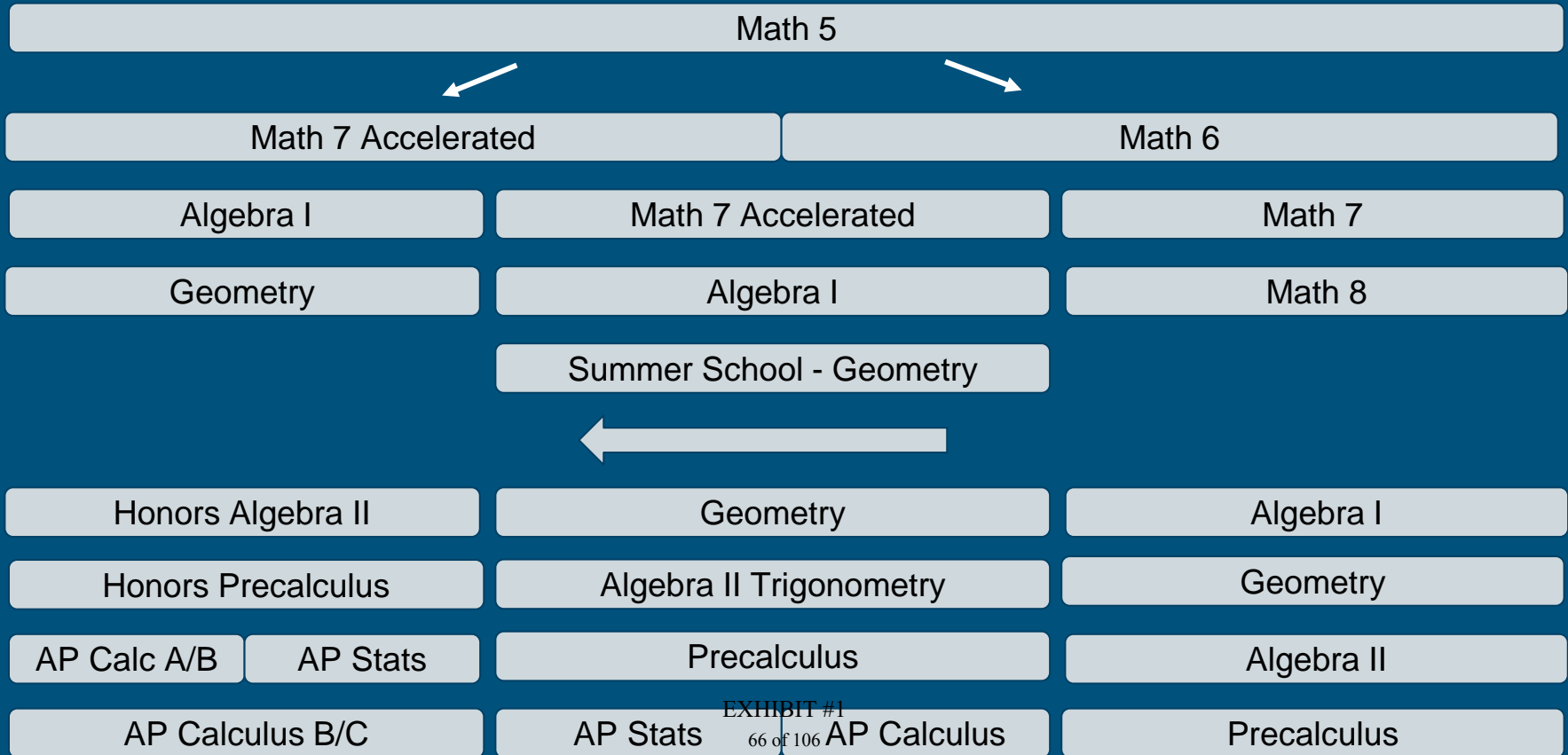
Reflective walks

Next steps - CIAs tied to performance tasks

Secondary Pathways

The California Common Core State Standards for Mathematics for grades six through eight are comprehensive, rigorous, and non-redundant. Instruction in an accelerated sequence of courses will require compaction—not the former strategy of deletion. Therefore, careful consideration needs to be made before placing a student in higher-mathematics course work in grades six through eight. Acceleration may get students to advanced course work, but it may create gaps in students' mathematical background (*California Mathematics Framework Grade Six*).

Current Middle School Math Pathways



6th Grade Math

Math six curriculum is foundational to future mathematics success

Math acceleration offers different content, not the same content taught in a different way

PLC work will help identify students who need differentiation to ensure all students are challenged

All students have access to accelerated pathways through multiple entry points

Math Persistence Data

Good news:

- Increase in students taking Algebra I as freshman instead of Algebra IA and IB over two years has not increased the number of students receiving Ds and Fs in Algebra I or Geometry
- Accelerated pathway secures and promotes the highest achievement among students
- Students who have taken Algebra II or higher in 11th grade are best positioned to do well on the SBA for Math and 75% of District students who complete this pathway complete UC a-g requirements

Next Steps

Clarify and revisit Essential Math Concepts as result of the middle school PLC work

Develop accurate and useful measurements to inform current discussions about mathematics instruction

- Site developed CFAs
- District developed CIAs resembling Performance Task model

Determine most effective intervention to ensure mathematics proficiency based on continued data collection and analysis

MULTI-TIERED SYSTEM OF SUPPORTS

for every student

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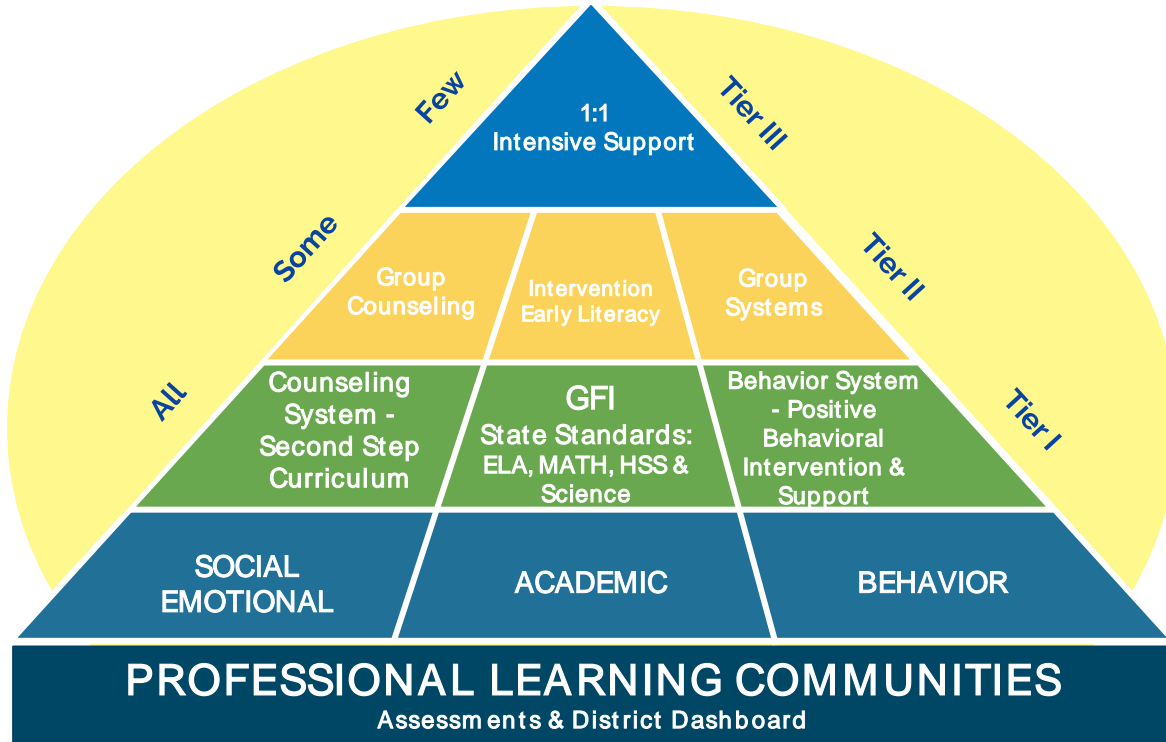


EXHIBIT #1

Our Mission: Prepare students to meet the challenges of a rapidly changing world.

