



Sanger Unified Multi-Tiered System of Support-MTSS



[Sangerlearns.com/MTSS](https://sangerlearns.com/MTSS)



@MtssSanger

SANGER UNIFIED VISION

ALL STUDENTS WILL HAVE THE OPTIONS TO DEMONSTRATE
WHAT THEY LEARN AND THE OPPORTUNITIES TO BE
SUCCESSFUL AND ACHIEVE THEIR DREAMS.

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Sanger Unified MTSS: Structures and Systems

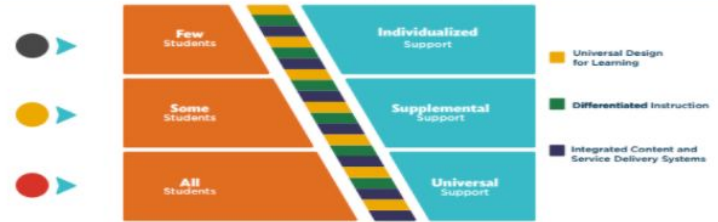
CA MTSS

RTI

- Universal Screening
- Multiple Tiers of Intervention
- Data-driven decision making
- Problem solving teams
- Focus on CCSS

- Address the Needs of ALL Students
- Aligns the entire system of Initiatives, Supports, and Resources
- Implements continuous improvement process at all levels of the system

California Multi-Tiered System of Support

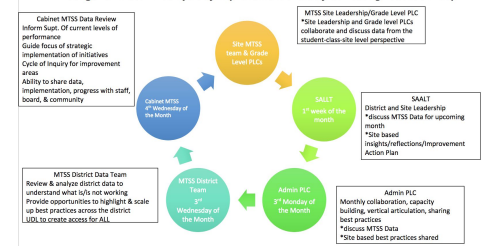


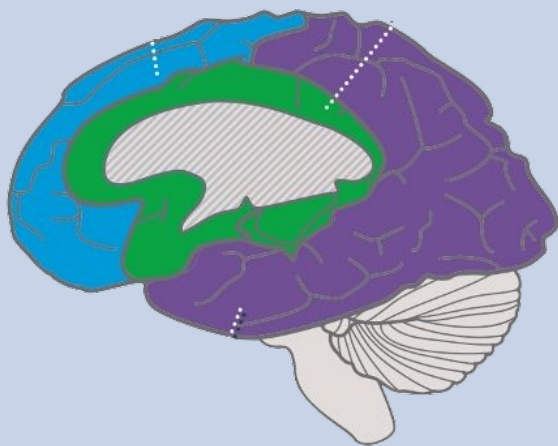
Sanger Unified School District

Increase Student Achievement		
All students will have the options to demonstrate what they learn and the opportunities to be successful and achieve their dreams.		
MISSION	GOALS	INITIATIVES
<ul style="list-style-type: none"> • Universal Design for Learning • Effective Instructional Practices • Rigorous Learning and Learning Design (e.g., Learning Design for Learning) • Differentiated Instruction • Integrated Content and Service Delivery Systems • Benchmark 30% per year 	<ul style="list-style-type: none"> • Raise All Students' Achievement • Close Achievement Gap between Sub-Groups • Ensure a Safe Environment 	<ul style="list-style-type: none"> • Professional Learning Communities • Effective Instruction • Multi-Tiered Systems of Support
PRIORITY: EARLY LITERACY COLLEGE & CAREER READINESS		
VALUES: Collaborative and Inclusive Culture		
BELIEFS: "Hope is Not a Strategy" "It's All About Student Learning" "Don't Blame the Kids" "All Children Can and Must Learn"		

State	Students	Staff	Measures of Success	Key Data Indicators	CLAS Goals/Notes
<ul style="list-style-type: none"> • Universal Design for Learning • Effective Instructional Practices • Rigorous Learning and Learning Design (e.g., Learning Design for Learning) • Differentiated Instruction • Integrated Content and Service Delivery Systems • Benchmark 30% per year 	<ul style="list-style-type: none"> • Universal Design for Learning • Effective Instructional Practices • Rigorous Learning and Learning Design (e.g., Learning Design for Learning) • Differentiated Instruction • Integrated Content and Service Delivery Systems • Benchmark 30% per year 	<ul style="list-style-type: none"> • Universal Design for Learning • Effective Instructional Practices • Rigorous Learning and Learning Design (e.g., Learning Design for Learning) • Differentiated Instruction • Integrated Content and Service Delivery Systems • Benchmark 30% per year 	<ul style="list-style-type: none"> • Universal Design for Learning • Effective Instructional Practices • Rigorous Learning and Learning Design (e.g., Learning Design for Learning) • Differentiated Instruction • Integrated Content and Service Delivery Systems • Benchmark 30% per year 	<ul style="list-style-type: none"> • Universal Design for Learning • Effective Instructional Practices • Rigorous Learning and Learning Design (e.g., Learning Design for Learning) • Differentiated Instruction • Integrated Content and Service Delivery Systems • Benchmark 30% per year 	<ul style="list-style-type: none"> • Universal Design for Learning • Effective Instructional Practices • Rigorous Learning and Learning Design (e.g., Learning Design for Learning) • Differentiated Instruction • Integrated Content and Service Delivery Systems • Benchmark 30% per year

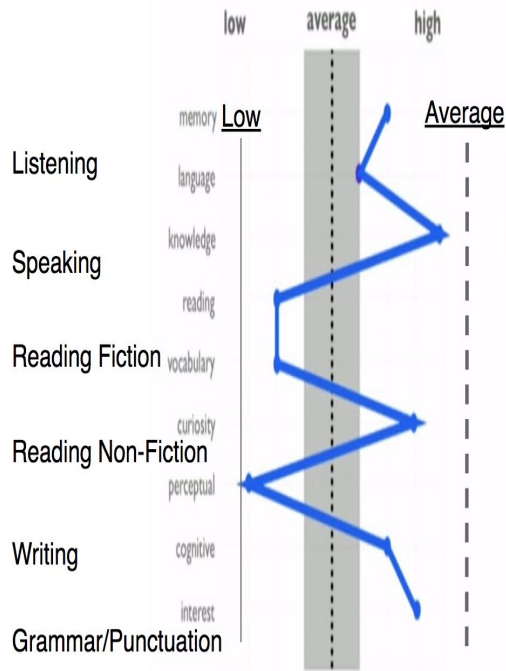
Sanger Unified: MTSS Cycle of Improvement and Self-Correcting Feedback Loop








