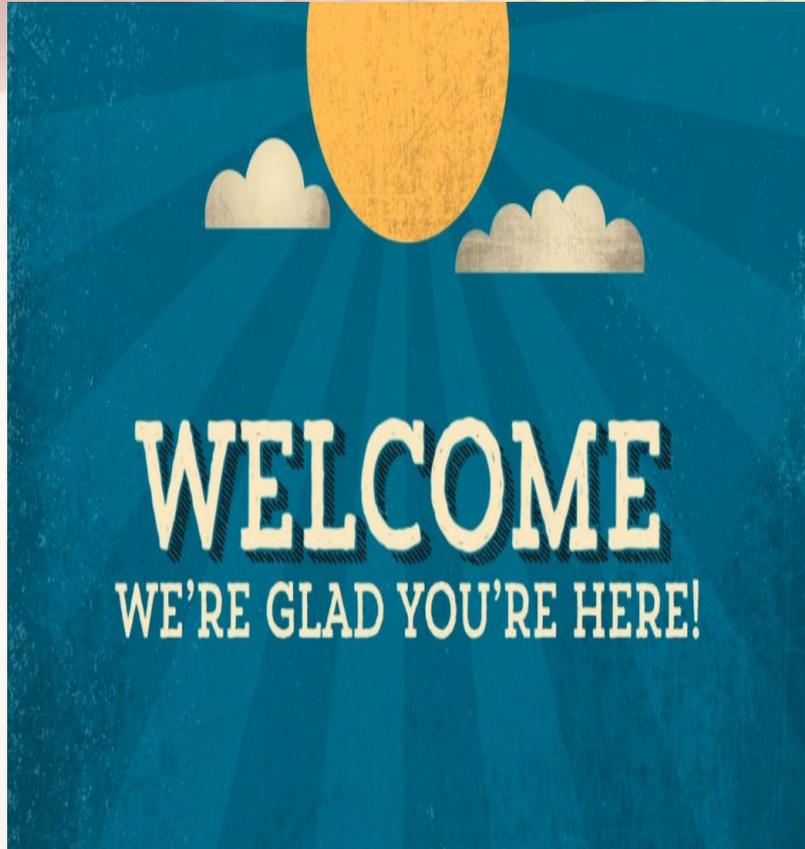# Integrating Whole Child Into Your School Improvement Plan

**Advancing School Mental Health Conference**
**November 8, 2019**

# Who we are . . .



- **Janelle Buchler**
Whole Child Consultant
Jackson County ISD

- **Scott Buchler**
High School Principal
Northwest School District, Jackson

- **Jessica Bucklin**
School Improvement Consultant
Jackson County ISD

- **Dan Luciani**
Assistant Director of Learning Services
Jackson County ISD

# Today's Purpose & Plan

- Gain an understanding of the school improvement planning process

- Reinforce the link between whole child factors, such as mental health, and learning

- Show the connection between whole child and multi-tiered systems of support (MTSS)

- Walk through the process of developing a quality whole child school improvement goal

- Get examples of tools and resources for needs assessment and gaps analysis; resource mapping; and school improvement goal development and progress monitoring

- Opportunities to ask questions and plan for action

# Continuous Improvement Cycle

## What does it look like?

# What Do You Notice?



changed to
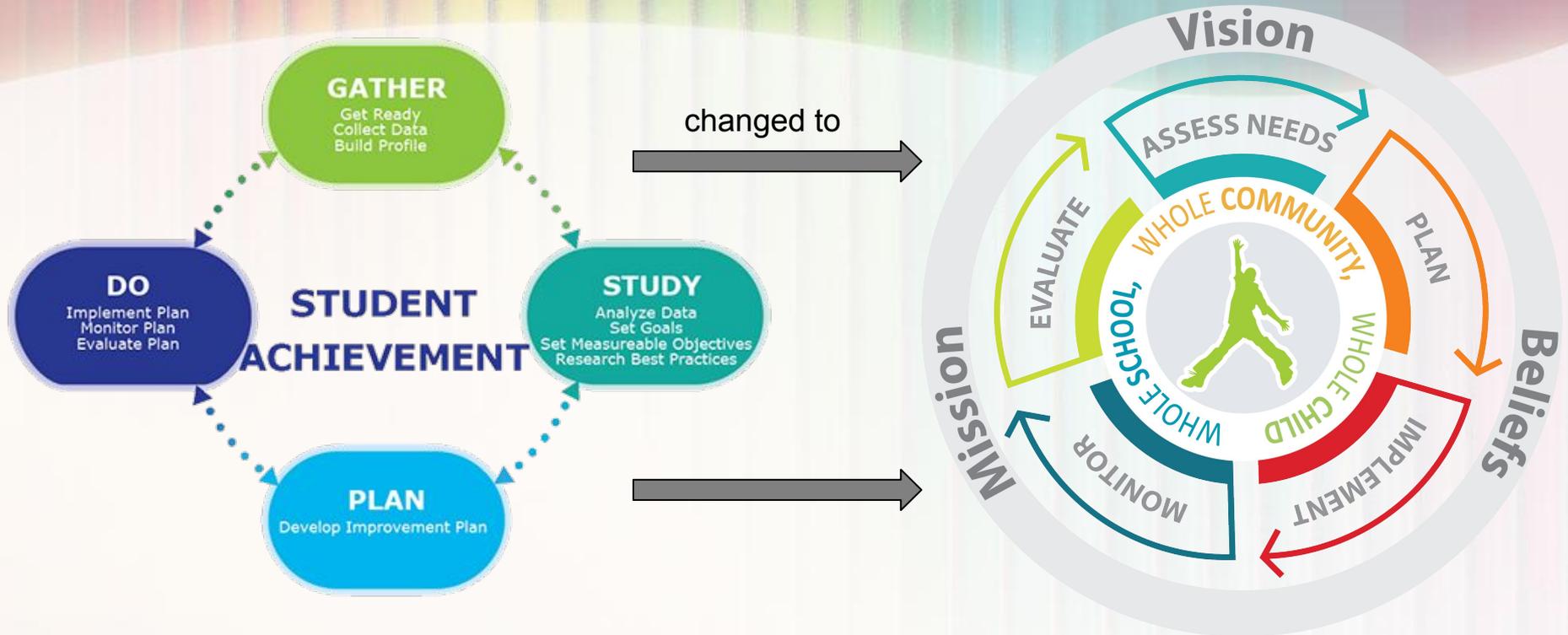
**What differences do you notice between the old graphic and the new graphic for the Michigan Continuous Improvement Cycle?**

