



Purpose and Work Streams FY16
Student Services: Behavior Education

Purpose	
Purpose	Department Manager
Provide leadership and support to implement a restorative and progressive approach to behavior at the district and school levels to increase student instructional time and engagement, specifically African American students and students with disabilities.	Mara McGlynn

Major Work Streams		
Title	Description	Lead
School support and district level monitoring related to policy adherence	Coordinator of Progressive Discipline monitors schools' use of suspension and expulsion and reports to Behavior Education Leadership Team: BELT members identify trends and engage in consultation, as needed with principals; BELT communicates concerns to Stud. Serv. Universal Climate Team (PBS Ex. Coaches, Rest. Practices Lead, Beh. Ed. Coord. LGBTQ Lead); UCT members provide professional development to PBS Internal Coaches and coaching to school teams to support calibrated application of the progressive approach	Mara McGlynn
School support and professional learning targeting the shift from a punitive to a restorative approach	Restorative Practices Lead and Behavior Education Coordinator develop 2015-16 goals and implementation plan with input from Universal Climate Team and in coordination with the YWCA; Coordinate redesigned partnership with YWCA to support implementation of school-wide restorative approach in 6 middle schools; Provide professional learning to PBS Internal Coaches and a professional learning community formed through Student Services learning strand professional development; PBS External Coaches and UCT members support PBS Internal Coaches, PLC members, and school teams in developing structures and implementing practices to build trust and community among staff	Lonna Stoltzfus
District and school level meetings to develop long-term plan and deliver professional learning for schools' Student Services Teams	District-level Student Services Team (Dir. of PBMH, Student Services Discipline Leads) develops 2015-16 project plan including plan for professional learning; SST meets monthly with SS UCT to integrate support for Student Services Team into External Coaching structure; SST meets weekly to coordinate messaging and professional learning, and develop 3 year plan and guidance document for Student Services Teams; SST vets plan and guidance document with SSLT and school-based stakeholders	Leia Esser
School support and professional learning for behavior response systems	Student Services Universal Climate Team plans and delivers professional learning for PBS Internal Coaches, Behavior Education Assistants, and Security Assistants that lead to implementation of well functioning behavior response systems in schools; PBS Ex. Coaches and Beh. Ed. Coordinator meet monthly with school teams to assess functioning of response systems and make adjustments as needed; PBS Ex. Coaches provide ongoing technical assistance to support schools in problem solving challenges and navigating Oasys issues; SS CCT rep participates as a member of the district-level Oasys Work Group to ensure functioning of Oasys system	Mara McGlynn

<p>Collaboration at Central Office and professional learning to support classroom systems and practices</p>	<p>Department representatives serve as members of P1 / P2 Team to integrate social emotional learning / PBS within priorities 1 and 2 of the Strategic Framework; SS UCT reps meet weekly with ACP Coordinator to plan for integrate of SEL / ACP / PBS at the middle and high school levels; Beh. Ed. Coordinator and ACP Coordinator co-plan and facilitate monthly ACP / SEL Cross Functional Team with school-based membership; ACP / SEL Work Groups (MS and HS) modify 8th and 9th curriculum and develop 7th and 10th curriculum that incorporates Second Step (MS), SELS, ACP knowledge and skills, and Circles.</p>	<p>Mara McGlynn</p>
<p>Engage community voice through a guiding, community coalition to support the implementation of the equitable practices aligned with the Behavior Education Plan across the city</p>	<p>BELT members meet weekly serving as the de facto steering team for the guiding coalition; PMBH steering committee meets weekly to develop and monitor implementation plans; Director consults, on an ongoing basis, with the Advancement Project, to review and refine the project plan and implementation metrics; Guiding coalition meets monthly to finalize the work plan and subsequently reflects, plans, and adjusts our strategy.</p>	<p>Leia Esser</p>



