



Multi-Tiered System of Supports
SITE-BASED INTERVENTION AND SUPPORTS GUIDANCE
For Balanced Score Card Development

Site Leaders,

In Fall 2012 we introduced a comprehensive, system-wide strategy to address equity at the district level – the Multi-Tiered System of Supports (MTSS) are articulated it as Strategy 4 of *Impact Learning. Impact Lives*. Through a diagnostic cluster analysis of our schools, we created performance tiers, and departments across the district were charged with meaningfully differentiating site support. In the same way that schools use student-level data to tier their interventions, MTSS has become the central office’s way of tiering interventions within our portfolio of schools. **Over the past three years, central office has used MTSS as our comprehensive, systemic strategy to support you and your school teams.** Examples of this are listed in the table below.

Leadership Supports	<ul style="list-style-type: none"> • Coaching and support from LEAD Executive Directors and Directors • Superintendent’s Zone structure to provide additional attention to schools in those networks • Facilitated Instructional Leadership Team Networks to build alignment and effectiveness among ILT members
Instructional Supports	<ul style="list-style-type: none"> • Funding, deploying, networking and supporting site-based Literacy Coaches, IRFs and RtI Facilitators • Implementing Learning Labs at Elementary Benchmark and Challenge Schools • Leveraging grant funding to provide materials and supports for digital literacy
Professional Capacity Supports	<ul style="list-style-type: none"> • VAPA and PE staff aligning schedules to permit common planning time for grade-level teachers • Communities of Practice and Pairings for schools identified via the School Quality Improvement System • Instructional Rounds starting with Intensive Schools first • Hard to Staff designations
Student-Centered Learning Climate Supports	<ul style="list-style-type: none"> • Behavioral Action Teams to support the development of preventative practices and support crisis response • Funding, deploying, networking and supporting physical and mental health supports reflective of specific student needs (e.g., high # IEP, 504 plans) • Contracts for additional mental health services from agencies like Seneca at highly impacted sites
Parent-School-Community Supports	<ul style="list-style-type: none"> • Community Schools Incubator • Family Engagement Specialists hired to support site-based family liaisons and sites without family liaisons • Aligning Circle the Schools partner matches with school programmatic interests and needs
Financial Supports	<ul style="list-style-type: none"> • LCFF Concentration Grant • Targeted Instructional Improvement Grant allocations • Weighted Student Formula weights for English Learners, Students with Disabilities and Low-Income Youth

We have heard from many of you that these differentiated services and supports have been critical in accelerating student success. We have heard from others that the impact of MTSS has not yet been felt. In your mid-year conferences, you shared specific ideas for ongoing and new support with your Assistant Superintendent. This feedback, as well as data from School Quality indicators and site visits, has informed design changes in MTSS for the coming year.

The specific **design goals** we hold – and will ask you to hold us accountable to – are:

1. More fully align our performance tiers, services and supports with the School Quality Improvement Index and the Strategies in Action: Schools outlined in the strategic plan.
2. Customize our interventions even further for intensive and strategic schools via Individualized School Plans, including the integration of the interventions outlined in the School Quality Improvement System.
3. Ensure that all schools receive some level of strategic intervention around focal areas.

While you may not see a change in your direct site allocations, you will have a better understanding of how the needs you identified in your Mid-Year Review will be met by the end of this semester. In the coming weeks and months, LEAD will meet with other department leaders to discuss how we *as a system* will respond to the collective requests we received from those we service: SFUSD’s schools. Just as your community, ELAC and SSC meetings are foundational for your planning, these cross-departmental ones are critical for the central office. We anticipate that the process and decision making will wrap up in late April, with budgets and central office plans reviewed and approved in May.

We are both hopeful and confident that this evolution of MTSS and the customized support that all schools will receive and feel in the coming year will make a difference and will help you accelerate your impact on the students you serve. We know that your Assistant Superintendents are looking forward to developing these support plans with you.

For those of you whose interventions include site-based services and supports, guidance follows here for each resource. Please ensure this is reflected as you revise your Balanced Score Card (Section IV – Centrally Managed Services and Supports) for the coming school year.