# Impact of Whole Child on the Continuous Improvement Cycle

**Set the Stage**
- Include a broader range of stakeholders on the continuous improvement team representing whole child factors

**Assess Needs**
- Consider a broader range of data
- Consider whole child factors in identifying the root cause of academic challenges

**Plan**
- Develop plans that use whole child factors to leverage assets
- Plan for Tier one instruction that includes addressing whole child factors

**Implement, Monitor, Evaluate**
- Implement more rigorous communication plans since a broader range of stakeholders is involved
- Use a wider range of data monitoring processes around both non-academic and academic data
- Increase engagement by families and community in supporting plan implementation

# What Continuous Improvement Is… And Is Not

| What It **IS**: | What It is **NOT**: |
|---|---|
| <ul><li>Inclusive of whole child factors</li><li>Relevant</li><li>Based on data</li><li>Continuous</li><li>Addresses areas of concern</li><li>Builds on areas of success</li><li>Focused and intentional</li><li>Growth oriented</li><li>Guides alignment, coordination, and integration</li><li>Utilizes systems approaches</li></ul> | <ul><li>Focused solely on academics</li><li>Based on compliance or checking off tasks</li><li>Based on assumptions</li><li>A single intervention or strategy</li><li>Fixed and unchangeable</li><li>Implemented by one individual or a few</li></ul> |

# ...Turn & Talk...

Students are a great starting point!



**What are the issues or concerns that your students bring to school that impact their learning?**
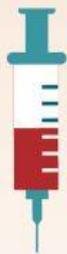
# Research Shows:

➢ Health-related factors can lead to poor school performance.

➢ Health-risk behaviors are consistently linked to poor grades, poor test scores, and lower educational attainment.

  ➢ http://www.cdc.gov/healthyyouth/health_and_academics/data.htm

"Health & Academics"  Centers for Disease Control and Prevention 2014

**"Survival and emotional data have priority over cognitive processing."**

-Dr. David Sousa, Midwest Brain and Learning Institute, 2001

Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap

# Maslow's Hierarchy of Needs

**Maximum Potential**

Self Esteem/ Recognition Needs

Love/Belonging Needs

Safety/Security Needs

Physiological/Survival Needs
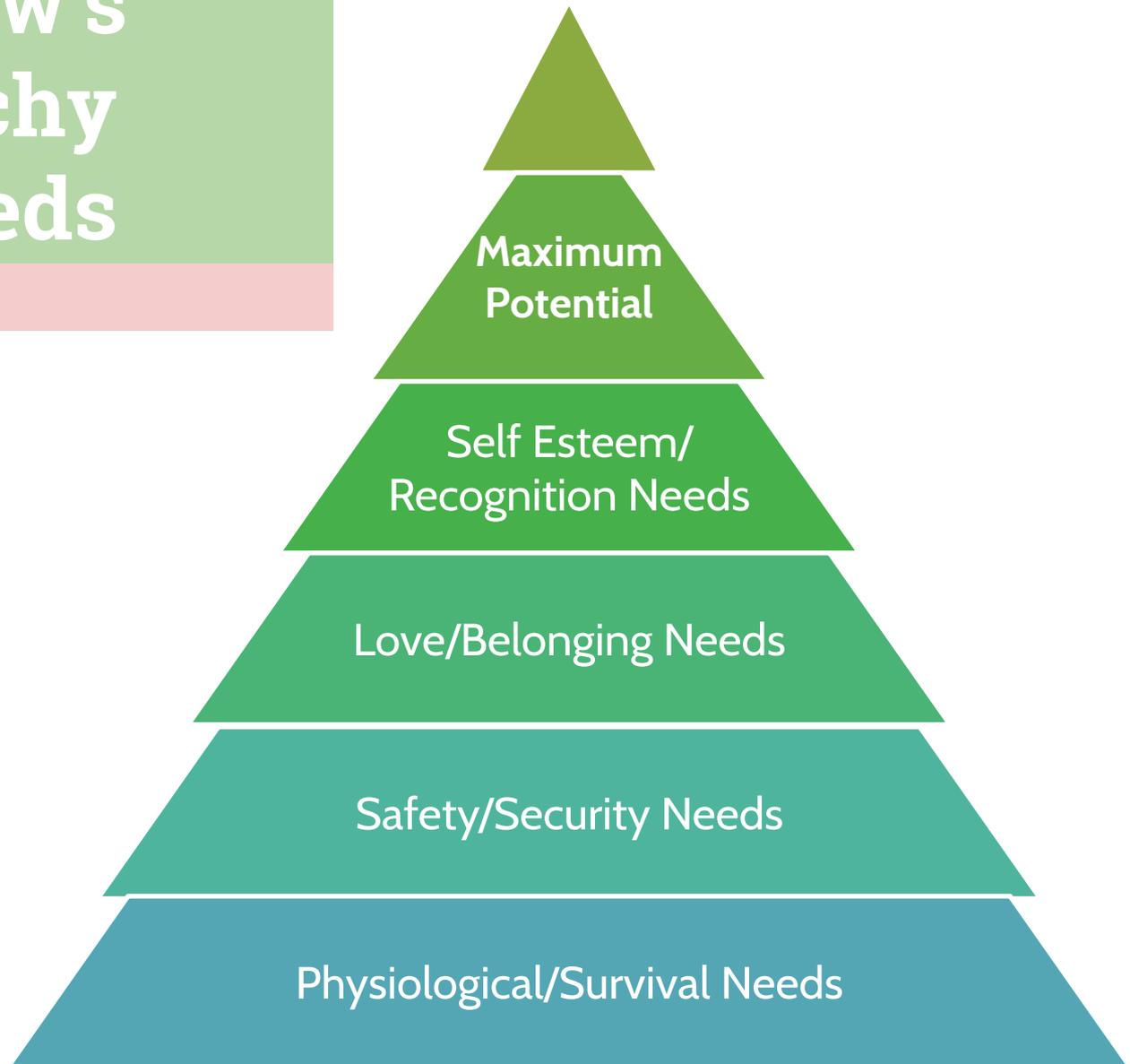
# What We Know:

- Students who feel more **connected** to school are more likely to stay in school

- Children who enter school **healthy** and feels **safe** are ready to learn

- Students who have access to **challenging** and **engaging** opportunities for learning are better prepared for life

# A New Model for Motivating and Engaging Students in Learning:
# **Whole School, Whole Community; Whole Child (WSCC)**

# The Whole Child Framework:

- Places the student at the center

- Provides a comprehensive approach to learning and health

- Allows for greater collaboration across sectors

- Is built around the beliefs or tenets that all students need to be HEALTHY, SAFE, ENGAGED, SUPPORTED and CHALLENGED in order to learn and reach their full potential

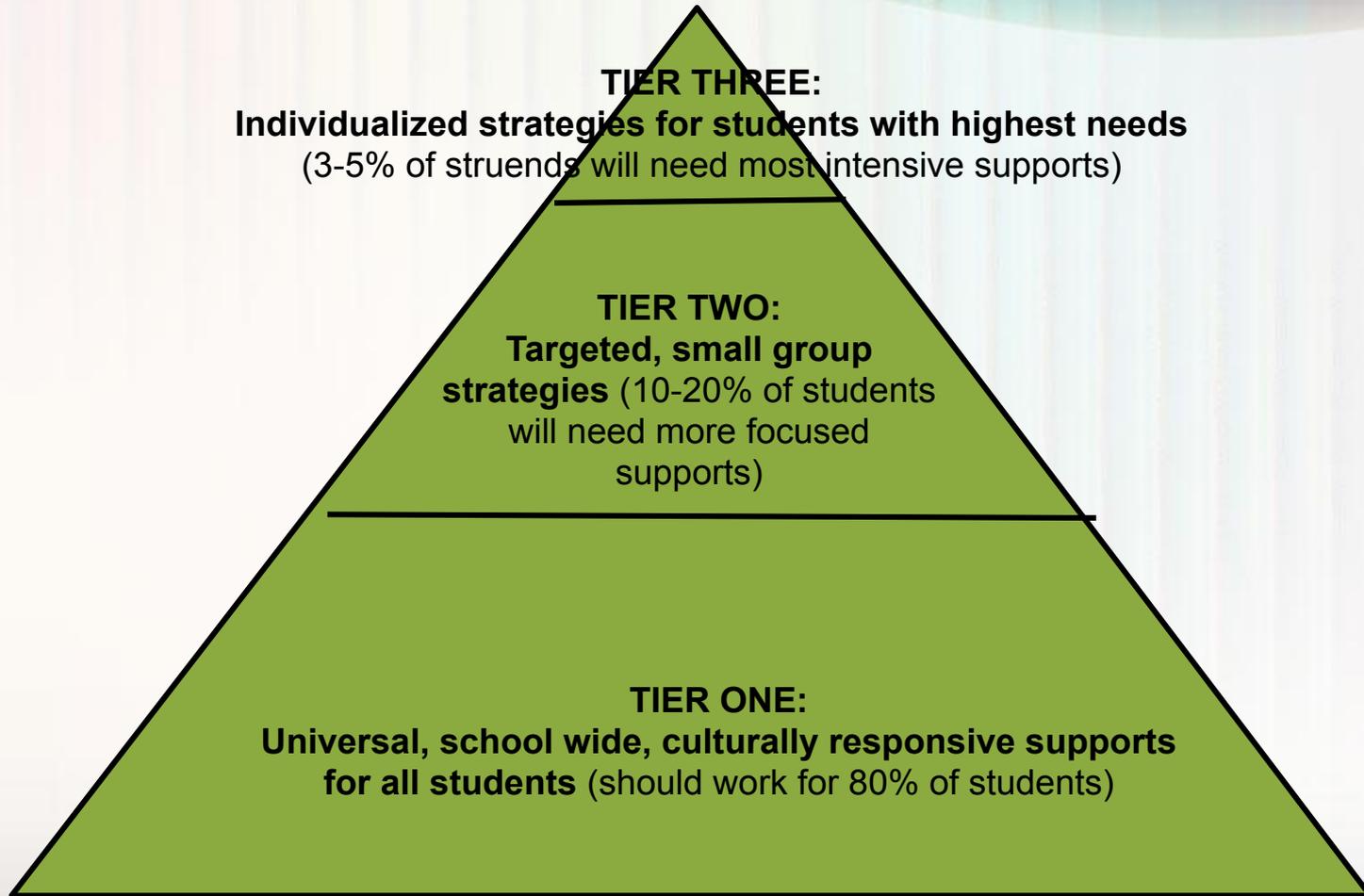# TEN COMPONENTS OF THE WHOLE CHILD MODEL
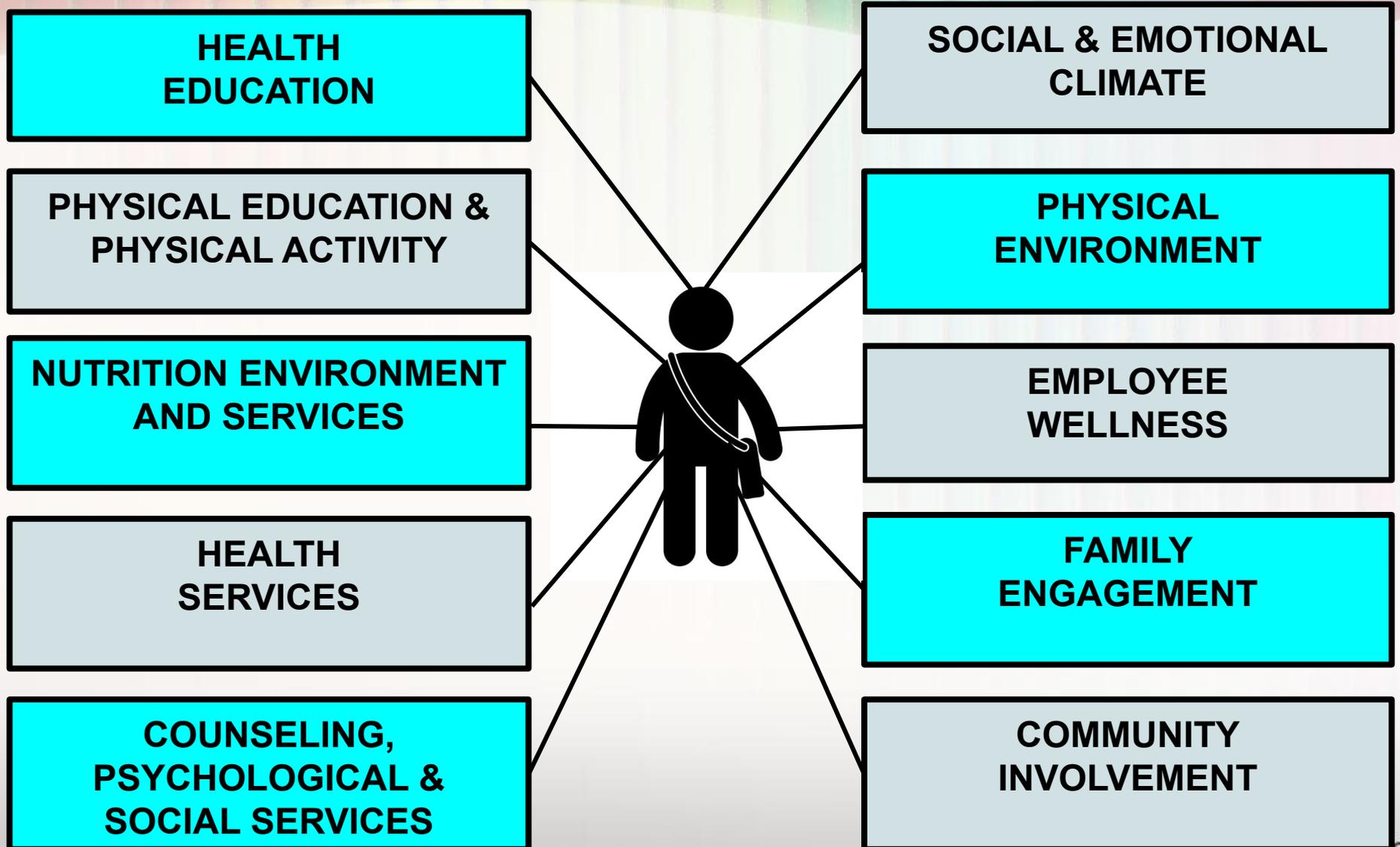
# Non-Negotiables of Addressing Whole Child Needs:

- Buy in from leadership
- The voice of those impacted by your system
- A team approach
- Commitment for the long haul...system change work takes time and can feel slow moving
- Partnership and collaboration
- Willingness to innovate and test new ideas

# Avoid the Pitfalls

- Not having leadership buy-in
- Inconsistent implementation of strategies
- Mindsets that school is for academics only
- Focusing on programs and strategies, not system change
- Not using data to drive your decisions
- Rushing too quickly. Assess readiness, do the foundational work first
- Not taking a team approach
- Being reactive vs. proactive
- Not progress monitoring

# Using a Multi-Tiered System of Support (MTSS) Structure

**TIER THREE:**
**Individualized strategies for students with highest needs**
(3-5% of struends will need most intensive supports)

**TIER TWO:**
**Targeted, small group strategies** (10-20% of students will need more focused supports)

**TIER ONE:**
**Universal, school wide, culturally responsive supports for all students** (should work for 80% of students)

# Whole Child And MTSS

**THE WHAT:**
**The <u>Whole School, Whole Community, Whole Child (WSCC) model</u> provides guidance for WHAT we do to support students and address their whole child needs.**
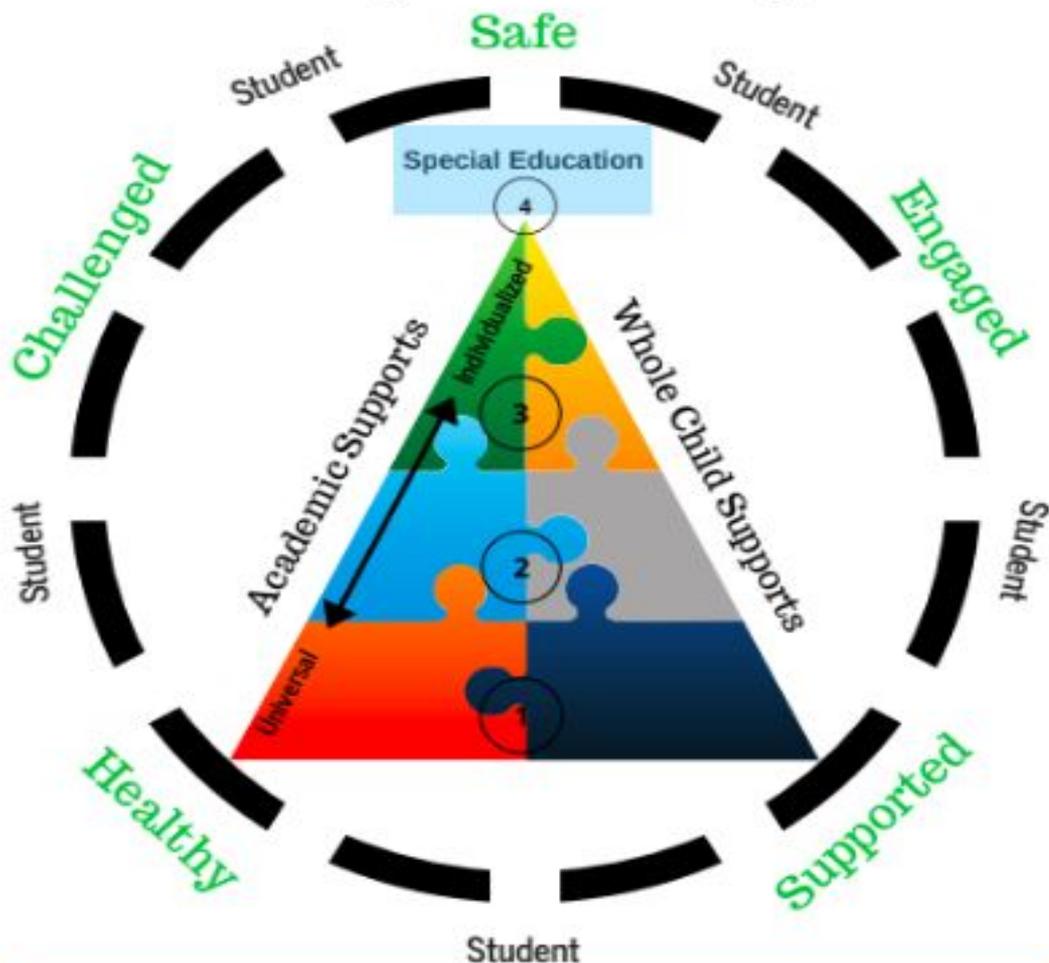
**+**

