California SUMS Initiative

MTSS

Academic Behavior

Whole Child

Social-Emotional

All Means All

Family & Community Engagement   Administrative Leadership   Integrated Education Framework   Inclusive Policy & Practice

MULTI-TIERED SYSTEM OF SUPPORT

Using the IB Learner Profile to Define Student Readiness Outcomes for All Students and Staff

How do you define readiness in terms of student outcomes?

SCHOOL FACT BOX

Ocean View High School, located in Huntington Beach, California, serves more than 1,400 students, with 53% participating in the free and reduced-price meal program, and 23% in programming for English Learners. The demographic profile reflects that 61% of the students are Hispanic; 25% White; 8% Asian; 4% Filipino; 1% African American; 1% Pacific Islander; and 1% American Indian or Alaska Native.

What was the Need?

To better understand the structures and systems currently in place at Ocean View High School that might help or hinder the development and sustainability of implementing a Multi-tiered System of Support (MTSS), the leadership group used the Fidelity of Implementation Assessment (FIA) tool (developed by the SWIFT center) to guide a collective discussion.

During this discussion, Ocean View realized what is true in many comprehensive high schools: their instructional practices often differ by department and by teacher. In a world where students increasingly need to make connections and inferences, students instead experience a disjointed set of learning experiences. However, Ocean View also realized that MTSS provides the opportunity to develop a systematic approach to instruction that is shared by all members of the school community. To start this work, they needed to identify a universal understanding about the skills that students should have when they leave school ready to be lifelong learners. Ocean View has embraced the International Baccalaureate (IB) Learner Profile as the outcome they want for students, but students need to better understand how they are gaining these skills and behaviors throughout the school day.

What did they Do to Address the Need?

To ensure that they had a holistic definition of the skills students need to be college and career ready, the leadership team picked four of the IB Learner Profile 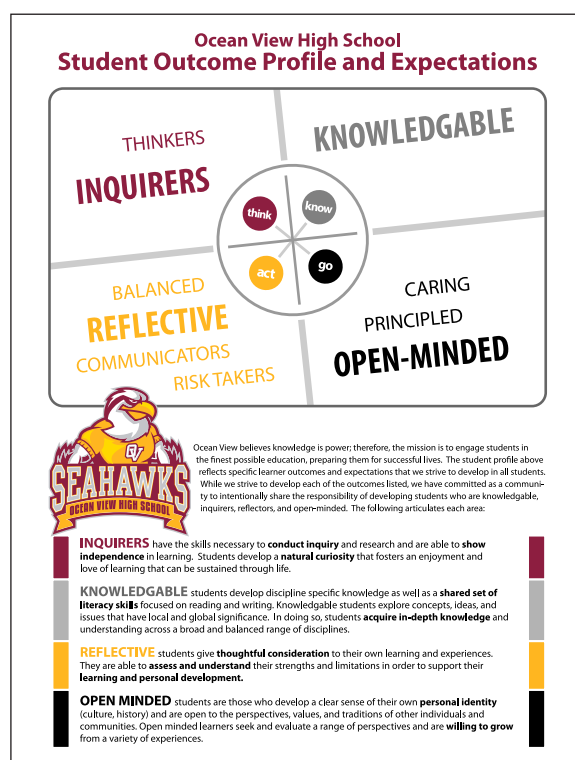outcomes they want all students to exemplify when graduating from Ocean View. They decided to focus first on students becoming Inquirers, Knowledgeable, Reflective, and Open-minded as defined by the IB Learner Profile. To make sure that students and staff are connecting what they are learning and teaching to these student readiness outcomes, the Ocean View staff will start by ensuring students share an understanding of what it looks like in all classrooms as well as co- and extracurricular programs when they are displaying the skills needed to be Inquirers, Knowledgeable, Reflective, and Open-minded.

What is the FIA?

The **Fidelity of Implementation Assessment (FIA)** was developed by the SWIFT center, a national technical assistance center that works with schools to develop and sustain multi-tiered approaches to promoting academics and behavior through inclusive practices (i.e., integrating special education students in the general education curriculum). The FIA was originally designed as a self-assessment tool—to be completed by school leadership teams—that provides the school with a snapshot of how the school is doing on each of SWIFT's five domains—including the domain of MTSS—and ten key features that are comprised in the SWIFT framework.
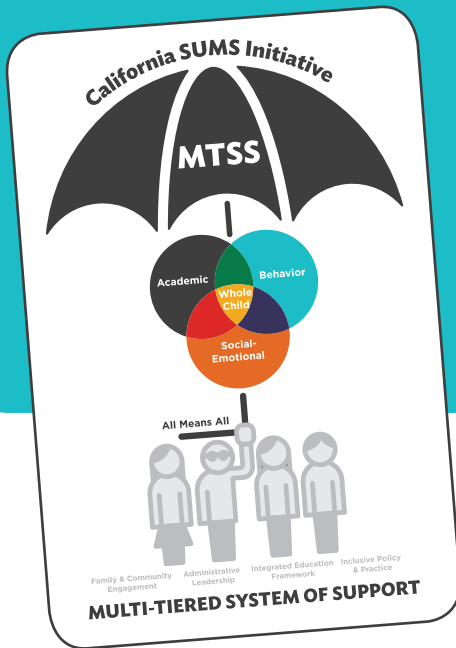
How's it Working?

Starting in the summer of 2017, the Ocean View staff will work together to determine how they can structure their classrooms so that students regularly have the opportunities to learn, practice, and display when they are being Inquirers, when they are acting Knowledgeable, and when they are being Reflective and Open-minded. This will begin with staff professional development where staff will develop "look-for" documents that describe possibilities for how students are exemplifying the student readiness outcomes. The staff will choose one outcome to focus on in their instructional strategies for the first semester, then focus on another outcome for the second semester. The school leadership will provide continual supports and strategies for how staff can provide opportunities for students to develop the outcomes, including getting feedback from students and staff through surveys and focus groups to monitor students' progress as they gain these skills.

Ocean View High School
Student Outcome Profile and Expectations

Ocean View believes knowledge is power; therefore, the mission is to engage students in the finest possible education, preparing them for successful lives. The student profile above reflects specific learner outcomes and expectations that we strive to develop in all students. While we strive to develop each of the outcomes listed, we have committed as a community to intentionally share the responsibility of developing students who are knowledgeable, inquirers, reflectors, and open-minded. The following articulates each area:

INQUIRERS have the skills necessary to **conduct inquiry** and research and are able to **show independence** in learning. Students develop a **natural curiosity** that fosters an enjoyment and love of learning that can be sustained through life.

KNOWLEDGABLE students develop discipline specific knowledge as well as a **shared set of literacy skills** focused on reading and writing. Knowledgable students explore concepts, ideas, and issues that have local and global significance. In doing so, students **acquire in-depth knowledge** and understanding across a broad and balanced range of disciplines.

REFLECTIVE students give **thoughtful consideration** to their own learning and experiences. They are able to **assess and understand** their strengths and limitations in order to support their **learning and personal development.**

OPEN MINDED students are those who develop a clear sense of their own **personal identity** (culture, history) and are open to the perspectives, values, and traditions of other individuals and communities. Open minded learners seek and evaluate a range of perspectives and are **willing to grow** from a variety of experiences.

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MULTI-TIERED SYSTEM OF SUPPORT

Using Capstone Portfolios and Student Learning Capacities to Operationalize Student Readiness

Does your definition of academic readiness include both cognitive and metacognitive skills?

SCHOOL FACT BOX

Savanna High School, located in West Anaheim, California, serves more than 2,000 students, with 80% participating in the free and reduced-price meal program, 25% in programming for English Learners, and 10% students with disabilities. The demographic profile reflects that 71% of the students are Hispanic; 10% White; 7% Asian; 3% African American; 4% Filipino; and 1% Pacific Islander.

What was the Need?

In 2010, Savanna High School was a school in need of both an identity and a vision. Recognizing the school was on the cusp of being in crisis, the staff brought together key stakeholders to create a profile of the proficiencies and experiences the community wanted for their students as they graduated. What emerged was more than just a list of content knowledge—they described a mixture of thinking skills, transitional skills, and learning skills; a combination of cognitive and metacognitive skills that would equip graduates to face career, postsecondary education, and life.

What did they Do to Address the Need?

Savanna developed the Capstone Portfolio. At each grade level, Savanna students develop and maintain a Capstone Portfolio containing work samples representing key areas of the curriculum, as well as a profile of their accomplishments that can be communicated to teachers, community members, colleges, and employers.