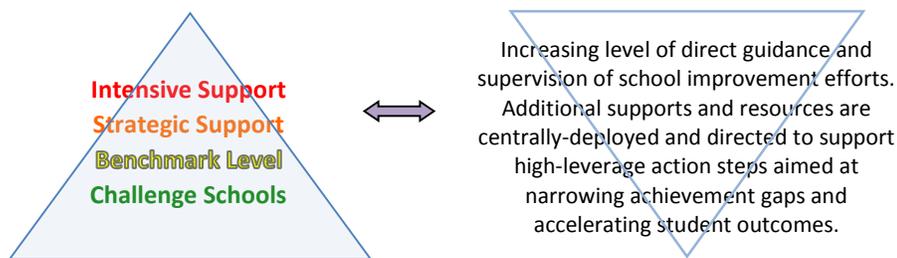
Guidance for Site-Based Interventions and Supports

One component of SFUSD’s Multi-Tiered Systems of Support (MTSS) comes via site-based interventions and supports. In some cases, this looks like contracting services with organizations that may have a particular impact on Social Emotional Learning, School Culture and Climate or building Professional Capacity Systems. In others, it looks like deploying staff members directly to school sites. The guidance below:

1. Details the rationale for how SFUSD’s current menu of site-based interventions is allocated;
2. Articulates each’s connection to the School Quality Index and Strategies in Action: Schools; and
3. Describes the explicit purpose and focus.

It is important to pay close attention to the purpose of each of the interventions and supports. In cases where an intervention and support is intended to reduce a ratio of staff: student, as is the case with Counselors, it is important not to take away an existing site investment in this role. If you have specific questions, please share them with your Assistant Superintendent.

Supporting School Improvement Multi-Tiered Levels of Equitable School Support



Intervention	How It Is Allocated	Purpose
Leadership, Instructional Guidance and Professional Capacity Systems Interventions and Supports <i>School Quality Indicators: Academic – Performance, Growth; Culture & Climate – English Learner Reclassification, Special Education Identification</i>		
Instructional Reform Facilitator	IRFs, Literacy Coaches and Academic Response to Intervention Facilitators are centrally allocated only to Intensive and select Strategic schools. Sites that fund these specific positions through their site budgets should use them for the purposes outlined to the right.	The purpose of the IRF is to build the capacity of grade level teams and teachers to optimize the effect of a Results Oriented Cycle of Inquiry, using data and student work in their decision-making processes. They are a member of a school’s Instructional Leadership Team.
Literacy Coach		The Literacy Coach’s primary charge is to build the capacity of teachers to implement a comprehensive approach to literacy. In addition, they advise site leaders on the infrastructure and resources required to create the conditions for full implementation.
Academic Rtl Facilitator		As all sites continue to move toward organizing around the Response to Intervention Framework, Academic Rtl Facilitators play a coordination and intervention role, working with both adults and students in their diagnosis and use of Tier 2 interventions. The purpose of the role is not to serve as a substitute for Tier 1 instruction, rather to ensure prompt recovery and acceleration for students who weren’t successful in Tier 1.