**THE HOW**
**A <u>Multi Tiered System of Support (MTSS) framework</u> provides the structure or foundation by which the work of Whole Child can be accomplished. It provides the structure for HOW we do our work.**

**=**

**Interventions, Supports and Services to Meet the Needs of All Students**

# Whole Child and Multi-Tiered Systems of Support (MTSS)

Safe

Student · Student

Challenged · Engaged

Student · Student

Healthy · Supported

Student

Special Education
4

Individualized
3

Academic Supports · Whole Child Supports

2

Universal
1

System Components: Whole Child Teams at building levels. Processes for needs assessment; student study; data collection, tracking, and sharing; screening and referral; progress monitoring; and discipline and suspension/re-entry. Scaffolded professional learning opportunities.

## Examples of Tier 3 Whole Child Strategies

504 Individualized Medical Safety Plans
Individualized Educational Plan (IEP)
Behavior Plan based on FBA
On-Site Mental Health
Home Based Multi-Systemic Therapy (MST)
Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
Coordinated School and Interagency Responses
Navigators for Families (CSES, P2P Success Coaches) 211 Navigators, Case Managers)
Referrals to Community Providers

3

## Examples of Tier 3 Screeners and Assessments

Functional Behavior Assessment (FBA)
Forced Choice Reinforcement Survey
Social and Emotional Screeners (IE MAYSI-2 or Pediatric Symptoms Checklist
Mental Health Assessment (IE CAFAS)

## Examples of Tier 2 Whole Child Strategies

Behavior Specific Groups
Small Group Interventions (IE 2.10, CICO)
Mentors (Peer and Adult)
Cognitive Behavioral Interventions for Trauma in Schools (CBITS)
Restorative Re-Set Room
Social Skill Groups
Sensory Rooms or Sensory Breaks
Mental Health Groups

2

## Examples of Tier 2 Screeners and Assessments

Early Warning Indicator Data (IE Attendance, Behavior, and Academic)
Findings of the Universal Screeners

## Examples of Tier 1 Whole Child Strategies

Social & Emotional Learning
School-Wide Behavior Expectations (Visible & Taught)
Celebrations and Acknowledgements (Academic, Behavior, and Attendance)
School Counseling or Social Work Supports
School Nursing
School-Based Health Center
Universal Attendance Strategies (IE Nudge letter, Parent Info Pamphlet)
Health and PE for all students
Classroom Culture Building Strategies (IE Brain Breaks, Morning Greeter, Mood Meter, Classroom Jobs, Morning meetings, Calming Corners)
Restorative Strategies (IE Problem Solving Strategies, Restorative Circles, Reflection Sheets, Private Conversations, Proximity, Alternate Locations)
Family Engagement Strategies
Breakfast for all Students
Focus time/Advisory focused on building up whole child
Playworks

1

## Example of Tier 1 Screeners and Assessments

Screeners:
DOT Screener
Student Risk Screening Scale (SRSS)
Trauma Screeners (CTAC, ACEs)
Needs Assessment Tools:
School Wide Survey (SEL, School Climate)
Tiered Fidelity Inventory (TFI)
Whole Child Support Assessment
ASCD Whole Child School Improvement Tool
Healthy School Action Tool (HSAT)
Michigan Profile for Healthy Youth (MiPHY)

Let's
DIG IN!

# **Assess Your Needs**

- Complete a Needs Assessment to Identify Root Causes

    – Use **QUANTITATIVE** and **QUALITATIVE** data to assess your needs
        - Achievement Data
        - Process Data
        - Demographic Data
        - Perception Data

# Map Your Resources & Identify Your Gaps

- Complete a Resource Map to determine all of your resources
  - (Whole Child Resource Mapping Tool)


- Do a Gaps Analysis
  - Find gaps between your identified needs and your resources, supports, systems

**Title I Part A:**
i.e Group Counseling

**Title 31A:**
i.e Behavior Support Room
Student Supports
Community School Student Supports

**Develop Partnerships**

# Resourcing Your Strategies

**Braid Funds:**
Combine funds in new ways to support efforts

**Title II A:**
i.e. Professional Learning
School Wide Reform Strategies
Community School Student Supports

**Title IV:**

**General Fund:**
i.e. PBIS Implementation

**Title III:**
i.e School, Family, & Community Partnerships
Student Supports

# Plan Your Goal

- Develop your **"Why"** behind your goal
    - What data do you have that will help explain <u>why</u> this goal is important?
    - What research is there that tells you this goal is important?
    - The "Why" is your baseline data

# Planning for Implementation and Monitoring: Example

**Secondary School Improvement Goal: Planning for Implementation and Monitoring Example**

| |
|---|
| **School Improvement Goal:** To foster a culture that focuses on the social, emotional, and mental health aspects of the whole child. |
| **Tier 1 Strategies:** PBIS instruction across all settings, Focus Hour (Advisory), Restorative Strategies: Private/Restorative Conversations, Reflection Sheets, Proximity, Alternate Locations, Seat Change)<br>**Universal Screeners:** DOT and Student Risk Screening Scale (SRSS), Early Warning Indicators Data |
| **Tier 2 Examples:** 2 x 10 Mentoring, CICO, Social Skills Development Groups, Cognitive Behavioral Interventions for Trauma (CBITS) Groups<br>**Tools:** Early Warning Intervention Tracker |
| **Tier 3 Examples:** Behavior Intervention Plan (BIP) with Forced Choice Reinforcement Survey; Scheduled Sensory Breaks; Functional Behavior Assessment; Re-entry Process for Suspensions and Expulsions<br>**Screener or Assessment:** MAYSI-2 screener or the Mental Health Assessment (i.e. CAFAS) |

# An Example of the WHY:

**Develop the WHY:** Does the teaching staff know the "**why**" behind this goal?

- Research says that if students are connected to the school and feel supported that attendance and grades will increase and behavior will decrease. We also know that the research supports building relationships and offering interventions for our students. Our goal is to utilize Focus Hour to support students by building a sense of community and connectedness, a sense of purpose through our career prep program as well as provide academic supports.
- When looking at the MTSS model (Tier 1- 80-90%; Tier 2- 15-20%; Tier 3- 5% or less) and our Early Warning Indicator data our Tier 1 system needs more support.
    - Course Completion- Last year we had 1311 total Failed Grades and 411 students that failed at least 1 course; 411 out of 934 students which is 44% of our student population had failed one or more courses.
    - Behavior- Out of our 943 total students 943 we had 171 (18%) students that had an ISS or OSS (tier 3 behavior.) This does not include our students that had 5 or more removals from class and did not receive an ISS/OSS.
    - Attendance: We had 141 (15%) of our students that have missed 10 or more days.