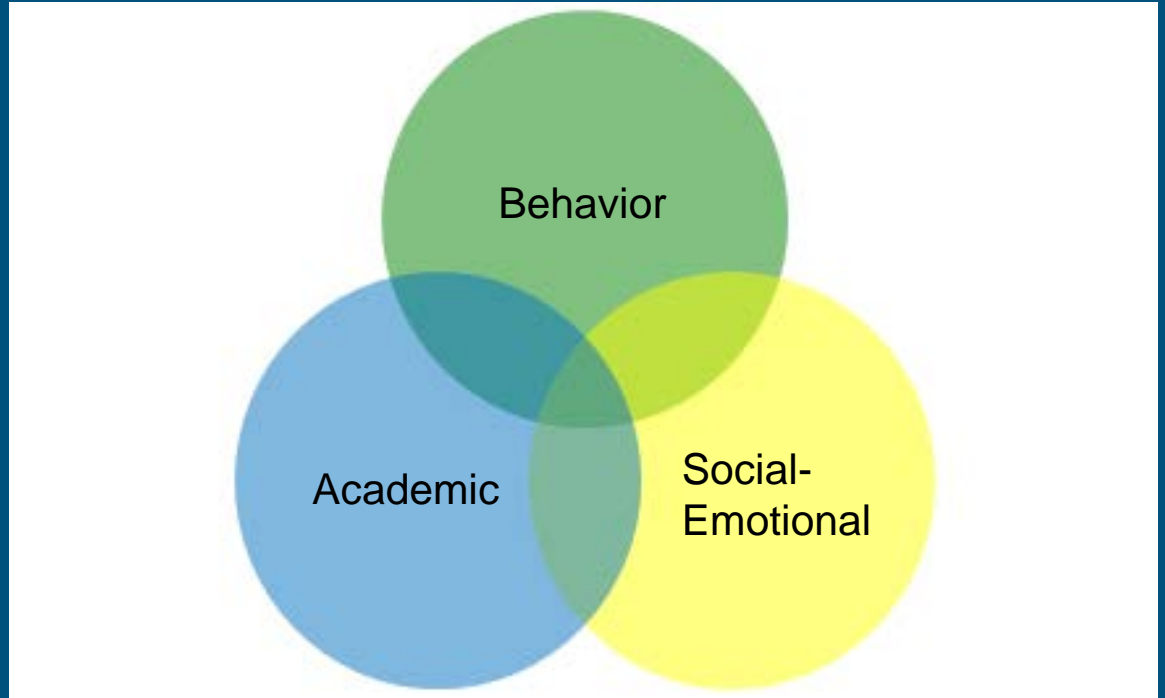


CUSD Dashboard Development



Dashboard and MTSS

The CUSD Dashboard emphasizes the MTSS whole child approach by including academic, behavior, and social-emotional indicators. It monitors our system of supports.



PreK-12 Dashboard Indicators



- Postsecondary Success – College Going, College Persistence, and College Graduate
- Grade 9-12 Social Emotional Indicators - Chronic Absenteeism & Grades 9 & 11 CHKS Overall Supports & Engagements
- Grade 11 College Readiness - EAP
- Grade 10 High School Success - CORE Indicator+ on-Track credits
- Grades 6-8 Social Emotional Indicators - Chronic Absenteeism & Grade 7 CHKS Overall Supports & Engagements
- Grade 8 High School Readiness - CORE HS Indicator
- Grades K-5 Social Emotional Indicators - Chronic Absenteeism & Grade 5 CHKS Overall Supports & Engagements
- Grade 5 EL and RFEP
- Grade 5 Math Screener - TDB
- Grades K-5 Reading Development - DIBELS
- Kinder School Readiness - EDI
- Preschool School Readiness - DRDP

Purpose of the Dashboard

- Allows District to set goals tied to programs
- Supports Principal PLCs
- Supports LCAP
- Provides lag data to support MTSS
- Provides stairway to success for preK-12
- Used for programmatic monitoring and improvements



Progress to Date

<p>May 2017</p>	<p>Introduced CUSD Dashboard and proposed indicators to the Board.</p>	
<p>May-Sept 2017</p>	<p>When available, collected baseline data, determined goals with district leaders, and developed indicator visuals.</p>	<ul style="list-style-type: none"> • Finalized Reading Development and College Readiness indicators • Collected baseline data and created timeline for Preschool and Kinder readiness, Grade 5 EL and RFEP, Overall Supports and Engagement, Chronic Absenteeism, and Postsecondary Success • Created timeline for indicators without baseline data for Math Screener, High School Readiness, and High School Success
<p>Sept 2017</p>	<p>Provided Board presentation on indicator visuals, timeline to completion for each indicator, and time to completion for dashboard.</p>	<ul style="list-style-type: none"> • Staff committed to determine the best system of delivery and user interface, and develop simple to understand visual representation of indicator and targets • Staff committed to continue to meet and determine targets for each indicator and set of actionable steps to achieve targets
<p>Sept 2017- Apr 2018</p>	<p>Learned from what other districts are doing, started development on simplified dashboard interface, and continued discussions and refinement of indicator timelines.</p>	<ul style="list-style-type: none"> • Created demo site for Reading Development, Chronic Absenteeism, and College Readiness indicators • Established targets for Preschool and Kinder Readiness, Overall Supports and Engagement • Status on EL and RFEP, and Math Screener on hold • Continue discussion on high school readiness, high school success, and postsecondary success indicators

Lessons from Other Districts

Irvine USD

Annually purchases 5 desktop licenses for Tableau. Uses dashboards for internal data monitoring. Devotes three programmers (.75 FTE) to creating and maintaining dashboards.

Newport-Mesa USD

Annually purchases 5-6 desktop licenses + core enterprise for Tableau. Uses dashboards for internal data analysis. Devotes two assessment techs and one .50 FTE computer analyst to create and maintain dashboards.

Garden Grove USD

Just launched Tableau with 8 desktop licenses and 170 server licenses. Uses dashboards for internal data monitoring. No dedicated staff, but staff that have been trained find dashboard creating difficult.

Long Beach USD

Built own data warehouse, dashboard system, and internal data management platform. Primarily uses dashboards for internal data analysis with some made available to the public. Devotes three programmers and one data analyst to supporting these tools.

