Strategic Plan Update
Education Committee, January 8, 2018
Expect great things.
Pittsburgh Public Schools
Agenda

- Review theme 1 of the strategic plan to ‘create a positive and supportive school culture’
- Provide an update of keys efforts within this theme related to implementing:
  - A Multi-Tiered System of Support (MTSS)
  - Positive Behavioral Interventions and Supports (PBIS)
  - Restorative Practices (RP)
  - Student Assistance Program (SAP)
It All Starts with MTSS...

Multi-Tier System of Supports (MTSS)

**Tier 1: Aligned Foundational Standards for All Children**
- All students received high-quality curriculum and instruction in the general education classroom. The teacher assists students.
- Supports:
  - English Language Arts (ELA): Edmentum Adaptive Intervention Solution, 1st Extension Options Novel, K-2 Reading Comprehension, Read Naturally, Read Aloud, Read L1 L2, Core Extension
  - Mathematics: Edmentum Adaptive Intervention Solution

**Tier 2: Supplemental Supports & Interventions for Some Students**
- School provides supplemental instruction support, usually in small groups, to students who need additional support.
- Supports & Interventions:
  - English Language Arts (ELA): Edmentum Adaptive Intervention Solution, 1st Extension Options Novel, K-2 Reading Comprehension, Read Naturally, Read Aloud, Read L1 L2, Core Extension
  - Mathematics: Edmentum Adaptive Intervention Solution

**Tier 3: Intensive Supports & Interventions for a Few Students**
- Intense instructional support to the students with the greatest needs, with frequent progress monitoring.
- Supports & Interventions:
  - English Language Arts (ELA): Edmentum Adaptive Intervention Solution, 1st Extension Options Novel, K-2 Reading Comprehension, Read Naturally, Read Aloud, Read L1 L2, Core Extension
  - Mathematics: Edmentum Adaptive Intervention Solution

**Behavioral Supports & Interventions**
- Student-centered planning is used to develop customized interventions with frequent progress monitoring.
- Supports & Interventions:
  - Positive Behavior Interventions and Supports (PBIS): Restorative Practices, Student Assistance Program (SAP), Social Skills Training, Therapeutic Support, No-Promise Rehabilitation for Empowerment, Natural Supports, Education, and Work (RRENEW), Alternative Education Program, Social Emotional Learning

**Academic Supports & Interventions**
- Intense instructional support to the students with the greatest needs, with frequent progress monitoring.
- Supports & Interventions:
  - English Language Arts (ELA): Edmentum Adaptive Intervention Solution, 1st Extension Options Novel, K-2 Reading Comprehension, Read Naturally, Read Aloud, Read L1 L2, Core Extension
  - Mathematics: Edmentum Adaptive Intervention Solution

Expect great things.
MTSS is a model of schooling which integrates evidence-based problem solving for academic and behavioral instruction. The integrated instruction is delivered to students based on needs in varied intensity levels (multiple tiers). The goal of need driven decision making is that ALL students achieve and/or exceed proficiency.
...MTSS is a Critical Lever for Achieving our Strategic Plan Outcomes

Robust Multi-Tiered System of Support (MTSS)

Proactive Supports

Timely Supports

Reduction in school-based disciplinary actions
Enhancement of school culture & climate
Students are better equipped for post-secondary success (College, Career and Life)

Expect great things.
PBIS is a data-driven decision making framework for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students and staff with the goal of increasing effectiveness and efficiency and ensuring a process for continuous improvement.
## 17-18 PBIS Training Professional Learning Roadmap

### Tiered Fidelity Inventory (TFI) Sub-Scale: Team

<table>
<thead>
<tr>
<th>TFI 1.1</th>
<th>Team Composition</th>
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<tbody>
<tr>
<td>TFI 1.2</td>
<td>Team Operating Procedures</td>
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### TFI Sub-Scale: Implementation

<table>
<thead>
<tr>
<th>TFI 1.3</th>
<th>Behavioral Expectations</th>
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<tbody>
<tr>
<td>TFI 1.4</td>
<td>Teaching Expectations</td>
</tr>
<tr>
<td><strong>TFI 1.5</strong></td>
<td>Problem Behavior Definitions</td>
</tr>
<tr>
<td>TFI 1.6</td>
<td>Discipline Policies</td>
</tr>
<tr>
<td>TFI 1.7</td>
<td>Professional Development</td>
</tr>
<tr>
<td><strong>TFI 1.8</strong></td>
<td>Classroom Procedures</td>
</tr>
<tr>
<td>TFI 1.9</td>
<td>Feedback and Acknowledgement</td>
</tr>
<tr>
<td>TFI 1.10</td>
<td>Faculty Involvement</td>
</tr>
<tr>
<td>TFI 1.11</td>
<td>Student/Family/Community Involvement</td>
</tr>
</tbody>
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### TFI Sub-Scale: Evaluation