Universal Design for Learning

Our lens for instruction & support



Adapted from Todd Rose, *The Myth of Average*

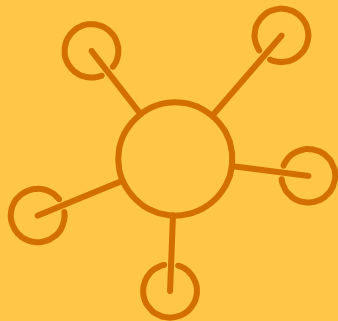
Universal Design for Learning Guidelines

	Provide multiple means of Engagement ➔ Affective Networks The "WHY" of learning 	Provide multiple means of Representation ➔ Recognition Networks The "WHAT" of learning 	Provide multiple means of Action & Expression ➔ Strategic Networks The "HOW" of learning 
Access	Provide options for Recruiting Interest (7) ➔ <ul style="list-style-type: none"> Optimize individual choice and autonomy (7.1) ➔ Optimize relevance, value, and authenticity (7.2) ➔ Minimize threats and distractions (7.3) ➔ 	Provide options for Perception (1) ➔ <ul style="list-style-type: none"> Offer ways of customizing the display of information (1.1) ➔ Offer alternatives for auditory information (1.2) ➔ Offer alternatives for visual information (1.3) ➔ 	Provide options for Physical Action (4) ➔ <ul style="list-style-type: none"> Vary the methods for response and navigation (4.1) ➔ Optimize access to tools and assistive technologies (4.2) ➔
Build	Provide options for Sustaining Effort & Persistence (8) ➔ <ul style="list-style-type: none"> Heighten salience of goals and objectives (8.1) ➔ Vary demands and resources to optimize challenge (8.2) ➔ Foster collaboration and community (8.3) ➔ Increase mastery-oriented feedback (8.4) ➔ 	Provide options for Language & Symbols (2) ➔ <ul style="list-style-type: none"> Clarify vocabulary and symbols (2.1) ➔ Clarify syntax and structure (2.2) ➔ Support decoding of text, mathematical notation, and symbols (2.3) ➔ Promote understanding across languages (2.4) ➔ Illustrate through multiple media (2.5) ➔ 	Provide options for Expression & Communication (5) ➔ <ul style="list-style-type: none"> Use multiple media for communication (5.1) ➔ Use multiple tools for construction and composition (5.2) ➔ Build fluencies with graduated levels of support for practice and performance (5.3) ➔
Internalize	Provide options for Self Regulation (9) ➔ <ul style="list-style-type: none"> Promote expectations and beliefs that optimize motivation (9.1) ➔ Facilitate personal coping skills and strategies (9.2) ➔ Develop self-assessment and reflection (9.3) ➔ 	Provide options for Comprehension (3) ➔ <ul style="list-style-type: none"> Activate or supply background knowledge (3.1) ➔ Highlight patterns, critical features, big ideas, and relationships (3.2) ➔ Guide information processing and visualization (3.3) ➔ Maximize transfer and generalization (3.4) ➔ 	Provide options for Executive Functions (6) ➔ <ul style="list-style-type: none"> Guide appropriate goal-setting (6.1) ➔ Support planning and strategy development (6.2) ➔ Facilitate managing information and resources (6.3) ➔ Enhance capacity for monitoring progress (6.4) ➔
Goal	Expert Learners who are... Purposeful & Motivated	Resourceful & Knowledgeable	Strategic & Goal-Directed

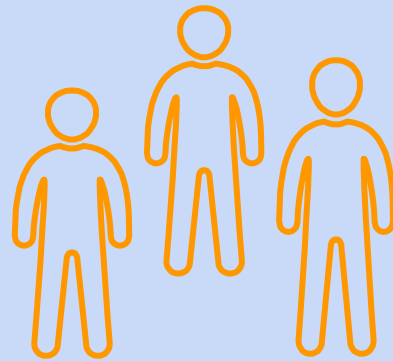
How is Sanger Unified rolling out UDL?



Pilots



Choice



PLCs

Why UDL??

The measurements
and accountability
have changed!

ELA Academic Indicator – Distance from Level 3

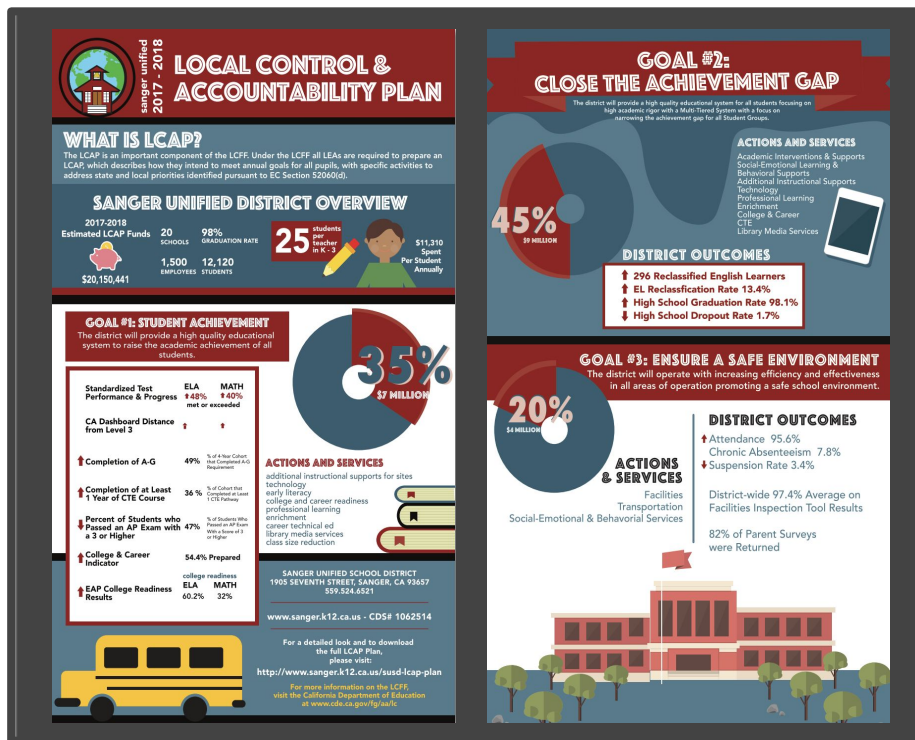
Change in Average Distance from Level 3

Average Distance from Level 3	Level	Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or increased by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
	Very High 45 or more points above	Proficiency!!				
	High 10 points above to less than 45 points above					
	Medium 5 points below to less than 10 points above	Orange	Orange	Yellow	Green	Green
	Low More than 5 points below to 70 points below	Red	Orange	Yellow	Yellow	Yellow
	Very Low More than 70 points below	Red	Red	Red	Orange	Yellow

GROWTH!!

Why UDL??