Student Services: Behavior Education

Priority Projects FY16

COMP Priority Project	Strategic Framework Priority Area	Strategic Framework Priority Area Next Step	Project Lead	Q1 (7/1-11/20) Key Implementation Steps	Q2 (11/21-2/19) Key Implementation Steps	Q3 (2/20-5/20) Key Implementation Steps	Q4 (5/21-8/30) Key Implementation Steps	Metrics for Monitoring Completion and Success
Develop long term plan for supporting the development and proficiency of Student Services / MTSS Teams in coordinating school's multi-tiered system of support	I: Coherent Instruction	Increase the capacity of Student Services Teams to develop tier 2 and 3 systems for the implementation of tiered interventions	Lela Esser / Caroline Racine-Gillis	Provide professional learning to teams that builds understanding of long term goals and this year's focus including four strategies for teams to intentionally plan and deliver services / supports based on school needs 2) Begin delivering new model of professional learning for Student Services / MTSS Team members (learning strands)	Provide professional learning in which teams reflect on their service delivery and adjust for second semester, and reflect on the use of intentional planning strategies to inform parameters for learning and tools / resources to support teams. Deliver learning strands and discipline-specific PD; Provide tier 2 systems coaching to schools' Student Services / MTSS Teams as identified through School Support Plans	Refine Student Services / MTSS Team Guidance Document and Toolkit in consultation with school teams: Deliver learning strands and discipline-specific PD; Provide tier 2 systems coaching to schools' Student Services Teams as identified through School Support Plans	Develop shared understanding of long term plan and support teams in planning for 2016-17 service delivery; Complete refinement of Student Services / MTSS Team Guidance Document and Toolkit	Participant evaluations for professional development (strands, team, and discipline PD); Increase in the number of Student Services / MTSS Teams that are meeting regularly and using at least 1 of the 4 strategies to support intentional planning and service delivery
Integrate curriculum (ACP, Second Step) for 7th and 8th grade, refine 9th grade and develop ACP / SEL curriculum	II: Personalized Pathways	Implement Academic Career Planning in 8th and 9th Grade. Plan for 7th and 10th grade expansion by integrating PBS, AVID, and ACP	Julia Steege-Reimann / Mara McGlynn	Explore the use of	Begin and Finalize ACP/SELS 2016-2017 implementation expectations, including budget recommendations and experiential learning recommendations aligned to ACP/SELSs	Support schools in planning to implement refined ACP/SELS 2016-2017 implementation expectations.	Finalize draft of 7th and 10th Grade ACP/SELS curriculum and refinement of 8th and 9th Grade ACP/SELS curriculum	*ACP/SELS implementation expectations/budget recommendations by 2/20 *Completed criteria for a quality ACP/SELS curriculum completed by late February *Draft of 7th and 10th grade curriculum completed by mid June *Draft of Refined 8th and 9th grade curriculum completed by mid June *Summer ACP/SELS PD Plan Completed by late April
				Identify ACP/SELS' integrated role in supporting student sense of belonging, self, and future and understand current implementation strengths/areas for improvement				
				Provide feedback on relevant sections of Graduate Profile Benchmarks				
				Identify initial places of overlap and gaps in alignment between Graduate Profile, ACP Knowledge and Skills, and SELs				
				Begin and finalize Summer ACP/SELS PD Plan.	Implement Summer ACP/SELS PD			
						Develop criteria for a quality ACP/SELS curriculum		
						Beginning developing 7th and 10th Grade ACP/SELS Curriculum and refining 8th and 9th Grade ACP/SELS Curriculum		

