

Phoenix Union High School District (AZ)

Drawing on resources from the Center at UCLA, the district has completed 4- two hour PLC meetings with the Student Support Service staff on all 16. This includes 11 different job titles - with most of the 11 of the large campuses having 1 person in each position, and the 5 small schools at least having a counselor and social worker that travels between some of those, and

some have their own. The categories are as follows:

- >Behavior Intervention Specialist
- >Community Liaison
- >Counselor
- >Destination Graduation Coach (Valley of the Sun, United Way position)
- >ESL, Parent Student Liaison Native American Advisor Nurse Psychologist
- >Social Worker Student Liaison Student Prevention Intervention
- >Specialist

See below for the agenda for each of the meetings.

In focusing on the six content arenas, they started with Crisis Assistance and Prevention (see attachment).

Their plan for January's PLC is to review the data from the first 3 arena assessments that will have been sent out before then (Crisis, Transition, & Home Involvement) and then begin to work on gathering input regarding an intake and referral form - hopefully one that is electronic.

At the February PLC, they will review the results of the other 3 arena assessments (Student & Family Assistance, Community Support & Classroom, Based Approaches) and begin to work on the needs assessment for 3 arenas. The agenda for March will be to work on the needs assessment for the final 3 arenas.

A presentation to the District Leadership and campus administrators is planned over the course of a few weeks in either January or February.

They report: "We feel good about what we have accomplished and about moving forward."

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Learner Supports Team PLC #1
Wednesday, August 21, 2013, Central High School Library
7:30 – 9:30 am

Objectives: By the end of this session, participants will be able to:

- Describe the roles and responsibilities of the members of the student services teams as they currently exist.
- Create a visual representation of the interactions that occur between members of the campus student support services team.
- Compare and contrast the current structures of student support systems across the district.
- Take a survey to inventory the current student support services practices across the district.
- Describe the new Continuous Improvement Plan expectations for Supplemental Supports and Intervention Services and Data, Assessment and Evaluation.
- Explain how they will collect, share and analyze data to make informed decisions about student support services.

Time	Minutes	Facilitator	Activities	Materials needed
7:30	10	Evie	Welcome Intro Learner Support Leadership Team Agenda Objectives Norms Debi will blow the whistle for demo	Job title signs on tables (with campus signs underneath) Participant Agenda Ppt Train whistle
7:40	30	Debi & Alexis	Group Introductions: Debi – 1 minute for directions <ul style="list-style-type: none"> • Each job group will have 10 mins to create a 1 minute (picture or acted out) presentation of who they are and what they do to support student learning. • Everyone will take notes on the back of their agenda. Notes will be used for next activity. • See “Notes” page, part 1, on back of participant agenda 	Poster paper Markers PD box Timer “Notes” – on back of Agenda Train whistle Proxima on, screen PPT of timer
8:10	10	Alexis & Yvonne	<i>Move to campus groups at tables</i> <i>(Alexis will announce where campuses will be sitting – alphabetically)</i>	Switch table labels to campus signs Proxima on, screen PPT of timer

8:20	15	Nick & Julie	<p>Diagram of campus student support services Nick - 1 minute for directions</p> <ul style="list-style-type: none"> • For this activity, each campus team will be using the Job Title circles in their folder, poster paper, glue stick and markers on their table. • Work together for 13 mins to: • #1 – Label the paper with your school at the top • #2 – List the campus and district level supervisor(s) over the Support Service Staff on your campus • #3 – glue the circles on the poster paper to create a diagram of support services on the campus • #4 – use colored markers to create dash marks to indicate how your support services team currently interacts with one another to provide services <p>At end of 13 min, teams will post their diagram (according to signs around the room) and stand in front of it. Debi will blow the whistle at 10, 13 mins. We will move to the next activity in 15 minutes.</p>	<p>Job Title circles and blank circles for programs in folders Directions for activity Markers PD box Poster paper Train whistle</p>
8:35	20	Evie	<p>Gallery Walk Evie – 1 minute for directions</p> <ul style="list-style-type: none"> • Each campus will have 5 minutes to Gallery Walk to each of the other campus diagrams in their section of the library. You will have 1 minute in front of each diagram. Your task is to review the other campus diagrams and take notes on the back of your agenda on the similarities and differences from your own diagram. Debi will blow the whistle to signal the time to move to the next campus diagram. Every campus will start with the campus diagram to their right. The end campus will move to the 1st diagram in their section. • After the 5th whistle blow, return to your campus table and you will have 9 minutes to list (on the “Ah-ha” 5x8 card in your campus folder) and discuss the similarities and differences that you noticed between your diagram and the other campus diagrams. • 5 – minutes – In Large group random tables will be chosen to report out 1 “Ah-ha”. 	
8:55	20	Praphul & Cyndi	<p>Learner Support Survey Praphul and Cyndi – 1 minute for directions</p> <ul style="list-style-type: none"> • Individually complete the Learner support survey (9 mins) • Talk together as a campus team to discuss your responses (10 mins) (What did they notice? Is there room for improvement?) 	<p>Modified survey</p>