Development on Indicators



Preschool Readiness



- Percentage of students exhibiting readiness in social & emotional understanding will increase by 10%
- Percentage of students exhibiting readiness in pre-reading & writing skills will increase by 10%

Kinder Readiness



- Readiness in social competency will increase from 54% to 65%
- Readiness in literacy will increase from 86% to 90%

Reading Development



- Percentage of students not reading at grade-level will decrease by 31% from 11,026 to 7,608

Math Screener



- Weighing options

English Proficiency



- Contingent on operational ELPAC and new State RFEF guidelines in 2019-2020

Development on Indicators



Chronic Absenteeism



- Tentatively 0.5% reduction, but waiting for SBE release of criteria in Sep 2018 (March 2018 release of criteria was delayed by the State due to technical issues)

Social Emotional Supports



- Students will feel more supported and engaged as measured by the CHKS - middle school score above 365 and high school score above 369

High School Readiness



- 83.48% of grade 8 students have a 2.5 GPA or higher, have no suspensions, and no Ds or Fs in ELA and mathematics - next step is to meet with middle school leadership

High School Success



- 71.48% of grade 10 students have a 2.5 GPA or higher, have no suspensions, no Ds or Fs in ELA and mathematics, and at least 120 credits - next step is to meet with high school leadership

Development on Indicators



College Readiness

- Students considered Conditional Ready or Ready will increase from 76% to 79% in ELA and from 52% to 53% in Math

Postsecondary Success and Persistence

- Literature review provided a host of precollegiate academic and non-academic factors that influence postsecondary persistence and graduation - next step is to meet with high school leadership

Academic factors

High school GPA
C-average or higher
Ready for college-level work
No remedial classes in ELA and Math
Math course of Trigonometry or higher
AP enrollment/passing AP exam
Dual enrollment

Non-academic factors

Growth mindset
Grit
Financial aid
Self-management
Responsible decision-making
Relationship skills
Self/social awareness



College-Going Rate and Persistence Follow-up

Request to collect comparison of college going rate and persistence with neighboring districts

- Comparison districts are Irvine USD, Newport-Mesa USD, Saddleback Valley USD, Santa Ana USD, and Huntington Beach Union HSD
 - Irvine USD has responded and provided their college-going data
 - Newport-Mesa USD does not currently have comparable datasets for college-going rate
- Staff continue to follow-up with the other districts



Focus: Grade 11 College Readiness

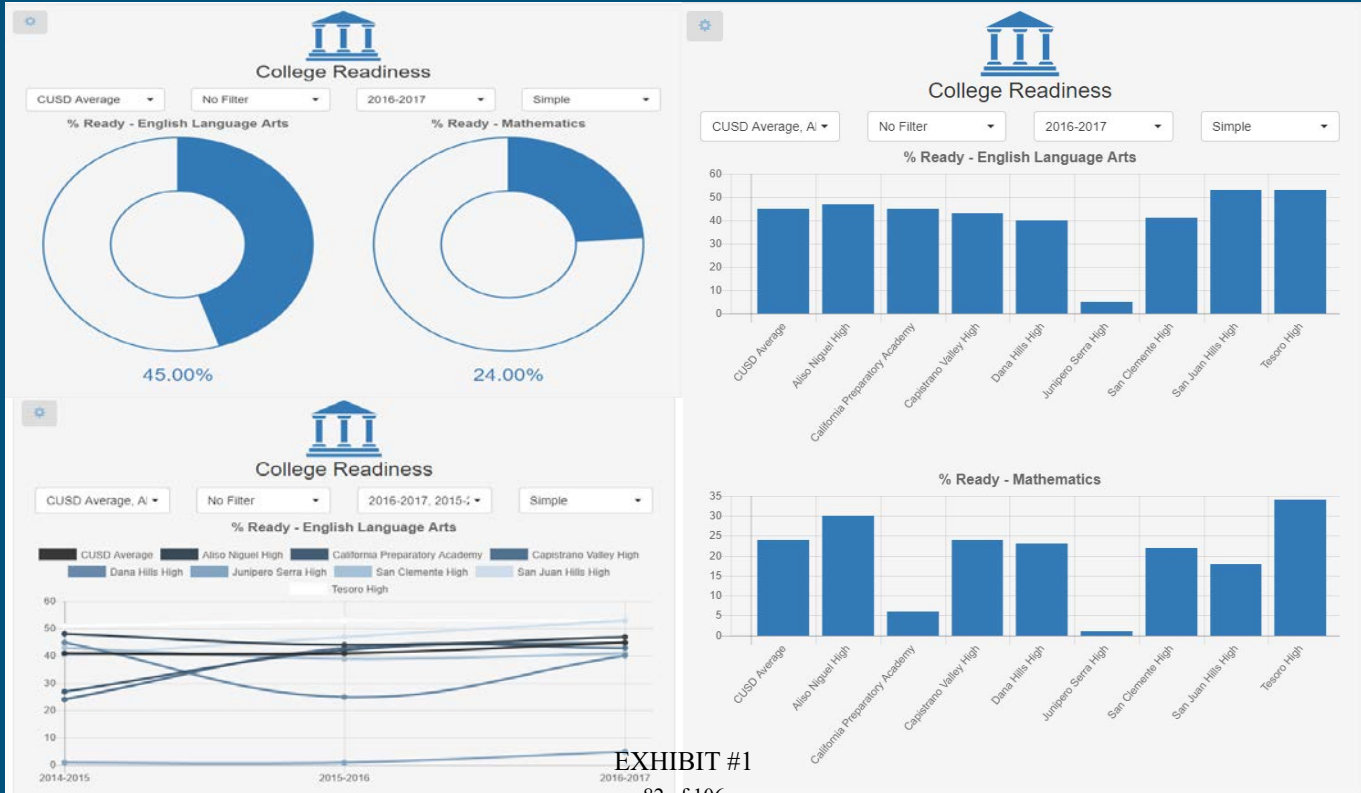
Students considered Conditional Ready or Ready will increase from 76% to 79% in ELA and from 52% to 53% in Math.

Bonus: Reading Development and Chronic Absenteeism

Reading Development and Chronic Absenteeism have one year of baseline data.



