

WHS Model Program

MTSS: Embracing ALL Students

West High School (WHS) is the home of the Warriors, and as Warriors we belong to a family, a community, a tribe. West High is a true TRIBE of learners who embrace 'The Way of the Warrior' where no one is left out and everyone is provided access to a multitude of opportunities to stretch, learn and grow in a rigorous, yet caring environment. TRIBE encompasses our school-wide outcomes; not only does it represent our Warriors as a community of learners, it provides us all the responsibilities to reach our full potential whether a student, teacher, parent or administrator on campus. TRIBE represents **T**eamwork, **R**esponsibility and **R**esiliency, **I**nnovation, **B**elief and **E**mpowerment, and guides West High in reaching our mission and goals on campus. Hence, TRIBE is the foundation for our Professional Learning Community (PLC) collaboration, and all we do at West, including the implementation of our model program of Multiple Tiered Systems of Support (MTSS).

TRIBE embedded in MTSS builds on our collective responsibility and fundamental beliefs at West High that: (1.) We as educators accept responsibility to ensure high levels of learning for every child, and (2.) We know all students can learn at high levels, meaning every student will graduate from high school with the skills and knowledge required to continue to learn. West High recognizes that in order for our students to compete in a global society, they must continue to learn beyond high school, and there are many paths for that learning, including community colleges, trade schools, internships, and colleges and universities. Consequently, not all of our students are performing proficiently. Gaps became apparent through the work of our PLCs in analyzing data, common formative assessment results, and answering the four critical PLC questions of: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? And, how will we respond if they already know it?

The West High MTSS framework is a strong model addressing and supporting all five of our Torrance Unified School District's (TUSD) Local Control Accountability Plan (LCAP) goals. Ensuring students have equitable access and are successful within a rigorous standards-based environment; ensuring all underperforming students will meet or exceed standards. Implementing an effective, cohesive and sustainable professional development model that

maximizes the conditions of learning for all students; Providing a school environment which establishes physical safety, cultivates emotional security, and facilitates responsible decision making where students feel connected and engaged in school, and improving parent outreach across TUSD and all school sites to be inclusive of consistent communication especially for significant and underperforming subgroups, by providing further opportunities where parents can contribute and benefit. Although we will not be addressing the layers of MTSS which include parent outreach in this narrative, it is a critical layer in the tiers of our MTSS success and West has increased parent education and learning opportunities the past two years through quarterly evening education nights and monthly 'Coffee with the Counselors' workshops to address student academic, social-emotional and wellness supports.

West High teachers and administrators noticed trends in student achievement data, attendance, behavioral and health and wellness data, in addition to graduation data showing specific subgroups not meeting proficiency. The team began tracking gaps and patterns, noting our English Language Learners, Special Education students, and our demographic Hispanic and African American subgroups showed significant gaps as compared to their peers. Professional Learning Communities and a Response to Intervention framework were implemented at West five years ago. This past year and a half our RTI model has evolved into the Multiple Tiered Support Systems we have today. These frameworks and practices were put into place in response to closing our achievement gaps and in embracing high levels of learning for all students. The MTSS model has provided West High the flexibility necessary to implement tiers that are cumulative rather than moving students from tier to tier in the previous RTI model. First and foremost the West High MTSS framework begins with the strength of the first tier, Tier 1, to include high-quality core instruction delivered with access and accessibility for all, and accommodations. The West High team participated, and continues to participate in multiple PLC and RTI trainings and professional developments, in addition to department specific content, standard and best practices training to ensure Tier 1 curriculum and instruction are delivered with fidelity. Equally important through training and implementation experience, we have found this tiered approach equally beneficial when applied to enriching, and extending our students learning beyond grade level. Students in honors/accelerated coursework also receive highly effective core instruction. Because all students, including those in advanced coursework, do not learn the same way or at the same speed, our Tier 2 interventions, via Warrior Workshop for example, provide these students the additional support

needed to meet more rigorous expectations. Viewing our multi-tiered system of support in this way has helped our PLCs answer the fourth critical collaboration question— how will we respond when our students do learn?

Under MTSS West High has implemented a variety of intervention strategies, best-practices, and programs; for purposes of this narrative response West High will highlight Warrior Workshop (tier 1 and tier 2 culminating intervention), Opportunity (tier 3), and English Language Learner MTSS supports. The MTSS framework and practices at West High are unique to our site and stand out within the Torrance Unified School District as innovative, mobilizing the whole school to act. MTSS has created a culture at West in which there is a shared responsibility and collaboration between all departments, teams, and between general education and special education staff for the purpose of ensuring that the educational needs of every West High student are met.