			9:05 - Gisele log in to synergy for next activity	
9:15	13	Evie & Gisele	<p>Data Collection for 2013-14</p> <p>Evie – 3 mins to discuss:</p> <ul style="list-style-type: none"> • CIP requirement, Standard 5 for data collection, sharing and analysis for continuous improvement. • Nurses, Ell SPL's, Community Liaisons, Student Liaisons, and Native American Advisors will continue to enter in Synergy Modules and their district created data bases according to their current practices. • Psychologists, BIS, Social Workers and Intervention Specialists will enter all student interactions in Synergy in both the Student Conference Module and Contact module as appropriate. • Gisele will be demonstrating how to do this accurately in a few minutes. • All staff will be required to submit a monthly report of their data from Synergy Modules. The process for creating the report for Synergy will be taught at a future training. • The BIS, Psychologists, Social Workers and SPIS will be trained in the near future to use a data base that is being created. <p>Gisele – 7 mins for demonstration</p> <ul style="list-style-type: none"> • Demonstrate where to find the Student Conference and Contact Modules and accurate entering of the Issues and Intervention information <p>Evie – 3 minutes for table discussion:</p> <ul style="list-style-type: none"> • Discussion at each table on how everyone will incorporate data entry, collection, sharing and analysis on an ongoing basis. 	Proxima on, screen Synergy open
9:28	2		<p>Closure, evaluation and homework assignment(s):</p> <p>Evie – 1 min closure and eval,</p> <ul style="list-style-type: none"> • Thank you for your participation • Please complete the evaluation in your folder <p>1 min for homework assignment</p> <ul style="list-style-type: none"> • Article reading – will be emailed to everyone • Based on article, come to Sept 18th PLC prepared to use what you learned. • Bring campus diagram. 	Evaluation Article in campus folder

Learner Supports Team PLC #1
Wednesday, September 18, 2013, Central High School Library
7:30 – 9:30 am

Objectives: By the end of this session, participants will be able to:

- Renew commitment to enter conferences with student’s in the Conference Module – as appropriate
- Identify Barriers to Learning that impact the students on their campus
- Connect the Barriers to Learning to available interventions on their campus
- Understand the 6 Arenas
- Begin to tie current available interventions to the 6 Arenas

Time	Minutes	Facilitator	Activities	Slide #	Materials needed
7:30	10	Evie	Welcome Intro Learner Support Leadership Team Agenda Objectives Norms – revisit Synergy Conference Module Data update	#3-5	<ul style="list-style-type: none"> • Campus signs on tables – according to size of team • Participant Agenda • PPT
7:40	15	Praphul	<ul style="list-style-type: none"> • Process Barriers to Learning article “ _____ ” • Close Reading activity with Guiding Questions handout 	#6	<ul style="list-style-type: none"> • Copy of article • Poster paper • PD box • Proxima on, screen • PPT of timer
7:55	10	Alexis	<ul style="list-style-type: none"> • Handout Barriers to Learning thought map and ask individuals to take 2 minutes to write down all the barriers to learning that the students on their campus experience. • Campus teams discuss their findings for 5 minutes 	#7	<ul style="list-style-type: none"> • Handout of Barriers to Learning • PPT of timer
8:05	5 15	Nick	<ul style="list-style-type: none"> • Introduce the poster paper activity: Campus teams will create 3 posters, with the titles: “Academic”, “Behavior” and “Social/Emotional” And a T-chart under the title of: <u>Barrier (Issue) Intervention</u> • Campus teams will list the barriers on their thought maps under the 	#8	<ul style="list-style-type: none"> • Directions for activity • PD box • Poster paper (3 per campus) • PPT of timer • 5x8 “Ah-ha” cards for team all members