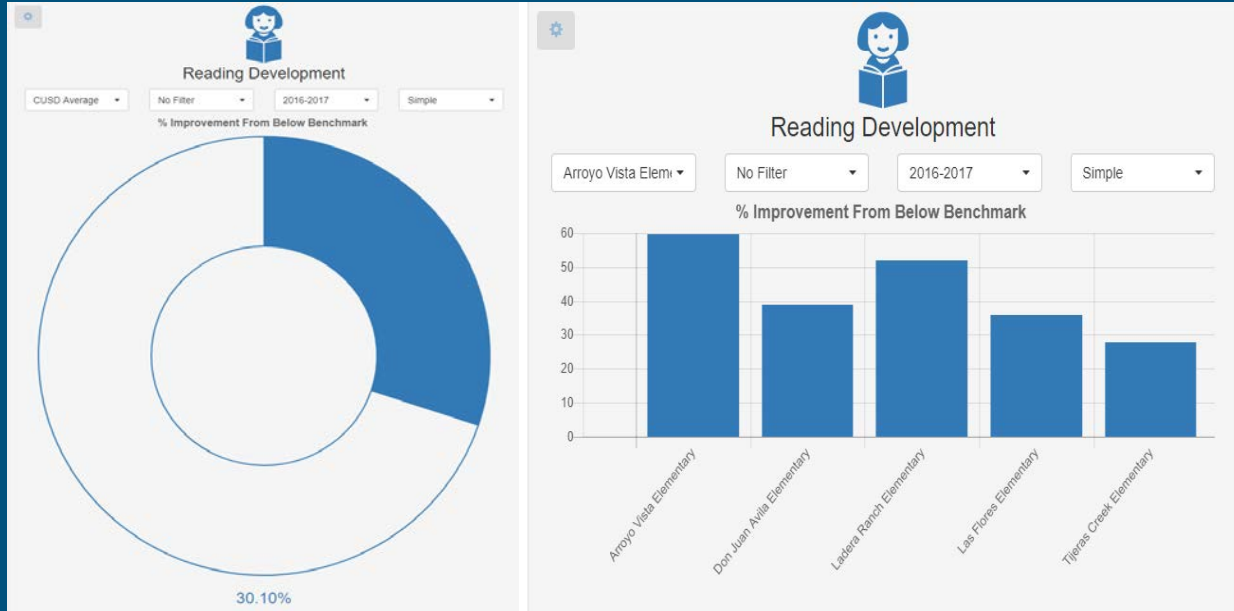
College Readiness Indicator



Data is a snap shot in time and subset of actual data



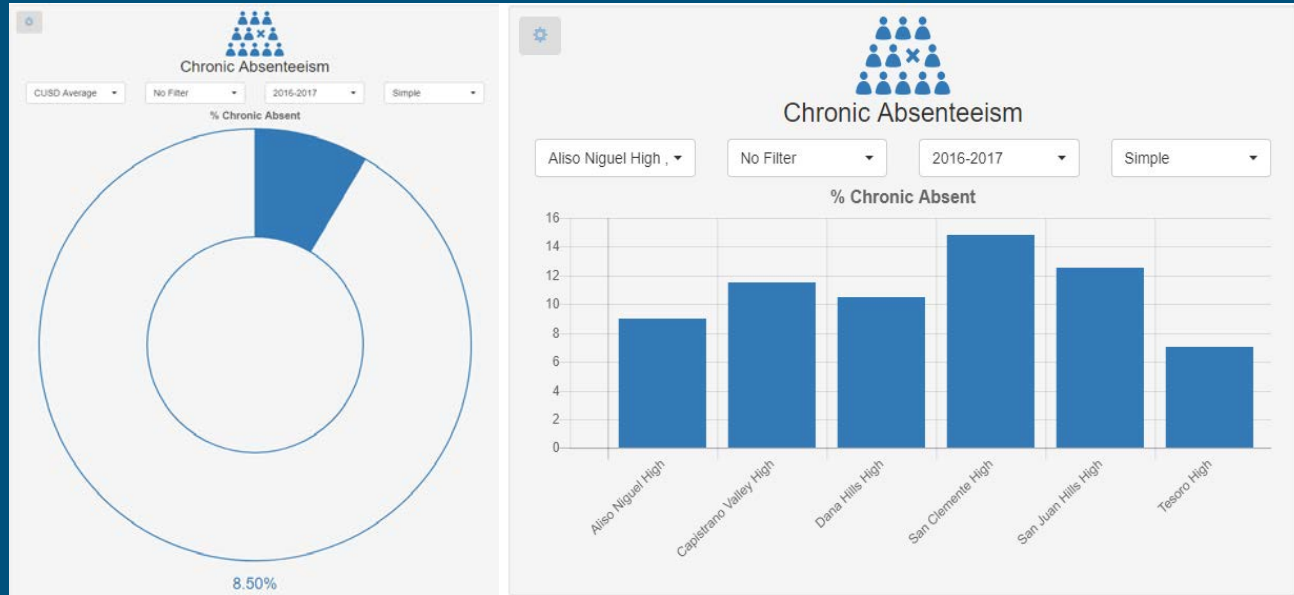
Reading Development Indicator



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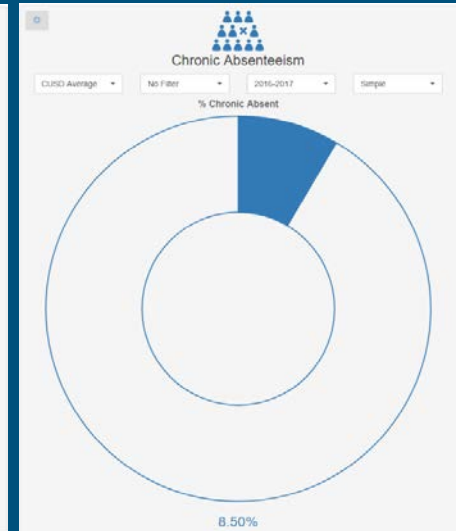
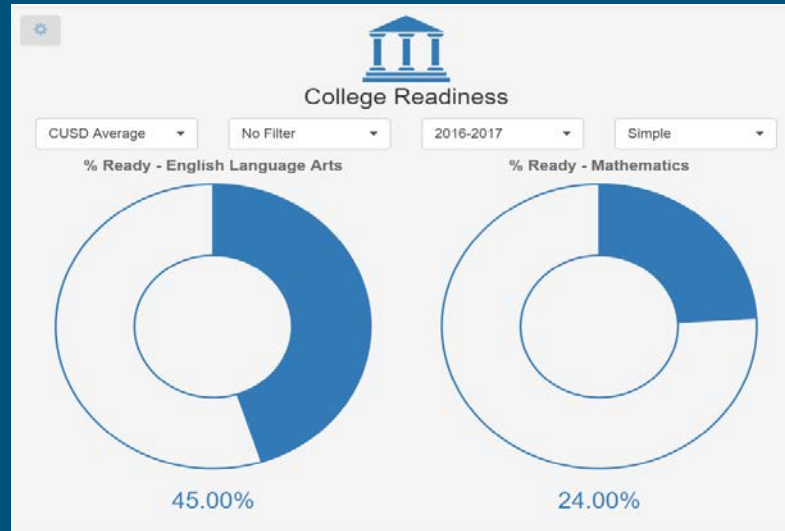
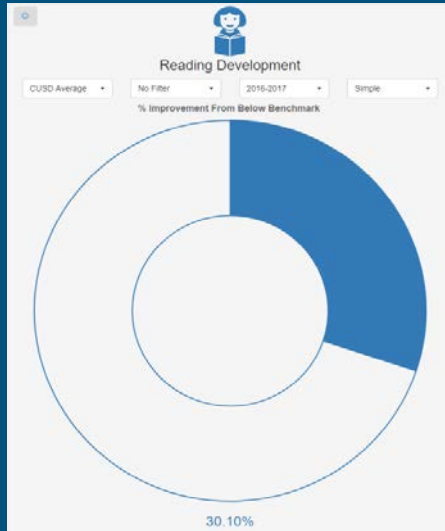


Chronic Absenteeism Indicator






*Data is a snap
shot in time.
and subset of
actual data*

Operational Dashboard Mockup



*Data is a snap
shot in time
and subset of
actual data*

Dashboard Timeline

-  ahead of schedule
-  on schedule
-  delayed



Spring 2018	Summer 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
College Readiness indicator complete	Preschool indicator complete	HS readiness indicator complete	Social-emotional support indicator complete	Dashboard operational	
Reading Development indicator complete	Kinder indicator complete	HS success indicator complete	Postsecondary indicator complete	State release of RFEP guidelines	
Chronic Absenteeism indicator complete		Continue Grade 5 Math Screener discussion			

Initial Use of Dashboard Data

- Chronic Absenteeism

- Shared data with principals at February PK-12 meeting
- Counselors and administrators intervene; parent notification letters mailed; if absences continue, students are referred to the School Attendance Review Board (SARB)
- Positive Attendance Campaign - student posters displayed at schools
- Board policy update - requiring medical documentation after 14 days of absence

- College Readiness

- Students scoring not ready or conditional ready are placed in an Expository Reading and Writing Course (ERWC) and students scoring ready are placed in Advanced Comp/World Lit (English IV) or AP Literature if they meet the course prerequisites.