# Planning Your Goal

- Develop your **"How"** for your goal

  - How will you know you were successful?
    - What data can use you to help you monitor the successful implementation of this goal?

  - Does the staff know how this goal will be monitored?

  - How are your goals visible?

# An Example of HOW:

**Develop the HOW:** Does the staff know "**how**" the goal will be monitored? How are the goals visible?

- **Early Warning Indicator Data:** We will pull our Early Warning Indicator (Academic, Behavior and Course Performance) data from Powerschool every quarter to monitor our progress.
    - We will share this out with staff every quarter, and use the data to celebrate and problem-solve with staff on Tier 1 Strategies.
    - We will also use our tracker to monthly to ensure students are in the "right-fit" intervention as well as to determine if the student is in need of more supports.
- **Perception and Connection Survey Data:** We will also use our perception and connection survey data that is given twice a year to help monitor student connections and use this to drive interventions on relationships.
- **Student Surveys:** The SI team will administer quarterly on how students use their time in Focus Hour.
    - Over this past quarter, how have you utilized your time during Focus Hour (check all that apply)
        - Checking your grades and setting goals
        - Getting extra support from a teacher that
        - Retaking or making up tests
        - Working on assignments from classes
        - Working on a group project
        - Working on Career Curriculum
        - Tutoring other students
        - Receiving tutoring or support from a peer on an assignment
        - Other:_____
    - How else can we support you during Focus Hour?

- **Focus Center Parent Contact:** Staff will have a printed document for their Focus Hour with the best way to contact each parent and will turn this document into the principal within the first month of school.
- **Walkthroughs:** The principal will perform quarterly walkthroughs during our Focus Hour, collect and compile the implementation data without teachers' names and will be shared quarterly. The principal will look for the following evidence during the walkthroughs:
    - Goal Setting Sheets for those students that have a D or below in their courses.
    - The sign in and sign out sheets posted on the wall by the door.
    - Peer mentoring/tutoring
    - Career Prep Curriculum
- **Staff Reflection Sheets-** Administered at every quarter to monitor building implementation progress, used to align PD needs of staff

# Staff Self Reflection

## NWHS Improvement Goals 2018-2019: **Self-Reflection**

*Directions: For each trimester, self-assess your implementation of these research-driven strategies. Read and check the descriptors within each level of implementation. To reach "Gold Standard", all boxes within that field need to be checked. Write your level of implementation in the appropriate box and write what is working and what support is needed.*

### Words in Context

| Critical Component | Gold | Silver | Bronze |
|---|---|---|---|
| ❏ Teachers utilize the Words in Context chart (or something similar) to assist in student learning<br>❏ Students make their OWN meaning | ❏ Teacher utilizes the chart (or something similar) multiple times, reflecting on students' growth<br>❏ Students make their OWN meaning based on how word is used contextually<br>❏ While reading, students acknowledge their own struggles with vocabulary and use their skills to figure out words contextually | ❏ Teacher utilizes chart (or something similar) at least once, reflecting on students' performance<br>❏ Teacher aids students in meaning-making, leading them through how word is used contextually<br>❏ While reading, students acknowledge their struggles with vocabulary. They use other resources to help them figure the words out | ❏ Teacher does not utilize chart or reflect on students' words in context ability<br>❏ Teacher gives students definition when looking at words contextually<br>❏ While reading, students skip over or do not acknowledge words or vocab they do not know. |
| **3rd Trimester Rating:** | | | |

### Think, Pair, Share

| Critical Component | Gold | Silver | Bronze |
|---|---|---|---|
| ❏ Teachers utilize the Think, Pair, Share chart (or something similar) to assist in student learning<br>❏ Students think on their OWN first<br>❏ Students listen to what their partner thinks | ❏ Teacher utilizes the chart (or something similar) multiple times, reflecting on students' growth<br>❏ Students think on their OWN and write down thoughts<br>❏ Students listen to their partner and share their own ideas<br>❏ Students decide what will be shared with the whole group | ❏ Teacher utilizes chart (or something similar) at least once, reflecting on students' performance<br>❏ Teacher aids students in a think, pair, share activity<br>❏ Teacher decides how those thoughts will be shared with the class or possibly just with the teacher and turned in to save time | ❏ Teacher does not utilize chart<br>❏ Teacher doesn't give time for them to think on their own<br>❏ Teacher doesn't give time for them to pair up to share ideas |
| **3rd Trimester Rating:** | | | |

ot.com

# Planning Your Goal

- Develop the **"What"** for your goal

  - Does staff know what they need to do in order for this goal to be successful?

  - Does staff does know what data will be collected and monitored as well as when it will be reported back to all staff?

# An Example of What:

**Develop the WHAT:** Do teachers know their role and "**what**" they need to do in order for the team to be successful? Does staff know "**what**" data will be collected and monitored? And when it will be collected, monitored and reported out to staff?

- All students will be assigned a Focus "Intervention" hour. During this hour teachers will develop a classroom family, be a contact for the parent, help students find a post-secondary purpose, encourage goal setting and academic interventions.
  - Teachers will mentor the students and foster connections with each individual student and within their classroom community
  - Students will check grades every Monday and have quick meetings with the teacher about their academic progress.
  - Students will work on weekly goals with the guidance of the teacher if they are not passing all classes with at least a D.
  - Teachers will help students develop goals that involve getting a pass to get support from the teacher with a below passing grade.
  - Students will utilize the pass system during focus hour for classes that need more support.
  - Teachers will utilize assigned classroom mentors to help students in need of tutoring.
  - Teachers will introduce the career curriculum topic each month and support students through the online career curriculum.
  - Students will on their monthly career curriculum tasks during focus time.
  - Teachers will make a "positive" initial contact with each parent and ask for the best way to communicate with them throughout the year.