The beauty of our MTSS cumulative framework is the flexibility it provides students to move between tiers at the same time for various levels and types of support. An example of this cumulative support structure West High implemented three years ago is our Warrior Workshop. Warrior Workshop is a unique Tier 1 and Tier 2 opportunity. Workshop is a tutorial period built into our school day to serve and reach all WHS students in being successful in their academics through tutorial intervention, extension, or enrichment. West High was the first high school in TUSD to implement a tutorial during the school day, and the only high school to implement the tutorial schoolwide, across all departments. Two times a week from 10:59 – 11:28 a.m. on Wednesday and Thursdays, it is all hands on deck for our staff. It is also all hands on deck for student participation. Students are all expected to participate in selecting and attending workshops based on their academic and school day needs. In addition to the “open sessions,” where students sign up for the support they need, teachers can also ticket students for “closed sessions” to work with a small group more intensely and on specific skills to those learners’ needs. Warrior Workshop is also a place where the needs of the ‘whole student’ can be met. Workshops are offered on physical fitness, and on wellness, such as yoga and meditation. In addition, friendship groups and mentoring workshops are offered. Counselors, the librarian, and administration run workshops in addition to the teaching team; it is literally a full team effort.

Workshop topics and lessons evolve from universal screening, formative and summative assessments, and specific or departmental Common Formative Assessments (CFA). Results are used weekly by teachers to determine what essential skills and standards to focus on, reteach, or enrich in workshop. Departments utilize weekly PLCs to both analyze and monitor data to determine what students need and the effectiveness of the workshop interventions. Quarterly CFAs are additionally collected and analyzed by departments, and the MTSS Committee and administration to provide benchmark outcomes. Consistent data analysis and decision making are central to the success of our MTSS framework, and yet we always know there is room for more learning and growth in our analysis and use of data. In addition to Department PLCs meeting weekly, a whole school PLC meets once a month, and our MTSS committee and our Leadership Council both also meet monthly. Leadership Council meets with the intended outcome to provide a structure for teams during their PLC time together to help support the use of progress monitoring and screening data to make efficient and effective decisions about instruction, movement within the multi-level prevention system, and disability identification, as well as to develop and provide professional development to support this PLC structure. Progress monitoring of students is completed through the MTSS committee and PLCs. Outcomes of Warrior Workshop have been numerous as seen in student class progress. In addition annual student surveys have shown an increase in the sense of feeling connect to teachers and school, and the appreciation for receiving extra support within the school day. The PLC process has also tightened and strengthened with the use of CFAs and student data to guide the bi-weekly Workshops, which has additionally better informed and focused daily instruction in the classroom.

Opportunity is a course unique to West High. This offering is a tier 3 support. Opportunity evolved out of the need to support students who weren't responding to interventions, yet didn't qualify for a 504 or an IEP and were increasingly becoming credit deficient. Counselors, teachers and the MTSS team work together to recommend and place students in Opportunity. The goal is to keep these students in school by connecting them to staff and building back their credits, all while gaining new academic and organizational skills. It is a yearlong course, run by two teachers for a smaller student-to-teacher ratio, which focuses on credit recovery, skill building, organization, and subject area supports. The teachers in this class recognize the importance of relationships and connecting students to school. They work very hard to motivate, inspire and build rapport with each student in the class. Intrinsic and extrinsic

motivations are built into the Opportunity class setting. All students 10th, 11th and 12th grade in Opportunity are enrolled in the online credit recovery program Odysseyware. Students are given the length of the school year to complete credit-deficient courses. The Opportunity teachers grade the online assignments and monitor students' progress. In addition to online credit recovery, students' in Opportunity have the charge to complete work for their other classes and receive support at the same time. Opportunity teachers help students to complete their work and add lessons on study skills, test-taking strategies, and organization. Opportunity teachers monitor student grades, maintain consistent contact with parents, and assist students in achieving academic success.

As part of our cumulative MTSS tiered framework, credit recovery is also offered to credit deficient students not in Opportunity, but both as a hybrid summer program and independently in the evening during the school year. These two offerings are for students who don't need the social-emotional or the additional academic support, rather simply time to make up credits.

Through credit recovery MTSS support, Science and English departments had approximately 60% of their participating students in an Odysseyware CR program complete the required CR course with proficiency. Our Special Education had a 100% completion rate. In all, the structure has shown a 50-86% completion rate, depending on the subject/department.

West High has 133 students receiving English Language Development (ELD) services. 13% are Emerging ELD, 73% Expanding ELD, and 14% are Bridging ELD. Students classified as English Learners (EL) receive MTSS tier 2 and/or tier 3 intervention support that incorporate designated ELD instruction. As part of a tier 2 support, EL students have access to three workshop classes as an elective course. These classes provide designated English instruction based on guided reading levels determined by semi-annual reading assessments using running records. All workshop classes are offered during the same period so students can easily move between levels mid-semester which minimizes scheduling disruptions and allows students to be continually challenged. Workshop classes also incorporate Fountas and Pinnell Guided Reading, which provides differentiated instruction to support varying levels of reading proficiency. This instructional approach has been shown to increase literacy in elementary students, and more recently in second language learners. Also, this framework incorporates several research-based strategies, including whole class, homogeneous small group and individual instruction with components such as phonics, spelling, and language instruction, in

