

JTHS MTSS Multi-Tiered Systems of Supports

2021-2022 School Year Recommendations


We are
building
systems for
change



Grant Funding

- ESSER 1 (Cares Act)
- JTHS funding 1.6 million
- Use of funds related to preventing, preparing for, and responding to COVID-19.

- ESSER II (CRRSA Act)
- JTHS funding 4.4 million
- Same use as ESSER 1, including addressing learning loss, preparing schools for reopening, and improving air quality in school buildings.

- ARP ESSER (ARP Act)
- JTHS funding 9.5 million
- 20% allocated to address learning loss through the implementation of evidence-based interventions that respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-10 on underrepresented student subgroups.



12 Priority Topic Areas by ISBE

1. Support enrollment, retention, and re-engagement initiatives to ensure academic progression across P-20 spectrum
2. Build individualized student fact base with academic and behavioral diagnostics and progress monitoring
3. Reimagine school calendar and expand school day/year
4. Provide out-of-classroom learning experiences through tutoring, after school, summer camps, etc.
5. Connect districts/institutions with community organizations that connect students to comprehensive support
6. Enhance accessibility of academic & behavioral counseling resources, especially for at-risk students (including year-round support)

7. Invest in infrastructure for mental wellness and trauma-informed, culturally responsive schools, including educator P.D. and support
8. Evaluate and improve hybrid/remote learning models to develop long-term digital strategic priorities
9. Improve quality of learning through altered classroom structures, educator professional development, and digital tools
10. Increase flexibility of secondary, post-secondary environment to accommodate for other responsibilities
11. Support students with structured engagement and enhanced communications in transition periods
12. Design an integrated education/workforce strategy and playbook and offer work-driven credit opportunities

Essential Components of MTSS

- **Universal Screener**

- Renaissance STAR Math and Reading benchmarks given during the fall, winter, and spring.
- Social-Emotional screener given during the fall, winter, and spring.*

- **Multi-Level Prevention System**

- Viable curriculum, that is standards-based written by JTHS Instructional Leadership Team.
- Common district assessments aligned to curriculum.
- Re-Learn and Re-Assess in core areas.
- Mental health curriculum embedded into all PE and Health courses.*
- SEL Tier 1 curricula *

*2021-2022 school year

MTSS Readiness Self-Assessment Tool, Hanover Research

Essential Components of MTSS

- **Progress Monitoring**

- Math Interventionist documents attendance, interventions and progress of students.
- SEL interventions documented through Infinite Campus and Panorama.
- Data from online tutoring, Gateway to Graduation 2.0

- **Stakeholder Engagement**

- Weekly communications regarding missing assignments and grades.
- Parent Teacher Conferences
- MTSS teams comprised of administrators, counselors, deans, social workers, and teachers

Panorama



The Panorama Family:

50 States, 1,500+ Districts, 17,000+ Schools, 10+ Million Students



School Climate Surveys & Equity and Inclusion Surveys

*Students, Family, and
Teacher/Staff*



Social-Emotional Learning

*Supporting student and
adult SEL and wellbeing*



Student Success

*MTSS dashboard to support
with goals around on-time
graduation and college and
career readiness*

Panorama

MTSS in Joliet Township High School District 204:

- ✓ *SEL data from Panorama's survey platform*
- +
- ✓ *Position SEL data alongside Academic, Assessment, Attendance, and Behavior data*
- ✓ *House support/intervention library to promote a unified approach to supporting students*
- ✓ *Monitor progress of supports and interventions*
- ✓ *Track individual or groups of students*
- ✓ *Provide role based access at district and school levels*
- unite and empower all staff across the district



Panorama-District and Building Views



Track SEL Supports for each student

Groups

- Smart group: a dynamic list of students who match a set of attributes (example: 9th grade students who are Critical in Attendance)
- Group: a static list of students you can view collectively (example: students who need extra support)

My Groups

- 96 Self-Efficacy Medium

✓ Build Support Plans on student profiles

✓ Smart Groups

✓ Static Groups

Overview
Viewing all 200 students

Export Print

#Student Name	SEL	Self-Ef...	Growth...	Grit	Self-Mon...	Social Aw...	Emotio...
Irene Abbott	1	2.6	2.6	2.1	2.8	4.1	1.2
Mirra Ande	1	1.4	2.1	1.2	2.8	3.9	1.6
Ronald Andrews	5	3.8	4.4	3.5	4.3	4.3	3.5
Elda Areott	5	4.1	3.9	3.5	4.3	4.9	3.2
Andrea Ashby	6	4.1	4.0	4.2	5.0	5.0	3.9

Panorama: Student Level



Student Profile: Intervention Planning

Create an intervention plan

What type of intervention are you planning?