SUSD LCAP Connections

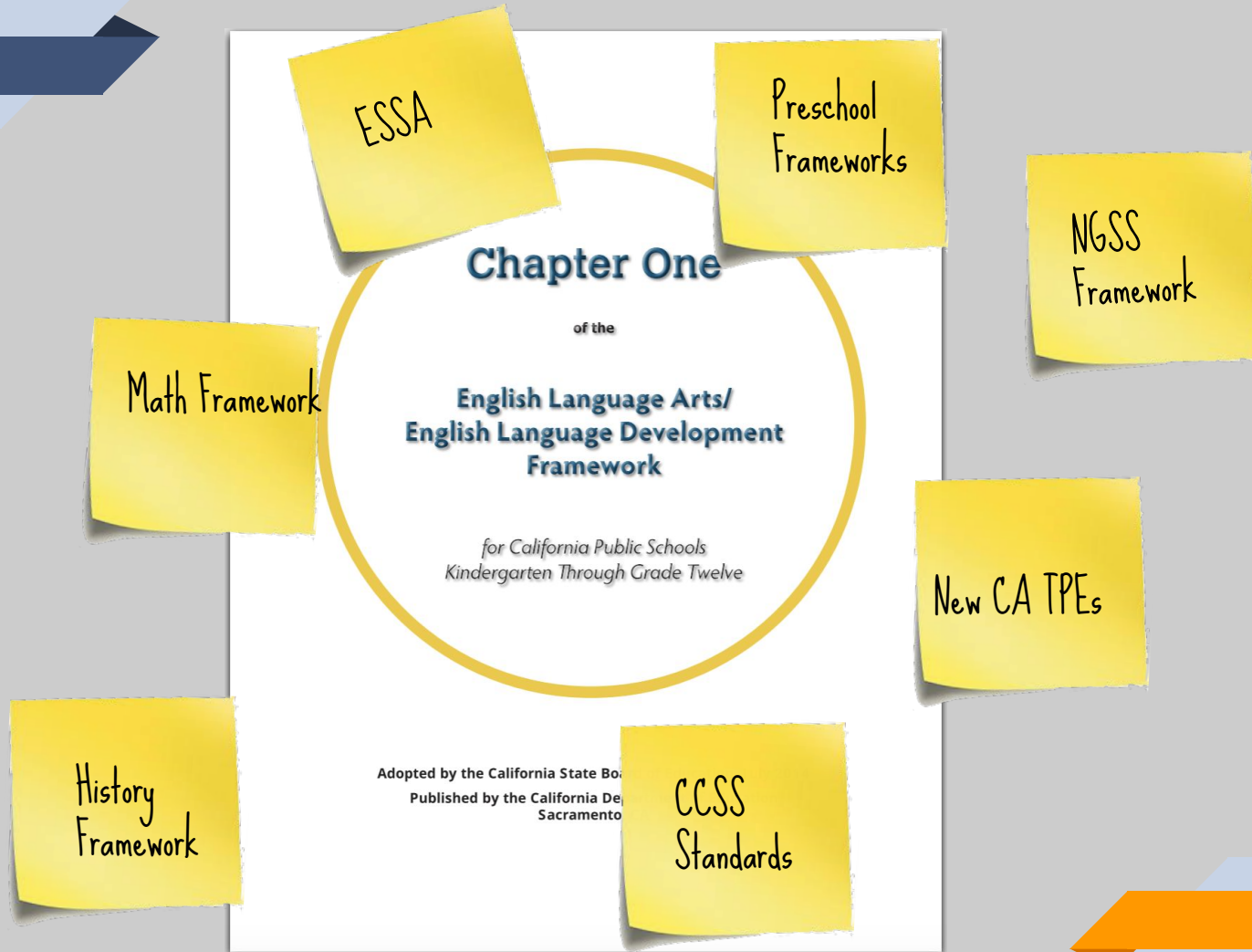


Goal 1:
Student Achievement

Goal 2:
Close the achievement gap

Goal 3:
Ensure a safe environment

Why UDL??





Questions & Answers



MTSS Element 2: Aligns the entire system of initiatives, supports, and resources

Sanger Unified School District

MISSION	Increase Student Achievement		
VISION	All students will have the options to demonstrate what they learn and the opportunities to be successful and achieve their dreams.		
GOALS	Raise All Students' Achievement	Close Achievement Gap between Sub-Groups	Ensure a Safe Environment
INITIATIVES	Professional Learning Communities		
	Effective Instruction		
	Multi-Tiered Systems of Support		
PRIORITIES	EARLY LITERACY	COLLEGE & CAREER READINESS	
VALUES	Collaborative and Inclusive Culture		
BELIEFS	"Hope Is Not a Strategy" "It's All About Student Learning"	"Don't Blame the Kids" "All Children Can and Must Learn"	

Data Discussion Calendar Main Topics (updated 6/29/17, 8/21/17 AW)

Black= Federal & State Indicator

Blue/* = State LCAP Priority

Red = SUSL Local Measures

September

CAASPP-P.4

CTE Pathway completion-P.7&8

EAP Pass Rate-P.4

Advanced Placement-P.4

A-G Course -P.4,7,8

HS Readiness Rate

October

Grad Rate-P.5

9-12 On/Off Track (D/F)

BAS

DIBELS

RTI Tiers

November

ELD progress-P.4

Attendance/chronic-P.5

Suspensions/Expulsions.-P.6

LEAP

Minors/Majors

December

CA Dashboards

MS Ontrack for HS-P.5

4-5/6th Ontrack for MS

January

DPA

Math Facts

ILP

RTI Tiers

FAFSA

To Add

Parent

Engagement

CAST

CAA

Reclassification

Pre-School/TK

Dual Language

February

CTE/Dual Enrollment-P.7&8

On Track A-G-P.4

9-12 On/Off Track (D/F)

March

Suspensions/Expulsions-P.6

Attendance/Chronic-P.5

(repeat)

Reclassification-P.4

ICA-P.4

BAS

DIBELS

DPA

April

6-8th D and F-P.5

MS Ontrack-P.5

Minors/Majors

4-5/6th Ontrack

RTI Tiers

Math Facts

May

Parent Survey-P.3

Staff Survey-P.6

Student Survey-P.6

Drop Out Rate-P.5

ILP Repeat

June

PSAT 10

FAFSA

BAS

DIBELS

Attendance/chronic-P.5

Suspensions/Expulsions.-P.6

Reclassification-P.4

Moved from calendar:

Facilities

Inspection- P.1

SARC-P.1

-Implementing standards in ELA, ELD, Math, Science

-P.2

-SAT/ACT (?)