# Accountability Checklist

## 2019-2020 School Improvement Plan Accountability Checklist

| Reading | Writing | Math | Whole Child | Career Readiness |
|---------|---------|------|-------------|------------------|

The following 5D+ dimensions and indicators are directly connected to the strategies and activities within the school improvement plan. These activities _could_ be utilized in establishing your areas of focus.

- **Curriculum & Pedagogy:**
  - Discipline-Specific Teaching Approaches
- **Purpose:**
  - Communication of Learning Targets
- **Student Engagement:**
  - Opportunity and support for participation and meaning-making
  - Ownership of Learning
  - Student Talk
  - Quality of Questioning

- **Professional Collaboration & Communication:**
  - Collaboration with peers and administrators to improve student learning
  - Communication and collaboration with parents and guardians
  - Communication within the school community about student progress
  - Support of school, district and state curricula, policies and initiatives
- **Classroom Environment & Culture:**
  - Learning Routines
  - Student Status
  - Norms for Learning
- **Purpose:**
  - Connect lessons to previous and future lessons, broader purpose, and transferable skills

### Activities

| | | |
|---|---|---|
| ❑ Words in Context Chart | ❑ Claims, evidence, reasoning graphic organizer | ❑ Think-Pair-Share Graphic Organizer (ST) |
| ❑ Choice Reading in 9/10 grade English classes 2-3 times per week | ❑ Brief write using claims, evidence, reasoning - assess with 0, 1, 3, 5 rubric | ❑ Marking the Text (individually - Thinking) |
| ❑ Close reading using marking the Text/T4 | ❑ English teachers will give at least one "revising & editing" assessment per trimester | ❑ Vocabulary Graphic Organizer Vocab Organizer (4) Vocab Organizer (2) |
| ❑ Informational text will be studied in all classes 2-3 times per trimester | | ❑ SAT Warm-up ❑ Easy, Medium, Hard Questions ❑ SAT APP ❑ Khan Practice ❑ Reference the "General Instructional Strategies for Math" |

### Activities

**Staffulty Attendance Activities**
- ❑ Develop an early warning system through PS
- ❑ Incorporate a nudge letter and a chronically absent letter
- ❑ Attendance flowchart
- ❑ Student attendances elf-tracking chart
- ❑ Utilize FOCUS Time to connect with students
- ❑ Incorporate positive recognition

**PBIS Activities**
- ❑ Tier 1
  - ❑ Behavior Training
  - ❑ Teach Expectations
  - ❑ Acknowledgement System
  - ❑ SWIS Behavior Monitoring
  - ❑ Classroom Cohorts
  - ❑ Trauma Informed Classrooms
  - ❑ Classroom Interventions & Supports
  - ❑ Data-Based Problem Solving
  - ❑ Data Review Training
- ❑ Tier 2
  - ❑ Participate in Tier 2 Trainings
  - ❑ Check-In, Check-Out
  - ❑ Social Groups
- ❑ Tier 3
  - ❑ Tier 3 Trainings - Intervention Training

**Career Readiness Activities**
- ❑ Engage students and parents to Michigan's 17 Career Clusters
- ❑ Continue to build career pathways through academic subject matter and leadership experiences
- ❑ Continue to build knowledge about careers, education, and employment opportunities
- ❑ Engage students and families in out of school activities to support career preparation
- ❑ Update and utilize career planning assessments for course planning and to finalize post-graduation plans
- ❑ Assist students in course planning and continuing to acquire knowledge about careers, education, and employment opportunities
- ❑ Implement the PACT Success Plan

# Accountability Checklist Part 2

| School Improvement Plan Activity Log | | |
|---|---|---|
| Date | Activity | Self-Reflection |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

# Making Your Goal Visible in Your School

# Using our Implementation Data to Drive Change

- What is your baseline data?
  - What other data might we need in help us determine if we were successful?

- What data collection tools will we use?

fppt.com

# Baseline Data Example

***Baseline Data:***

*What is your baseline data?*

- <u>Early Warning Indicator Data</u>
    - Course Completion- Last year we had 1311 total Failed Grades and 411 students that failed at least 1 course; 411 out of 934 students which is 44% of our student population had failed one or more courses.
    - Behavior- Out of our 943 total students 943 we had 171 (18%) students that had an ISS or OSS (tier 3 behavior.) This does not include our students that had 5 or more removals from class and did not receive an ISS/OSS.
    - Attendance: We had 141 (15%) of our students that have missed 10 or more days.

# Data Collection Tool Example

## DATA COLLECTION TOOLS

**Focus Center Walkthrough Data Chart:**

| O= Observed during Walkthrough | Goal Setting Sheets | Sign In and Sign Out | Peer Mentoring/Tutoring | Career Prep Curriculum | Interventions for Students with Passes to the Teacher |
|---|---|---|---|---|---|
| Classroom 1 | | | | | |
| Classroom 2 | | | | | |
| Classroom 3 | | | | | |
| Classroom 4 | | | | | |
| Classroom 5 | | | | | |
| | | | | | |

# Using our Implementation Data to Drive Change

- Monitoring your data (1st month and then Quarterly)
    - What is your implementation data saying?
    - What is the percentage of staff implementing this goal with fidelity?
    - Do we need more data?

fppt.com

# Example of Implementation Data After Month One

Example of What Data Might Look Like:

**1st Month**

**Early Warning Indicators Data (EWI)**

- Course Completion- We have 19 students out of the total 921 (2%) that are failing two or more classes as of the first month.
- Behavior- Out of our 921 total students, we have 17 (2%) students that had an ISS or OSS or 2 or more Office Discipline Referrals.
- Attendance: We have 23 (2%) of our students that have missed 2 or more days.
- Total combined (not duplicated students) 42 (5%) students

**Parent Contact Data**

- We have received 89% of our parent contact documents from Advisory Staff. We will continue to work with those staff members to submit those so we can get that information in as a tab into Powerschool.