The **Capstone Portfolio** incorporates five Student Learning Capacities (SLCs) that consequently provide the instructional backbone for Savanna as a whole. The SLCs include the following:

- Critical Thinking and Inquiry

- Academically and Personally Accountable

- Communicators and Collaborators

- Globally Aware and Culturally Competent

- Digital Age Learners

These five capacities are woven into the fabric of all courses and are both taught and assessed explicitly within each class. Students are expected to develop the key content knowledge within a course, as well as the five core capabilities. Developing these capacities is critical to students' ability to become lifelong learners. These capabilities are aligned to EPIC's research around the **Four Keys**, which describe what students need to know and be able to do to graduate ready for college, career, and life.

Each year, teachers provide at least three performance task assessments within their own courses for students to demonstrate growth in relation to the five capabilities. Thus, over the course of the school year, students will have 18 opportunities to demonstrate and reflect on their learning in terms of the content, the SLCs, and the potential effect on their life readiness. The Capstone Portfolio culminates in a senior portfolio presentation and panel interview. Both are designed to help students reflect on their own growth over the past four years and their potential to be successful in their postsecondary transitions.

How's it Working?

The Capstone Portfolio has transformed Savanna High School. In 2003, Savanna won the P21 exemplar school award and become a Gold Ribbon school for its personalized, four-year Capstone Program. In exit surveys from the Class of 2015, more than 90% of the graduates pointed to the learning capacities as being the most instrumental part of their learning experience at Savanna. The staff also identified the SLCs as being the driving force behind the changes at Savanna.

Resources

- *Portable, Stackable Credentials: A New Education Model for Industry-Specific Career Pathways.* By Austin, J. T., Mellow, G. O., Rosin, M., and Selter, M., at the McGraw-Hill Research Foundation.

  Find at: http://www.voced.edu.au/content/ngv:59445

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MULTI-TIERED SYSTEM OF SUPPORT

Building PBIS Around Shared Schoolwide Expectations

How have the shared values and beliefs of both internal and external stakeholders informed the shared expectations for the school community?

What was the Need?

To meet one of the major goals of the Santa Ana Unified School District, Valley High School was challenged to get a comprehensive system based on Positive Behavior Interventions and Supports (PBIS) off the ground. The leaders at Valley realized that implementing PBIS throughout their campus was an opportunity to also meet a systematic need to have common language and expectations for students and staff, both in school and in the greater community. To truly address this need, Valley launched a rebranding transformation.

A representative school leadership team that works with staff, students, and administrators was tasked with developing a system of support, implementation, and sustainability, with the ultimate goal of creating a positive school climate and effective learning environment. In addition, it was critical that a data system for progress monitoring be created to better serve student needs and inform best practice around instruction.

What did they Do to Address the Need?

Valley first needed to gather the voices from their stakeholders (students, staff, families, and their community), with the goal of identifying their common values and beliefs. To do this, Principal Dave Richey asked facilitators from Epic School Partnerships (ESP) to conduct listening sessions with all stakeholders. Based on the overarching themes that emerged, the ESP team developed an awareness campaign identifying the Valley community as strong, lifelong learners, and connected to each other. Once these schoolwide values were established—Strong, Lifelong Learners, and Connected—they guided the creation of the PBIS schoolwide and classroom expectations. Because Valley is a career academy high school, the PBIS team felt it was important to have

classroom expectations that were specific to each academy, while also being aligned with schoolwide expectations. Each classroom teacher gathered feedback from students on a Google document to find out which expectations were the most in line with their values, and then created a survey which was given to the Student Advisory Group (a student group that is truly representative of the student body). From this work, the schoolwide expectations emerged. To reinforce student ownership of these expectations, the students put together an assembly at the beginning of the year to communicate the expectations to their peers. Instructors followed up by teaching the expectations in their classrooms at the start of each semester.

In addition to the schoolwide expectations matrix, representatives from the PBIS, counseling, and administrative teams, along with

other teachers, helped to create a multi-tiered integrated support system that offers both academic and social-emotional support. This system has not only helped to clearly identify and communicate all that is happening at Valley, but it also gives everyone an opportunity to see the gaps in the system, so that they can be more strategic when implementing resources as they move forward.

Finally, to address their need for increased capacity to track student progress, the team worked with High School Inc. to develop a data management system that allows them to monitor progress in both academics and behavior. This system will help Valley to make informed decisions on how to better serve students, while informing best practice around instruction.

How's it Working?

Valley has gone through one full year of PBIS implementation with lesson plans and activities to teach the schoolwide behavior matrix. Because students created the expectations, they have a shared ownership of them and are therefore more aware and knowledgeable of them. An audit was conducted on Valley's PBIS system of the last two years; it showed a growth from a 13% grade to an 87% grade in one year's time. This next year, the staff will continue to look at the data and refine their MTSS to truly reflect the needs of the school community and to drive system changes.

Resources

- *Family Engagement within Schoolwide Positive Behavior Interventions and Supports* by Garbacz, A., McIntosh, K., Eagle, J. W., Dowd-Eagle, S. E., Hirano, K. A., and Ruppert, T.
  Find at: http://www.tandfonline.com/doi/abs/10.1080/1045988X.2014.976809?journalCode=vpsf20

- *The Sustainability of Schoolwide Positive Behavior Interventions and Supports* by Coffey, J. H., and Horner, R. H.
  Find at: http://journals.sagepub.com/doi/abs/10.1177/001440291207800402

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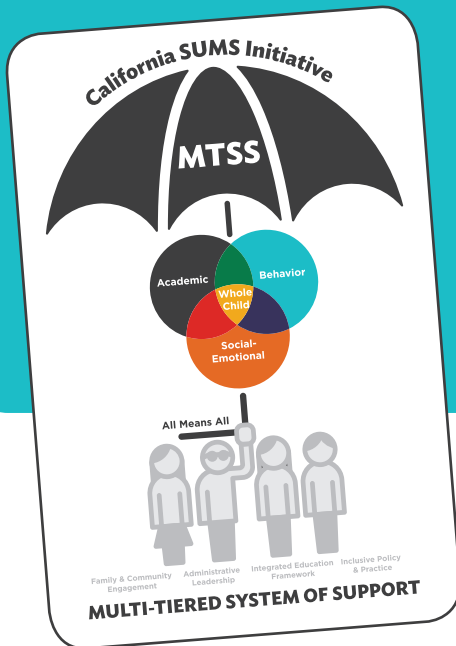
Using Design Thinking to Define the Critical Thinking Skills Needed for ALL Students

How do you define readiness in terms of student outcomes? Does your definition of academic readiness include both cognitive and metacognitive skills?

SCHOOL FACT BOX

Waipahu High School, located in Waipahu, Hawaii, on the Island of Oahu, serves more than 2,400 students, with 53% participating in the free and reduced-price meal program, 8% in programming for English Learners, and 9% students with disabilities. The demographic profile reflects that 67% of the students are Filipino; 9% Native Hawaiian; 7% Samoan; 6% Micronesian; 3% Japanese; 2% White; 1% African American; and 1% Hispanic.

What was the Need?

In the late 1990s, Waipahu High School was a struggling school in search of an identity. As a large Title I comprehensive high school, Waipahu struggled to serve all students well, and various indicators found the school lagging behind other schools within the Hawaiian system.

What did they Do to Address the Need?

Waipahu redesigned the school, incorporating career pathways, small learning communities (SLCs), and design thinking as key levers for change. The career pathways and SLC focus was designed to support high levels of student ownership of learning, captured in the school's motto: "My Voice, My Choice, My Future." Students at Waipahu enroll in one of six distinct pathways (Arts and Communication, Business Services, Health Services, Industrial Engineering Technology, Natural

Resources, or Public and Human Services). As part of the overall shift, Waipahu committed to a project-based learning model that incorporated elements of design thinking. These elements are not only evident in the classroom but also are used to solve problems and inform decisions for the school as an organization. Through design thinking, the school community shares a language around the critical thinking and problem-solving skills that students need to be ready for college and careers, and the language is reinforced throughout a student's school day and high school experience.

While students self-select distinct pathways, each course and the focus of the school as a whole is built around the concept of **design thinking**. Design thinking is a circular process including (in order) empathize, define, ideate, prototype, and test. The process of design thinking (Waipahu's shorthand for it is "d.mindset") is the curricular backbone in all pathways and is applied in every classroom throughout the year—with both daily lessons as well as with long-term projects. This universal language specific to an interconnected set of key cognitive skills serves as a critical feature to an effective instructional program where student skills are being reinforced every period, every day. This shared language allows Waipahu to address specific learning issues for students in such a way that the intervention work is reinforced within the general classroom setting.
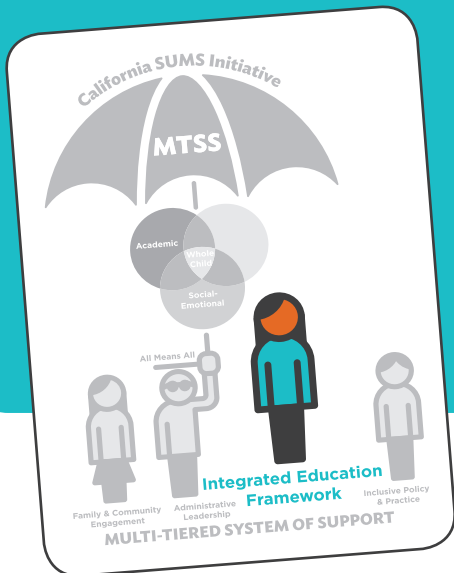
How's it Working?

