Compliance and Improvement Monitoring for Significant Disproportionality (CIM for Sig Dis)

Educational Partners

September 18, 2024






North Monterey County Unified School District

dreaming, engaging, and achieving together

Sign-In



Hoja de Inscripción

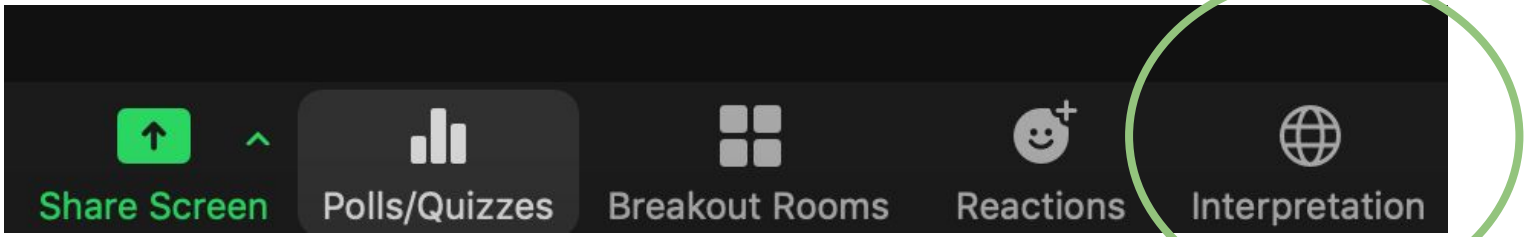
¿Necesita interpretación?

Hello!
Bonjour!
¡Hola!
Ciao!
您好



Brenda Amador

District Interpreter/Translator



Group Norms



Stay Engaged

Mantenga su compromiso



Speak your Truth

Di tu verdad



Experience Discomfort

Experiencia la incomodidad



Accept and Expect Non-closure

Aceptar y esperar que la conversación va continuar

Celebrations & Recognitions





What to Expect...

- CIM for Sig Dis Process
- Root Cause & Target Population Review
- Action Plan - Outcomes & Activities
- Validate Plan!
- Next Steps

CIM for CCEIS Process

(Compliance and Improvement Monitoring for
Comprehensive Coordinated Early Intervening Services)

Apply a Cultural Lens throughout the Process

Step 1: Gather and Inquire

Step 2: Data and Root Cause Analysis

Step 3: Plan for Improvement

Step 4: Implementing and Monitoring



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Root Cause Analysis

Due to a cumbersome data system, lack of opportunities for families to engage, lack of training, lack of clarity on teacher's role in the MTSS process, and the lack of an interdepartmental leadership team to support the implementation of the data system, staff are not currently using reliable data (e.g., accessing and analyzing data patterns in behaviors, chronic absenteeism, and universal social-emotional screener data) or collaborating in grade level and intervention teams in order to identify and appropriately allocate resources, interventions, and progress monitor within an MTSS.



