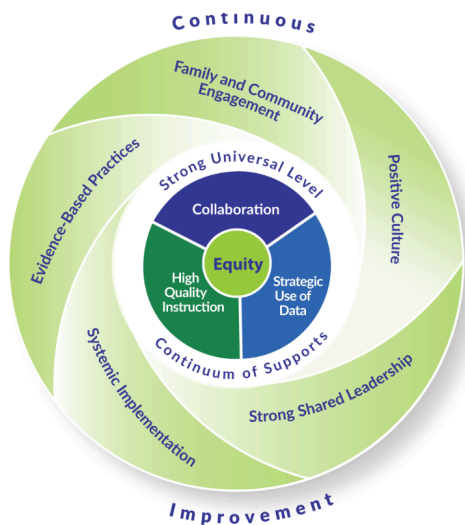




HARTFORD UNION HIGH SCHOOL'S

EMLSS PROJECT

Equitable Multilevel Systems of Supports

Equitable Multi-Level Systems of Supports at Hartford Union High School

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Introduction

Board of Education Policy 5461 - Children At-Risk of Not Graduating From High School requires the maintenance of an EMLSS Framework and supporting documents, including implementation procedures and guidelines to be reviewed annually.

For the purpose of this document, the following terminology will be used.

Equity - every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income.

High-quality instruction - curricula, teaching practices, and learning environments are standards-based, evidence-based, engaging, differentiated, culturally responsive, and data-driven.

Strategic Use of Data - ongoing, reflective and collaborative analysis of implementation and outcomes data in a problem-solving process to inform improvement and achieve equity.

Collaboration - a systematic process of learners, families, educators, and the community working together to ensure the academic, behavioral, social, and emotional success of every learner.

Family and Community Engagement - families and communities are active partners and key collaborators in achieving the goal of success for every learner.

Continuum of Supports - high quality instruction, collaboration, and strategic use of data of varying intensity to equitably address the needs of every learner.

Strong Universal Level of Support - instruction, assessment and collaborative systems and practices are accessible, effective and reflective of every learner.

Systemic Implementation - programs, practices, roles and expertise are aligned and coordinated into an interdependent whole to ensure every learner benefits equitably from access, opportunity, and support across the school and district.

Strong Shared Leadership - representative teams with responsibility to lead and oversee implementation of an equitable multi-level system of supports at the school and district levels.

Positive Culture - collective sense of purpose and commitment to ensure the well-being, sense of belonging, safety and success of every learner.

Evidence-Based Practices - the use of programs, practices, and procedures with the best available evidence are balanced with the fit to the school's and district's population and values.

Framework and Learning Principles Alignment

HUHS staff believe in the integration of supportive environments and intentional learning. As a result, the following Learning Principles were developed by teachers during the 2022-2023 school year and serve as an anchor for instructional practices in all content areas.

1. **Learning happens when relationships are fostered in a safe and supportive environment.**
Therefore, mentorship and guidance from teachers is crucial for student achievement.
2. **Learning requires authentic opportunities to demonstrate skills, concepts, and knowledge.**
Therefore, student assessment should be reflective of the skills that are taught in each course.
3. **Learning is exploring and experiencing subject matter and applying it beyond the classroom walls.**
Therefore, students should engage in research and problem-solving to enhance their learning.
4. **Learning comes from the belief and understanding that success is possible through risk-taking and overcoming failure.**
Therefore, inquiry and failure should be met with guidance and encouragement.
5. **Learning requires meaningful collaboration.**
Therefore, teachers and students should interact in supportive and meaningful ways.
6. **Learning depends upon timely and specific feedback.**
Therefore, formative and summative assessments should be utilized to enhance or revise instruction.
7. **Learning occurs through clear purpose and design.**
Therefore, students should see the rationale and application of learning.
8. **Learning occurs when current and long-term relevance is clear.**
Therefore, teacher clarity should be prioritized through the use of learning targets and success criteria.

Because our beliefs on how students learn are so deeply rooted in the instructional practices at HUHS, clear alignment between the Learning Principles and DPI's EMLSS Framework is essential. The aforementioned Learning Principles align to the EMLSS Framework as thus.

Component 1: Equity

- **Learning occurs through clear purpose and design.**
 - *Therefore, students should see the rationale and application of learning.*
 - Equal opportunity for accessing learning targets and success criteria exist for all students. Teachers ensure that evidence based and culturally relevant instructional strategies are being used within the classroom at all times.