Waipahu is one of the most successful high schools in all of Hawaii. The staff attributes the gains over the past fifteen years to a handful of shifts from the late 1990s, though they believe their collective focus on teaching kids to think—through the d.mindset—is the shift that has had the greatest impact.

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MULTI-TIERED SYSTEM OF SUPPORT

Using Instructional Teaming to Know Individual Students

How do you use your master schedule to support *knowing* students?

What was the Need?

As the leadership team at South Junior High in the Anaheim Union High School District worked on MTSS implementation over the past year, it realized how challenging it is for large schools to know the academic, behavioral, and social-emotional needs of each and every student that walks through the doors. Further, the team struggled to provide additional support across multiple domains in a *just-in-time* format because most interventions are delivered through an additional course ("double dose") or through an alternative course (exclusionary practice).

What did they Do to Address the Need?

To address this need, the leadership team at South is considering how to use instructional teaming in order to *know* their students and provide opportunities for students to receive just-in-time support. To implement this model, they are thinking strategically about ways to restructure their master schedule, with the intent to support groups of students, carve out instructional team time, and provide time for additional support.

SCHOOL FACT BOX

SOUTH JUNIOR HIGH SCHOOL

South Junior High, located in Anaheim, California, serves about 1,500 students, with 84% participating in the free and reduced-price meal program and 29% in programming for English Learners. The demographic profile reflects that 90% of the students are Hispanic/Latino; 4% White; 3% Asian; 1% Filipino; 1% African American; <1% Pacific Islander; and <1% American Indian or Alaska Native.

Over the past year, the South leadership team has partnered with Epic School Partnerships (ESP). During this partnership, ESP's Executive Director, Matt Coleman, has shared examples of how schools he has worked in/with have implemented instructional teams. The following describes one middle school's approach that South is currently considering as inspiration as they decide how to implement teaming in their school.

Hamlin Middle School in Springfield, Oregon, moved from a traditional seven-period day to a six-plus-period day (6+) that prioritized instructional teaming by placing students with teams of teachers during defined instructional blocks of time. The following illustrates the change:

TRADITIONAL	$1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7$
6 PLUS MODEL	$(1 \quad 2)(3 \quad 4) + (5 \quad 6)$
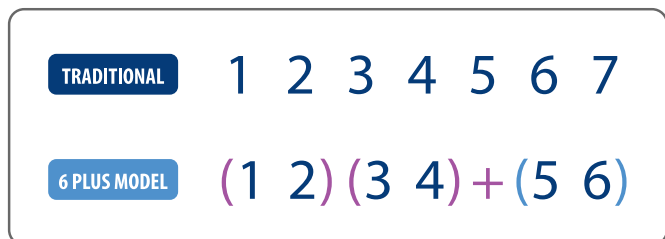
In the 6+ model, teams of teachers share a group of students over blocks of instructional time (periods 1–2 and 3–4). The model includes a "plus period" where the team of teachers is able to flexibly group students to provide additional support. This model allows teams of teachers to use the instructional blocks creatively and to differentiate support during the additional period. As students engage in elective programming (periods 5–6), teachers on the instructional teams use one period for individual planning and the other period for collaborative planning to include MTSS decision-making processes for individual student and whole-team interventions.

Providing instructional collaboration time for teachers involved in teaming does result in a slight increase in class size. In schools with more than 500 students, the increase is about 1.5 students per class. The effect on class size varies in schools smaller and significantly larger than 500.
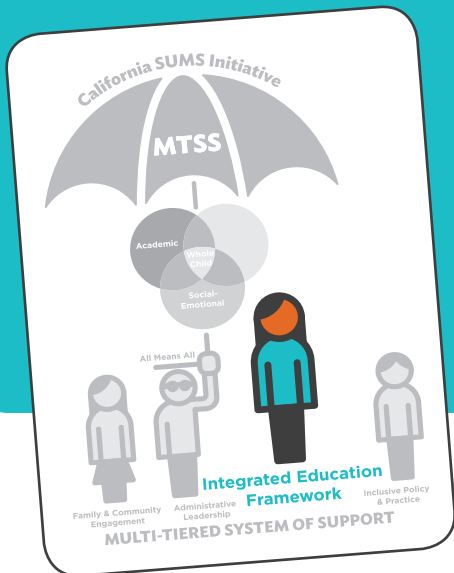
How's it Working?

Hamlin realized significant gains using this model and moved out of School Improvement Status (as one of the lowest-performing schools in Oregon) after two years of implementation.

South is strongly considering what this type of shift in the master schedule would mean for their students and staff. In a school serving more than 1,500 students in Grades 7 and 8, this is a process that will take time and require engagement with multiple stakeholders. Over the course of the next year, the MTSS team is committed to engaging in such a process, as it looks to transfer the responsibility of individual decisions currently residing within the MTSS team to multiple instructional teams who will work with students directly every day.

Resources

- *SWIFT Discussion Guide: Fully Integrated Organizational Structure*
  Find at: http://guide.swiftschools.org/resource/
  discussion-guide-fully-integrated-organizational-structure

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MULTI-TIERED SYSTEM OF SUPPORT

Using Academies to Ensure All Students Are Connected to the School Community

Who are the students currently being excluded from certain aspects of your school's program?

SCHOOL FACT BOX

VALLEY
H I G H S C H O O L

Valley High School, located in Santa Ana, California, serves over 2,200 students, with 93% participating in the free and reduced-price meal program and 33% in programming for English Learners. The demographic profile reflects that 97% of the students are Hispanic/ Latino; 2% Asian; 1% White; <1% African American; <1% American Indian or Alaska Native; <1% Filipino; and <1% Pacific Islander.

What was the Need?

In 2015, the leadership at Valley High School, in partnership with Epic School Partnerships (ESP), began the process of identifying the school's greatest strengths. Through this process, Valley's Career Academies began to bubble to the surface. Students in career academies felt a strong connection both to their academy community and to the Valley community as a whole. Analyzing the data, the leadership team discovered that students involved in academies were twice as likely to graduate from high school with the skills needed to enter the workforce and/or attend postsecondary education. Their discovery is backed by over 40 years of research showing that the academy model is one of the best strategies for high school improvement and reform, particularly when targeting at-risk students, Latino males, and African American males. But only about half of Valley's students were participating in the academies.

What did they Do to Address the Need?

Based on their findings, the leadership at Valley decided to ensure that **every** student who walked through their doors would get to participate in an academy, which meant they would need to move to a wall-to-wall academy model. Over the past year and a half, the ESP team has

High School Inc. is a nonprofit organization located on Valley High School's campus. Its goal is to provide small learning environments, multiple pathways to student success, and career academies to help students acquire specific skills needed for employment in high-tech industries. High School Inc. partners with the Santa Ana Chamber of Commerce and Santa Ana Unified School District; its success is made possible by the coordinated efforts of industry-led academy councils, businesses, specially trained faculty, and postsecondary education institutions.

supported Valley's goal by providing technical assistance in the development, growth, and implementation of a wall-to-wall academy model. During this shift, Valley leadership and the ESP team have been intentional about engaging a diverse group of stakeholders throughout the process, to ensure schoolwide and community-wide buy-in. The wall-to-wall academy design team is made up of teachers, administrators, students, parents, community partners, and staff from High School Inc. During the 2015–2016 school year, the design team met monthly to prepare for wall-to-wall implementation in the next school year. They worked closely with the counseling department to design a new master schedule that created academy cohorts clustered around six career themes, while cross-disciplinary teams organized common prep periods around these cohorts in order to ensure staff collaboration. Six career academies emerged:

- Automotive, Transportation and Logistics
- Culinary Arts & Hospitality
- Global Business
- Engineering/Construction/Manufacturing
- Health Care
- New Media

How's it Working?

In fall of 2016, all Valley students in Grades 9 and 10 were enrolled in an academy, with a plan to add additional cohorts the following two years, so that 100% of Valley students would be in an academy by the Fall of 2018. In addition to the academy design, there has been a drastic improvement in the number of courses offered at Valley that meet UC's "a-g" requirements.