February MTSS Team: Pre-Meeting Data Examining Worksheet

Guiding Questions to Consider:

What parts of the data catches your attention? JUST THE FACTS

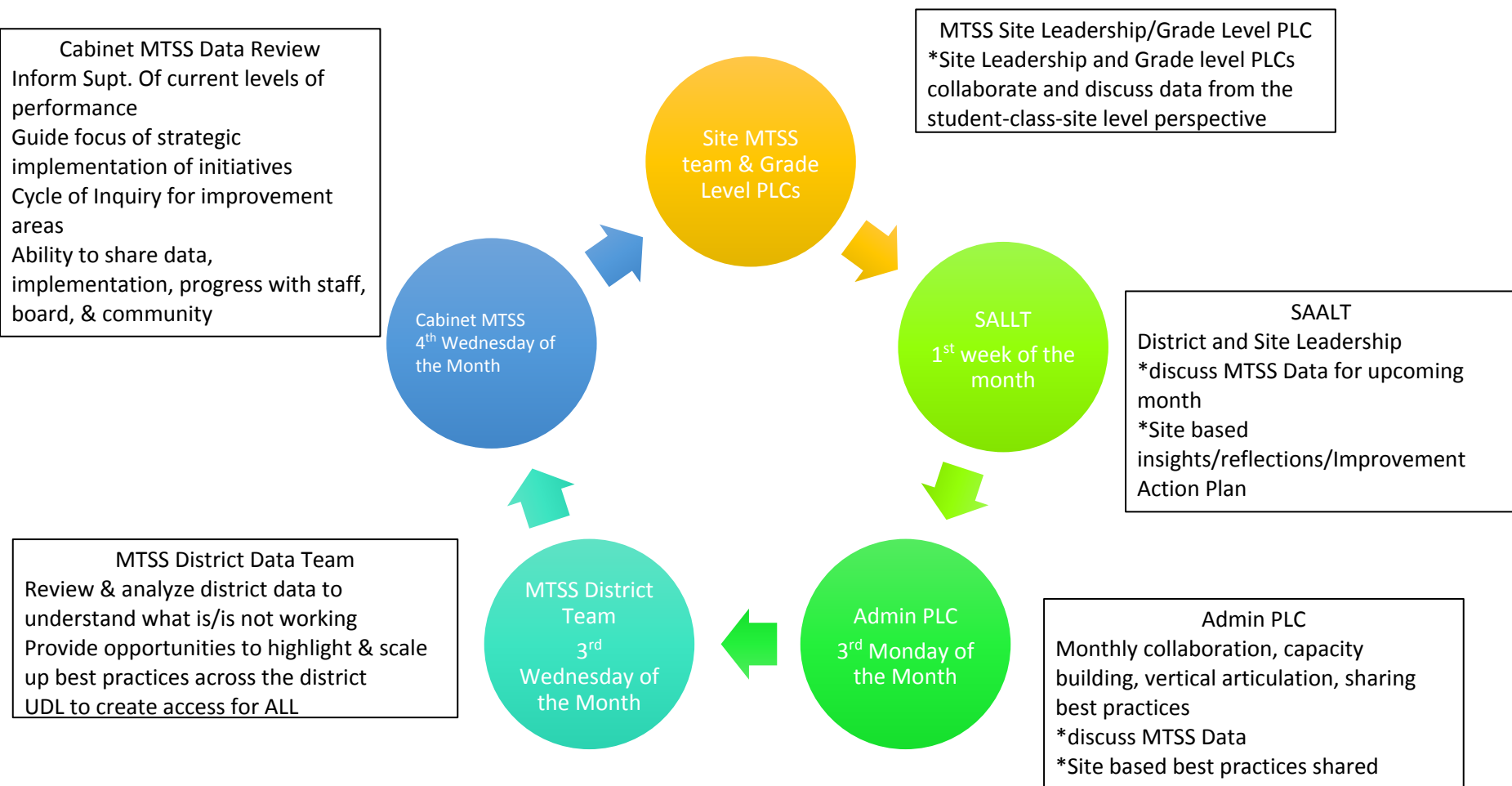
What patterns or trends appear?

What does the data tell you? What does the data NOT tell you?

What similarities and differences exist across various data sources? What problem of practice does the data suggest and what recommendation does MTSS Team have for responding?

Sanger Unified School District	Data Source	Research Facts, Trends, Success, Concerns	Recall 15-16 factors in place	Reflect Reasons for current reality	Respond Actionable next steps
Data Discussion Topic: DPA/PBA Math Facts Minors/Majors ILP RTI Tiers (TBD-aw) ICA-P.4 (TBD-dg) FAFSA	District Discussion Area- Idashboard			Time has changed Anticipate numbers to increase now creating a <u>data</u> <u>base</u> in powerschool for FAFSA	Powerschool for discipline-admin
Disaggregated information:					
DPA/PBA	All Students	86% of 1st graders have mastered Math DPA 1 83% of 2nd graders have mastered Math DPA 1 62% of K have mastered ELA		DPA 1 assesses basic skills, DPA 2 & 3 will assess HOT skills.	See if other literacy measurements align to DPA. Wait to see what DPA 2 and 3 will show
	EL				
	SPED				
	Homeless				
	Foster Youth				
	Data Source	Research Facts, Trends, Success, Concerns	Recall 15-16 factors in place	Reflect Reasons for current reality	Respond Actionable next steps
Math Facts	All Students	45% Mastery +/- 55% Mastery x/./. 4-6th	change in format and tasks Look at next data	assessment window open to 1/20	Research article review Assessing basic fact fluency