	10 5		<p>appropriate heading (academic, behavior or social/emotional)</p> <ul style="list-style-type: none"> • Campus teams will begin to list the interventions that are available (in black marker) or needed (in color marker) • Individuals will list their “Ah-ha” on the 5x8 card 		
8:40	15	Cyndi	<ul style="list-style-type: none"> • Process 6 Arenas article “Framing an Enabling Component for a School Site: <i>Overview of activity Related to the 6 Curriculum Arenas</i>” • Close Reading activity with Guiding Questions: What are the 6 Arenas? Which Arenas are the strongest on your campus? Which of the Arenas are the most challenging on your campus? 	#9	<ul style="list-style-type: none"> • Copy of article • Guiding Questions on back of agenda
8:55	30	Cyndi	<ul style="list-style-type: none"> • Campus teams will begin to enter the interventions available on their campus into the 6 arenas (considering which are campus based and which are community based) 	#10	<ul style="list-style-type: none"> • 6 arenas posters • PD box
9:25	5	Evie	<p>Closure, evaluation and homework assignment(s):</p> <p>Homework:</p> <ul style="list-style-type: none"> • Obtain the pyramid for your campus from a member of the CIP team that attended the work session on Saturday, September 7th • Connect with your campus administration to set a Student Support Services Committee meeting with the full Committee to share and discuss what was learned at today’s PLC: The Barriers to Learning on your campus The campus –based chart and the Community – based chart of the 6 Arenas. <p>Evaluation:</p>	#11	<p>Copies of Pyramid from the CIP work session</p> <p>1 copy of Homework assignment for each campus</p> <p>Evaluation</p>

			Next Month: <ul style="list-style-type: none">• Common Core CIP Standards for Learner Supports• Results of survey• Review of campus diagrams• Organizing into 6 arena groups		
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Learner Supports Team PLC #3
Wednesday, October 30, 2013, Central High School Library
7:30 – 9:30 am

Objectives: By the end of this session, participants will be able to:

- Compare and contrast the Barriers to Learning that were discussed at least months meeting to the concept of the UCLA “Range of Learners” as discussed in the Learner Support System
- Examine PUHSD system of providing support services in comparison to the UCLA Learner Support System
- Categorize interventions into Tier 1, Tier 2 and Tier 3
- Connect currently available tiered interventions to three arenas: Support for Transitions, Home Involvement/Engagement in Schooling and Community Support first by job group and then by campus

Time	Minutes	Facilitator	Activities	Slide #	Materials needed
7:30	10	Evie	Welcome Intro Learner Support Leadership Team Agenda Objectives Norms – revisit Synergy Conference Module Data update		<ul style="list-style-type: none"> • Job alike signs on tables • Participant Agenda • PPT
7:40	15	Cyndi	<ul style="list-style-type: none"> • Update on Survey data 		<ul style="list-style-type: none"> • Proxima on, screen • PPT
7:55	30	Debi	<ul style="list-style-type: none"> • Review and intro of UCLA model • Diagram of our 3 tiered model • Photo of campus drawings • Unifying concept for Student/Learner Supports • Why the Marginalization?/Two legged stool • 3-component framework/3-legged stool • 3 Tier model • UCLA Levels of Intervention Continuum • Combination of 3 Tiered model and UCLA levels (Language) • 6 Arenas • 3 Arenas for today Support for Transitions Home Involvement/Engagement in Schooling Community Support 		<ul style="list-style-type: none"> • PPT • Handout of slides