Change takes time, and can sometimes be difficult, but Valley is committed to this process. Academies can do more than give students strong content knowledge; they can also give students opportunities to develop the skills essential for college, career, and life—collaboration, critical thinking, time management, and goal setting—all of which promote hands-on learning and are needed to meet the demands of today's economy. Valley's commitment is transforming its structures and strategies and resulting in higher graduation rates, lower dropout rates, and students who are better prepared with the skills they need for life after high school.

Resources

- *SWIFT Discussion Guide: Fully Integrated Organizational Structure*
  Find at: http://guide.swiftschools.org/resource/discussion-guide-fully-integrated-organizational-structure
- *Integrated multi-tiered systems of support: blending RTI and PBIS* by McIntosh, K., and Goodman, S. In Integrating Teaming Chapter, pp. 161–201.
  Find at: https://goo.gl/DjFVvK

Ensuring All Students Are Known

How do you ensure quality decisions are being made at the individual student level by adults who truly know the student?
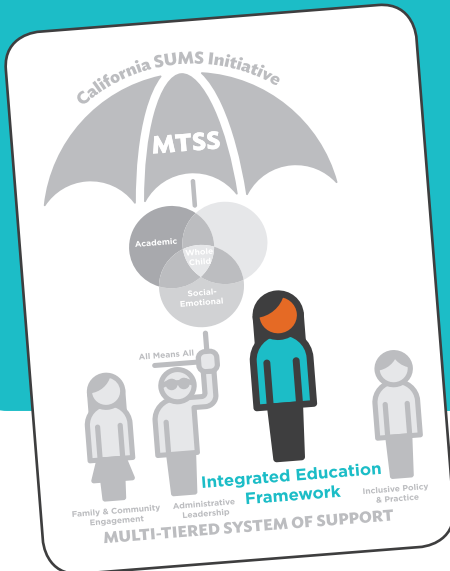
What was the Need?

Like many large high schools, Westview High School struggled to serve all of its students well and equitably, particularly students from historically underserved groups. For example, in 2005, only 2% of African American and Latino students at the school participated in advanced academic programs, while nearly 42% of students in these same groups were suspended at some point throughout the year (compared to 19% of all students). One of the key issues the Westview staff identified was that students in the large, comprehensive high school were not really known as individuals.

Elementary school students generally spend the majority of their day, week, and school year with a single teacher who has direct responsibility for a small number of students. In contrast, middle and high school students generally spend a relatively small part of their day (45–60 minutes) with individual teachers, often changing teachers at the end of a quarter, semester, or trimester. The amount of time that an elementary student spends with their teacher in a week is equivalent to the amount of time a secondary student spends with each of their teachers in seven weeks.

The leadership team realized that for their Multi-tiered Systems of Support (MTSS), it was critical that individual student's unique strengths, interests, aspirations, needs, and family and community supports are recognized, so that effective decisions can be made to

maximize the students' inclusion in the school. The team understood that they would need to think differently. They knew that most comprehensive secondary schools do not build structures or systems that allow students to be known in this way and thus, decisions are often well-intentioned, yet ill-informed. Too often, decisions are made that push students further away from the inclusive learning environment desired by the caring adults making the decisions. The leadership team knew that it was critical for students to be known at the secondary level and they needed to employ structures, systems, and processes to ensure it.

What did they Do to Address the Need?

Westview decided to employ an instructional teaming model at the Grade 9–10 levels within a schoolwide house structure to ensure that a team of adults could know individual students and be capable of making quality decisions about the whole group (all students), small groups (some students), and individual students. As the school moved to implement MTSS, it split the school into three houses (Red, Silver, and Blue), serving approximately 900 students each. The houses each had several dozen teachers, an assigned assistant principal, two counselors, two special educators, and an ELL specialist.

At the Grade 9–10 level within each house, an English language arts teacher and a social studies teacher shared 60 students across two class periods. Each pair shared two "pods" of 60 students (120 students total). Several of these pairs actually moved from 9th grade to the 10th grade with their pods of students. As part of the teaming infrastructure, embedded collaboration time was built into the master schedule (above and beyond individual plan periods), which allowed the two teachers to meet weekly with the assistant principal, counselors, special educators, and the ELL specialist within their house. This weekly team meeting constituted a type of MTSS team. Thus, Westview had approximately twelve "MTSS teams" built around 120 students that met weekly to engage in information gathering, decision making, and progress monitoring at the individual and group level.

How's it Working?

This structure was put in place for a variety of reasons, but in large part the goal was to address the disproportionality Westview saw for African American and Latino students in terms of discipline (42% suspension rate compared to 19% for all students) and participation in advanced programs (2% participation compared to 38% for all students). While a range of other interventions were developed and implemented during this time, the teaming structure allowed quality decisions to be made at the individual level in terms of applying the appropriate interventions to each student, with an eye toward building on each individual's strengths, interests, and aspirations.

Within three years of implementing this structure, suspension rates dropped from 42% to 9% for African American and Latino students (6% for the school as a whole), and within six years participation rates of the same groups in advanced programs moved from 2% to 32% (40% for the school as a whole).

Resources

- *Integrated multi-tiered systems of support: blending RTI and PBIS* by McIntosh, K., and Goodman, S. Integrating Teaming and Case Study Chapters.
  Find at: https://goo.gl/BZWhWp

Employing Leadership Systems and Structures

How does the principal work through a broad set of teams to ensure all students get what they need to be successful?

What was the Need?

At Fountain Valley High School, the leadership team has long realized that leadership in large, comprehensive schools needs to be shared and systematically distributed to key stakeholders. It is unrealistic to expect that a single individual will be able to lead all the teams needed to run a large school, let alone an MTSS effort. Leadership needs to be thought of as a system, which means that effective structures and processes need to be developed to ensure that the school as a whole is moving coherently toward a shared, established vision.
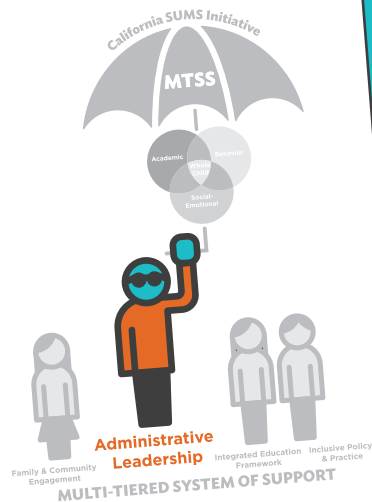
Fountain Valley High School, located in Fountain Valley, California, serves over 3,600 students, with 26% participating in the free and reduced-price meal program and 5% in programming for English Learners. The demographic profile reflects that 53% of the students are Asian; 28% White; 13% Hispanic/Latino; 1% Filipino; 1% multiracial; 1% African American; <1% American Indian or Alaska Native; and <1% Pacific Islander.
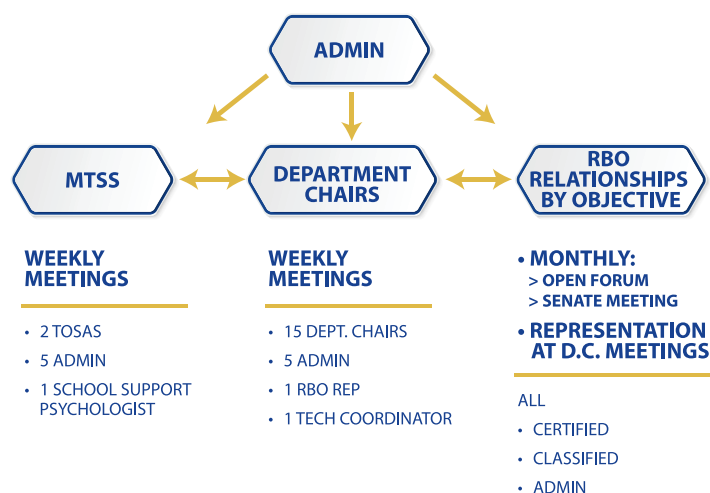
ADMINISTRATOR RESPONSIBILITIES 2016-17