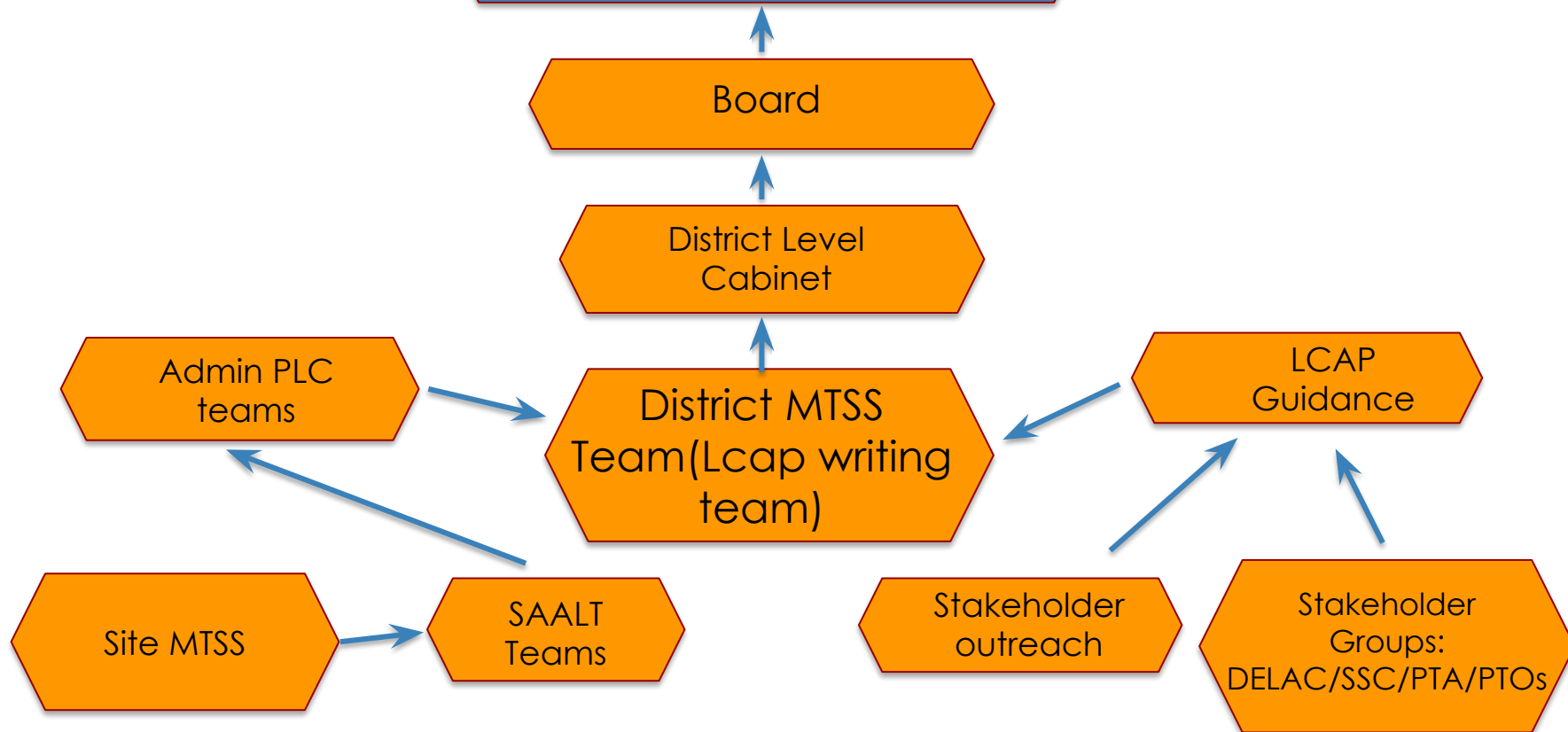
Sanger Unified: *MTSS Cycle of Improvement and Self-Correcting Feedback Loop*



Analyzing and Applying data



MTSS (LCAP) For ALL students



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MTSS & the School Site: Coherence and Responsiveness



SEQUOIA ELEMENTARY SCHOOL

Principal- Nichole Rosales



MTSS Data Discussion Timeline

Cabinet

Review Data
Dashboard in
School Site
Cabinet

MTSS Meeting

Review Data at
school site
MTSS meeting

Staff Meeting/
PLC

Data reviewed
and shared at
Staff
Meeting/PLC

SAALT

Share and
discuss data at
SAALT

Admin PLC

Share and
discuss data at
Admin PLC

*Problem solving meetings occur every 8 weeks at the end of an RtI block.



MTSS Meeting
February 01, 2018
11:00-11:50

- Those Present at Meeting:

Announcements:

- **Kindness Day** – We will pass out notes for parents that we will be participating in Kindness Day the week of February 13. Letters will go home on the 5th regarding information and then kids will get their handouts on the 13th and they can turn in for hearts that entire week.
- **Gentleman's Alliance Program** has had some great district/city leaders come in to speak to our students in Mr. Demiers class – Eduardo Martinez, Justin Bell, and Jason Stricker have come so far to speak on Responsibility, Respect and Humility!

Behavior Data:

1 suspension: possession of weapon/knife
Major Reform: 5 - 1 suspension of weapon

Major Referrals: 5 – 1 possession of weapon/knife, 2 fighting/physical aggression,

Minor Referrals: 25 - 8 defiance/disrespect 2 disrup

Minor Referrals: 25 – 8 defiance/disrespect, 2 disruption, 11 physical contact non-serious but inappropriate, 4 inappropriate language (low-intensity)

Behavior/Social Emotional Tier 2 & 3 Students:

- 14 Tier 3 students (behavior plans, individual counseling/outside referral)
- 20 students Special Friends
- 22 Tier 2 students (social skills group, SAP group, CICO)

The Next RTI Block will be starting February 20, 2018.

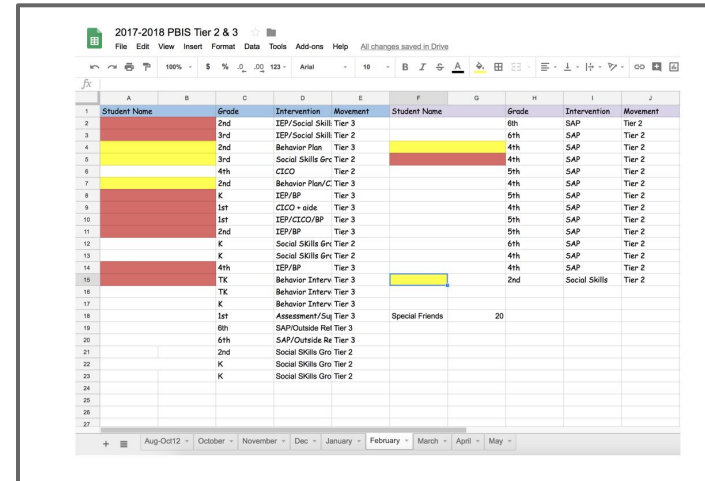
PAWS Refresher Tier 2:

- Lesson to 6th graders new to Sequoia that came after the beginning of the school year: 1/26/2017

Items to Discuss:

- Mrs. Rosales to discuss data:
 - DPA
 - Math Facts
 - ILP
 - RTI Tiers
 - FAFSA

Team Discussion and Parking Lot items for next meeting:



Staff Roles

Why certain positions are on the MTSS team

Building **Core** instruction/supports allows more intensive supports for fewer students in 2&3-professional freed up to support core

Roles of psych, counselor, RSP

Example: Academics





- Using Dibels and BAS Data
- Large number of students in first grade were intensive at the second benchmark.
- Identified what class they were in, their needs, and identified supports.
- Whole class support given, adjusted Rtl block for that class, and went through the coaching cycle for guided reading.
- Allocated resources

Example: SEL

- Using discipline data
- Identified the grade levels and classes with largest number of incidents and the types.
- Identified supports for specific grades, classes, groups of students, and teacher.
- Allocated resources