ELA Math Other Academics Behavior Attendance SEL

Tier

Tier 2 Tier 3

What is your goal for Gary?

Master multiplication and division of complex fractions.

Which intervention strategies will you use?

Math Tera Drill Add custom strategy

Champion

Liana Leahy

Build comprehensive intervention plans for students to help them build skills or reach specific goals.

Lincoln Middle School
Data synced about 2 hours ago

Find a student Student Success Surveys Playbook

District School **Students** Groups Interventions

Create a support

Type a note...

Did you take any actions? (optional)

Call home
 Classroom observation
 Home visit
 Parent meeting
 Student meeting

Notes are visible to all colleagues

Support notes

Lauren H. 2/8/19
[Call home](#)

Spoke to Gary's father about recent absences. Will send a

[Show more](#)

Entered Mathematics Tier 2 intervention on 2/28/19

2017-2018 **2018-2019 (current)**

How is Gary progressing this year?

	Q1	Q2	Q3 (current)	Q4
Academics	D	D	D-	
Attendance	10	9	8	
Behavior	0	0	0	
SEL	1	2	5	

Intervention Plans

[Create Plan](#)

Mathematics Tier 2 On track

Week 1 2 3 4 5 6

700 700 705 710

Entered Feb 28, 2019 Today Expected completion Apr 11, 2019

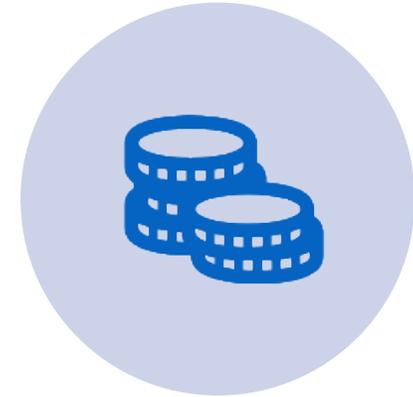
Panorama-Funding



RECOMMEND SECURING 3-
YEAR CONTRACT



\$72,238/YEAR



FUNDING SOURCE
ESSER II AND/OR III

Essential Components of MTSS

• **Data-Based Decision Making**

- MTSS grade level teams
- Weekly analysis of grade level data by MTSS teams
- Weekly report out of progress at Building Leadership Team Meetings
- Monthly report out of progress at District Leadership Team Meetings

• **Planning and Implementation Support**

- Release time for core teachers on MTSS grade level teams
- Weekly MTSS grade level team meetings
- Weekly Alpha Split PPS team meetings
- Monthly ILT meetings
- Regular meetings with outside professional development provider
 - Building team (Principal and Grade Level Coordinators)
 - District team (Assistant Superintendent for Educational Services, Director of Special Services, Director of Student Support Services)
- Coaching sessions for MTSS grade level teams with outside professional development provider.
- School Improvement Days

District and School Improvement Center at American Institutes for Research (AIR)-Funding

- Phase 1: \$30,200
- Phase 2: \$21,800
- Phase 3: \$144,100
- Total: \$196,100
- Funding source: ESSER II and/or III