Component 2: High Quality Instruction

- **Learning requires authentic opportunities to demonstrate skills, concepts, and knowledge.**
 - *Therefore, student assessment should be reflective of the skills that are taught in each course.*
 - Rigorous coursework means rigorous assessments that assess students' skills and knowledge of the course. Teachers ensure that all students can demonstrate their learning in meaningful ways.
- **Learning is exploring and experiencing subject matter and applying it beyond the classroom walls.**
 - *Therefore, students should engage in research and problem-solving to enhance their learning.*
 - Real-world application improves student engagement and enhances their experiences in the classroom. Students needing additional supports can find meaning through shared lived experiences that contribute to their understanding of content.
- **Learning occurs when current and long-term relevance is clear.**
 - *Therefore, teacher clarity should be prioritized through the use of learning targets and success criteria.*
 - Activities and assessments that are aligned to learning targets and provide students with explicit steps to achieving success increase student performance and engagement. When providing high-quality instruction to all students, clear markers of success are paramount to their understanding of content.

Component 3: Strategic Use of Data

- **Learning depends upon timely and specific feedback.**
 - *Therefore, formative and summative assessments should be utilized to enhance or revise instruction.*
 - Instructional decisions based on classroom data increase student engagement as student needs are met through various embedded systems of support.

Component 4: Collaboration

- **Learning requires meaningful collaboration.**
 - *Therefore, teachers and students should interact in supportive and meaningful ways.*
 - Meaningful and intentional collaboration is a system by which teachers, students, and families work together for the achievement of student learning.

Component 5: Family and Community Engagement

- **Learning happens when relationships are fostered in a safe and supportive environment.**
 - *Therefore, mentorship and guidance from teachers is crucial for student achievement.*
 - There exists an interconnectedness of relationships, safety, and support in the learning process, emphasizing the crucial role that family and community engagement play in

creating environments where learning can thrive.

Component 6: Continuum of Supports

- **Learning depends upon timely and specific feedback.**
 - *Therefore, formative and summative assessments should be utilized to enhance or revise instruction.*
 - Feedback underscores the importance of providing students with actionable information about their progress and performance. This concept is deeply intertwined with the continuum of student supports, which refers to a range of interventions and strategies designed to meet the diverse academic, social, emotional, and behavioral needs of students.
- **Learning comes from the belief and understanding that success is possible through risk-taking and overcoming failure.**
 - *Therefore, inquiry and failure should be met with guidance and encouragement.*
 - Within the continuum of supports, a growth mindset promotes resilience, persistence, and a culture of continuous improvement, ultimately empowering students to achieve success in their academic and personal endeavors.
- **Learning requires authentic opportunities to demonstrate skills, concepts, and knowledge.**
 - *Therefore, student assessment should be reflective of the skills that are taught in each course.*
 - By providing students with opportunities to demonstrate their skills, concepts, and knowledge in meaningful ways, educators can support their diverse learning needs and prepare them for success in college, careers, and beyond.

Component 7: Strong Universal Level of Supports

- **Learning comes from the belief and understanding that success is possible through risk-taking and overcoming failure.**
 - *Therefore, inquiry and failure should be met with guidance and encouragement.*
 - There is an interconnectedness between beliefs about learning, risk-taking, and resilience, and the establishment of a strong universal level of support in education. By fostering a growth mindset culture, promoting inclusivity, ensuring equitable access to resources, and building a supportive community, educators can create an environment where all students feel empowered to pursue their goals and achieve success.

Component 8: Systemic Implementation

- **Learning occurs through clear purpose and design.**
 - *Therefore, students should see the rationale and application of learning.*
 - Providing students with learning intentions underscores the importance of intentionality, alignment, and structured approaches in both individual learning experiences and systemic interventions and highlights the interconnectedness between effective learning principles and the implementation of interventions within broader systems.

Component 9: Strong Shared Leadership

- **Learning comes from the belief and understanding that success is possible through risk-taking and overcoming failure.**
 - *Therefore, inquiry and failure should be met with guidance and encouragement.*
 - Overall, strong shared leadership reinforces the idea that learning is not just about mastering content but also about developing the skills, attitudes, and resilience needed to navigate challenges and pursue goals. By integrating the belief in the possibility of success through risk-taking and failure with supportive leadership practices, high school students can cultivate a mindset of inquiry, resilience, and continuous learning that prepares them for future success in school and beyond.

Component 10: Positive Culture

- **Learning happens when relationships are fostered in a safe and supportive environment.**
 - *Therefore, mentorship and guidance from teachers is crucial for student achievement.*
 - Creating a positive classroom culture involves intentionally fostering relationships that prioritize safety, support, trust, and belonging. When these elements are present, learning becomes more engaging, meaningful, and inclusive, setting the stage for students to thrive academically, socially, and emotionally.

