



Principals' Professional Learning

Lanterman High School

Wednesday, December 4, 2019



Engaged Participant Outcomes



- Reflect on Framework of Focus
- Ensure a Multi-Tiered system of support for all students
- Continue to develop common practices to improve Student Attendance
- Assess and plan for Restorative Justice practices
- Review and assess systems of support through Student Support and Progress Team referrals
- Develop common practices post-Threat Assessments
- Reflect on the learning and provide feedback to LD Central staff

Agenda

Welcome

Roberto A. Martinez
LD Superintendent

LD Central Framework of Focus

- **Multi-Tiered Systems of Support**

Eugene L. Hernandez
Administrator of Operations

BREAK

Breakout Sessions

AM: 9:45-10:45 am
10:50-11:50 am

PM: 2:15-3:15 pm
3:20-4:20 pm

Attendance

- Strategies for Tiered Attendance Interventions

Leilani Morales
Rm7

Multi-Tiered Systems of Support

- Documenting Student Support and Progress Team meetings

Jeremy McDavid
Rm. 5

Threat Assessments

- Systems: After the Assessment

Michelle Gorsuch
Gustavo Sagredo
Auditorium

Restorative Justice

- Assessing and Planning for RJ Implementation

RJ TA Team
Rm 6



Theory of Action

If we:

Implement with fidelity our framework of focus

Provide tiered support to our school communities

Hold ourselves accountable.

Then...

Student outcomes will improve.



Norms of Collaboration



Pausing



Paying
Attention to
Self and
Others



Presuming
Positive
Intentions



Paraphrasing



Putting Ideas
on the Table




Posing
Questions




Providing
Data

Inclusion



What components of Multi Tiered Systems of Support are you implementing within your school for academics and behavior?



How might you improve schoolwide systems and structures to ensure you are meeting the needs of all students?

Framework of Focus



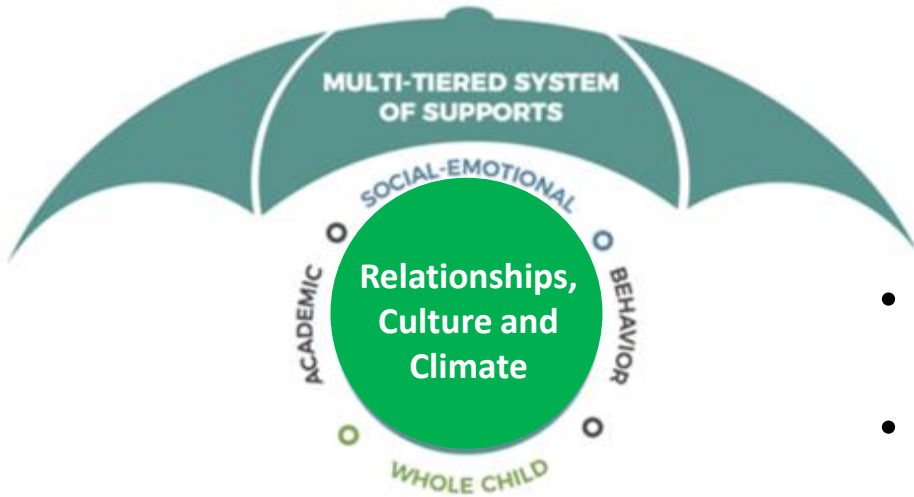


Universal Screening 3x year

- Academics
- Behavior

Student Support and Progress Team

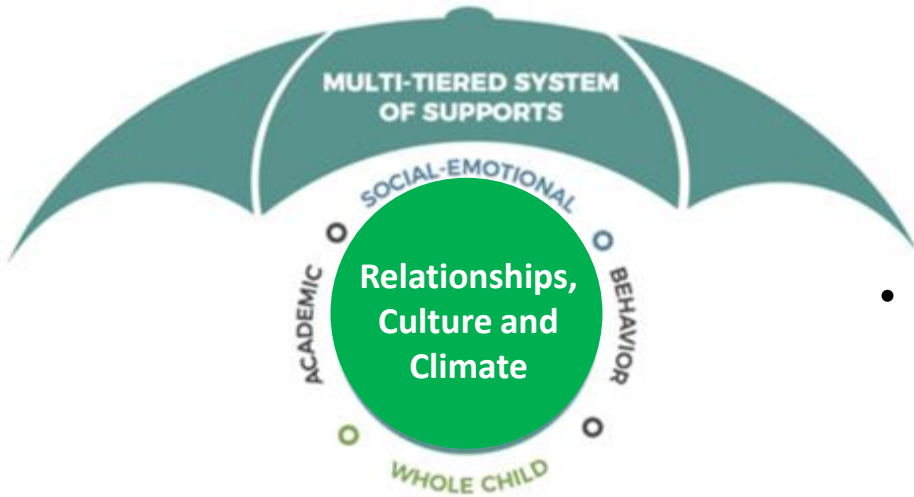
- School-wide Monitoring 8 x year
- Data Based Problem Solving and Decision Making to Prioritize Needs
- Early Warning Indicators
- Resource Allocation