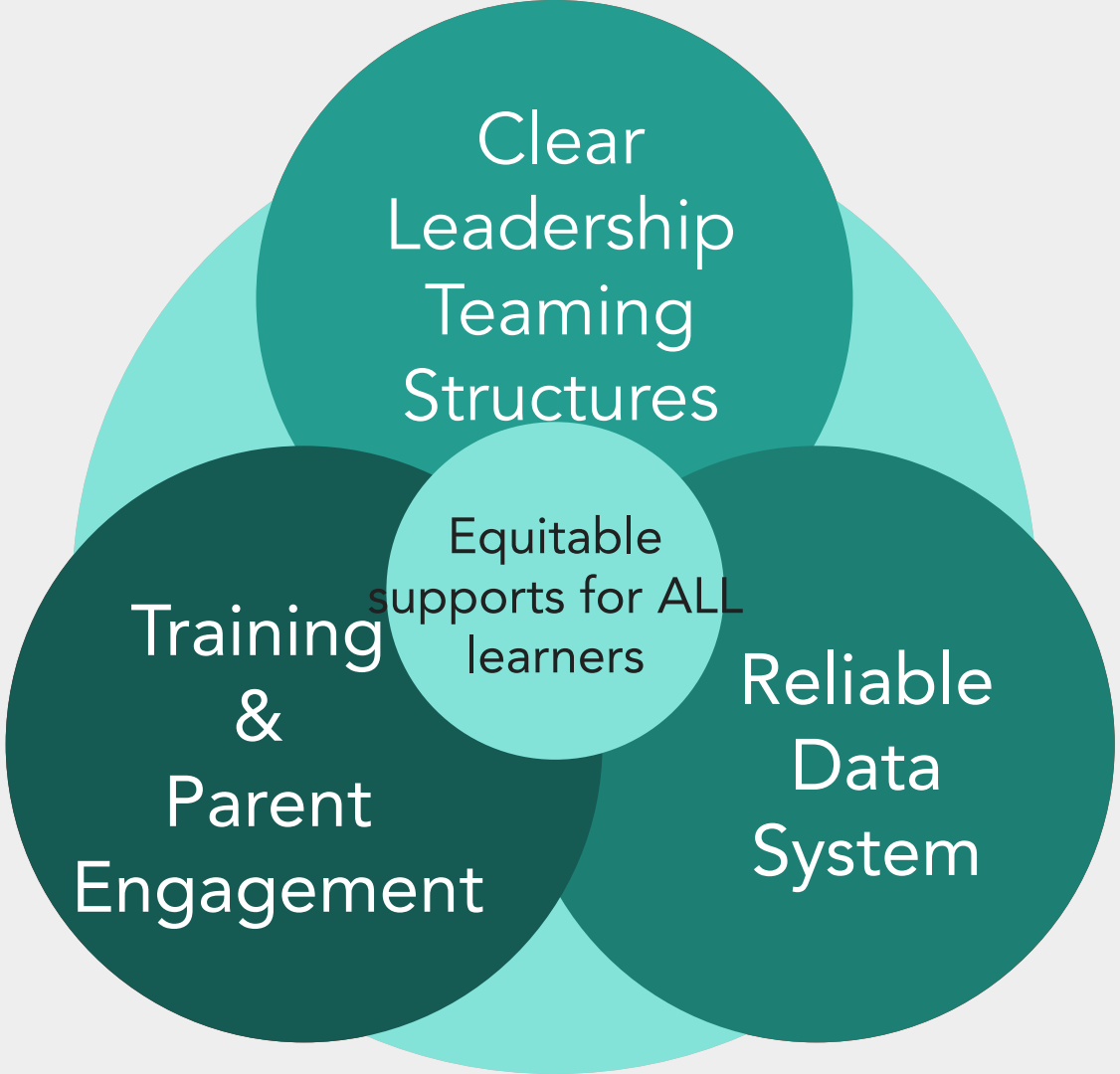
Target Population

1ST and 2ND grade students at Echo Valley Elementary who are in “need” on the District’s universal SEL screener (E.G. DESSA) **OR** that remain in the “low” range for decoding at the 2nd administration of the district’s ELA Benchmark assessment (e.g. iReady)

AND

5th and 6th grade students at Echo Valley Elementary who have at least 2 major behavioral incidents related to causing harm by October OR 4 minors for the same incident within a two week period




Clear
Leadership
Teaming
Structures
Equitable
supports for ALL
learners
Training
&
Parent
Engagement
Reliable
Data
System

Targeted Tiered Intervention for Students

By September 2026, with the support of targeted and tiered intervention, learners in the target population will make progress on the DESSA as measured by moving out of the "needs for instruction range" in one, or more, competencies, and/or improving their decoding skills.

1.1. The District will ensure DESSA baseline data is completed for all students.

1.2 The District will ensure ELA academic baseline data is completed for all students.

1.3 The District will provide an academic intervention related to decoding (e.g. Benchmark Phonics) to learners in the target group, which will result in learners increasing their decoding skills as measured by the results of the District's universal ELA screener (administered three times a year). Reinforcement will be provided to learners for participating in interventions and meeting their personal goals.

Targeted Tiered Intervention for Students

By September 2026, with the support of targeted and tiered intervention, learners in the target population will reduce office discipline referrals as measured by no more than 1 minor or major behavioral incident within the first six weeks following the intervention.

2.1. All staff will receive an annual refresher on major and minors and related data entry via the District's student information system.

2.2 Site based administrators will receive a refresher on the response to behavior matrix and alternatives to suspensions.

2.3 Learners will receive targeted behavioral intervention (e.g., CICO) for six to eight weeks. Reinforcement will be provided to learners for participating in interventions and meeting their personal goals.

Data Platform

By September 2026, Branching Minds, a MTSS data system platform will be expanded at the target population site (Echo Valley) and systematically utilized to appropriately allocate resources for learners within a MTSS framework for the purposes of reducing the risk ratio of Autism and Other Health Impairment to under 3.0 respectively.

3.1 The District will pilot a MTSS data system platform (Branching Minds) to progress monitor learners' response to intervention to allow for easily accessible data to maximize teams ability to make student-centered decision.

3.2 The usage of Branching Minds will be monitored by the CIM for SigDis Program Lead and ongoing training will be provided to key staff at the target school site.

3.3 Case studies will be conducted to ensure equitable access to tiered interventions and that students are matched to interventions based on data.

3.4 Implement and expand intervention menu with trusted, research-based strategies that match student needs (i.e. Intervention Mapping with site, MTSS Data Platform housing Tier 1,2,3 for progress monitoring).

Leadership & Professional Development

By September 2026, the established multi-tiered student support leadership team, including key partners (e.g. IT representative, TOSA, EL Specialist, School Psychologist, CCEIS Program Lead, Administrator), will continue to support the implementation of the Branching Minds pilot and support the site-based team on how to review and analyze schoolwide data to adequately and appropriately match learners to tiered interventions.

4.1 The District will expand the work of the multi-tiered student support leadership team, that meets at least monthly to continue to align and collaborate on MTSS policies and procedures.

4.2 The CIM for SigDis Program Lead will attend each Coordination of Services Team (COST) meeting at the target school site to guide the team in the implementation of MTSS and monitoring of student progress.

4.3 The multi-tiered student support leadership team and site-based MTSS team will receive additional professional development to provide clarity on teaming structures and support their implementation of MTSS (ex: MTSS Professional Learning Institute, CA PBIS Conference).

4.4 The District will provide trainings on 504 processes.

Parent Engagement

By September 2026, families at the target school site will have increased opportunities to engage with the school as measured by maintaining or increasing ratings of 'Parent Involvement in Schooling' on the CHKS (baseline of 78%).

5.1 The District will continue to host annual events to highlight the variety of learning styles (ex: Neurodiversity event).

5.2 The District will engage with families via variety of communication methods and languages to support their involvement at the target school site (ex: School Site Council, PTA, ELAC, Cafecitos).

5.3 A District working group will be established to develop a Student and Family SST handbook.

Next Steps...



Thank you!