 **P.A.W.S. Card** 

Student Name: _____ Week of: _____

Monday	Tuesday	Wednesday	Thursday	Friday
Rating Scale: 0 = Poor 1 = Good 2 = Excellent	Practice Safety Hands and feet to self	Act Responsibly Raise your hand and stay in lines	Work Hard Be prepared and complete classwork	Show Respect Speak respectfully to teacher and classmates
Before Recess	0 1 2	0 1 2	0 1 2	0 1 2
AM Recess	0 1 2	0 1 2	0 1 2	0 1 2
After Recess	0 1 2	0 1 2	0 1 2	0 1 2
PM Recess	0 1 2	0 1 2	0 1 2	0 1 2
After Lunch	0 1 2	0 1 2	0 1 2	0 1 2
Reward I am Working Toward: Goal (Points Needed):			Total Points Earned: Goal Met: Y or N	

Example: Academics &SEL



- Using Dibels
- Student identified as intensive
- RSP and Teacher collaboration
- Reassessed
- Found to be CORE



Questions & Answers



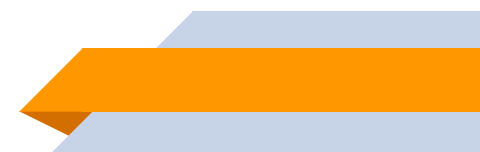
MTSS & the School Site: Coherence and Responsiveness



Deputy Principal Thomas Soto



Sanger High School's MTSS Journey

- Articulating Tiered Levels of Support
 - Ongoing and Regular MTSS Data Review
 - Focused Data Review
 - UDL Rollout
- 

Sanger High's Tiered Levels of Support

Sanger High School MTSS Plan

Tiers	Academic	PBIS	Social-Emotional Wellness	Key Data Indicators	LCAP Goal/MO
Tier 1 Universal Prevention Outcome and Purpose <ul style="list-style-type: none"> 80-90% Core Instruction California State Standards Universal Design for Learning Universal prevention and supports Universal screening Formative Assessments 	<ul style="list-style-type: none"> Universal Design for Learning Effective Instructional Practices Designated and Integrated English Language Development Common Formative Assessments Class Size Reduction Class Level Parent Presentations Wednesday Tutorial After School LEAP Intervention 	<ul style="list-style-type: none"> School/Classroom positive behavior supports Awards and Celebrations Positive Attendance Incentives Monthly Teacher and Student PBIS Drawings 	<ul style="list-style-type: none"> Consistent Apache Four Discipline Procedure Apache Four Campus wide Procedures 	Academic Common Formative and Summative Assessments CAASPP PBAs Color Coded Grade Reports Graduation Rate A-g Rate PBIS Healthy Kids Survey PBIS Rubric Social-Emotional Wellness Weekly student update Attendance Student Support Group	Increased HS Graduation Rate Increased A-G Completion Rate Increased AP Pass Rate 90% Attendance Rate Parent Survey LCAP Funds Tier 1 CSP Support-60,000 Standards-based Supplementary Curriculum-50,000 Ongoing Technology Integration Development-60,000 Student Technology Access in Library- 25,000 Increase Technology Support in Library- 50,000 Student Hardware and Curriculum Technology-25,000
Tier 2 Secondary Prevention/Intervention Outcome and Purpose <ul style="list-style-type: none"> 15-10% Evidence-based practices Diagnostic Assessment Progress Monitoring Focused skill-based prevention and intervention Parent Notification 	<ul style="list-style-type: none"> Skill-based reading intervention courses Skill-based math intervention courses ELD- ILP ELD Language Matrix Student Study Teams Parent Teacher Conferences Embedded Tutors Making the Grade SDAIE Classes 	<ul style="list-style-type: none"> SAP Group Counseling 8 Student Advocates 8 Guidance Learning Specialists 2 School Psychologists Grade Progress Monitoring SARB Peer Mediation 	<ul style="list-style-type: none"> Best Buddies Special Olympics Student Support Groups 	Academic Intervention Assessments Color Coded Grade Reports ELD Language Matrix PBIS Attendance Grades PBIS Rubric Social-Emotional Wellness Weekly student update Attendance Student Support Group	Increased Reclassification Rates Growth in EL Proficiency Rates by AMAO's Decreased Drop Out Rates LCAP Funds Tier 2 Intervention Teachers-123,947 Embedded Tutors- 50,000 English and Math Intervention Courses-50,000 Intervention Support Materials- 20,000 Student Incentives for Attendance, PBIS, Academic- 30,000

Sanger High's Tiered Levels of Support

Sanger High School MTSS Plan

<p>Tier 3 Intense Intervention Outcome and Purpose</p> <ul style="list-style-type: none"> • 5-10% • <i>Individualization of evidence-based practices to remediate and accelerate growth</i> • <i>Behavior support is individualized focused to prevent, teach, reinforce, goal setting</i> • <i>Social-Emotional is individualized therapy/counseling, community services collaboration and resources</i> • <i>Progress Monitoring</i> • <i>Tier 3 supports additive to Tier 1 and Tier 2 supports</i> • <i>Consider monitoring for Special Education/504</i> • <i>Parent Notification</i> 	<ul style="list-style-type: none"> • Special Education Eligibility • Foster/Homeless Youth Liaison • Parent Student Advocate Assignment • 504 Eligibility • At Risk Meetings • Alternative Education Placement 	<ul style="list-style-type: none"> • SAP Individual Counseling • Behavior Support Plan • Care Team • Cal Safe • Restorative Justice • Youth Court • Foster/Homeless Liaison • Student Advocates 	<ul style="list-style-type: none"> • Nurturing Parenting Teen Group • Care Team • Foster/Homeless Liaison 	<p>Academic Intervention Assessments IEP Goals 504 Goals PBIS Attendance Grades Individualized Goals Social-Emotional Wellness Graduation Rates Attendance College Registration CAASPP Enrollment Data Placement Stability</p>	<p>Suspension Rates Less Than County Average Expulsion Rates Less Than County Average Decrease Drop Out Rate</p> <p>LCAP Funds Tier 3 Site-based funding of 8 Parent Student Advocates- 156,599</p>
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Ongoing MTSS Data Review

ADMIN MEETING AGENDA Friday, October 6

Calendar

PPS Student Update ←

Student Update ←

Discipline Update ←

6 Week Grades

PSAT

District Visitation

Curriculum Council- Wednesday October 11

Faculty Meeting- Thursday, October 19

Making the Grade

Student Progress Meetings

EL Update

Pathway Updates

Sports Supervision

CSP/AP/GLS Updates

What's Coming Up Next:

Monday, October 9: Integrated Math 3 (6)

Tuesday, October 10: Integrated Math 2 (7)/NGSS (15)

Wednesday, October 11: Curriculum Council/PSAT/District Visitation Day

Thursday, October 12: Specialty PLC/Block "S" Awards

Friday, October 13: Homecoming

Monday, October 16: ERWC (5)/History PBL (17)

Tuesday, October 17: SHS Making the Grade

Wednesday, October 18: PLC Leader Meeting

Thursday, October 19: Faculty Meeting

Thursday, October 26: Specialty PLC

Tuesday, October 31: World Language PD (12)

It's been a rough week
but on a positive
note I didn't
need any bail
money and
didn't have
to hide
any bodies.



