



Supporting the Whole Child

District 97: MTSS, PBIS, & Title I
January 10, 2017

D97 Vision

To create a **positive learning environment** for all District 97 scholar that is **equitable, inclusive** and focused on the **whole child**



D97 Universal Goals

To ensure every scholar is challenged and engaged

All scholars have access to programs and supports to prepare them for success
in high school

We support every scholar to be a critical thinker, ready to contribute to their
community

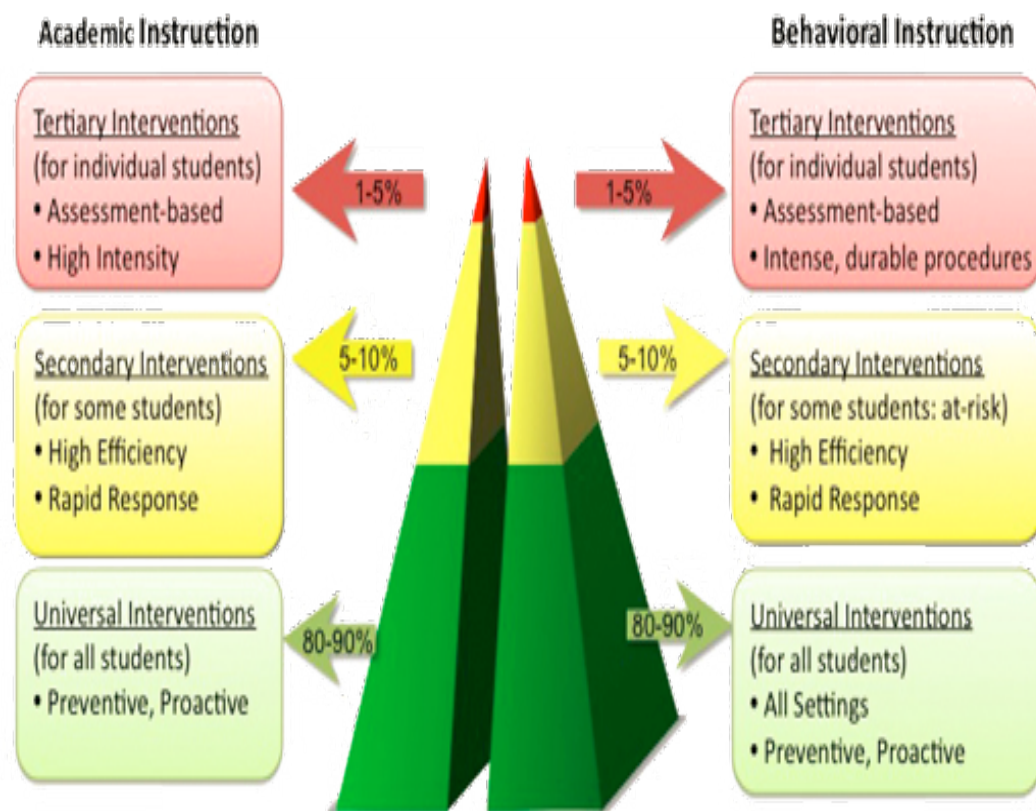
Each scholar is known for who they are and their unique needs are met

MTSS Defined:

Multi-Tiered Systems of Support (MTSS)

A coherent continuum of research based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each student to achieve to high standards.

Designing Schoolwide Systems for Student Success



Essential Components of an impactful and coordinated system of supports:

Coordinated and systematic processes for reviewing and responding to student academic and behavioral data

Progress monitoring systems that serve as both “temperature checks” and a means of informing instruction and intervention

Delivery of research based interventions with fidelity

Family, school ar



Examples of MTSS Tiers of Support

Tier 1	<ul style="list-style-type: none">● Eureka Math● Writing Units of Study● Within classroom, differentiated grouping focused on specific skills● Grade-level intervention/enrichment blocks● WIN (What I Need) block at Brooks/Julian● Second Step
Tier 2	<ul style="list-style-type: none">● Lexia● Moby Max● 95% Group● Check-In/Check-Out● WIN (What I Need) block at Brooks/Julian <p>**In addition to Tier 1</p>
Tier 3	<ul style="list-style-type: none">● Small group or individual support● Functional Assessment and Behavior Intervention Planning <p>**In addition to Tier 1 & 2</p>

History and Principles of PBIS

The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities. The Center was established in 1998.