Principal MORGAN SMITH		AP Curriculum EVA WHITE		AP Guidance NANCY PETERSON		AP Activities JOSH LAMAR		AP Supervision MARC TROCCHIO	
CERTIFICATED STAFF		**CERTIFICATED STAFF**		**CERTIFICATED STAFF**		**CERTIFICATED STAFF**		**CERTIFICATED STAFF**	
ADMIN TEAM MATH WORLD LANGUAGES		CONSUMER & FAMILY STUDIES LANGUAGE ARTS PELL		BUSINESS SPECIAL EDUCATION PSYCHS & SUPPORT SPECIALIST NURSE COUNSELOR		ATHLETIC DIRECTOR PERFORMING ARTS PHYSICAL EDUCATION SOCIAL STUDIES		SCIENCE VISUAL ARTS	
CLASSIFIED STAFF		**CLASSIFIED STAFF**		**CLASSIFIED STAFF**		**CLASSIFIED STAFF**		**CLASSIFIED STAFF**	
HIGH SCHOOL SECRETARY PLANT SUPERVISOR VIP COORDINATOR RECEPTIONIST		TEXTBOOKS/ RECEIVING NETWORK TECHNICIAN PELL CLERK		GUIDANCE SECRETARY GUIDANCE/ CAREER SPECIALISTS REGISTRAR HEALTH CLERK SPECIAL ED SECRETARY		ACTIVITIES SECRETARY ASB BOOK KEEPER ATHLETIC TRAINER		SUPERVISION SECRETARY SUPERVISION AIDES ATTENDANCE CLERKS	
GRADE LEVEL		**GRADE LEVEL**		**GRADE LEVEL**		**GRADE LEVEL**		**GRADE LEVEL**	
ALL GRADE LEVELS ALL Student Study Teams		11TH GRADE 11th Student Study Team		12TH GRADE 12th Student Study Team		9TH GRADE 9th Student Study Team		0TH GRADE 10th Student Study Team	
CLUBS		**CLUBS**		**CLUBS**		**CLUBS**		**CLUBS**	
NAME	STAFF	NAME	STAFF	NAME	STAFF	NAME	STAFF	NAME	STAFF
American Heart Assc.	Lehua Werdel	Junior Commission	Brenda Silvertooth	Senior Commission	Elise Hamilton	Freshmen Commission	Kelly Ducat	Sophomore Commission	Katrina Brighton
Bible Club	Jaime Jiminez	Art for Hearts	Tony Pash	Acts of Random Kindness	Katie Ellis	Academic Decathlon	Leslie Murray	CRU	Lorraine Axelson
Connect2Asia	Lindsey Gonzalez	Debate Club	Terah French	Baron Cycling Club	Jason Kols	Badminton Club	Alyson Smith	Domestic Violence Prevention	Cori Raina
French Club	Ashley Houlette	Engineering Club	Mike Collins	CSF	Clint Walters	Boy's League	Julie Chaicharee	Friday Night Live	Todd Yarton
Math Olympiad	Marianne Karp	FIDM Club	Armida Gordon	FBL of America	Lorena Emerson	Fellowship of Christian Athletes	Brian Bivens	Global Citizens Club	Terah French
Operation Smile	Stephanie Palmer	Fit for Life	Jason Kols	Illumination Foundation	Sheila Bunten	FV Chess Club	Michaela Wakeman	Make-A-Wish	Sara LaFramboise
Re-Creation Club	Lisa Battig	Girl's League	Allison Gomez	Joni's Angels	Joe MacDonald	Live to Free	Emily Barro	PAL	Marc Trocchio
Red Cross	Julie Chaicharee	H.A.C.A.S.	Darios Felix	Mental Illness Awareness & Support	Joey Barro	Medical Society	Mark Orme	MC3	Todd Yarton
The Movie Club	Tony Diaz	Project Spreading Hapiness	David Theriault	National Honor Society	Minnie Ziegler	Model United Nations	David Uribe	Polynesian Club	Pamelynn Ziller
Virtual Enterprize	Sara McCance	Unicef	Jim Diecidue	PAWS	Brenda Silvertooth	The Ukelele Corner	Emily Barro	Science Olympiad	Debbie Dickinson, Lisa Battig
Ecology Club	Lisa Battig	Vietnamese Student Association	Marianne Young-Sheets	She's the First	Amy Hollingsworth	Leo Club	Cathy Leo	SeaLeaf	Julie Chaicharee
Art Club	Mike Eich	CHEER for Vietnam	Thomas Ngo	Working Wardrobes	Sachi Katashima	Mock Trial	Sara Laframboise	Thirst Relief	Todd Yarton
Spanish Club	Mrs. Garcia?	GSA	Janet Marquez	Kiwins	Holly Vivar, Allison Gomez	Senate	Josh Lamar	Garden	Lisa Battig

What did they Do to Address the Need?

Principal Morgan Smith employs a leadership structure that allows the school's vision, values, and beliefs to drive critical decisions, while both informing and being informed by the work of multiple teams that make up the school's leadership structure. As principal, Mr. Smith empowers assistant principals, key teacher-leaders, key staff-leaders, and community leaders to make decisions.

Mr. Smith has developed a communication infrastructure with clear guidelines and expectations, so all staff know when, where, and how they can participate and provide input on decisions regarding

Fountain Valley High School Leadership Matrix

ADMIN

MTSS ⟷ **DEPARTMENT CHAIRS** ⟷ **RBO RELATIONSHIPS BY OBJECTIVE**

WEEKLY MEETINGS
- 2 TOSAS
- 5 ADMIN
- 1 SCHOOL SUPPORT PSYCHOLOGIST

WEEKLY MEETINGS
- 15 DEPT. CHAIRS
- 5 ADMIN
- 1 RBO REP
- 1 TECH COORDINATOR

- **MONTHLY:**
  - > OPEN FORUM
  - > SENATE MEETING
- **REPRESENTATION AT D.C. MEETINGS**

ALL
- CERTIFIED
- CLASSIFIED
- ADMIN

policies, practice, and new initiatives. Leadership intentionally "goes slow to go fast," with the belief that there is no limit to the level of preparation, organization, and communication that can go into any implementation. The leadership matrix—both formally and informally—provides an opportunity for Mr. Smith to lead across the school as each team serves a specific role and is accountable for specific responsibilities.

Mr. Smith's own personal leadership style is to focus on relationships and build bridges between key stakeholder groups, with the goal of connecting the school as a whole. Mr. Smith sets benchmark goals, delegates responsibility to the appropriate teams, and then serves and supports his staff in their efforts to achieve their goals, rather than micromanaging the efforts of individuals or teams. The leadership infrastructure that Fountain Valley employs benefits from this approach as teams address overlapping agenda items (policy, practice, and initiatives) from multiple perspectives and approaches.

How's it Working?

Fountain Valley has an established, functional, and very effective leadership structure that has served the school well for years. It has established communication channels for key stakeholders including parents, families, students, and community partners that are used to frame issues and inform key decisions for the school as a whole. The greatest challenge for Fountain Valley, from an MTSS perspective, is being able to address the specific, individualized needs of kids who are struggling in a school with almost 3,700 students. As it moves forward with its MTSS efforts, the school will be looking to ensure that all students are known and that their individual needs are met in a timely fashion.

Resources

- *Superintendent Perceptions of Multi-Tiered Systems of Support (MTSS): Obstacles and Opportunities for School System Reform by Dulaney, S. K., Hallam, P. R., and Wall, G.*
  Find at: https://www.aasa.org/uploadedFiles/Publications/Journals/AASA_Journal_of_Scholarship_and_Practice/JSP_Summer2013.FINAL.pdf

- *In Praise of the Incomplete Leader by Deborah Ancona, Thomas W. Malone, Wanda J. Orlikowski, and Peter M. Senge*
  Find at: https://hbr.org/2007/02/in-praise-of-the-incomplete-leader

Ocean View High School: Monday Morning Wins

How do you provide structured, intentional support for all staff?

SCHOOL FACT BOX

Ocean View High School, located in Huntington Beach, California, serves more than 1,400 students, with 53% participating in the free and reduced-price meal program, and 23% in programming for English Learners. The demographic profile reflects that 61% of the students are Hispanic; 25% White; 8% Asian; 4% Filipino; 1% African American; 1% Pacific Islander; and 1% American Indian or Alaska Native.

What was the Need?

Over the past couple of years, Ocean View High School has engaged in a schoolwide initiative to implement Multi-tiered Systems of Support (MTSS). When they expanded implementation across the school, Principal Courtney Robinson identified a need to help the school community, specifically the school's staff, see what on-the-ground examples look like on the Ocean View campus. For example, teachers asked for specific examples of what First Best Instruction (FBI) looks like in classrooms throughout the campus.

What did they Do to Address the Need?

To address this need, Dr. Robinson developed a weekly newsletter called *Monday Morning Wins*, where she ties what is happening in the school, both in and out of the classroom, to the MTSS schoolwide initiative. The newsletter includes pictures as well as instructional strategies to reinforce for the school staff the work being done in the classroom. This newsletter is helpful for staff new to the concept

of MTSS by providing them with examples of student engagement and the many teaching methods that are already happening every day on campus. Themes highlighted in the newsletter include the following:

- A focus on what is positive that is happening in the school
- Specific examples of FBI in the classroom
- Examples of what is happening to support students in co- and extracurricular programs
- Being explicit about attaching everything to school values

How's it Working?

