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provide opportunity
everyone to learn,
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We must assure every student has access to high quality instruction and support, at their home school, alongside their grade level peers

Our existing instructional models and supports are not meeting the diverse needs of our students

The district is obligated to design and provide a framework for effective instructional delivery based on “whole child” data

All SCUSD governing body mandates and expert reports call for MTSS

SCUSD Multi-tiered Systems of Supports (MTSS) implementation is in progress, flexible, and responsive to site needs



Culturally
Education
Deliver

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High-Quality Core Instruction

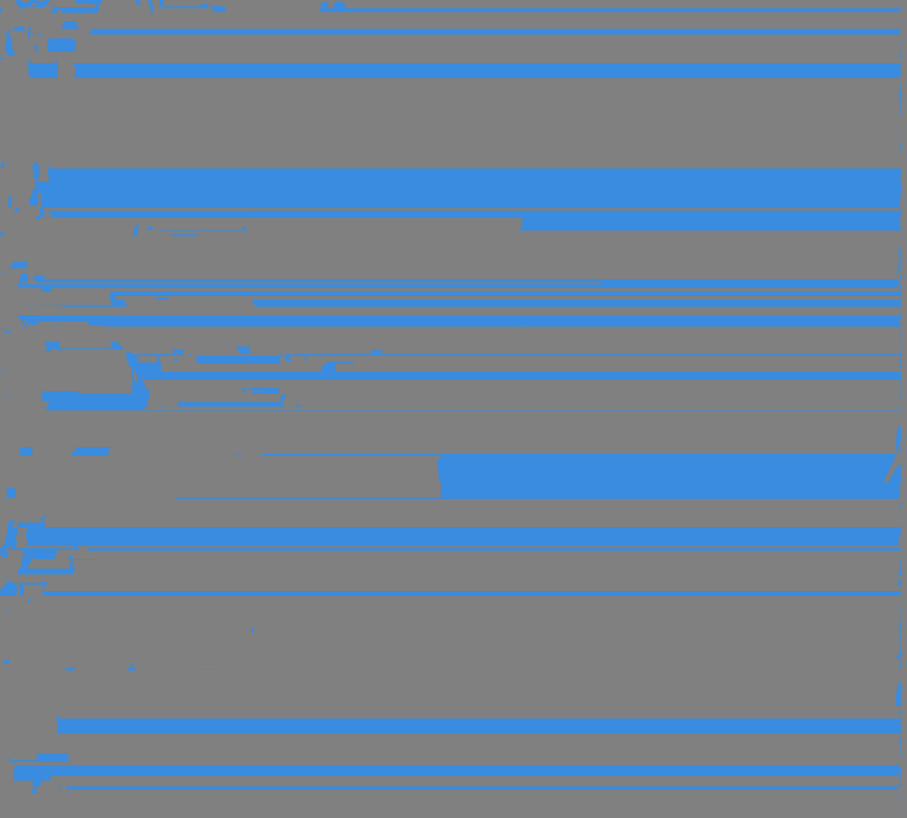


Assures that every student has access to **i**
i **i** **o** **s** **i** **s** **r** **c** **i**o and supports, at
their home school, alongside their grade level
peers



Discussion Core

Univers
Social
Anti-Bi
Culture
Academy
Data-B



Council of the Great City Schools

THE NATION'S VOICE FOR URBAN EDUCATION

MTSS must be established as the underlying structure for all work designed to improve student outcomes.

is ri e, a i e e a
co re e sive visio , e o ,
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sys e i e The work needs to facilitate a shared sense of urgency among all stakeholders to improve educational outcomes for all students.

Council of Great City Schools. 2017



Initiate district-level
reduce suspension
areas in need
specify planned
and track the effect
these interventions

The Capitol of Suspensions, 2011
The Capitol of School Suspensions, 2011



California Collaborative
for Educational Excellence

With clarity on, and resources aligned to, the district instructional vision (MTSS), strategy, priorities, and outcomes, site-based management can collectively work together to demonstrate improved outcomes for students.

CCEE SCUSD Systemic Instructional Review. 2021

Policy Analysis for California Education

Improving Education Policy

and Practice and Advancing Equity Through Evidence

At its foundation, an MTSS provides students with high-quality instruction and support in cognitive and social-emotional learning. A priority 80 percent of students could be able to meet targets through Tier 1 supports if fewer than 20 percent of students meet the standard and refined (cover, 2021).

PACE Restorative Restraint 021

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and

Jeanne Myung
Hayin Kimner
Benjamin W. Cottingham
Sergio Diaz Luna
Socorro Shiels
Heather Hough

May 2021

years
ongoing,
effective
Support.
Provide all school sites th
training, coaching,
upport to implement
Multi-Tiered System
of Supports (MTSS).