Component 11: Evidence-Based Practices

- **Learning requires authentic opportunities to demonstrate skills, concepts, and knowledge.**
 - *Therefore, student assessment should be reflective of the skills that are taught in each course.*
 - Incorporating evidence-based instructional strategies that prioritize authentic learning opportunities can enhance student engagement, motivation, and retention of knowledge and skills. By providing students with opportunities to apply what they have learned in authentic contexts, educators can better prepare them for success in college, careers, and life beyond the classroom.
- **Learning depends upon timely and specific feedback.**
 - *Therefore, formative and summative assessments should be utilized to enhance or revise instruction.*
 - By incorporating feedback mechanisms such as formative assessment, peer assessment, self-assessment, rubrics, technology-enhanced feedback, and one-on-one conferences, educators can provide students with the guidance and support they need to succeed academically and reach their full potential.
- **Learning requires meaningful collaboration.**
 - *Therefore, teachers and students should interact in supportive and meaningful ways.*
 - Through incorporating cooperative learning, project-based learning, peer teaching, collaborative problem-solving, online collaboration tools, and interdisciplinary learning, educators can create dynamic learning environments where students actively participate, collaborate with their peers, and take ownership of their learning.

Improvement of Academic Skills through the use of an EMLSS Framework

The EMLSS Framework provides a comprehensive approach to addressing academic challenges at the organizational or system level, rather than solely focusing on individual students or classrooms. This framework involves implementing coordinated strategies, policies, and practices across multiple levels of the educational system to improve academic skills.

- **Data-Driven Decision-Making:** Academic growth for all students begins with collecting and analyzing data on student performance, instructional practices, and other relevant factors. By systematically gathering data, we can identify trends, pinpoint areas of need, and make informed decisions about where to allocate resources and implement interventions. Data-driven decision-making ensures that interventions are targeted, evidence-based, and aligned with the specific academic challenges facing the district.
- **Professional Development:** Academic growth for all students depends upon targeted professional development opportunities for educators to enhance their instructional practices and support student learning. Professional development may focus on evidence-based teaching strategies, differentiated instruction, assessments, and other areas relevant to improving academic skills.
- **Curriculum Alignment:** Academic growth for all students involves aligning curriculum and instructional materials to academic standards, learning targets, and success criteria.
- **Tiered Support Systems:** Academic growth for all students includes tiered support systems that provide targeted interventions and supports to students based on their level of need.
 - Tier I consists of universal supports provided to all students, such as high-quality core instruction and academic enrichment opportunities.
 - Tier II interventions are targeted interventions for students who require additional support to succeed academically.
 - Tier III interventions are intensive, individualized supports for students with the most significant academic challenges.
- **Family and Community Engagement:** A systemic intervention framework involves engaging families and community stakeholders as partners in supporting student learning. Educational leaders collaborate with families, community organizations, and other stakeholders to create a shared vision for student success and establish channels for communication and collaboration. By fostering strong partnerships with families and communities, systemic interventions can create a supportive ecosystem that reinforces learning both inside and outside of school.
- **Continuous Improvement and Evaluation:** A systemic intervention framework includes mechanisms for continuous improvement and evaluation to monitor the effectiveness of interventions and make adjustments as needed. Educational leaders establish benchmarks, goals, and metrics for measuring progress toward improving academic skills, and regularly assess the impact of interventions on student outcomes. By engaging in ongoing evaluation and reflection, systemic interventions can identify successes, challenges, and areas for improvement, leading to continuous refinement and enhancement of practices.

By addressing academic challenges at the organizational or system level and implementing coordinated strategies across multiple levels of the educational system, systemic interventions can create conditions that support student success and improve academic outcomes for all learners.

Explanation of RtI Tiers

The Wisconsin Response to Intervention Roadmap provides a model for academic and behavioral success for all students.

