

Tucson Unified
S.T.E.A.M. Schools
Award-Winning
Choice
Heritage
Career Readiness
Responsibility
Technology
Caring
Communication
Graduate
College
Early Childhood
Kids
Diversity
S.T.E.M.
Middle
Elementary
K-8
High
Magnet
Character
Hope
Inspire
Achieve
Family
Educate



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LSC Program Evaluation

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Inception of the Learning Supports Coordinators (Under Academic Asst. Supt.)

LSC designated as the RPPSC for sites: Restorative and Positive Practices Site Coordinator. VI.C.2

Moved from Guidance and Counseling to Curriculum & Instruction Program Evaluation conducted

2010-11

2011-12

2012-13

2013-14

2014-15

Restorative Practices and PBIS: ES/K8/MS centrally-based, HS site-based (Under Guidance and Counseling)

LSC role evolving with the USP

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What is an LSC?

- Exempt Coordinator (Classified Employee)
- 9.5 month employee
- Eight (8) hour work day (not including lunch)
 - 7:30 AM – 4:30 PM
- Funded from central desegregation budget
- Evaluated on the classified evaluation tool
- Is not eligible for 301 monies (regardless of certification)

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What an LSC is not?

- An LSC is not:
 - A principal designee
 - A disciplinarian
 - A site-based nor site-defined position
 - A student supervisor / monitor
 - A classroom teacher nor has a direct teaching assignment
 - A substitute teacher
 - An evaluator

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Overall Commendations

- Learning Supports Coordinators are committed to serving students
- Principal and teachers value the Learning Supports Coordinator role
- District leadership is committed to evaluation and adjusting the Learning Supports Coordinator role in order to have the greatest impact
- Learning Supports Coordinators are committed to their role and willing to reflect and evolve

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Functional Areas

1. Positive Behavioral Interventions and Supports (PBIS)
2. Restorative Practices (RP)
3. Advanced Learning Experiences (ALE)
4. Data Management
5. Multi Tiered System of Support (MTSS)
6. Assessment

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1) Positive behavior Interventions and Supports (PBIS)

Most administrators think the LSC plays an important role in implementing PBIS.

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1) Positive behavior Interventions and Supports (PBIS)

Definition of Success

- The LSC is expected to lead implementation efforts of PBIS in his / her building
- The LSC will ensure staff are trained and equipped in PBIS strategies

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1) Positive behavior Interventions and Supports (PBIS)

School Level	Percent of the Week Spent on PBIS Activities
Elementary	8%
K-8	3%
Middle	6%
High	1%

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1) Positive behavior Interventions and Supports (PBIS)

- Increase time spent on PBIS across the district
- Track and analyze the number of referrals, positive and negative
- PBIS Team at every site and a District PBIS Team

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2015-16 PBIS

- PBIS (Team Member / data collector)
- Support Site Administrator in building a positive Culture and Climate at his / her site.
- Facilitate monthly meeting to review site discipline data, identify trends, and develop and implement action plans to address the identified areas.

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2) Restorative Practice (RP)

- 80% of principals believe that the LSC plays an important role in leading restorative practices with nearly half strongly agreeing.

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2) Restorative Practice (RP)

- The LSC will lead restorative practice circles / conference and train teachers to do so as well
- The LSC will serve as the informal point person in the schools for positive behavior supports, separate from disciplinary measures

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2) Restorative Practice (RP)

School Level	Percent of the Week Spent on Restorative Practice Activities
Elementary	10%
K-8	8%
Middle	12%
High	2%

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2) Restorative Practice (RP)

- Assess the comfort level of LSC in training staff on Restorative Practices
- Increase training of staff by LSC on Restorative Practices
- Track and monitor implementation Restorative Practice conferences, circles and who leads them (LSC, Counselor, Administrator, Teacher...)

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2015-16 Restorative Practices

- Restorative Practices (Site Trainer)
- Provide targeted support to LSCs who might need more training in the area of Restorative Practice
- Job-embed Restorative Practice training via gradual release mode
- |
- Train staff how to document Restorative Practice supports

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3) Advanced Learning Experiences (ALE)

Has been removed from your functions for 2015-16

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4) Data Management

The LSCs have a strong understanding of the data metrics to be monitored as part of ensuring that the school is in line with the Unitary Status Plan.

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4) Data Management

- The LSC should facilitate a data meeting once a month with school leadership and staff
- The LSC also should conduct a weekly review of comprehensive data for their school, aligned to the Unitary Status Plan
- The LSC should ensure collection, use, and review of data as it relates to MTSS

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4) Data Management

School Level	Percent of the Week Spent on Data Activities
Elementary	7%
K-8	5%
Middle	7%
High	9%

Includes time spent in data meetings with parents, students, and teachers.

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4) Data Management

- Strengthen this area of data collection of behavioral incidents (relates back to PBIS)
- Monthly meeting solely for evaluating and analyzing site behavior / discipline data
- Data meetings with parents, students, and teachers should be documented and tracked.