Monday Morning Wins has given the staff a better understanding of what MTSS looks like on a daily basis and a better understanding of how to support all students. To further support the school's MTSS work, the leadership will be doing the following in the next school year:

- All of the staff professional development will be organized around MTSS.
- Leadership will continue to find ways for students to be better known by staff, including grade-level collaboration meetings that are cross-curricular.
- Leadership will identify and operationalize student outcomes throughout the school day so that both students and the staff have a clear understanding of the skills students need to be prepared when they graduate from Ocean View.

Monday Morning Wins
3/13/17

➢ Check out our Business Academy on their trip to USC (sorry Bruin fans)...what a great way to connect our students to College and life after OV. Opportunity and Access; College and Career; and I would add Learning and Instruction for this win.

➢ APES was at it again...another successful trip to Big Bear (this win is for MTSS too-talk about engaging students!) Opportunity and Access, Learning and Instruction. This trip was a great way to have students apply what they have been learning to situations outside of the classroom!

Resources

- *Using School Improvement and Implementation Science to Integrate Multi-Tiered Systems of Support in Secondary Schools* by Bohanon, H., Gilman, C., Parker, B., Amell, C., and Sortino, G. Find at: https://doi.org/10.1017/jse.2016.8
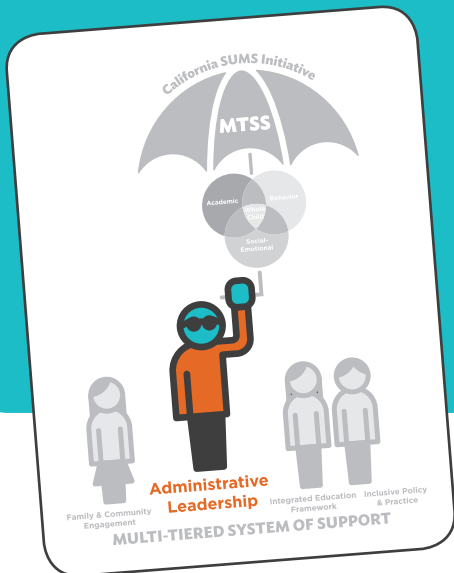
Developing a Playbook to Support Staff in Teaching Literacy Every Period, Every Day

How do you provide structured, intentional support for all staff?

What was the Need?

Valley High School's student academic outcome data showed the need for explicit support and practice to develop the literacy skills necessary to be successful in postsecondary opportunities without remediation. Valley had been the lowest-performing high school in the county for several years in a row and had a reputation as a school with a multitude of discipline problems and low academic rigor.

The need from both the Valley staff and students was clear: Students at Valley required specific, deliberate instruction in disciplinary language development. The staff also reported both anecdotally and in surveys that they felt ill-equipped to support language and literacy development.

What did they Do to Address the Need?

At Valley, school leadership relies heavily on a distributed leadership model. As a result, and given the focus in the Common Core State Standards on developing content, language, and literacy simultaneously, the Valley Literacy Team stepped into the gap to provide a menu of professional learning options for the Valley staff. The Valley Literacy Team emerged when Principal Dave Richey recognized that getting momentum and providing support for ALL teachers across the curriculum would be a task too large for one individual, so he put together a team of teachers to lead the work. Mr. Richey supported

the team with professional development, as they created a common vision and grew in their capacity to look at and understand the data that called for a change in teaching strategies and ideations in order to improve student outcomes and experiences.

Monthly staff meetings became monthly literacy PD opportunities. While planning these professional learning opportunities, the Valley Literacy Team felt it needed to carefully consider the experiences of "support" that the participants had received in the past and how they might approach the new support that the team would provide. The team considered how it could create professional learning experiences that would honor staff members as professionals while also meeting their individual learning needs. Essentially, preparation and empathetic design was key. When it came to actual delivery, it was critical to a) offer multiple entry points to support each member of the diverse staff, b) include elements of personal choice that honored staff members' autonomy, and c) provide recursive experiences (no *"one and done"*).

The Valley Literacy Playbook was the Literacy Team's major initiative to promote coherence in literacy practice. The team researched highly effective literacy practices that can be applied regardless of content area and created one source of highly effective, research-based literacy strategies for supporting all students in disciplinary language development. These practices are packaged in an easy-to-read guide; the Literacy Team refers to the Playbook in each of its professional learning sessions. The team worked closely with Epic School Partnerships and Education Northwest, who provided programmatic and instructional coaching and consultation in the design, development, and implementation of the Valley Literacy Playbook.
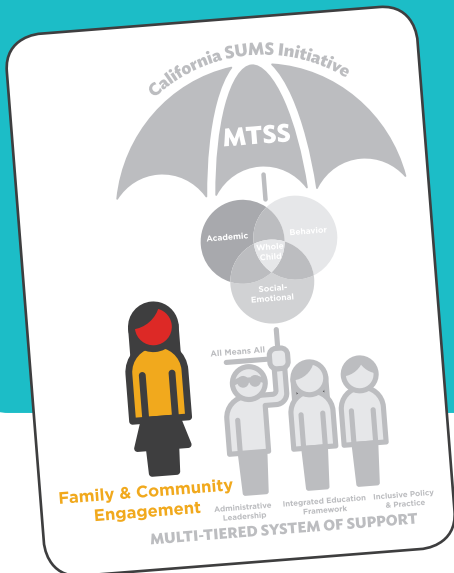
How's it Working?

The Valley Literacy Team has updated the guide for the next school year. This is an important step, given that the Literacy Team will be reduced in size and scope next year. Literacy will continue to be an integral part of the professional development that takes place.

Providing Family Learning Walks to Help Families Better Understand Student Outcomes

How do you ensure that the perspectives of all families are incorporated into decisions at the schoolwide level as well as at the individual student level?

SCHOOL FACT BOX

Loara High School, located in Anaheim, California, serves more than 2,000 students, with 74% participating in the free and reduced-price meal program and 25% in programming for English Learners. The demographic profile reflects that 77% of the students are Hispanic/Latino; 9% Asian; 7% White; 3% Filipino; 2% African American; 1% multiracial; <1% Pacific Islander; and <1% American Indian or Alaska Native.

What was the Need?

Loara High School, as part of an initiative with leaders from Anaheim Union High School District, recognized the need to provide families with tools to better support the high expectations they have set for their students. This need included giving families the opportunity to better understand the California educational standards that students are expected to meet for high school graduation. In addition, Loara and the district wanted families to better understand the district's own goal, to graduate students who are socially aware, civic-minded, and college and career ready in the 21st century.

What did they Do to Address the Need?

Parent Learning Walks became the solution that meets this need. Loara, along with the other schools in the district, provides sessions throughout the school year where families can come to campus to visit classrooms. Coordinated by Loara's community liaison, the learning walks are facilitated in both English and Spanish five times a year. During these visits, families have the opportunity to learn how they can help their student(s) at home to better understand the skills, tasks,

and expectations they must meet and demonstrate. They can see firsthand what students are asked to do, and they can engage in discussions with staff and each other about how they can best help students at home to meet these expectations.

The Learning Walks are structured as follows:

- Family groups visit classrooms using the Parent Learning Walks Discussion Guide.

- The staff facilitator debriefs with the group away from the classroom.

- The group participates in a reflective conversation after the debrief.

Families are encouraged to ask their students' teachers questions such as:

- How are communication, collaboration, critical thinking, and creativity being included in classroom activities and assignments?

- How is my children's home language being used to help them understand their lessons and instruction?

- How are language and literacy skills developed through classroom activities and assignments to help my child learn English and the standards?

- What extra help does the school offer to keep my child's progress at grade level?

Parent Learning Walks
Loara HS

Why should you participate?

Learn how you can help your student(s) at home by visiting classrooms to better understand the skills, ta... expectations students must meet and demonstrate. See firsthand what students are asked to do and e... collegial discussion about how you can best help your student at home to meet these expectations.

August 22
October 24
December 12
February 27
April 10

(9:00-11:30) *Facilitated in Spanish* (12:30-2:30) *Facilitated in English*

Loara high school, Room 101 (Parent Center)

Please contact Yazmin Neri at (714) 999-3677 Ext: 2101 for more infor...

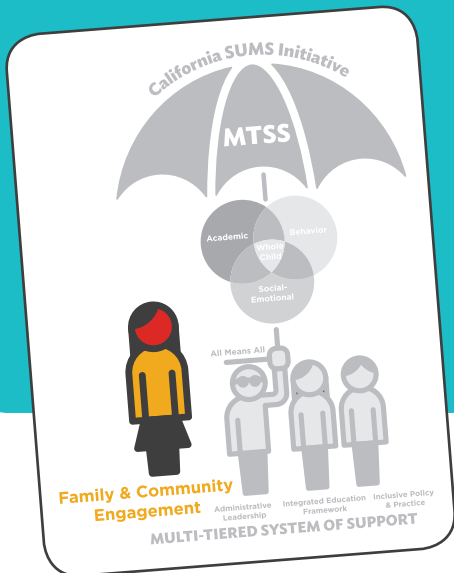## Recorridos de Aprendizaje para Padres
Escuela Preparatoria Loara

¿Por qué Debería Participar?