- Data sharing/meetings

- Share with principals as indicators are being developed
- Topic at PLC meetings
- In alignment with LCAP
- Based on the data, programmatic decisions will be made



Questions and Comments

MULTI-TIERED SYSTEM OF SUPPORTS

for every student

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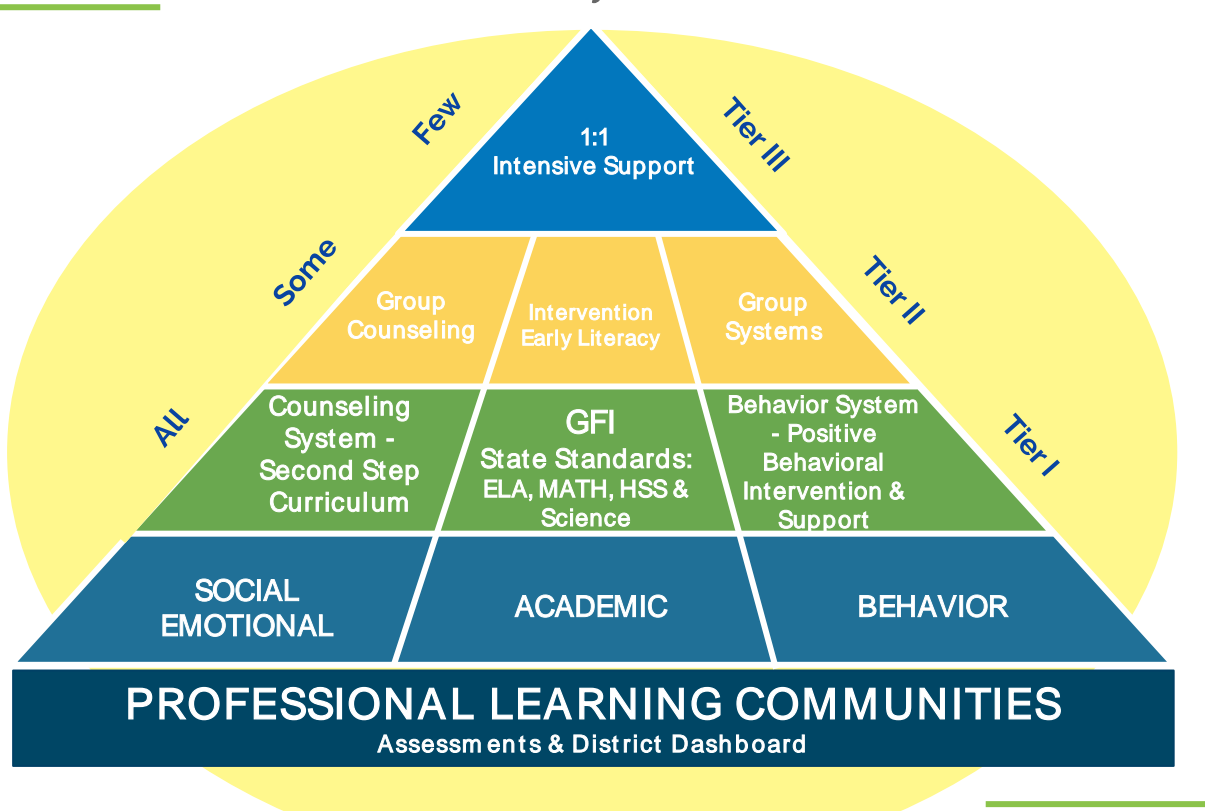


EXHIBIT #1

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Our Mission: Prepare students to meet the challenges of a rapidly changing world.



Next Steps

Dynamic web based graphic linked to resource for parent and teachers

Narrated video of this presentation as Prezi for teachers and community

Share with various stakeholder groups for feedback and input (EERC, CUCPTSA, CAC, etc)

Print large poster of graphic for every classroom

MULTI-TIERED SYSTEM OF SUPPORTS

for every student

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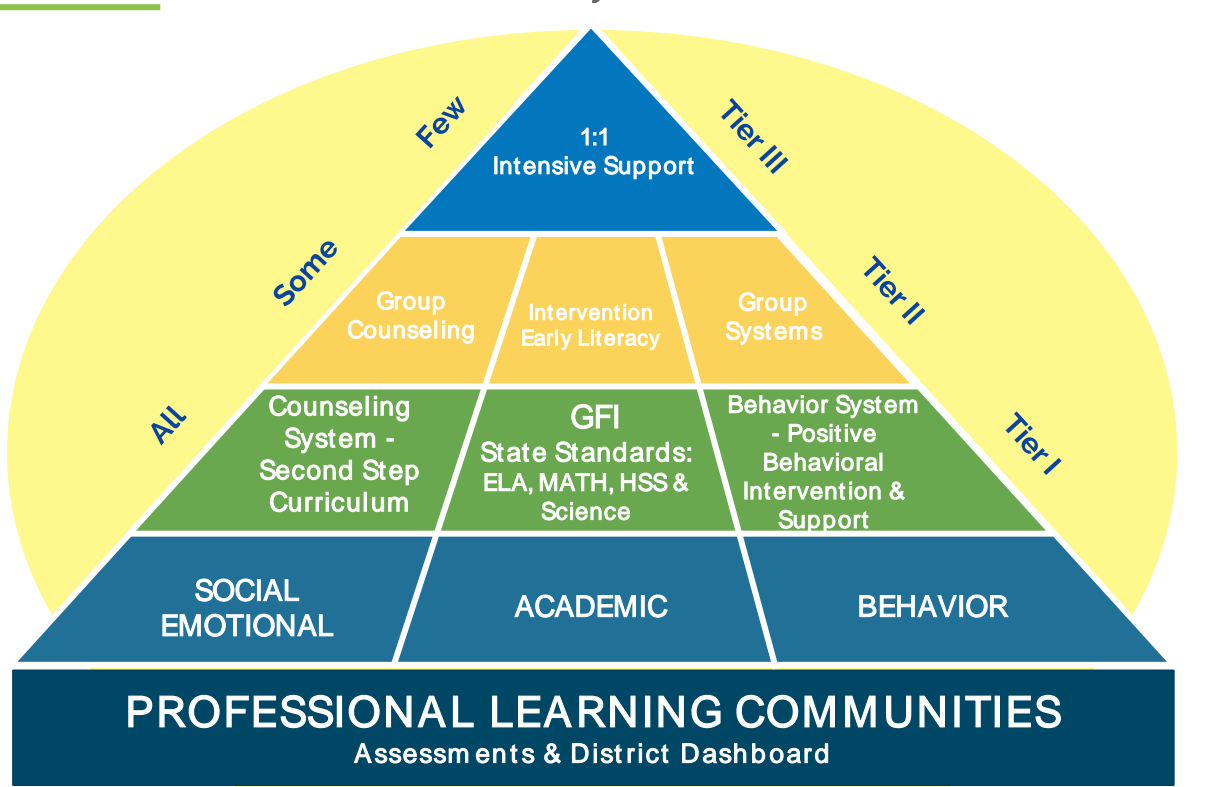


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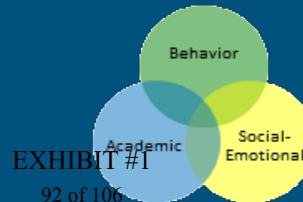


Theory of Action: Multi-tiered System of Supports (MTSS)

If we as a District clearly identify MTSS and provide the tools and resources needed,

then principals, teachers and staff, working together in Professional Learning Communities, will use data and assessments to drive changes in outcomes for students

so that all students may be college and career ready.