Core Principles:

1. We can effectively teach appropriate behavior to all children.
2. Intervene early.
3. Use of a multi-tier model of service delivery.
4. Use research-based, scientifically validated interventions to the extent available.
5. Monitor student progress to inform interventions.
6. Use data to make decisions.
7. Use assessment for three different purposes.

Goals for MTSS in 2016-2017

By July 2017:

D97 Instructional Framework is finalized and has been through a multi-stage stakeholder vetting process.

Consistent problem solving models and protocols have been selected for use across the district and documented in the Instructional Framework.

MTSS committee members have come to agreement on what academic and behavioral interventions should be consistent across the district, entrance and exit criteria for interventions, and decisions have been documented in the Instructional Framework.

Principals have received guidance on the creation of master schedules that support MTSS implementation.

A K-1 math screening tool has been piloted and recommended to the BOE for approval.

History of Title I

Title 1 is a supplementary federal funding program aimed to bridge the achievement gap for low-income students. Title I was first enacted in 1965 under the Elementary and Secondary Education Act (ESEA). ESEA was rewritten as No Child Left Behind (NCLB) in 2001 to improve fundamental goals of helping at-risk students. The Every Student Succeeds Act (ESSA) replaced NCLB on December 10, 2015. ESSA will be fully operational in school year 2017-2018. All of these initiatives continued to contain a Title 1 supplementary funding component.



Purpose of Title I

The purpose of Title I, the largest federally funded educational program, is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments

(Elementary and Secondary Education Act (2001))



Basic Principles of Title I

Schools with large concentrations of low-income students will receive funds to assist in meeting the students' educational goals by providing a continuum of supplementary services and resources.

The number of low-income students is determined by the number of students enrolled in the national free and reduced lunch program.



ILLUSTRATION BY CHRISTOPHER DAVID RYAN

CREATIVE MORNINGS + 

How can Title I funds be used?

Curriculum

Instructional activities

Counseling

Parental Involvement

Increase Staff

Program Improvement



Supplement v. Supplant

NCLB grant funds must only be used to supplement (add to) any state or local funds used to provide services, staff programs, or materials. NCLB grant funds cannot be the sole source of funding or used to pay for things that would otherwise be paid for with state or local funds.



Examples of Supplanting

Required by law

Supported last year by local dollars

Provided to everyone

Could this program or expenditure be implemented if federal funds were not available?

Targeted Assistance vs. Schoolwide Programs

Targeted Assistance - Funds are used to provide supplemental educational services only to a select group of students identified (as having the greatest need for special assistance) who are behind academically, or at risk for falling behind on the Illinois Learning Standards.

School Wide – Ensuring that all students, particularly students who are low-achieving, demonstrate at least proficient levels of achievement on the Illinois Learning Standards. At least 40% of the students enrolled in the school, or residing in the attendance area served by the school, must be from low-income families.