8:25	5 10	Debi	<ul style="list-style-type: none"> Review Tier 1 Job Alike groups list all Tier 1 interventions they would provide in each of the 3 target Arenas: Support for Transitions Home Involvement/Engagement in Schooling Community Support 	<ul style="list-style-type: none"> Worksheet to list Tiered Interventions for each of the 3 Arenas
8:40	5 5	Debi	<ul style="list-style-type: none"> Review Tier 2 and scenarios Job Alike groups list all Tier 2 interventions they would provide in each of the 3 Target Arenas 	<ul style="list-style-type: none"> Worksheet to list Tiered Interventions for each of the 3 Arenas Slide of scenario
8:50	5 5	Debi	<ul style="list-style-type: none"> Review Tier 3 Job Alike groups list all Tier 3 interventions they would provide in each of the 3 Target Arenas 	<ul style="list-style-type: none"> Worksheet to list Tiered Interventions for each of the 3 Arenas Slide of scenario with additional information
9:00	5 20	Debi	<ul style="list-style-type: none"> Move to campus tables Campus teams share what each job alike group has written under each Tier and for each Arena 	<ul style="list-style-type: none"> Gnarles Bark, "You make me crazy" music Charts of 3 Arenas
9:25	5	Evie	<ul style="list-style-type: none"> Report outs and "AH-HAs" Homework/Take aways 	<ul style="list-style-type: none"> Ah-Ha cards

8:00	15	Cyndi	<ul style="list-style-type: none"> Update on Survey data - activity Questions #1, 2, and last page 	<ul style="list-style-type: none"> PPT Hand outs
8:15	15	Debi	<ul style="list-style-type: none"> Starfish Multiple starfish A shift in focus (2) Where are we heading PUHSD implementation Who's currently using Outcome data Prototype for district 6 Arenas Prototype for schools Types of Learners UCLA Levels of Intervention Continuum Combination of 3 Tiered model and UCLA levels (Language) 6 Arenas 3 Arenas for today Classroom Focused Enabling Crisis Assistance and Prevention Student & Family Assistance 	<ul style="list-style-type: none"> PPT Handout of slides
8:30	2 3	Debi	<ul style="list-style-type: none"> Review Tier 1 Individually, according to your job duties - list all Tier 1 interventions they would provide in each of the 3 target Arenas: Classroom Focused Enabling Crisis Assistance and Prevention Student & Family Assistance 	<ul style="list-style-type: none"> Worksheet to list Tiered Interventions for each of the 3 Arenas
8:35	2 3	Debi	<ul style="list-style-type: none"> Review Tier 2 and scenarios Individually - list all Tier 2 interventions they would provide in each of the 3 Target Arenas 	<ul style="list-style-type: none"> Worksheet to list Tiered Interventions for each of the 3 Arenas Slide of scenario
8:40	2 3	Debi	<ul style="list-style-type: none"> Review Tier 3 Individually - list all Tier 3 interventions they would provide in each of the 3 Target Arenas 	<ul style="list-style-type: none"> Worksheet to list Tiered Interventions for each of the 3 Arenas

					<ul style="list-style-type: none"> • Slide of scenario with additional information
8:45	30	Debi	<ul style="list-style-type: none"> • Campus teams share what each individual has written under each Tier and for each Arena 		<ul style="list-style-type: none"> • Charts of 3 Arenas
9:15	10	Debi	<ul style="list-style-type: none"> • December – campus work – Survey Monkey assessment of 6 Arenas • January PLC – Teacher referral form & LST Intake form • Feb & March – Resource Mapping all 6 Arenas • Homework – Meet on campus as Learner Supports Team Including Admin over team: <ul style="list-style-type: none"> ✓ Review the data from the last page of the survey ✓ Review Recommended Language for Your CIP 		<ul style="list-style-type: none"> • This will be emailed to you • Bring samples of campus intervention referral forms • HO of CIP recommendations
9:25	5	Evie	<ul style="list-style-type: none"> • Report outs and “AH-HAs” 		<ul style="list-style-type: none"> • Ah-Ha cards