2017-2018

- Weekly administrative meeting standing agenda items
- Added representatives from student advocates, psychologists, and SAP counselors
- Utilize SAP data, assessment and grade data
- AP, GLS, Advocate Weekly Grade Level Team meetings
- Student Progress Meetings with Teachers

2018-2019

- Adding a Restorative Justice Guidance Instructional Specialist
- Adding Discipline Update standing agenda item
- Adding a Student Data Meeting to more closely review grades, interventions with grade level teams.

Color Coded D & F Report

- All D's and F's are not the same
- **BLUE:** 1-2 D's & F's
- **YELLOW:** 3 D's & F's
- **RED:** 4-6 D's & F's
- Other data beyond D's and F's include: grade level, counselor, case manager, advocate, EL status, grade, percentage, absences, tardies, course name, teacher, period, date grade updated.
- Used by teachers, counselors, student advocates, APs, and administration
- A new report prepared every 3 weeks

Name	Count	Grade Level	Counselor	Case Manager	Advocate	ELA Status	Grade	Percent	Absences	Tardies	Course Name	Teacher	Period	Date Stored
Alayne Jane	2	10	Urbieta			IFEP	D+	67	2	0	0 Biology H	Aalto, Davin	6(A)	11/13/1
Garandeep Singh	1	11	Gonzalez			RFEP	D+	67	0	0	0 AP Biology	Aalto, Davin	5(A)	11/13/1
Jaclyn Rose	3	10	Urbieta			EO	D-	61	8	1	1 Biology P	Aalto, Davin	4(A)	11/13/1
holas Lane	3	10	Urbieta			EO	D+	67	7	0	0 Biology H	Aalto, Davin	6(A)	11/13/1
Jaisy Brianna	3	11	Gonzalez			EO	D+	69	0	0	0 AP Biology	Aalto, Davin	5(A)	11/13/1
Esteban Lee	4	12	Satterberg	Janzer	Robinson Thompson	RFEP	D-	61	4	3	3 Biology P	Aalto, Davin	4(A)	11/13/1
inpreet	1	11	Gonzalez			RFEP	D-	60	4	0	0 AP Biology	Aalto, Davin	5(A)	11/13/1
Edgar Gutierrez	4	10	Wilson			RFEP	D+	67	0	0	0 Biology P	Aalto, Davin	4(A)	11/13/1
lannah Yvonne	1	11	Moua			EO	F	53	7	0	0 AP Biology	Aalto, Davin	5(A)	11/13/1
Alma	1	10	Wilson			RFEP	D+	67	4	1	1 Biology P	Aalto, Davin	4(A)	11/13/1
deth, Miqaylan K	2	10	Wilson		Vanessa Witrigo	RFEP	F	56	0	0	0 Biology P	Aalto, Davin	4(A)	11/13/1
bhijeet	1	11	Moua			RFEP	D+	67	1	0	0 AP Biology	Aalto, Davin	5(A)	11/13/1
Amy Jazzelle	2	10	Wilson			EO	D+	68	4	2	2 Biology P	Aalto, Davin	4(A)	11/13/1
athaniel Christian	6	10	Wilson			EO	F	40	3	4	4 Biology P	Aalto, Davin	4(A)	11/13/1
Esai Joeshph	6	10	Wilson		Vanessa Witrigo	EO	F	51	1	4	4 Biology P	Aalto, Davin	4(A)	11/13/1
Dominic Allen	1	11	Gonzalez			EO	D+	69	2	5	5 Advanced Math H	Achey, Mayre	1(A)	11/13/1
jaac Luciano	1	11	Gonzalez			EO	D	66	0	0	0 Advanced Math H	Achey, Mayre	6(A)	11/13/1
aria Fernanda	1	12	Sandoval			RFEP	D	64	2	0	0 AP Calculus AB	Achey, Mayre	2(A)	11/13/1
Yakelin Guadalupe	2	12	Palomo			RFEP	D	66	2	0	0 AP Calculus AB	Achey, Mayre	2(A)	11/13/1
Louis Michael Paul	4	9	Satterberg			EO	D-	62	9	1	1 English 9 P	Alfving, Elizabeth	1(A)	11/13/1
arianna Florence	4	9	Satterberg			EO	D	63	4	0	0 English 9 P	Alfving, Elizabeth	6(A)	11/13/1
ah	4	9	Satterberg			EO	D	66	7	0	0 English 9 P	Alfving, Elizabeth	6(A)	11/13/1
ngel	5	9	Satterberg		Robinson Thompson	EO	F	27	3	2	2 English 9 P	Alfving, Elizabeth	3(A)	11/13/1
Jr, Noe	4	9	Ranallo			EO	D	63	0	0	0 English 9 P	Alfving, Elizabeth	3(A)	11/13/1
a, Noel	3	9	Satterberg			RFEP	D+	68	1	1	1 English 9 P	Alfving, Elizabeth	6(A)	11/13/1
ominique Larry	2	9	Satterberg			EO	D	64	2	17	17 English 9 P	Alfving, Elizabeth	1(A)	11/13/1
atthew	6	9			Robinson Thompson	EO	D-	61	1	0	0 English 9 P	Alfving, Elizabeth	3(A)	11/13/1
mez, Anadelia	3	9	Lor			RFEP	D+	67	3	1	1 English 9 P	Alfving, Elizabeth	1(A)	11/13/1
mely	3	9	Lor			EL	D	63	1	1	1 English 9 P	Alfving, Elizabeth	1(A)	11/13/1
arina	3	9	Lor			EO	F	40	1	0	0 English 9 P	Alfving, Elizabeth	3(A)	11/13/1
Omar Cruz	4	9	Lor		Jessica Witrigo	EO	D+	67	2	0	0 English 9 P	Alfving, Elizabeth	6(A)	11/13/1
Emmanuel Antonio	3	9	Lor		Robinson Thompson	RFEP	F	51	8	2	2 English 9 P	Alfving, Elizabeth	3(A)	11/13/1
mando Jr.	4	9	Lor			RFEP	F	53	0	0	0 English 9 P	Alfving, Elizabeth	3(A)	11/13/1
i, Eduardo Antonio	5	9	Lor			RFEP	F	54	5	6	6 English 9 P	Alfving, Elizabeth	1(A)	11/13/1
velyn Ivette	4	9	Lor			RFEP	F	38	2	3	3 English 9 P	Alfving, Elizabeth	1(A)	11/13/1
is, Natalie Alexandra	1	9	Satterberg			RFEP	D-	61	0	0	0 Computer Concepts (IS 15)	Arnold, Jeffery	5(A)	11/13/1
Kaylee	3	9	Satterberg			EO	D	65	2	0	0 ROP Intro to Multi-Media Graphic Design	Arnold, Jeffery	3(A)	11/13/1
ah	4	9	Satterberg			EO	D	63	4	0	0 Computer Concepts (IS 15)	Arnold, Jeffery	5(A)	11/13/1
Hernandez, Alejandra G.	2	9	Satterberg			RFEP	D	63	3	0	0 Computer Concepts (IS 15)	Arnold, Jeffery	4(A)	11/13/1
Steven Michael	3	9	Satterberg		Jessica Witrigo	EO	D-	61	3	2	2 ROP Intro to Multi-Media Graphic Design	Arnold, Jeffery	3(A)	11/13/1
ez, Martin Esai	5	9	Satterberg		Robinson Thompson	EO	F	58	6	0	0 ROP Intro to Multi-Media Graphic Design	Arnold, Jeffery	2(A)	11/13/1
Reign Chaikan	5	9	Satterberg			EO	D	64	3	0	0 ROP Intro to Multi-Media Graphic Design	Arnold, Jeffery	3(A)	11/13/1
a, Noel	3	9	Satterberg			RFEP	F	49	0	0	0 Computer Concepts (IS 15)	Arnold, Jeffery	5(A)	11/13/1
abel A	2	9	Satterberg		Robinson Thompson	EO	F	57	4	0	0 Computer Concepts (IS 15)	Arnold, Jeffery	4(A)	11/13/1
Evelyn	4	9	Lor			EL	D-	61	0	0	0 Computer Concepts (IS 15)	Arnold, Jeffery	4(A)	11/13/1