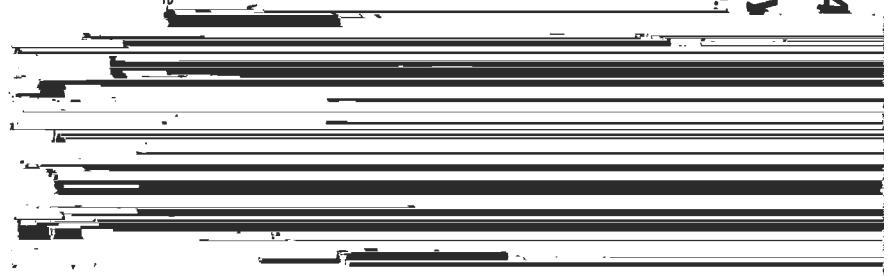
SCUSD Local Control & Accountability Plan. 2021

2021-22 to 2023-24 and Accountability

Updated 8.10.21

Contents:

Table of Contents
for School Site





io Edulead, LLC - Leading national expert on MTSS implementation and coaching

University of South Florida - Leading MTSS implementation expert

oes - MTSS project leadership in Elk Grove USD
 trainer for MTSS in California

C e - Supporting Inclusive Practices - Director of Educational Practices



SCHOOL DISTRICT OF PALM BEACH COUNTY

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A PREEMINENT RESEARCH UNIVERSITY

Supporting Inclusive Practices



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Year	Year	Total Tested	Meeting Standard	Not Meeting Standard				
2021	2021	0						
2020	2019							
	2018							
	2017							
	2019	22,351	32.5%	67.5%	15.0%	17.5%	25.9%	
	2018	22,413	31.9%	68.1%	13.9%	18.0%	25.7%	
	2017	22,426	31.6%	68.4%	13.8%	17.8%	26.5%	

2020-21 and Pe

Grade Level	Stud Tes %
K	86
1	87
2	
3	
4	
5	
6	87
7	76
8	73
9	
10	
11	59
Total	70

Who N

Note: The counts do not include the
Data does not include students at

2020-21 EOY a Performance By Grade Level

Grade Level	Students Tested	%	#
3	2865		
4	2826		
5	2862	90%	
6	2782	89%	
7	2273		
8	2353		
11	1611		
Total	17572	82%	

Performance Data Based on Percent of Students Who Met Standards on Assigned EOY Test

Note: The counts do not include the approximate 220 students who are
Assessment. Data does not include students at NPS as they were last

Participat
of Stud

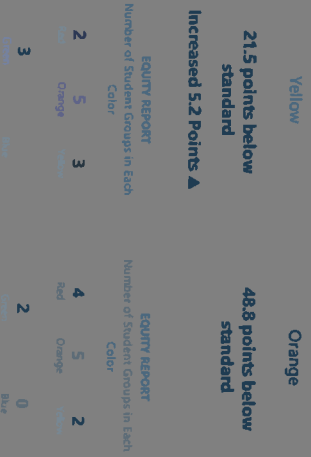
Base
ed In
Level

Venetian architecture, design, and art. The University of California, Berkeley's academic and social needs in ways that are culturally sustaining. It is a system for educating all of our students and educating them completely as a "whole" person."

-Katie Novack, UDL by Design

SACRAMENTO COUNTY UNIFIED
Academic Performance
 Assessment Results and other information.

LEARN MORE
English Language Arts



LEARN MORE
Mathematics





Culturally Responsive
Educational Service
Delivery Model



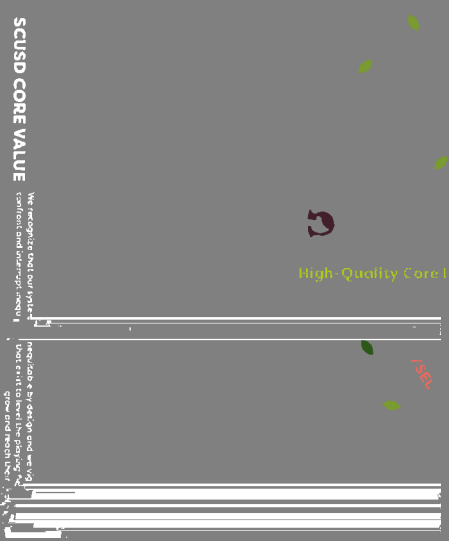
Research-based core universal interventions and supports

Characteristics

Universal
Design for
Learning

Anti-Bias/
Anti-Racist
Practices

Instructional Frameworks
Professional Learning
Data Collection & Analysis
Program Construction



SCUSD CORE VALUE

We recognize that our students
deserve a high-quality education

and we are committed to ensuring
that every student has the opportunity
to succeed and thrive.