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2015-16 Data Management

- Data Collector (behavior / discipline, facilitate monthly meetings)
- Facilitate monthly meeting to review site discipline data, identify trends, and develop and implement action plans to address the identified areas.
- Follow up with MTSS for students that might be identified via analysis

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5) Multi Tiered System of Support (MTSS)

56% of elementary teachers feel the process is working at their schools.

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5) Multi Tiered System of Support (MTSS)

- The LSC should facilitate regular MTSS meetings with a building-based team (i.e. principal, classroom teacher, student equity personnel, counselor...)
- The LSC should decide with the team which interventions (academic and / or behavioral) are appropriate
- The LSC should follow up on intervention implementation

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5) Multi Tiered System of Support

School Level	Percent of the Week Spent on MTSS Activities
Elementary	33%
K-8	19%
Middle	29%
High	15%

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5) Multi Tiered System of Support (MTSS)

- Continue to track MTSS data by number of students referred by grade and ethnicity and the number of students moved across tiers and add academic to behavior
- Increase the role of the principal in the MTSS process to ensure time and other staff members are dedicated to the process
- The role of the LSC will vary depending on the resources available at each site (MTSS core team)

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2015-16 MTSS

- MTSS (Facilitator / Lead)
- Identify a “core” MTSS site team that includes site administrator.
- Continue to track students moving between tiers both academic and behavior.
- The role of the principal is key in this process

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6) Assessment

Has been removed from your functions for 2015-16

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In Summary

- Realign the reporting structure
- Provide targeted professional development to LSCs
- Narrowing the focus of the role
- Streamline the multiple sources of influence that impact how LSCs spend their time and in which areas they focus

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In Summary

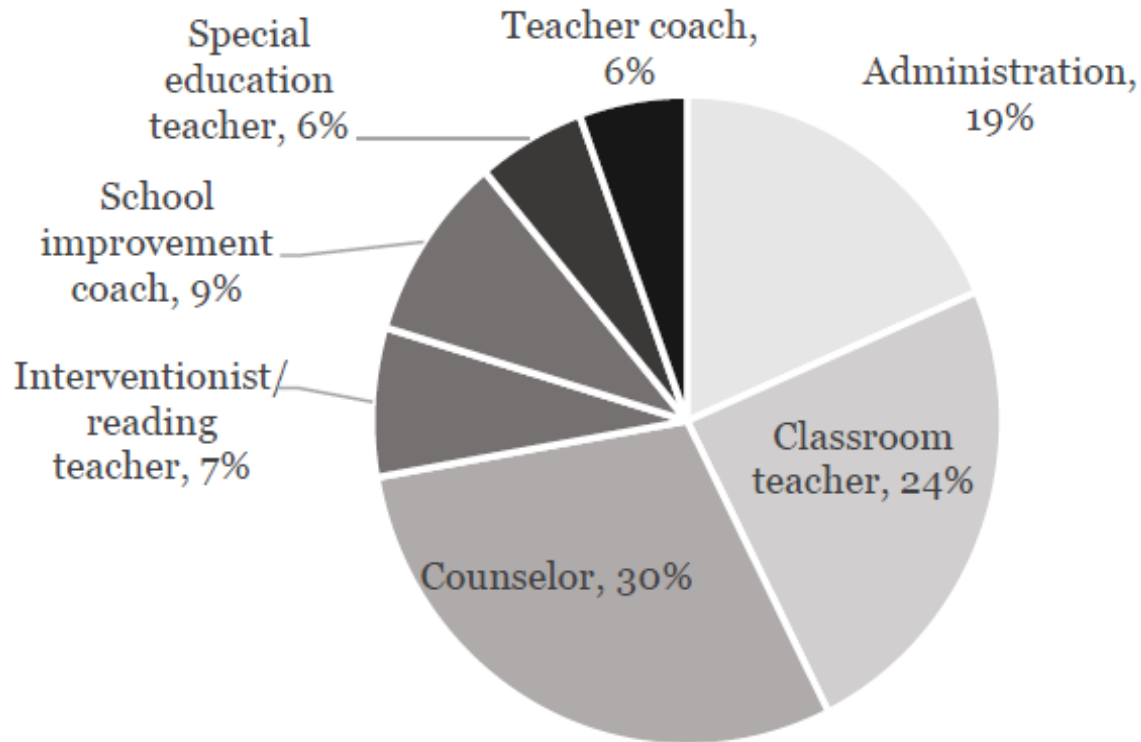
- PBIS (Team Member / data collector)
- Restorative Practices (Site Trainer)
- MTSS (Facilitator / Lead)
- Data Collection (behavior / discipline, facilitate monthly meetings)

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2014-15 Composition



n=54

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Questions?

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Inspire
Achieve
Family
Character
Hope
Educate