Aprenda cómo usted puede ayudar a sus hijos en la casa visitando los salones de clases para mejor entender las abilidades, tareas, y expectativas que los alumnos deben de cumplir y demostrar. Ver de primera mano lo que a los alumnos se les pide hacer y participar en una discusión colegial acerca de cómo puede mejor ayudar a su hijo(a) en casa para cumplir con estas expectativas.

22 de agosto
24 de octubre
12 de diciembre
27 de febrero
10 de abril

(9:00-11:30) *Facilitado en Español* (12:30-2:30) *Facilitado en Inglés*

Escuela Preparatoria Loara, Salón 101 (Centro de Padres)

Por favor comuníquese con Yazmin Neri al (714) 999-3677 Ext: 2101 para más información.

California SUMS Initiative

MTSS

Academic | Behavior
Whole Child
Social-Emotional

All Means All

Family & Community Engagement | Administrative Leadership | Integrated Education Framework | Inclusive Policy & Practice

MULTI-TIERED SYSTEM OF SUPPORT

Establishing a New School's Shared Values by Listening to Families and Community

How do you ensure that the perspectives of all families are incorporated into decisions at the schoolwide level as well as at the individual student level?

What was the Need?

Opening a new high school in an established district is a challenge that can be daunting in many respects. Mountainside High School in the Beaverton School District (Beaverton, Oregon) is no exception. The school staff will be composed of professionals from a variety of schools, many of whom have never worked together and have their own preexisting and divergent norms. Students and their families are arriving from three established schools with distinct demographics, traditions, and cultural identities.

With this as a backdrop, the newly formed leadership team quickly realized the need to bring a unified vision to a potentially volatile environment. They saw the need to create a new cultural identity that would represent the personality and values of the community.

What did they Do to Address the Need?

A team from Epic School Partnerships (ESP) worked with the Mountainside leadership team to help clarify the importance of a shared cultural identity and its role in the success of the school. Leaders saw the need to hear the true beliefs and values of the incoming community. Rather than taking a traditional yet typically

SCHOOL FACT BOX

MOUNTAINSIDE MAVERICKS
CONNECT · EXPLORE · PURSUE

Mountainside High School is located in Beaverton, Oregon. Scheduled to open in September of 2017, the new high school will be the district's 6th comprehensive high school, serving up to 2,200 students.

unproductive "town hall" approach, they created three listening session "launch events" at each of the three source high schools, with the sole purpose of discovering what is most important to the community. Attendees participated in a series of exercises prompting them to share their true hopes and dreams for the new school. They worked in small groups intentionally made up of a mixture of students, parents, and staff to establish a precedent for bonding and unity of voice. The focus for the staff was **listening** as opposed to **guiding** the discussions. This proved to be a valuable source of information that shaped the approach the leadership team would take moving forward.

How's it Working?

As a result of the community listening sessions, the leadership team heard first-hand the expectations and values from a sampling of students and parents and began to establish a personal connection with them. With guidance from ESP, the team created a set of shared values that will serve as a filter for everything they do moving forward. They also created a mission statement, along with a "promise to the community" that will serve to inform important decisions, from staff hiring criteria to classroom management practices.

OUR MISSION

What is our core purpose and what do we focus on?

Together, we CONNECT with our local and global communities, EXPLORE new experiences, and PURSUE our goals toward a better future.
Mountainside Mavericks: #MavUP!

OUR PROMISE

What do we aspire to become and hope to accomplish?

We are an inclusive community of learners where all students, families, and staff grow, belong, find value and purpose in ourselves, and contribute to the global community.

- We are committed to joyful, valuable, and meaningful learning experiences.
- We are committed to providing a safe and respectful environment for every student to succeed.
- We are committed to creating opportunities that allow us to take risks so we can reflect, grow and persevere.

OUR VALUES

What are our core beliefs that drive everything we do?

CONNECT
- We have fun
- We embrace our world with care and respect
- We collaborate and listen to others

EXPLORE
- We get involved
- We never stop learning
- We take the lead and seek solutions
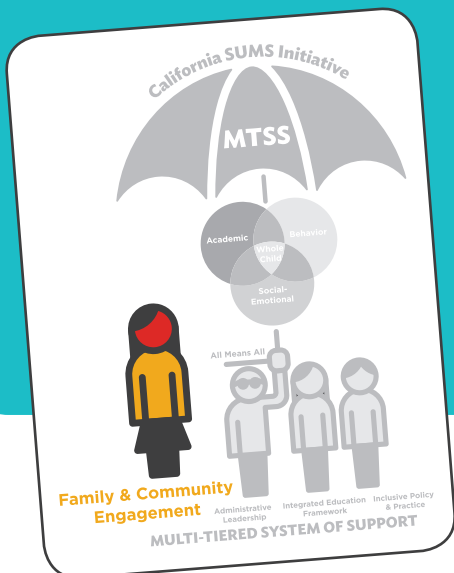
PURSUE
- We rise to challenges
- We diligently work to meet our goals
- We overcome obstacles

Mountainside will begin to promote the shared values to the community by displaying them on printed materials, branding visuals, and on-site displays. New hires will be evaluated through a lens based on the values to ensure unity of purpose throughout the staff, and professional development sessions will reinforce those shared values. Curriculum will be developed with the intent to reinforce these values for both students and staff.

Resources

- *SWIFT Policies that Support SWIFT Trusting Family Partnerships*
  Find at: http://www.swiftschools.org/sites/default/files/SWIFT-Issue-Brief-7.pdf
- *School Climate Practice Briefs: A Summary of Effective Practices by the National School Climate Center*
  Find at: http://www.schoolclimate.org/publications/practice-briefs.php

California SUMS Initiative

MTSS

Academic   Behavior
Whole Child
Social-Emotional

All Means All

Family & Community
Engagement   Administrative
Leadership   Integrated Education
Framework   Inclusive Policy
& Practice

MULTI-TIERED SYSTEM OF SUPPORT

Incorporating Student Voice in Key Decisions at the School, Program, Department, and Student Levels

How do you ensure that student voice is incorporated in key decisions at the school, program, department, and student levels?

SCHOOL FACT BOX

Springfield High School, located in Springfield, Oregon, serves more than 1,200 students, with 57% participating in the free and reduced-price meal program, 20% in programming for English Learners, and 15% students with disabilities. The demographic profile reflects that 55% of the students are White; 31% Hispanic/Latino; 9% multiracial; 2% Asian; 1% American Indian or Alaska Native; and 1% Native Hawaiian or Pacific Islander.

What was the Need?

When Carmen Gelman—*Ms. G* to her students—arrived at Springfield High School as the new assistant principal, racial tension filled the campus and fights were at an all-time high. Although Springfield was the most diverse school in Lane County, students of color were not represented in AP/Honors courses, athletics, clubs, leadership, or other activities, which led to many of these students feeling marginalized, not accepted, and therefore disengaged. Ms. G needed to find a way to address these issues and she knew she could not do it herself. She needed help but, most importantly, she needed to hear other voices—and who better to share their voices about school and change than the students.

What did they Do to Address the Need?

Ms. G assembled a group of students from diverse backgrounds, and together they began brainstorming ways to tackle these problems. Careful consideration went into creating this first group of students; they needed to be truly representative of the student body. The group had to include voices from Associated Student Body (ASB), leadership, theatre, band, athletics, special education, and ESL, as well as students who were traditionally not included in anything. The group needed to

span race/ethnicity, gender, academic performance, religion, reputation, and all social groups —and it did—to create an extremely diverse group of students.

Ms. G facilitated a training with the students to help them think about how they would represent all students at Springfield, including those who have been traditionally underrepresented. Thus came the *Unpacking All* exercise—Ms. G led a protocol where students analyzed which of their peers participated in events, who did the teachers represent, which students got to work in the office or as teacher assistants, who was featured in the yearbook, who participated in sports and clubs, and so on. Through this training, the students also looked at white privilege and power structures in schools. The students quickly began to realize and acknowledge that the school was not for ALL students, but predominantly for students who were white, academically successful, and popular. They were outraged by this discovery and decided to form the Student Advisory Group, focused on changing the culture at Springfield from one of exclusion to one of inclusion.

How's it Working?