**Focus Hour Walkthrough Data to help us determine how students are utilizing time**

- Goal Setting Sheets for those students that have a D or below in their courses: *Observed in 23% of the classrooms*
- The sign in and sign out sheets posted on the wall by the door: *Observed in 100% of the classrooms*
- Peer mentoring/tutoring: *Observed in 54% of the classrooms*
- Career Prep Curriculum: Observed in 8% of the classrooms
- Interventions for Students with Passes to the Teacher: *Observed in 73% of the classrooms*

# Using our Implementation Data to Drive Change

- Sharing data with staff

    - Identify Glows and Grows

    - What is our data telling us? What does our staff need to support the implementation of this goal?

# Example of Sharing Data with Staff

**Examples of Sharing Data with Staff:**

<u>October 15 Staff Meeting</u>
- Share the Baseline data and as compared to this months data
- We will remind the staff of the Intervention and Student Study process using our data and let them know the plan for the identified students.
    - Plan for our Tier 3 students- We would like to recommend taking them to our Student Study Team for review and to begin our intervention process using our Intervention Tracking Document.
    - Plan for our Tier 2 students- Let's look to see if there are any patterns in the data that we can use to guide our teaching/reteaching schedule.
    - We will use our <u>EWI Intervention Tracking Document</u> to get students into the least restrictive Interventions.
- We will administer the Perception/Connection Survey at the end of October and will plan to review the data to share at our November staff meeting.
- We have received 89% of our parent contact documents from Advisory Staff. We will continue to work with those staff members to submit those so we can get that information in as a tab into Powerschool.
- Share the above Focus Center Walkthrough Data
- We will plan to give the anonymous Focus Center Student Survey during the seminar at the end of the quarter and have that data ready to share by the November staff meeting.
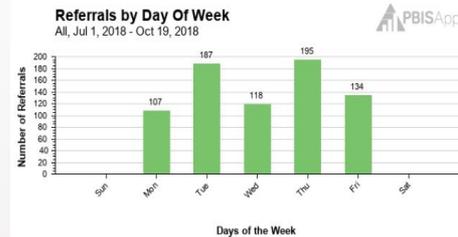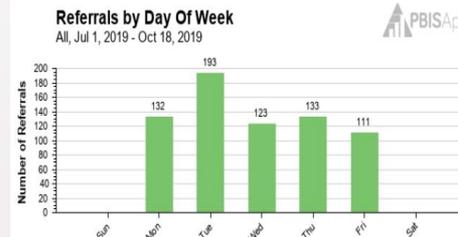
fppt.com

# The
# S.A.P Report

*Notes*

that stick *by*
**S**cott,
**A**manda, &
**P**hil

*Week of 10/21/19*

**2018**

**Referrals by Day Of Week**
All, Jul 1, 2018 - Oct 19, 2018 — PBISApps

| Day | Referrals |
|-----|-----------|
| Mon | 107 |
| Tue | 187 |
| Wed | 118 |
| Thu | 195 |
| Fri | 134 |

Days of the Week

**2019**

14

**Referrals by Day Of Week**
All, Jul 1, 2019 - Oct 18, 2019 — PBISApps

| Day | Referrals |
|-----|-----------|
| Mon | 132 |
| Tue | 193 |
| Wed | 123 |
| Thu | 133 |
| Fri | 111 |

2018–19 School Year Attendance Absenteeism Evaluation "Report"

| Grade | Enrolled *as of 6/18/19 | 5% or Less *Goal to Improve by 10% in 2019-2020 | % | 5.1-9.9% At Risk | % | 10-19.9% Chronically Absent | % | 20% or more Severely Chronically Absent | % |
|-------|------|------|-----|------|-----|------|-----|------|-----|
| 9 | 269 | 137 | 51% | 66 | 24% | 57 | 21% | 32 | 12% |
| 10 | 229 | 126 | 55% | 55 | 24% | 44 | 19% | 31 | 14% |
| 11 | 194 | 85 | 44% | 48 | 25% | 40 | 21% | 30 | 15% |
| 12 | 239 (223) | 74 | 31% | 74 | 31% | 40 | 17% | 29 | 12% |
| | | Tier 1 | | Tier 2 | | Tier 3 | | | |

**Goal is to increase this area by 10%!**

# Funding Your Plan

**When allocating your resources:**

- Consider both new and existing funding sources as well as braided funding

- Start with your most restrictive funds first

- Then work through to the least restrictive funds

# Action Planning

- **Reflect and write down the key items that you want to remember or share**

- **Develop your next steps**

# Resources/Materials:

- Whole Child and MTSS Visual [Whole Child and MTSS](#)
- Whole Child Resource Mapping Tool [Whole Child Resource Mapping Tool](#)
- School Improvement Goal Development Template
  - [Secondary Planning Example](#)
  - [Secondary Monitoring Plan Example](#)
  - [Elementary Planning Example](#)
  - [Elementary Monitoring Example](#)
  - [Planning Template](#)
  - [Monitoring Template](#)
- SIP Secondary Goal Visual [Secondary SIP Goal Visual](#)
- School Improvement Action Planning Template for Monthly meetings [Team Planning Template](#)
- [Staff Self Reflection](#)
- Needs Assessment Examples: [Student Questionnaire (Hard Copy)](#)
- Restorative Practice Examples: [Suspension Re-Entry Tool](#)
- Vision for Behavioral Health Continuum [Jackson County Continuum of Behavioral Health Support for Children/Youth](#)
- [Elementary Intervention Tracking Tool](#)
- [Secondary Intervention Tracking Tool](#)

# Keep Learning...

## Resources and Articles:

[ASCD Whole Child and School Improvement Tool](#)

[Incorporating Whole Child into SIP Document](#)

[ASCD: What Does It Mean to Educate the Whole Child](#)

[Edutopia: Embracing the Whole Child](#)

[Huffington Post: Educating the Whole Child](#)

[ASCD: Making the Case for Educating the Whole Child](#)

[ASCD: Why Focus on the Whole Child](#)

# *For More Information or Support Contact:*

**Janelle Buchler**
Whole Child Consultant
Jackson County ISD
517-787-5903
janelle.buchler@jcisd.org

**Jessica Bucklin**
School Improvement Consultant
Jackson County ISD
517-240-1453
jessica.bucklin@jcisd.org

**Dan Luciani**
School Improvement Consultant
Jackson County ISD
(517)768-5238
dan.luciani@jcisd.org

**Scott Buchler**
Principal
Northwest Community Schools
(517)817-4822
 scott.buchler@nwschools.org