Joliet Township High School District 204 and American Institutes for Research

A Partnership to Build Capacity & Sustain Improvements

Betheny Lyke, Ed.D, Director

Selma McDonald, Ed.D, Technical Assistance Coordinator

May 18, 2021

AIR's District and School Improvement Center

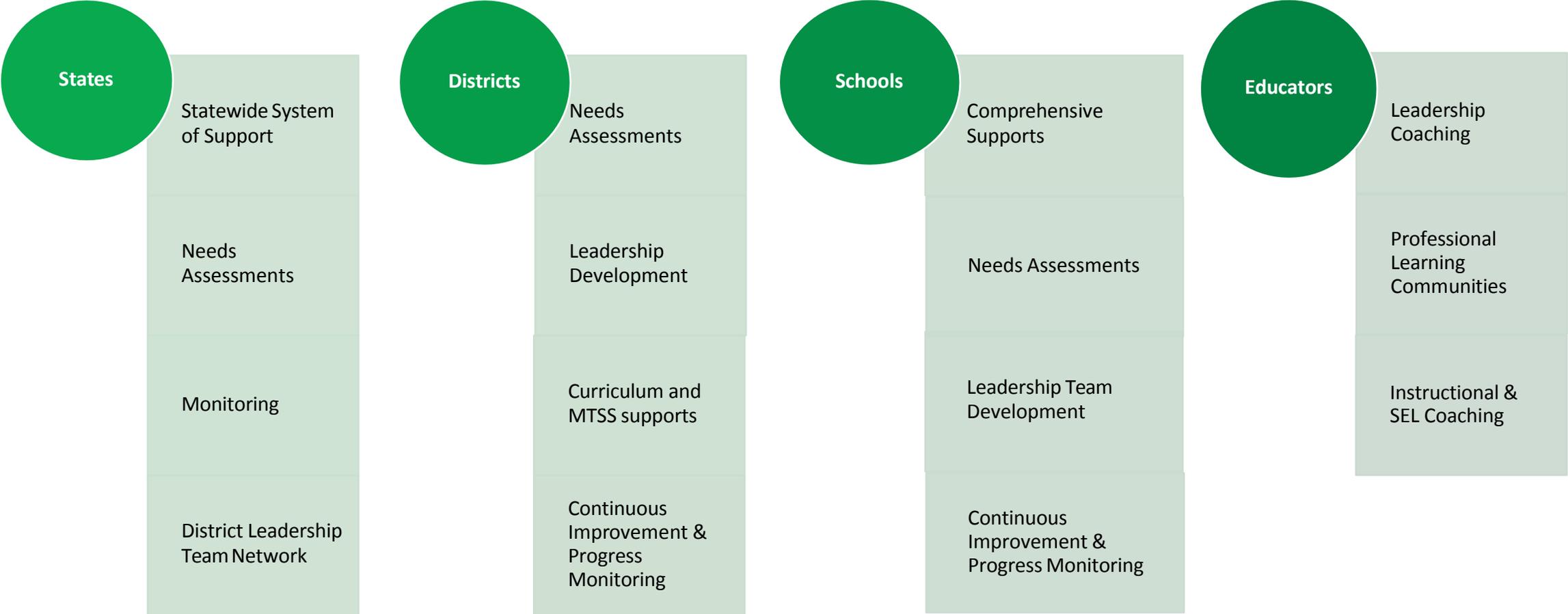
Our work is based on a framework that is **grounded in research** and **refined by practice**.

One size does not fit all—we **identify specific needs** to guide a district or school through modifying existing programming or starting fresh.