<p>Assistant Principal</p>	<p>At the Elementary/K8 level, sites with 550+ students are allocated either additional funds in their site budgets to utilize and allocate toward staffing an AP, a 0.5 (PK-8) or a 1.0 (PK-5) AP allocation. As part of our MTSS, Assistant Principals may be allocated at smaller Intensive or Strategic schools with complex pathways, pre-K programs, or special education programs that do not qualify through ratio formula outlined above.</p> <p>The following “base” staffing levels are recommended as adequate administrative capacity at the secondary level. It is expected that sites can cover this with their budgets:</p> <ul style="list-style-type: none"> • 1 AP if enrollment < 1,000 • 2 AP’s for enrollment between 1,001 and 1,500 • 3 AP’s for enrollment > 1,501 	<p>Assistant Principals may be allocated at sites with a demonstrated need for increasing administrative capacity to provide instructional guidance, broader management oversight over systems & structures aimed at continuous improvement (e.g. professional development, coaching and collaboration, student & family engagement, and alignment of community resources towards school BSC goals) even if they do not meet the enrollment threshold.</p>
<p>Intervention</p>	<p>How It Is Allocated</p>	<p>Purpose</p>
<p align="center">Student-Centered Learning Climate Supports <i>School Quality Indicators: Academic – Grad Rate; Social Emotional – Chronic Absenteeism, Suspension/ Expulsion; Culture & Climate – Student-Staff-Parent Climate Survey</i></p>		
<p>Nurse and/ or Social Worker</p>	<p>Every Elementary, K8 and Middle School receives 0.5 of EITHER a nurse or a social worker. K8 split campuses receive a 1.0 allocation. These are considered base and centrally funded. Any Elementary, K8 or Middle School with both a nurse and a social worker allocation or a full-time allocation of either position has received a supplemental resource through our Multi-Tiered System of Supports.</p> <p>Schools with increased # of students with IEPs on 504 plans, with medically fragile populations or with chronic health conditions may also receive a full-time allocation to support these students as needed.</p> <p>High Schools are offered a suite of complementary resources to ensure the full, quality implementation of Wellness Centers. These are based on High School size. Intensive High Schools may receive an allocation of a full-time Nurse, even if their enrollment suggests half-time.</p>	<p>The most impact-based approach is to have a complement of wellness services. Our ideal is to expand our supports to schools so that all sites have a minimum half-time of each position. Funding was prioritized to cover our Intensive and identified Strategic schools first. Given the current state, it is important that sites select the position that will be support the needs identified in their data.</p>
<p>Community Health Outreach Worker</p>	<p>All 15 comprehensive/ small high schools have a 1.0 FTE CHOW. Our alternative programs (Civic Center, Independence, Hilltop and Gateway to College) do not receive this support.</p>	<p>15 High Schools receive a 1.0 FTE allocation. Size of schools at the four alternative sites, and limited resources determine these sites do not receive a CHOW.</p>
<p>Wellness Coordinator</p>	<p>Fourteen high schools and four alternative programs (Civic Center, Hilltop Independence, and Gateway to College) receive a 1.0 FTE allocation. The one exception to this rule is Balboa High School. The San Francisco Department of Public Health hosts a clinic and this site with a different staffing model.</p>	<p>Wellness Coordinators coordinate comprehensive wellness programs at our schools. They also serve as case managers for groups of students.</p>

Counselor	<p>Sites should use the following ratios as guidance for staffing counselors: 350 students to 1 Counselor</p> <p>The way that sites utilize staff (e.g. split grades, for specific student groups) is at the discretion of the site.</p> <p>All High Schools receive a full-time centrally funded counselor to support their efforts in meeting the objectives to support college & career readiness. We cannot yet extend our counseling allocations to all of our K8 or Middle schools. Select Intensive K8s and Middle schools also receive an allocation via MTSS.</p>	<p>A centrally funded Counselor allocation is intended to SUPPLEMENT the counselors sites are currently staffing in their site budget not to supplant site funds. The ratio articulated is to ensure counselors can provide the highest level of services to students as they navigate high school course selection and college and career preparation and placement.</p>
Elementary Advisor/ Attendance Liaison	<p>Elementary Advisors and Attendance Liaisons are not currently part of the base. Elementary Advisors (R40 classifications) were initially allocated to school sites as part of the STAR reform efforts. These staff have played a variety of roles at our most intensive need elementary schools. <u><i>This is the final year sites who currently have an allocation should count on central funding for this intervention.</i></u> Beginning in SY16-17, all centrally funded allocations of Family Liaisons will be based on indicators from our developing SQIS Performance Index. School communities will be prioritized for this supplemental position based on these determinations.</p>	<p>Because Elementary Advisors or Attendance Liaisons are allocated to the sites with the most acute needs for additional attention to attendance and other behavioral Rtl-related work, their work should focus explicitly on culture and climate work. Site leaders should use the BSC data analysis to identify priority areas for this staff resource and align their duties and time to meet the school needs.</p>
Intervention	How It Is Allocated	Purpose
<p style="text-align: center;">Student-Centered Learning Climate Supports <i>School Quality Indicators: Academic; Social Emotional – Chronic Absenteeism; Culture & Climate – Student-Staff-Parent Climate Survey</i></p>		
Family Liaison	<p>Family Liaisons are not currently part of the base. <u><i>This is the last year sites who currently have an allocation should count on central funding for this intervention.</i></u> Beginning in SY16-17, all centrally funded allocations of Family Liaisons will be based on indicators from our developing SQIS Performance Index. School communities will be prioritized for this supplemental position based on these determinations.</p>	<p>Family Liaisons are currently allocated to school sites based on prior formulas and reform initiatives, making the explicit purpose of the role one that is more site-based than one defined by the system.</p>

Outside of these above listed positions, Specialized Teaching Staff: Career Technical Education, Ethnic Studies, Visual and Performing Arts, Librarians and Physical Education are allocated to schools based on program needs, teacher tenure/ eligibility, size and other factors.