Wisconsin RtI Roadmap

	INSTRUCTION	COLLABORATION / MONITORING	BALANCED ASSESSMENT SYSTEM
BELOW BENCHMARK	High quality, differentiated core instruction PLUS intervention based on student needs	Collaboration and results monitoring increases with intensity of interventions	Universal screening, formative, benchmark, and summative assessments PLUS progress monitoring increases with the intensity of interventions
MEETS BENCHMARK	High quality, differentiated core instruction	Collaboration at systems level. Results monitored for continued progress.	Universal screening, formative, benchmark, and summative assessments.
EXCEEDS BENCHMARK	High quality, differentiated, core instruction PLUS additional challenges based on student need.	Collaboration and Results Monitoring increases with the intensity of challenge.	Universal screening, formative, benchmark, and summative assessments PLUS progress monitoring increases with the intensity of challenge

All students, including students with IEPs or other types of intervention, support or accommodation plans, should receive academic and mental health and well-being universal instruction designed for a wide range of learners and differentiated to support the full continuum of student needs (Tier I). This includes selected and intensive intervention designed to close achievement gaps and support student learning. Any student, including students with IEPs or other types of plans, who needs additional support or intervention for a targeted skill to continue to progress within universal instruction should receive selected intervention (Tier II). Any student, including students with IEPs or other types of plans, who need more intensive support or supplemental instruction than provided by selected interventions to progress within universal instruction should receive intensive intervention. Students who are eligible for special education in accordance with IDEA have an IEP and must receive special education services including specially designed instruction (Tier III). Specially designed instruction is typically provided when a student’s needs in a particular area are intensive and interventions are more likely to require sustained time and effort in order for the student to maintain adequate rates of progress over time (WI Department of Public Instruction, 2022).

Academic Intervention Identification Process

The process for identifying students in need of additional academic supports is outlined below. All instructional staff will use the same procedure for student identification.

Step 1: Initial Review of Student Data

- Student data is reviewed by DAC as soon as data points are received. At a minimum, the following data points will be used for initial identification.
 - PreACT Unsecure
 - Universal Screening Data
 - D/F Reports

Step 2: Identify Criteria for Supports (Entrance Criteria)

- The following criteria will be used when identifying students in need of additional support.
 - Bottom 20% of PreACT Unsecure
 - Bottom 20% of Universal Screening Data
- Students who meet the aforementioned criteria will be cross referenced with the D/F list
 - If discrepancies exist in student data, teacher input may be gathered regarding classroom engagement.

Step 3: Team Identification

- Once students are identified, a team is constructed, which may consist of the following members and will meet on after each progress report:
 - Instructional Coach;
 - Reading Specialist;
 - Math Interventionist;
 - School Counselors;
 - School Psychologist;
 - Principal;
 - Associate Principal;
 - Dean of Students.

Step 4: Support Identification

- The EMLSS Academic Intervention Team will meet to review additional relevant information related to student needs.
 - Attendance records
 - Discipline/Behavior
 - Grades
 - Mental Health and Well-being
 - Special Education/504 Identification
- Parents of students receiving any Tier II or Tier III interventions will be contacted prior to the start of the intervention. Written explanation via school email or by certified mail will include background information, relevant timelines, interventions, and data. Additionally, parents will be notified of strategies that can be used at home in order for parents to offer support outside of school, the right to special education evaluation, and an offer to meet with staff (counselor, psychologist, interventionist, etc.). The

district will provide monthly updates for students receiving Tier II interventions and weekly for students receiving Tier III interventions.

- The team will identify which types of supports will be used based on individual student needs. This could include additional and/or different Tier I, Tier II, and Tier III strategies and/or interventions.
- Monitoring of progress occurs through computer adaptive tests and district-developed rubrics for student mastery of skills.

Step 5: Successful Completion of Supports (Exit Criteria)

- Successful completion of academic supports occurs when the student meets all of the following goals.
 - Achievement of Learning Objectives
 - Student demonstrates proficiency in grade-level academic standards.
 - Sustained Improvement
 - Student demonstrates sustained improvement as determined by computer-adaptive testing used in intervention
 - Interventionist Recommendation
 - Interventionist acknowledges student attainment of learning objectives and sustained growth

Improvement of Well-Being through the use of an EMLSS Framework

Successful implementation of mental health and well-being is not attained through a simple stand-alone program or lesson, but rather through integration across the school day and beyond. The ultimate goal continues to be the integration of mental health and well-being support across the system.

Well-being is not solely the absence of illnesses or problems. It includes the presence of positive emotions and moods (contentment, happiness), the absence of negative emotions (depression, anxiety), satisfaction with life, fulfillment, and positive functioning. The following opportunities are available to support the mental health and well-being of all students.