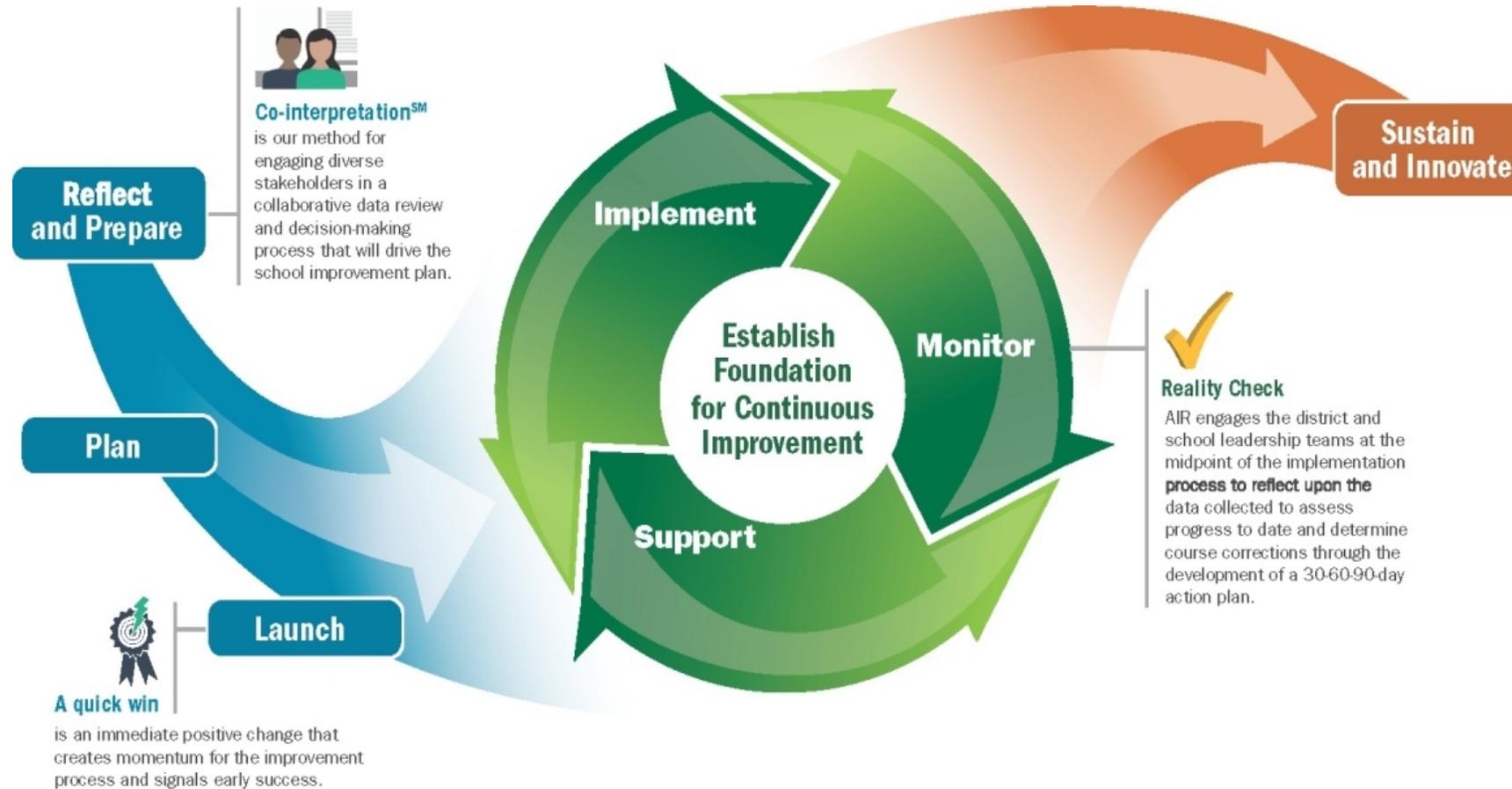


Real-world, Hands-on

Building Systemwide Capacity



Achievement Path



Joliet 204 and AIR Partnership-Implementation



- Multi-tiered System of Support (MTSS)
- Professional Learning Communities (PLCs)

2021 Scope of Work – MTSS

PHASE 1	PHASE 2	PHASE 3
<p>MTSS training for district and school administrators.</p> <p>Consultation with district leadership to debrief and plan to ensure alignment with other district initiatives.</p>	<p>Trainings on the essential components of MTSS for Joliet Central and Joliet West MTSS teams (8 teams-4 teams per school).</p> <p>MTSS needs assessment, analyses, action planning and implementation training for each of the eight MTSS teams.</p> <p>Coaching sessions for each of the eight MTSS teams to develop an action plan for MTSS implementation.</p>	<p>Individualized monthly implementation coaching for each of the eight MTSS teams.</p>

2021 Scope of Work – PLC

PHASE 1	PHASE 2	PHASE 3
<p>Review the district's instructional team practices and establish expectations for activities and documentation to inform professional learning.</p>	<p>Professional learning sessions on the six attributes of PLCs and effective PLC implementation and leadership.</p>	<p>Monthly onsite job-embedded coaching for four individual instructional teams (Social Studies, Math, Science, English) to support implementation of protocols and data review.</p>

Customized Solutions

“The partnership that we have with AIR was invaluable to me in my first year as superintendent. I could have done this lift by myself, but the far greater value was the collaboration. AIR really helped to leverage the ownership from all the stakeholders and to foster their value and their input in the process. I credit AIR for the leadership and guidance to make it happen.”



*Dr. Jennifer Norrell
Superintendent, East Aurora School District 131, Aurora, Illinois*