Develop and coordinate partnerships to support restorative practices work within MMSD	N/A	N/A	Lonna Stoltzfus	Finalize MOA with YWCA: Provide co-training to YWCA Coordinators and Stut. Serv. Universal Climate Team members; Meet with 6 schools teams and finalize 2015-16 objectives and metrics for developing a school-wide restorative approach Explore potential partnerships with IRP, UW Law School, etc. and identify priorities for partnerships to pursue	Meet quarterly with school teams to monitor progress and update objectives; complete mid-year update on progress; determine potential changes to model for 2016-17 Develop plan for utilizing partnership to target specific outcomes in 2016-17	Support schools in incorporating next steps in developing restorative approach within School Improvement Plans Develop MOAs as needed	Complete end of year report and revise MOA as needed Plan summer co-training for YWCA Coordinators and PBS Internal Coaches / admin of partner schools	YWCA MOA outcomes met
Provide professional development and coaching to support schools in developing behavior response systems with specific attention to non-classroom / hallway procedures, communication with staff and families, and repairing relationships	I. Coherent Instruction	Increase professional development opportunities in alignment with individual school BEP implementation plans, targeting classroom engagement and behavior management practices while also providing additional support for tiers 2 and 3 systems and structures	Mara McGlynn	Develop plan and begin delivering BEA, PBS Internal Coach, and Security Assistant professional development Compile all schools behavior response system grids that outlined critical components Match PBS External Coaches with schools requiring systems support and PBS Point of Contact role with lighter touch schools Administer PBS Benchmarks of Quality district-wide Identify schools with exemplar practices / systems	Deliver BEA, PBS Internal Coach, and Security Assistant professional development Establish school visit opportunities at schools with exemplar behavior response systems and target visits for cohorts of staff from schools that need to improve their systems Identify roles that have the most impact on effective behavior response systems (in consideration of entire PBS system) and make budget recommendations Examine PBS External support structure, determine adjustments needed for 2016-17, and make budget recommendations	Deliver BEA, PBS Internal Coach, and Security Assistant professional development Administer PBS Self Assessment Survey district-wide Identify schools for targeted systems work in teams during summer months Plan professional development for summer	Finalize PBS External support structure and begin planning for staff role alignment and summer professional learning as needed Plan summer professional development for high school security / behavior response teams	Completed behavior response grids by all schools; PD evaluations; BEA & SA self-assessments regarding proficiency in Restorative Conversation, Mediation, and Collaborative Problem Solving; Climate Survey items and PBS fidelity assessment subscales / items
Support schools in implementing policy aspects of Behavior Education Plan (i.e. progressive approach, use of disciplinary response and related procedures), engage stakeholders in monitoring policy adherence, and make revision recommendations for 2016-17	I. Coherent Instruction	Implement equitable and calibrated progressive approach across schools	Mara McGlynn	Develop reporting system to facilitate documentation audits and design quarterly school reports Communicate and begin implementing 4K-3 OSS procedures	Initiate meetings with school leadership to review documentation audits / reports and explore calibration at the practice level	Meet with stakeholder groups to inform 2016-17 policy revision Determine policy revision recommendations for 2016-17 Develop summer professional learning and materials to train on policy changes for 2016-17	Determine adjustments to 4K - 3 OSS procedures Refine out of school suspension rubric for more intentional use in 2017-18	Documentation audits within Osays behavior incident entry (response levels) and use of suspensions
Increase district capacity for Responsive Classroom / Developmental Designs implementation	I. Coherent Instruction	Develop in-district training model for Responsive Classroom and Developmental Designs	Lindsay Lohholz	Implement summer RC / DD Institutes Plan for 2015-16 implementation including use of contracted one-day workshops to target schools Schedule 2 after-school DD1 Institutes for fall Convert MMSD staff that are Origins trainers to MMSD trainers (2 middle school teachers)	Implement 1 day workshop for elementary specials teachers on November 13 Implement targeted elementary and middle school 1-day workshops 4 elementary teachers initiate trainer of trainer cycle	Finalize plan for role of MMSD trainers and progression for training more teachers as trainers Determine RC / DD budget for 2016-17 and plan summer professional development and communicate process to schools	Identify additional teachers to initiate trainer of trainer cycle in 2016-17	PD evaluations; trainer of trainer cycle component completion
Develop a guiding, community coalition to support the implementation of the equitable practices aligned with the Behavior Education Plan	I. Coherent Instruction	Increase professional development opportunities in alignment with individual school BEP implementation plans, targeting classroom engagement and behavior management practices while also providing additional support for tiers 2 and 3 systems and structures	Leia Esser	Internally review existing models of a community guiding coalitions to inform the charge and long-range vision Establish a comprehensive work plan, in collaboration with the Advancement Project, establishing desired membership and long-range vision of the plan Convene the coalition with an agenda that includes: reviewing the charge, developing understanding for the rationale, building background knowledge, strengthening collective investment in the group's work, and exploring the data picture	Convene the coalition reviewing other communities' long- and short-range plans for developing a collaborative, community response in ensuring equitable behavior practices in Madison (and Dane County) Convene the coalition to develop a shared vision for equitable behavior practices in Madison (and Dane County)	Convene the coalition to: map resources including: school district internal resources, community resources, and existing PD, university training or other practices Convene the coalition to: develop a broad range of recommendations ultimately narrowing to 3-5 with the greatest anticipated results	Convene coalition work groups to develop action plans including: timeline of proposed actions, evaluation recommendations, and communication to our larger community	Completed plan that spans from exploration and installation in 2015-2016, initial implementation (and reflection) in 2016-2017, full implementation in 2017-2018, and scaling and sustainability beginning in 2018