One day during an after-school meeting, Joey began telling of a situation he had faced in math class. He told the group that a student was upset and called his pencil "gay". Joey was tired of hearing this word thrown around so loosely in class and in the hallways, so he asked the student to "use another word." Other students in the class chimed in and said, "Yes, use another word." The group decided to do some research around hurtful, exclusive, and offensive language that was being used in the hallways. After gathering and analyzing the data, the *Use Another Word* campaign was born, created by the students, to help change language that might lead to students feeling unwelcomed or unheard at Springfield.

The *Use Another Word* campaign was very successful. Fights at Springfield dropped from an average of 40 a year to less than 10. Students of all races, programs, and abilities were featured in the student newspaper and yearbook. More students wanted to be a part of the school, by trying out for sports and theatre, joining clubs, working in the office, and so forth. And, when students worked in the office, it provided a different experience for the adults, which created a shift in their thinking and advocacy. Springfield found that when you put people next to people, relationships form—regardless of age, social roles, or social groups. In addition, students were able to gain skills in research, analysis, and planning, all through learning how to use their voice to create change.

The *Use Another Word* campaign was so successful that district leadership chose to take it districtwide. Elementary and middle school leadership teams worked with students from their schools to create campaigns that were more age appropriate. They implemented the campaigns using videos, posters, and even buttons worn by the teachers. Joey and Ms. G were also interviewed by a Colorado radio station, where the local school district was looking to implement the Use Another Word campaign. Use Another Word was also featured in *Rethinking Schools*, a nationally recognized educational publication, which led to a variety of schools across the country implementing a mirrored curriculum to help battle harassment and discrimination.

Resources
- *Use Another Word Campaign*
  Find at: http://www.safeschoolscoalition.org/UseAnotherWord.pdf
- *Video: Use Another Word – High School by Springfield Public Schools*
  Find at: https://www.youtube.com/watch?v=GM-nWXz1YHo

California SUMS Initiative

MTSS

Academic Behavior
Whole Child
Social-Emotional

All Means All

Inclusive Policy & Practice

Family & Community Engagement   Administrative Leadership   Integrated Education Framework

MULTI-TIERED SYSTEM OF SUPPORT

Embedding the Critical Role of Family and Community When Defining Student Outcomes

How does your district use feedback from schools and the community to make key decisions linked to MTSS (curricular adoptions, professional development, etc.)?

DISTRICT (STATE) FACT BOX

The Hawai'i Department of Education, located on the Big Island in Hawai'i, serves more than 180,000 students, with 51% classified as economically disadvantaged, 7% in programming for English Learners, and 10% students with disabilities.
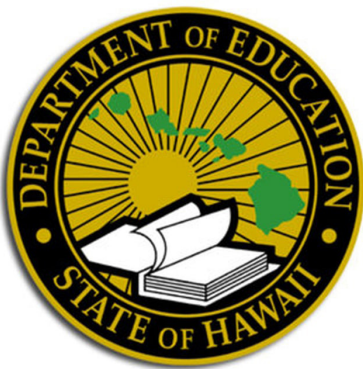
What was the Need?

The Hawai'i Department of Education (DOE) recognized the need to ensure all students are community, career, and college ready. Most importantly, it recognized the critical role that family and community partners play in the development of all students. Further, the DOE recognized that Native Hawaiian students have been historically underserved and matriculated into postsecondary education at rates significantly lower than other groups of students across the islands.

What did they Do to Address the Need?

Looking to capitalize on the uniqueness that is Hawai'i, the DOE supported the development of a holistic framework for readiness rooted in Native Hawaiian culture and language. The following is an excerpt from a document produced by the DOE:

Nā Hopena A'o ("HĀ") is a framework of outcomes that reflects the Department of Education's core values and beliefs in action throughout the public educational system of Hawaii. The Department of Education works together as a system that includes everyone in the broader community to develop the competencies that strengthen a sense of

belonging, responsibility, excellence, aloha, total-well-being and Hawai'i ("BREATH") in ourselves, students and others. With a foundation in Hawaiian values, language, culture and history, HĀ reflects the uniqueness of Hawai'i and is meaningful in all places of learning. HĀ supports a holistic learning process with universal appeal and application to guide learners and leaders in the entire school community.

The following guiding principles should lead all efforts to use HĀ as a comprehensive outcomes framework:

- All six outcomes are interdependent and should not be used separately
- Support systems and appropriate resources should be in place for successful and thoughtful implementation
- Planning and preparation should be inclusive, collective and in a timeframe that is sensitive to the needs of schools and their communities
- Current examples of HĀ in practice can be drawn on as sources for expertise
- All members of the school community share in the leadership of HĀ

Rationale

The purpose of this policy is to provide a comprehensive outcomes framework to be used by those who are developing the academic achievement, character, physical and social emotional well-being of all our students to the fullest potential.

Developing a Common Understanding of College and Career Readiness at the District, School, and Classroom Levels

How has your district supported scaling of effective practices between schools and/or levels (elementary, middle, and high)?

DISTRICT FACT BOX

Saddleback Valley Unified School District, located in Mission Viejo, California, serves almost 28,000 students, with 26% participating in the free and reduced-price meal program, 17% in programming for English Learners, and 12% students with disabilities. The demographic profile reflects that 46% of the students are White; 35% Hispanic; 8% Asian; 6% multiracial; 4% Filipino; 1% African American; and <1% American Indian or Alaska Native.

What was the Need?

Saddleback Valley Unified School District realized that, in order to operationalize a vision of college and career readiness for all students, they would need to align their efforts and resources around a common understanding of what it means for a student to become college and career ready.

What did they Do to Address the Need?

District leaders decided to strategically use the organizing framework of the Four Keys to College and Career Readiness (Four Keys) as a means to operationalize college and career readiness at all levels: district, school (elementary, middle, and high), and classroom. Over a three-year period, they are engaging in the following activities:

- Key district staff are mapping their existing work onto the Four Keys to identify the potential impact of current efforts and then are revising decisions, supports, and resources to make sure they are providing what is needed for students to learn all the skills needed to be college and career ready.

- All elementary and secondary leadership teams participated in two full-day sessions to develop a shared understanding of the Four Keys to College and Career Readiness framework

and to inventory and map onto the Four Keys the resources and supports at their school, while at the same time identifying what they do for ALL students, SOME students, and FEW students.

- Teacher leaders throughout the district will also participate in two full-day sessions to develop a shared understanding of the Four Keys to College and Career Readiness framework and to inventory and map to the Four Keys the resources and supports provided in their classrooms, while at the same time identifying what they do for ALL students, SOME students, and FEW students.
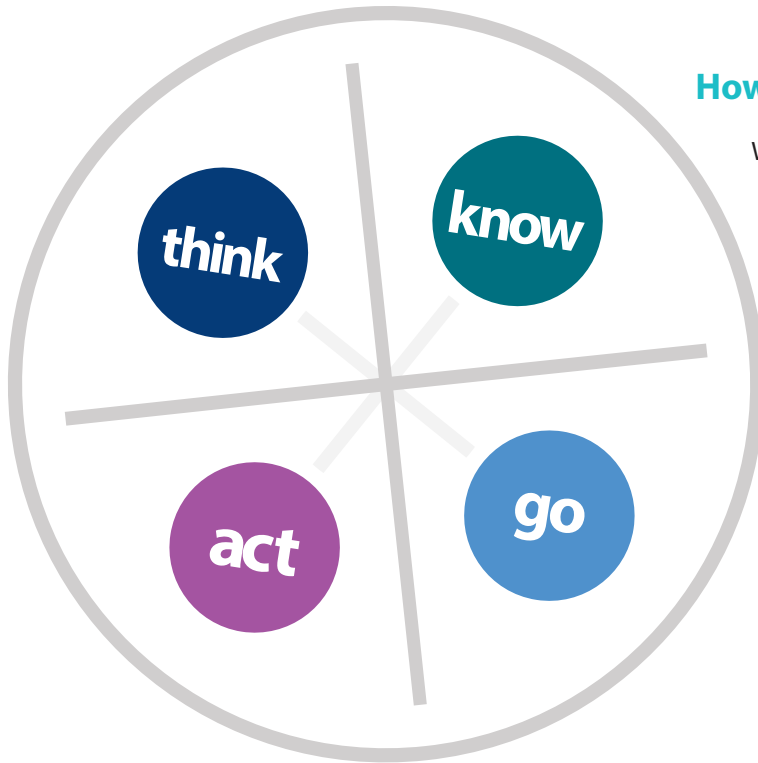
How's it Working?

While Saddleback Valley is still in the beginning stages of this work, leadership teams from all their schools have now participated in framing their supports and resources at the school level around a more holistic definition of college and career readiness. All teams have also identified one or two initiatives they will prioritize in the coming year to better support all students in gaining the skills they need to be life ready in the 21st century.

Resources

- *The Four Keys in Action*
  Find at: https://www.epiconline.org/projects/four-keys-in-action/