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District Leader

Site Leader teams

Cohort Fee

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Instructional

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1. Domain

1. The principal involved in MTSS implementation

A established that include members with cross disciplinary expertise (e.g., principal, general special education, content area experts) in instruction support student work performance and is responsible for facilitating MTSS implementation

3. The leadership team actively engages staff in ongoing professional development and coaching necessary to support MTSS implementation

A implement and align improvement

The principal actively su

No explicit res leading MT implement

The leader not have a to provide profession coaching t implement
No strategi d implement

plan is developed with MTSS implementation

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MTSS

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skills to

team members

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efforts



Create
MTSS
Action Plan

Implement
Action Plan
& Build SLT
Capacity

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[The following text is heavily obscured by horizontal black bars and is largely illegible. It appears to be a list of items or a table with multiple columns.]

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Chapter 2 and
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Chapter 2
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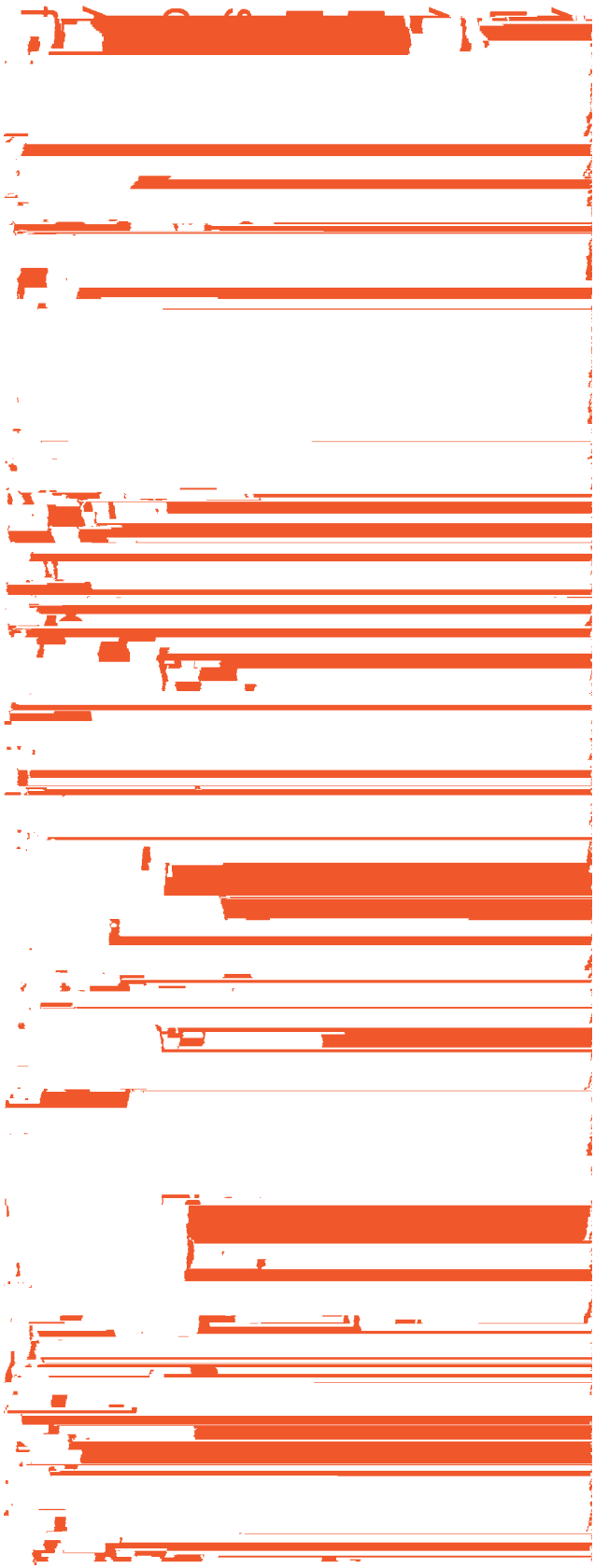


Baker staff engaged in Anti-Racism/Equity professional development with EPOCH Education, as well as trauma-informed practice. Martha Merchant to respond to the unique needs and character of the community.

In this work, we were able to shift the traditional view of negative student behaviors as 'discipline' to the paradigm that 'problem behaviors are unskilled communication of an unmet need.

The Mental Health and Wellness MTSST Triangle sees student behaviors through a trauma-informed lens.

Tier 1 supports include calming corners, and mindfulness best practices. Creation of a Student offers direct services. SCOE school therapist based Mental Health provides direct services to families as well as Baker Coordination (COST) meets weekly.