Acronym Glossary

MTSS - Multi-Tiered System of Supports
DRDP-R - Desired Results Developmental Profile - Revised
EDI - Early Development Index
DIBELS - Dynamic Indicators Basic Early Literacy Skills
EL - current English Learners
RFEPs - reclassified fluent english proficient were once ELs that have since met the district's criteria to be considered english proficient and have been redesignated as english fluent

CHKS - California Healthy Kids Survey
EAP - Early Assessment Program
PBIS – Positive Behavioral Intervention Supports
PLC - Professional Learning Community
LCAP - Local Control and Accountability Plan
FTE - full-time equivalent
ELPAC - English Learner Proficiency Assessments for California
ELA - English Language Arts
AP - Advanced Placement
CIA - Common Interim Assessment
CFA - Common Formative Assessment
GFI - Great First Instruction



Thank you



Research Brief: Multi-tier System of Supports (MTSS)

By: Orla Higgins Averill and Claudia Rinaldi, Urban Special Education Leadership Collaborative

Introduction: From RTI and PBIS to MTSS

Most educators are at least superficially familiar with the term *response-to-intervention*, or RTI. Since the 2004 reauthorization of the Individuals with Disabilities Education Improvement Act (IDEIA), which explicitly prohibits states from requiring school districts to use IQ-achievement discrepancy criteria in the identification of students with specific learning disabilities (2008) and encourages the use of a scientific, research-based approach known as response-to-intervention (Mandlawitz, 2007), “doing RTI” has become a veritable catchphrase in schools and classrooms throughout the country. RTI refers to the practice of providing high-quality, multi-tier instruction and interventions matched to students’ needs, monitoring student progress frequently to make decisions about instructional methods, and evaluating routinely collected data on student progress to determine the need to refer for special education support (Batsche, et al., 2005; Fuchs & Fuchs, 2006). While numerous examples of the model have been proposed, most models comprise several common features (Batsche, et al., 2005; Gresham, 2007), including universal screening of all students, multiple tiers of intervention service delivery, a problem-solving method, and an integrated data collection and assessment system to inform decisions at each tier of service delivery.

Positive Behavior Intervention and Supports, or PBIS, represents somewhat of a parallel model for behavior, in which preventative behavioral instruction is delivered to the

whole school population in an effort to foster a positive school climate (McIntosh, Filter, Bennett, Ryan, & Sugai, 2010). Like RTI, PBIS espouses a multi-tier, data-based approach to service delivery. The first tier includes teaching and reinforcing a set of appropriate behaviors within the whole school; the second tier efficiently activates behavioral interventions for students who do not respond to core instruction; and the third tier involves intensive, individualized behavior support plans for students who do not respond to primary or secondary prevention support (McIntosh, et al., 2010, p. 6). As with RTI, an integrated data collection and assessment system informs decisions at each tier of service delivery.

While their foci are different, the underlying tenets of both RTI and PBIS draw upon the U.S. Public Health Service’s conceptual multi-tier pyramid model of prevention, which involves primary, secondary, and tertiary approaches as an organizing framework for efficiently delivering interventions in order to improve outcomes (see Walker, et al., 1996). This framework provides a source for understanding how RTI and PBIS originated, and how they can be woven together, offering the foundation for a Multi-tier System of Supports (MTSS).

Multi-tier System of Supports: A Comprehensive Framework

As discussed, the RTI and PBIS approaches each involve targeting specific areas in which students are struggling and applying increasingly intensive research-based interventions until the barriers to learning are addressed (Bender, 2009). Braided, both

models directly address the academic and social, emotional, and behavioral development of children and youth, from early childhood through adolescence and represent the foundation of a comprehensive MTSS framework. MTSS leverages the principles of RTI and PBIS and further integrates a continuum of system-wide resources, strategies, structures, and practices to offer a comprehensive and responsive framework for systemically addressing barriers to student learning. MTSS offers the potential to create systemic change, which results in improved academic and social outcomes for all learners. Numerous school districts and states, including Los Angeles, Boston, Kansas, and Utah, have adopted an MTSS framework in an endeavor to more cohesively, comprehensively, and coherently meet the needs of all learners.

It is helpful to examine MTSS in further detail. MTSS, rooted in the data-informed practices of RTI and PBIS, explicitly offers a multi-tier approach: Interventions available to students are typically categorized into three tiers. Emphasis is placed on schoolwide, differentiated universal core instruction at Tier 1; Tiers 2 and 3 provide intensive and increasingly individualized interventions (Batsche, et al., 2005). Although the screening and progress monitoring procedures vary somewhat for academics and behavior, the three-tier conceptual model is similar across both domains. Tier 1 refers to the core curriculum delivered to all students that has a high likelihood of bringing the majority of students to acceptable levels of proficiency. Tier 2 provides supplemental instruction to those students who display poor response to the core instruction provided at Tier 1. Tier 3 involves the application of intensive instructional interventions designed to increase the rate of student progress. Tier 3 services may or may not include special

education. A structured problem-solving process and integrated data collection system, based on the RTI and PBIS approaches, is utilized at each tier of the model (Batsche, et al., 2005; Fuchs & Fuchs, 2006). The effectiveness of instruction at each tier is determined by collecting data about students' progress in a recommended monitoring schedule. Educators use a problem-solving model to evaluate the data and continuously and dynamically make informed decisions about instructional planning and intervention (Batsche, et al., 2005; Fuchs & Fuchs, 2006; Gresham, 2007). With its emphasis on evidence-based instruction and collaborative, iterative problem-solving, MTSS acknowledges that instruction and/or contextual issues, not student inability, could be the reason why students are not learning.

In addition to offering a multi-tier approach to assessment and intervention, MTSS integrates a systemwide continuum of supports. This means that organizational structures are established that provide a continuum of support for removing the systemic challenges and barriers that hinder students' success. Such structures activate home-school-community relationships and bring together partners from the education, mental health, family, social service, medical, juvenile justice, recreation, and cultural domains within the multi-tier system. These collaborations, together with educational leadership at the district and school level, promote the formation of wraparound structures, supports, and practices to help students succeed in school.

Bringing MTSS to Scale

Previous educational change initiatives have often failed due to policymakers not meaningfully involving educators in decision-making or considering schools in the context of their larger social systems (Sarason, 1990).

As such, principles of systems change must be applied to facilitate the implementation of MTSS. Working within the MTSS framework requires that all school district staff, including teachers, central office personnel, school leaders, and student support specialists, change the way in which they have traditionally worked.

Castillo et al (2010) have developed technical guidance that provides an organizational blueprint for considering how to facilitate sustainable change within complex educational systems. Drawing from this work, successful implementation of MTSS within a systems change perspective generally involves three stages: consensus development, infrastructure building, and implementation (see Batsche, Curtis, Dorman, Castillo, & Porter, 2007; and Castillo, et al., 2010). District and school leadership must first achieve *consensus* on using MTSS practices; then build the necessary *infrastructure* to establish and sustain MTSS practices; and, finally, facilitate and evaluate the *implementation* of data-informed problem solving across a multi-tier service delivery framework. Using these stages to guide and inform the work will improve the sustainability of MTSS implementation. A brief description of each of the three components of the change model follows:

- Consensus: Key stakeholders in a district or school (e.g., superintendent, curriculum directors, principals, teachers, instructional support personnel, student services personnel) should arrive at consensus regarding the importance of MTSS implementation and commit to its adoption and sustainability. This is done through a discussion of beliefs and assumptions about teaching and student learning, in which educators at the district and school levels identify their own perceptions regarding the need for MTSS

practices and together co-construct their vision of the MTSS framework enacted.