UDL Rollout

2017-2018

- Utilized the PLC Leaders to rollout UDL
- PLC Leader meetings once a month
- Divided PLC Leaders into 4 groups each lead by a Curriculum Support Provider (TSA)
- Conducted UDL walk throughs prior to each PLC Leader meeting
- Debriefed all four walk throughs during PLC Leader meeting
- Began a lunch lesson study with PLC volunteers
- UDL lessons evaluated by students in the Education Pathway for effectiveness
- Feedback provided to teachers and findings shared with each individual PLC

2018-2019

- Continue UDL lunch lesson study
- Expand UDL leads from one in English to leads in each of the core subjects including math, science and social science
- Expand from Engagement to Representation

Name	Department	HLTA	ROOM
GROUP A			
Kirstin Coronado	9th Grade AP & GLSs		
Michelle Dillon	Math CSP		
Carmen Garvis	Engineering Pathway	HLTA 7	709
Bryan Kinyoun	NJROTC	HLTA 5/8	1306
Krystle Schmidt	Conceptual Physics	HLTA 6/7	104
Erica Pennington	Integrated 1 Math	HLTA 10	1308
Jeff Arnold	Business/IT	HLTA 2/6	800 Pod
Nicole Roland	English 9	HLTA 1	305
GROUP B			
Jon Tillotson	10th Grade AP & GLSs		
Jason Locke	EL CSP		
Carole Whitteberry	SPED/RSP	HLTA 2/6	702
Shannon Dietz	Biology	HLTA 4/5	107
Landi Mello	World History	HLTA 4	509
Bruce Babcock	World Language Department Chair	HLTA	1201
Brenna McBrien	Integrated 2 Math	HLTA 9	608
Josh Bacon	World Literature	HLTA 3/4	314
Thomas Soto	Deputy Principal		
GROUP C			
Alfredo Ponce	11th Grade AP & GLSs		
Kris Boyer	English CSP		
Bryce Frantzich	SPED	HLTA 2/6	708
Stephen Schmidt	Integrated 3 Math	HLTA 2/6	606
Trevor Schmidt	US History	HLTA 4	504
Allison Parks	CTE/ROP	HLTA 2/6	206
Rhonda Siqueiros	American Lit	HLTA 1	310
Danielle Fender	Chemistry	HLTA 5	108
Dan Chacon	Principal		
GROUP D			
Andrew Popp	12th Grade AP & GLSs		
Matt Canaday	CTE CSP		
Rebecca Frantzich	Visual Arts	HLTA 9/10	1104
Marcos Mireles	Econ/Gov't	HLTA 4	1402
Jacob Houston	PE	HLTA 9	Gym
Laura Hansen	Ag	HLTA 9	1002
Molly Krum	ERWC	HLTA 9	305
Sara Smith	Librarian		
Justin Gilliam	Senior Math	HLTA 2	315
PLC LEADER MEETING DATE CLASSROOM WALK THROUGH DATES			
October 18, 2017	October 16-17		
November 15, 2017	November 13-14		
January 24, 2018	January 22-23		
February 14, 2018	February 13, 2017		
March 21, 2018	March 19-20		

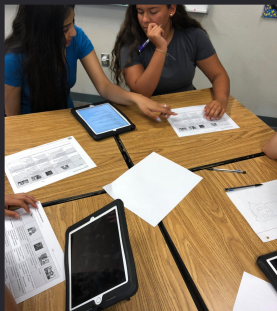
UDL IN ACTION

Lesson Study

16 teachers from diverse subjects and grade levels attended 4 Lesson Study Sessions where they designed and incorporated various Engagement checkpoints and competed in a design challenge.



Link to Design
Challenge Submissions



Observational WalkThroughs

We observed teachers implementing flexible seating, providing resources to vary demands, and offering student choice and autonomy. We observed students taking initiative, enjoying their work, and working together collaboratively.



PLC Notes

We met with PLC's to discuss how teachers have been incorporating the Engagement checkpoints and to provide concrete examples for what the checkpoints look like fully embedded into the curriculum.

3/1/18	Elison Baird Brandon Platt Trevor Schmidt Clay Manning Scott Nelson Paul Hernandez Nick Colin Derek	U.S. History	<ul style="list-style-type: none">• Tried a gallery walk but students weren't engaged<ul style="list-style-type: none">◦ Discussed varying demands◦ Congratulated on universal access point for students• Have a PBL coming up at the end of April with an essential question/thesis and theme<ul style="list-style-type: none">◦ Need for a Research guidepost◦ Options for expression<ul style="list-style-type: none">▪ They've never worked with a website before▪ Suggested letting students problem source this on their own• Dabbling in Representation with providing different means to access the content• Manning tried choice with an assessment for his stress unit<ul style="list-style-type: none">◦ Ask for the rubric as an example• The biggest issue that I wasn't sure how to address was an issue with time. Time to plan. Time for students to explore.
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