addition to fluency and comprehension. West also offers a tier 3 EL Intervention class for EL students who are classified as Long-Term English Learners (LTEL) and need additional support in their regular classes. The EL Intervention class focuses on study skills and is taught by an English teacher with a math lab assistant. Last, West offers a 3-week summer institute as an additional tier 3 support for EL students which focuses on essential literacy skills in reading and writing. All teaching staff are supported through training, professional development and ELD monthly teacher meetings to learn best-practices, understand EL assessments and placement, and support the overall achievement of our ELLs. All communication to our EL families is translated and provided in their home language to further connect families to West High and involved them in their student's learning. The parent English Language Multicultural Advisory Committee meets six times a year to review the ELD program effectiveness, provide input, and advise on the LCAP and SPSA site plans. The results of our implementation of MTSS in ELD has shown remarkable results. The West High EL subgroup has shown the most significant growth on campus. On the CAASPP they made a 28.6% gain in ELA since 2015 and a 14.6 gain in mathematics since 2015. Additional positive growth outcomes are noted below in the following charts:

Fluent - English proficient (FEP): During the last five school years, there has been a steady increase in the number of students identified as FEP.

| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|--|-----------|-----------|-----------|-----------|-----------|
| Percent of Fluent English Proficient Learners | 33.1% | 33.7% | 33.9% | 35.3% | 36% |

Redesignated FEP (R-FEP): The last five years have shown more almost a tripling of the percentage of students being redesignated as fluent English proficient learners.

| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017 - 2018 |
|---|-----------|-----------|-----------|-----------|-------------|
| Percent of Redesignated Fluent English Proficient Learners | 8.4% | 11.1% | 11% | 16.6% | 23.1% |

English Language Proficiency Assessments for California (ELPAC): This assessment is new, hence we have foundational, initial data only at this point.

| Year 2017-2018 |
|------------------------------------|
| Number of Students: 120 |
| Level 4- Well Developed: 59.2% |
| Level 3- Moderately Developed: 25% |
| Level 2- Somewhat Developed: 9.2% |
| Level 1- Beginning Stage: 6.7% |

West High tracks data sets to evaluate the effectiveness of our MTSS framework and to ensure alignment to our site and district's Local Control and Accountability Plan. The TUSD and WHS LCAP consists of five goals, including establishing a learning environment that is conducive to learning, and providing cohesive and continuous opportunities for professional development to ensure high quality and optimal educational institutions. Additionally, creating a student-centered focus in all classrooms with intentional and comprehensive supports that treat each child as an individual to help them grow and maximize their learning potential. Finally, TUSD strives to be an engaged community participant and leader that includes parents, families and the larger community in decision-making as well as builds deep and lasting partnerships with all. Key features new in this year's LCAP that West High has ensured through our model MTSS framework include: (1.) The expanded development of Response to Intervention (RTI) across all grade levels. (2.) A strong, continued focus on Professional Learning Communities (PLC) and Professional Development (PD). (3.) An increased articulated approach to college and career supports for students. (3.) A greater emphasis on counseling and social-emotional supports for students, and (4.) The development of the parent engagement planning team and community support teams

West High has made great early strides in SBAC performance as demonstrated by increases in English Language Arts with a 76% rate of students meeting or exceeding standards, and students exceeded the state average in math performance as demonstrated by a 59% rate of students meeting or exceeding standards. In addition, graduation rates continue at a very high level of 98.5%, largely due to MTSS strategic efforts including concurrent enrollment in credit recovery and grade improvement courses as well as extended day and school year opportunities, Special Day classes, and our academic summer programs. In fact, all of TUSD's

student demographic groups have a graduation rate of 94% or higher (based on ethnic subgroup performance). Rates have increased for our African American and Hispanic demographic groups, linking a direct correlation to both Opportunity class support and credit recovery options. West High A-G rates have additionally increased with intentional focus through our MTSS implementation. In the past three years our A-G rate has increased by 6.0% from 62.80% to 69.7%.

Although it is difficult to measure, West High, supported through our TUSD LCAP has emphasized the importance of effective implementation of standards by dedicating efforts and resources to teacher professional development. The focus of steady and strategic progress in implementing standards extends to our school-based Professional Learning Communities engaging in efforts to build common curriculum while paying close attention to instructional impact as evidenced by common formative assessment results. With regard to targeted and significant subgroups, the efforts of our PLC as well as specific interventions and extended learning opportunities through MTSS have produced noticeable increases in English Learner reclassification rates, as noted above.

The West High annual attendance rate continues to remain high since the implementation of MTSS at approximately 97%, the highest consecutively for three years in TUSD. Our Chronic Absenteeism remains low at 4.7%, compared to TUSD (7.2%), LA County (11.1%) and Statewide (10.8%). Opportunity Class has helped keep our chronic absentee students motivated and in school, and has been a large factor in keeping these students enrolled at West High and not going to a Continuation High School or from dropping out.

West High's MTSS practice requires a schoolwide collective effort, utilizing the specialized training and unique talents of each staff member. This collaborative approach can only be achieved if a school is functioning as a Professional Learning Community. And if a PLC school wants to effectively answer the third critical question of the PLC process—how will we respond when students don't learn? West High has found MTSS as the best way to achieve this outcome.