- **Mental Health Education:** Implementing comprehensive mental health education programs that teach students about mental health, coping strategies, stress management, and how to seek help when needed.
- **School Counseling Services:** Providing access to school counselors who can offer individual and group counseling sessions, as well as support for students dealing with various mental health and well-being challenges.
- **Student Service Specialist/School Psychologist Services:** Providing access to Student Services Specialists and School Psychologists who can offer individual counseling, services, and supports for students who are experiencing various economic and/or mental health and well-being challenges.
- **Evidence-Based Peer Support Programs:** Establishing peer support programs where students are trained to provide support and assistance to their peers who may be struggling with mental health and well-being challenges.
- **Teacher Professional Learning:** Offering training for teachers and staff members to recognize signs of mental health issues in students, provide appropriate support, and refer them to relevant resources.
- **Parental Involvement:** Encouraging parental involvement and providing resources for parents to support their children's mental health needs at home.
- **Access to Mental Health Professionals:** Collaborating with community mental health agencies to provide access to mental health professionals such as psychologists, psychiatrists, and social workers for students in need.
- **Support Groups:** Facilitating access to support groups for students managing similar mental health and well-being challenges.
- **Crisis Intervention:** Developing, revising, and communicating protocols for crisis intervention, which includes providing immediate support for students.
- **Promoting a Positive School Climate:** Creating a supportive and inclusive school environment where students feel safe, valued, and accepted, which positively impacts their mental health.
- **Continued Evaluation and Improvement:** Continuously evaluating the effectiveness of mental health strategies and supports and making adjustments as needed to enhance meeting the needs of students.

Through mental health and well-being strategies and supports, the EMLSS framework facilitates the continued enhancement of the whole child.

Mental Health and Well-Being Intervention Identification Process

Step 1: Initial Review of Student Information

- When a staff member identifies concerns that rise above the Tier I level in the areas of behavioral, emotional, or social functioning a referral is made using the *HUHS Student Referral Form*.
- Parents/guardians are contacted, notified of the concern, and provided input of their child's functioning.

Step 2: The Well-Being Intervention Team Meeting

- Once the student is identified, a team is constructed, which may include, but is not limited to the following members and will meet subsequent to each progress report:
 - School Counselors;
 - School Psychologist;
 - Teacher(s)
 - Principal;
 - Associate Principal;
 - Dean of Students.
 - Director of Student Services
- During the initial meeting, the Well-Being Intervention Team reviews relevant information related to student needs.
 - Attendance records
 - Discipline/Behavior
 - Grades
 - Teacher observation
 - Parent observation and information
 - Student Referral Form
 - Special Education/504 supports and services

Step 3: Support Identification

- The team will identify which type(s) of supports will be used. This could include additional and/or different Tier I, Tier II, and Tier III strategies and/or interventions.
- Parents of students receiving any Tier II or Tier III interventions will be contacted prior to the start of the intervention. Written explanation via school email or by certified mail will include background information, relevant timelines, interventions, and data. Additionally, parents will be notified of strategies that can be used at home in order for parents to offer support outside of school, the right to special education evaluation, and an offer to meet with staff (counselor, psychologist, interventionist, etc.). The district will provide monthly updates for students receiving Tier II interventions and weekly for students receiving Tier III interventions.
- Tier I consists of programs and practices implemented in the classroom and schoolwide regardless of whether students are or are not at risk for mental health/well-being challenges. These activities might also include efforts to support positive school climate and staff well-being.
- Tier II includes targeted interventions, which can include both individual and/or group. These interventions are progress monitored on a regular basis to assess students' responses to the intervention. Frequent communication with parent(s)/guardian(s) related to progress is paramount and transpires throughout Tier II targeted interventions.
- Tier III entails individualized mental health and well-being interventions.

Step 4: Successful Completion of Supports (Exit Criteria)

- The Well-Being Intervention Team will meet to determine whether sufficient progress transpired.
 - If a student met or exceeded the intervention goal(s) at the completion of a time/session bound intervention or at the predetermined intervention conclusion check-in no further intervention will transpire. The Student Service Team will continue to monitor the student during the school year and refer back to the Well-Being Intervention Team if needed.
 - If the student demonstrates promising/adequate progress, however, the student has not yet attained their goal(s), additional time in the intervention may transpire and/or an additional intervention will be selected (i.e., if the first intervention was time/session limited).
 - If the student demonstrates insufficient progress (no progress or regression), the Well-Being Team will meet to determine an alternative intervention, if an increase in intensity is necessary, and/or determine the potential for a special education referral.

Resources

WI Department of Public Instruction, 2022. *The Role of Special Education Services in an Equitable Multi-Level System of Supports*. <https://files.eric.ed.gov/fulltext/ED624652.pdf>

WI Department of Public Instruction, n.d. *Response to Intervention and Gifted Education*.
<https://dpi.wi.gov/gifted/toolkit/rti>