Tier 1: Universal Social Emotional Learning/Behavior Instruction

- Systematic use of a school-wide social emotional core curriculum
- Systematic implementation of school wide Positive Behavior Intervention Supports (PBIS)
- All expected student behaviors are taught, prompted, modeled, and reinforced when observed
- Skills related to self-management, responsible decision-making, empathy, positive interpersonal relationships, and goal setting are taught
- Primary prevention/at-risk screenings to gather information about all students

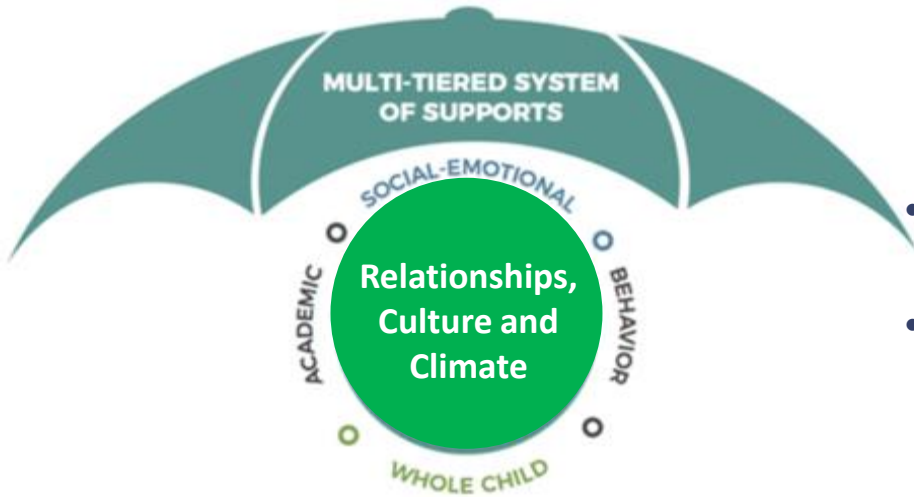




Tier 2: Targeted Social Emotional Learning/Behavior Instruction and Environmental Adjustments

- School Personnel use additional assessments such as student/parent/teacher behavior ratings, observations, and interviews to identify appropriate interventions
- Small group, individualized behavior, and social-emotional supports are provided to improve students' behavior and social skills
- As needed, teacher practices are modified to meet students' needs
- Progress is regularly monitored with student specific measures such as direct behavior ratings and daily report cards
- Students, parents, and teachers are informed about student progress through regular communication





Tier 3: Intensive Social Emotional Learning/Behavior Instruction

- **Individualized behavior interventions** that may be provided by specialized personnel
- **Functional behavior assessments** conducted as needed to determine the environmental factors that are maintaining behavior. Data used to **create multi-systemic interventions:** school, home, and community
- **Wrap around support** that involves collaboration between school personnel and mental health providers, community service providers, and/or other outside community agency partners
- School personnel **monitor student progress** very frequently (hourly, daily, etc.) with measures specifically matched to the students individual learning, attendance and behavioral goals.



Multi-Tiered Systems of Support (MTSS)

MTSS is a framework for providing comprehensive systems of **differentiated support** based on the needs of individual students.

The proactive premise of MTSS works by striving to **prevent** school failure, and by addressing academic and behavioral challenges in a **responsive** way.

MTSS Components

MTSS Component	Description
Varying Levels of Support (Tiers):	Students receive varying levels of support in three tiers
Universal Screening:	Assessments are used to determine students' levels of need
Progress Monitoring:	Student achievement is regularly assessed by measuring progress
Data-driven Decisions:	Data is collected and analyzed throughout the instruction and intervention period

Principal on Differentiation:



MTSS Benefits

- **Improves** outcomes for *all* students
- **Creates** rich and meaningful learning experiences
- **Supports** students' mental and behavioral health
- **Improves** school climate and safety

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