<table>
<thead>
<tr>
<th>TFI 1.12</th>
<th>Discipline Data</th>
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</thead>
<tbody>
<tr>
<td>TFI 1.13</td>
<td>Data-based Decision Making</td>
</tr>
<tr>
<td>TFI 1.14</td>
<td>Fidelity Data</td>
</tr>
<tr>
<td>TFI 1.15</td>
<td>Annual Evaluation</td>
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</tbody>
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### 8 Classroom Management Practices

1. Arrange orderly physical environment
2. Define, Teach, Acknowledge Rules and Expectations
3. Define, Teach Classroom Routines
4. Employ Active Supervision
5. Provide Specific Praise for Behavior
6. **Continuum of Response Strategies for Inappropriate Behaviors**
7. Class-Wide Group Contingency
8. Provide Multiple Opportunities to Respond
Restorative Practices are based on principles and processes that emphasize the importance of *positive relationships* as central to building community and repairing relationships when harm has occurred.

- Focus on
  - Developing and maintaining relationships
  - Building a healthy community that values all
  - Collaborating to solve problems
  - Enhancing responsibility and accountability
  - Addressing misbehavior and conflict productively
Restorative Practices vs. Restorative Justice

**Restorative Practices**
- Largely *proactive*
- Informal and formal processes that *precede and respond* to wrongdoing
- Focus on building relationships and a sense of community to prevent conflict and wrongdoing

**Restorative Justice**
- Largely *reactive*
- Informal and formal *responses* to crime and other wrongdoing *after it occurs*
- Focus on repairing harm caused by a wrongdoing
<table>
<thead>
<tr>
<th>Grade Band</th>
<th>PERC Schools (22)</th>
<th>New RP Schools (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5</td>
<td>Arsenal; Banksville; Beechwood; Concord; Faison; Linden; Minadeo; Phillips; Spring Hill; West Liberty; Westwood</td>
<td>(Crescent Early Childhood Center); Lincoln; Miller; Weil</td>
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<tr>
<td>K-8</td>
<td>Greenfield; Langley; Mifflin; Morrow</td>
<td>King; Manchester</td>
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<tr>
<td>6-8</td>
<td>Allegheny; South Brook; South Hills; Sterrett</td>
<td></td>
</tr>
<tr>
<td>6-12</td>
<td>CAPA; Sci Tech</td>
<td>Milliones University Prep; Westinghouse</td>
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<tr>
<td>9-12</td>
<td>Brashear</td>
<td>Perry</td>
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<tr>
<td>Special Schools</td>
<td></td>
<td>Oliver Citywide Academy</td>
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The Student Assistance Program (SAP) has been a foundational state-mandated intervention provided within each of our schools.
Pennsylvania’s Student Assistance Program (SAP) is designed to assist school personnel in identifying issues including alcohol, tobacco, other drugs and mental health issues which pose a barrier to a student’s success. The primary goal of the Student Assistance Program (SAP) is to help students overcome these barriers in order that they may achieve, remain in school and advance.
Hallmarks of SAP

• Includes individual and small-group prevention and intervention services.

• Uses an unique model whereby our schools are licensed as outpatient mental health sites to assure on-site behavioral health counseling for students in need through a partnership with Allegheny County Department of Human Services (DHS).

• Annually, PPS affords a 3-day training in March 2017 for new staff serving on the SAP team to become certified; This training is offered in the spring in preparation for the upcoming school year.

• Monitoring and support is provided by Student Support Services.

Expect great things.
Resources to Support the Work...

- Extensive professional development and training
- Support staff to build the capacity of school-based personnel for the culture and climate efforts and provide technical assistance:
  - Learning Environment Specialists: 12 (6 centrally embedded within each Network and 5 school-based)
  - Restorative Practices Project Manager and Coach
  - External technical assistance
  - PaTTAN and Mid-west PBIS Network (national trainers)
Thank You!