- Infrastructure: The development of infrastructure involves creating the structures required to facilitate and support implementation of the MTSS framework model. A district must examine its current goals, policies, resources, and personnel responsibilities with regard to their alignment with a MTSS model of service delivery. The following are examples of structures that school districts must consider addressing to enhance their capacity to implement MTSS:
 - Training and technical assistance to build capacity of all educators
 - Recalibration of district office roles that cross functionally support implementation
 - Identification of key district stakeholders whose primary focus will be on planning, implementation, and ongoing evaluation
 - Integration and management of data
 - Identification of Tier 1, Tier 2, and Tier 3 assessment and intervention practices across academic and behavioral domains
 - Establishment of decision criteria at each tier
 - Identification of community and family resources and partnerships
 - Identification of a systemwide continuum of supports across each domain
 - Modification of schedules to include protected time for problem-solving meetings, intervention delivery, universal screening and progress monitoring, and professional development
 - Provision of greater principal autonomy for determining school resource allocation to support MTSS

- Alignment of district and school professional development with MTSS framework
- Provision of technology support around efficient and useful data collection and display
- Development of and/or alignment with district procedures, policies, and structures to promote common understanding and application of the MTSS framework with a focus on implementation fidelity
- Implementation: Castillo et al. (2010) note that while the likelihood of successful implementation of system change practices is improved when consensus and infrastructure development occurs, Sarason (1990) suggests that many educational change initiatives fail due to a lack of cohesive implementation, implying a need to evaluate the extent to which critical components of MTSS are being implemented with fidelity and the long term support. Educators must identify the critical elements of the MTSS framework and at what level of detail and in what manner to measure those elements before being able to evaluate whether the framework has actually impacted student outcomes (Castillo, et al., 2010)

This brief outline provides a starting point for understanding the sustainable implementation of MTSS from a systems change perspective. As noted, working within the MTSS framework requires that all school district staff change the way in which they have traditionally worked. Business as usual is no longer enough to address the educational interests and needs of students. Training and technical assistance provide a critical catalyst for (1) facilitating understanding of MTSS and the development of consensus around MTSS practices, (2) establishing the

necessary infrastructure, and (3) evaluating implementation fidelity to appreciate progress and understand results. When thoughtfully designed and executed with necessary training and other supports, the MTSS framework offers the potential to create systemic change that yields markedly improved academic and social outcomes for all learners.

Selected Resources

Center on Instruction

www.centeroninstruction.org

The Center on Instruction (COI) is one of five national content centers, part of the Comprehensive Center network, that is funded by the Office of Elementary and Secondary Education and the Office of Special Education Programs at the U.S. Department of Education. The COI offers materials and resources on (a) effective instruction within a Response to Intervention framework and (b) implementation of the RTI framework at the state, district, and local levels. An RTI Classification Tool and Resource Locator (RTI CTRL) is available to conduct in-depth searches for resources pertaining to specific RTI topic areas and stages of RTI implementation at the school, district and state levels.

National Center on Response to Intervention

www.rti4success.org

The National Center on Response to Intervention is housed at the American Institutes for Research and works in conjunction with researchers from Vanderbilt University and the University of Kansas. It is funded by the U.S. Department of Education's Office of Special Education Programs (OSEP). The Center's mission is to provide technical assistance to states and districts and build the capacity of states to

assist districts in implementing proven models for RTI.

RTI Action Network

www.rtinetwork.org

The RTI Action Network is dedicated to the effective implementation of Response to Intervention (RTI) in school districts nationwide. Its goal is to guide educators and families in the large-scale implementation of RTI so that each child has access to quality instruction and that struggling students are identified early and receive the necessary supports to be successful. The RTI Action Network is a program of the National Center for Learning Disabilities, funded by the Cisco Foundation and in partnership with the nation's leading education associations and top RTI experts.

What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/>

The What Works Clearinghouse (WWC) is a source of scientific evidence for what works in education. An initiative of the U.S. Department of Education's Institute of Education Sciences, the WWC produces practice guides for educators that address instructional challenges with research-based recommendations for schools and classrooms; assesses the rigor of research evidence on the effectiveness of interventions (programs, products, practices, and policies); develops and implements standards for reviewing and synthesizing education research; and provides a public and easily accessible registry of education evaluation researchers.

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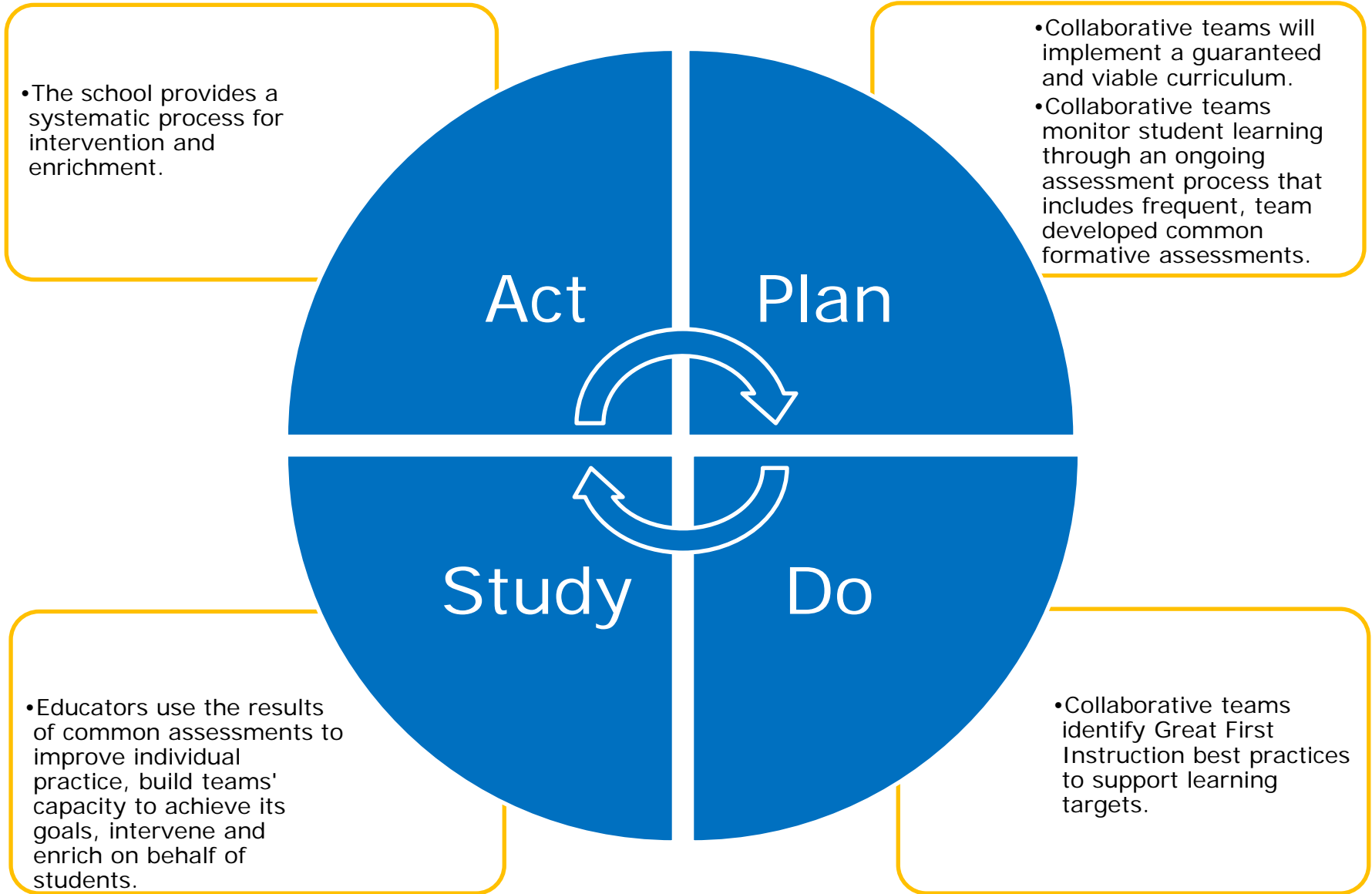
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For more information about the Urban Special Education Leadership Collaborative, visit www.urbancollaborative.org