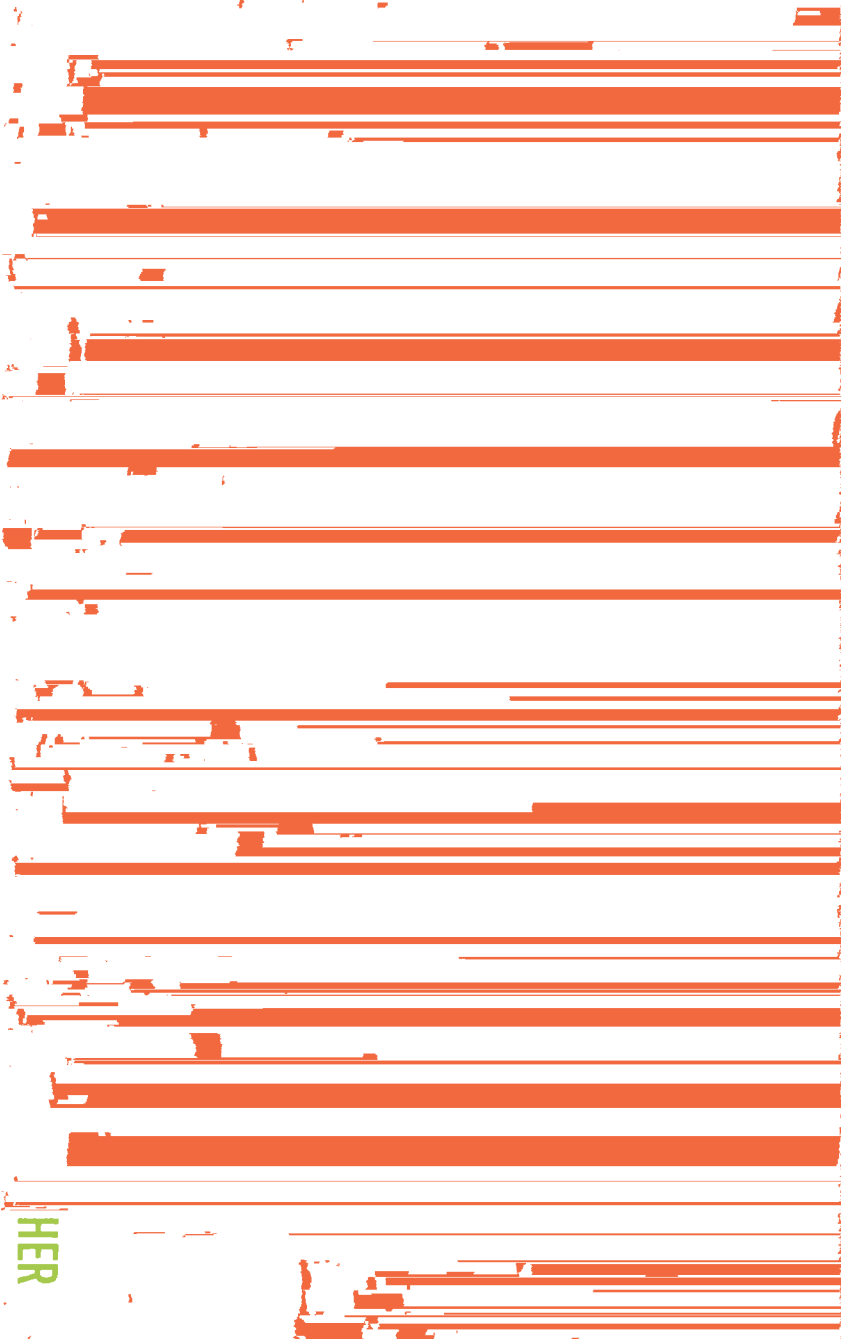


assessments to monitor student academic trajectory

W.I.N. groups learn to read and sight words in a fun and engaging way. Pictured is a group of newcomers with Ms. McClain.



A shared vision
student-centered
A common language
experience at the
A data-based decision
of student trajectories
An abundance of
teacher and administrator
Fidelity and transfer



District Leaders Uses MTSS?
 Vice-Chancellor Assess 0
 Director of Instructional Design & Operations Ratio of MTSS with Single Plans
 Ongoing Coaching from In-
 Superintendents, Curriculum & Instruction Year
 Director of Family



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D
PRIVILESE
EQU
ECONOMIC
DOMINANT CULTURE
1982-1983
1984-1985
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1988-1989
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**Culturally Responsive
Educational Service
Delivery Model**

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A. Role of



Equity

High-Quality Core Instruction

Intentional

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