Fall Housing

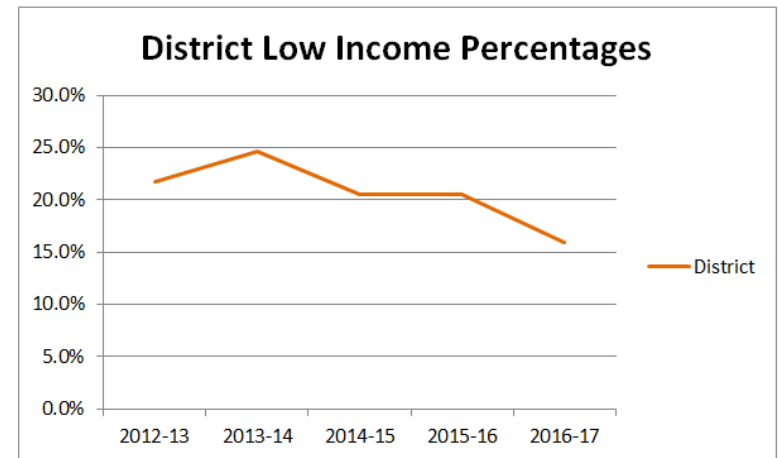
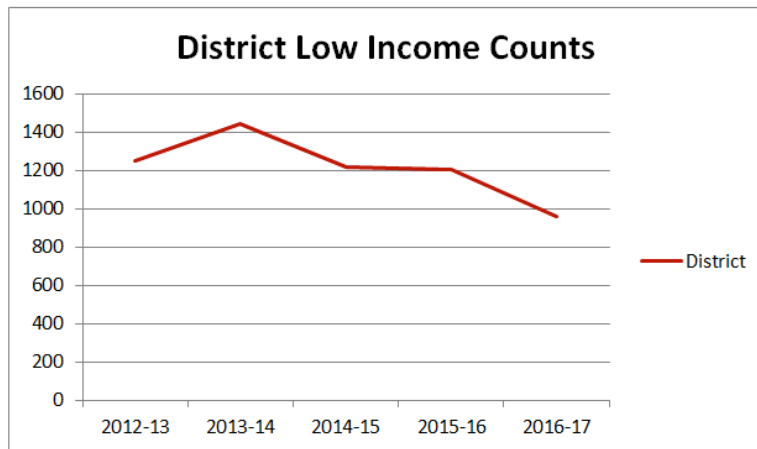
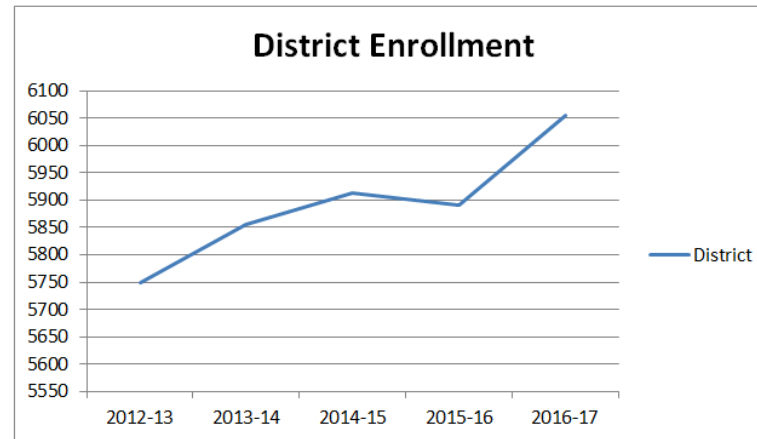
Each year school districts must report to ISBE the number of students enrolled as of the last day in September.

Beginning with the 2008-2009 school year, the school-level fall enrollment counts are based on enrollment and exit dates reported for individual students in the ISBE Student Information System (SIS).

District 97 Title 1 schools are identified as elementary or middle schools that have a percentage of low income students that is higher than the district average.

2012-13 to 2016-17

Enrollment and Low Income Trends



While enrollment has risen, students classified as low income has fallen.

2012-13 to 2016-17

Low Income Percentage Trends

	%Low Income				
	2012-13	2013-14	2014-15	2015-16	2016-17
Beye	24.4%	26.7%	27.1%	27.8%	18.4%
Brooks	25.3%	27.7%	24.8%	23.8%	17.3%
Hatch	23.2%	22.7%	19.3%	16.4%	13.5%
Holmes	19.0%	25.5%	18.3%	21.6%	18.2%
Irving	28.4%	31.7%	25.5%	23.7%	20.4%
Julian	27.5%	29.1%	23.9%	23.5%	17.1%
Lincoln	16.6%	18.0%	17.6%	16.5%	13.1%
Longfellow	21.4%	25.1%	17.3%	16.7%	15.8%
Mann	3.6%	7.0%	5.5%	7.8%	3.9%
Whittier	22.5%	27.9%	21.8%	22.8%	18.8%
District	21.7%	24.6%	20.5%	20.5%	15.9%

The percentage of students classified by the U.S. Department of Education as **low income has fallen across the district.**

In an effort to increase our Title 1 schools, in 2015-16 the district began counting students by home school (the school where the student resides). In prior years, students were counted based on the school they attended.

Questions/Comments?