CUSD Professional Learning Committee Implementation Plan Overview





CUSD Professional Learning Committee Implementation Plan Overview

Year 1: Development 2016-2017	Year 2: Building Capacity 2017-2018	Year 3: Implementation 2018-2019	Year 4: Sustainability 2019-2020
Developing a High-Performing Collaborative District			
<ul style="list-style-type: none"> • Provide professional learning to district and site leaders (Instructional Leadership Teams) on PLC process and impact on student achievement • Establish a district-wide Guiding Coalition representing all stakeholders to develop a common vision and framework for effective PLC work at all levels • Design tools to support instructional staff professional collaboration • Develop a professional learning outline for long term and ongoing PLC support • Principal PLC facilitators trained and model PLC process in meetings 	<ul style="list-style-type: none"> • Develop capacity of PLC teams to self-assess, diagnose needs, identify next steps and commitments for growth • Utilize districtwide Professional Growth Day PK-12 to build and deepen understanding on effective PLC implementation • Create professional learning modules to support all instructional staff to develop PLC skills of team building, prioritizing standards, developing common formative assessments (CFAs), analyzing CFAs, providing timely intervention and enrichment • Utilize PDSA process to monitor team and schoolwide progress • Principals engage in Learning by Doing book study • Guiding Coalition will continue to meet and recommend support based on districtwide data 	<ul style="list-style-type: none"> • Gather resources, examples, and video footage from successful early adopters • Utilize self-assessment data to STUDY evidence of implementation and ACT to develop next steps • Provide professional learning experiences (i.e. school visits, ACE training, release days, online or hybrid training resources) for PLC team members based on identified needs • Provide additional training opportunities to new staff • Utilize districtwide Professional Growth Day to develop PLC skills needed (the “How”) for effective implementation • Individuals are encouraged to work collaboratively with site level teams to develop performance goals that improve the PLC process and outcomes for students • Guiding Coalition will continue to meet and recommend support 	<ul style="list-style-type: none"> • Continue to clarify, monitor, and support districtwide commitments: <p>PLAN - What do we want all collaborative teams to look like? What will be the success indicators?</p> <p>DO – Implement guiding principles and practices for effective collaboration</p> <p>STUDY – Interpret the evidence of effective implementation</p> <p>ACT – How will we guide teams that need additional support? How will we support high-performing teams?</p> <ul style="list-style-type: none"> • Guiding Coalition will continue to meet and recommend support

PROMOTION/ACCELERATION/RETENTION

The Board of Trustees expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual children and include strategies for providing extra attention or assistance when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement which are established by the Board.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. The student must also meet the minimum proficiency requirements set by the Board.

Kindergarten

Children five years of age or older who have completed one year of an accredited kindergarten program may be admitted to first grade, in accordance with Board Policy 5111, Age of Admission. (Education Code §48010 and §48011)

First Grade Acceleration

A child enrolled in kindergarten may be admitted to the first grade at the discretion of the principal and upon determination that the child is ready for first grade work. Admission shall be subject to the following minimum criteria: (Code of Regulations, Title 5, §200)

1. The child is at least five years of age.
2. The child has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability and conduct a Student Study Team (SST) meeting in order to make a determination.
3. The child is in the upper five percent of his/her age group in terms of general academic ability.
4. The physical development and social/emotional maturity of the child are consistent with his/her advanced academic ability.
5. The parent/guardian of the child has submitted a written request statement with the District approving the placement in first grade.

PROMOTION/ACCELERATION/RETENTION (continued)

Acceleration: Grades 1-8

Acceleration is possible when high academic achievement is evident with recommendation from the SST. However, the student's social and emotional growth shall be taken into consideration before placing him/her in a higher grade.

Retention: K-8

When a student is being considered for retention or is identified as being at risk for retention, the principal or designee and site team shall provide opportunities for remedial instruction to assist the student in overcoming his/her academic difficulties. Such opportunities will be developed through the SST intervention plan.

Consideration for Retention by Parent

Parent requests for retention must be initiated 21 calendar days prior to the last of day of the school year. When a parent/guardian believes that retention is necessary to meet his/her child's needs, he/she shall ask the principal to schedule a SST meeting to consider the child's academic, social, and emotional performance. The parents are invited to participate in the SST meeting. An Individual Educational Program (IEP) meeting will be convened in place of an SST for special education students.

Consideration for retention consists of the following steps:

1. Collection and summary of data which describe the student's behavior and academic progress.
2. Review of the student's developmental history.
3. Review of the student's prior school history, if applicable.
4. Review and updating of medical data as needed.
5. Determination of present cognitive and emotional status by the SST.

Upon completion of the study, the principal or designee will conduct a SST meeting to include the teacher(s), and parent(s)/guardian(s) to review the information and render a decision. The team's recommendation regarding the retention request will be documented in the SST.

PROMOTION/ACCELERATION/RETENTION (continued)

Late Parent Requests for Retention

For retention requests received after the 21st calendar day prior to the final day of the school year, the child will matriculate to the next grade level and must attend school while the team evaluates the parent's request. The student will be placed in their matriculated grade level until the SST process has been completed and a decision has been made. An SST meeting will be convened within the first 30 days of the new school year. An IEP meeting will be convened in place of an SST for special education students. The parent protocol for requesting an IEP meeting will be followed. The SST or IEP team will then complete the retention evaluation and document their written findings and decision.

Parent Appeal Process

Once the SST or IEP has been conducted and a decision rendered, parents who disagree with the school's decision will be provided an opportunity to an appeal. Parents requesting an appeal may be referred to the Superintendent, or designee, who shall make the final decision.

Notification of Potential Failure

When it becomes evident to a student's teacher that such student is in danger of failing a course, the teacher shall: arrange a conference with the student's parent/guardian, call the student's parent/guardian and/or send the parent/guardian a written report. (Education Code §49067)

In the event a teacher notifies a parent/guardian of the potential failure of a student over the telephone, the telephone call should be documented and a written failure notice should also be sent in the mail. Notices of students being in danger of failing should generally be mailed to any student in grade 6-12 who is earning a "D" or "F" grade during the progress reporting date of each grading period.

Interventions

Prior to retention in middle school, students who are at risk of retention, as evidenced by significant classroom failure, shall be provided the opportunity to participate in interventions programs, if such programs have been funded.

High School Progress

Upon entering high school, students will have eight consecutive semesters to complete the required number of credits and courses for a high school diploma. The student must also meet minimum proficiency requirements in basic skills as set by the Board and the State of California.

Students

BP 5122 (d)

PROMOTION/ACCELERATION/RETENTION (continued)

Special Needs Students

All elementary, middle, and high school students enrolled in special education programs must meet the promotion requirements stated in his/her IEP.

Legal Reference:

EDUCATION CODE

37252-37253 Summer School

46300 Method of computing ADA

48011 Admission on completing kindergarten; grade placement of pupils coming from other districts

48070-48070.5 Promotion and retention

48431.6 Required systematic review of students and grading

51215 Proficiency standards in basic skills

51216 Assessment of pupil proficiency

51217 Withholding diploma (high school)

51218 Separate proficiency standards

56345 Elements of individualized education plan

60641-60647 Standardized Testing and Reporting Program

60648 Minimum performance levels

CODE OF REGULATIONS, TITLE 5

200-202 Admission and exclusion of students

Policy

adopted: August 18, 1997

revised: March 8, 1999

1st correction: November 8, 1999; 2nd correction December 8, 1999

revised: June 27, 2012

revised: April 13, 2016

CAPISTRANO UNIFIED SCHOOL DISTRICT

San Juan Capistrano, California