

# Superintendent's Update

## Maximizing Student Achievement

Board of Education Meeting

April 19, 2022

Meeting No. 19



*Excelling Together with Endless Pathways for Success!*



# Board of Education Priorities



## Maximize Student Achievement

- Close the digital and equity gap.
- Offer robust in-person and independent study learning programs.
- Accelerate learning and improve attendance and engagement.

## Foster a Positive Culture of Learning

- Ensure equitable teaching and learning opportunities led by excellence.
- Support culturally relevant curriculum that emphasizes inclusion.
- Increase school connectedness for students, parents, and families.

## Ensure the Health and Safety of Students and Employees

- Strengthen mental health support and programs.
- Ensure best practices for safe and healthy learning environments.
- Support physical, social, and emotional wellbeing.

## Maintain District Financial Responsibility

- Ensure the fiscal health of the District.
- Implement a fiscal plan to preserve the District resources.
- Plan for the District's future educational and facility needs.

## Maximize Student Achievement

- Close the digital and equity gap.
- Offer robust in-person and independent study learning programs.
- Accelerate learning and improve attendance and engagement.

# COLLEGE, CAREER, LIFE READY GRADUATES

## ACADEMIC RIGOR

- High Expectations
- Pathways, Choices & Personalization
- Cultural Competence



## SAFE LEARNING ENVIRONMENT

- Inclusion
- Mental & Physical Wellness
- Sense of Belonging

# BOARD OF EDUCATION PRIORITIES

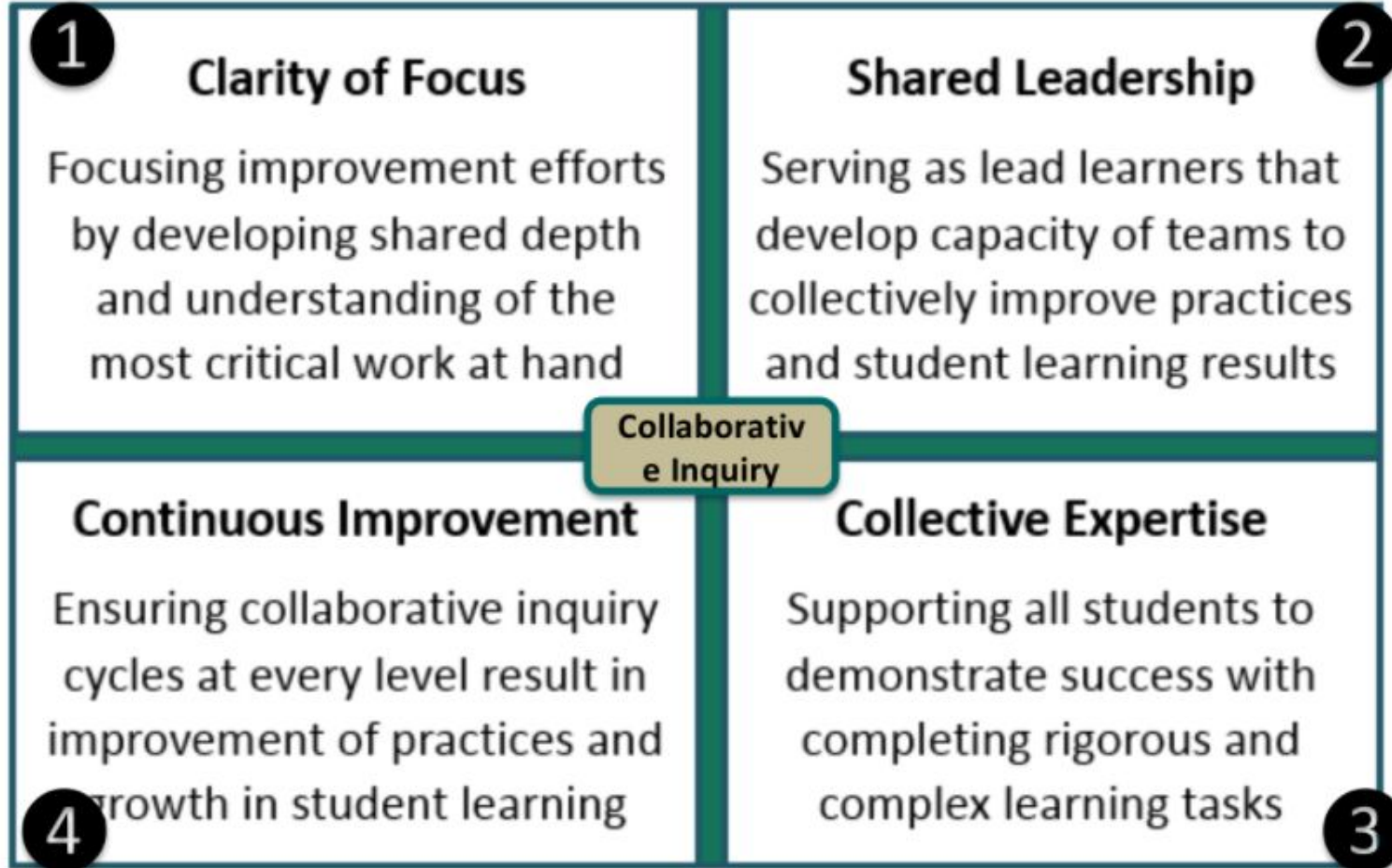
# Wilson Middle School Leadership Team



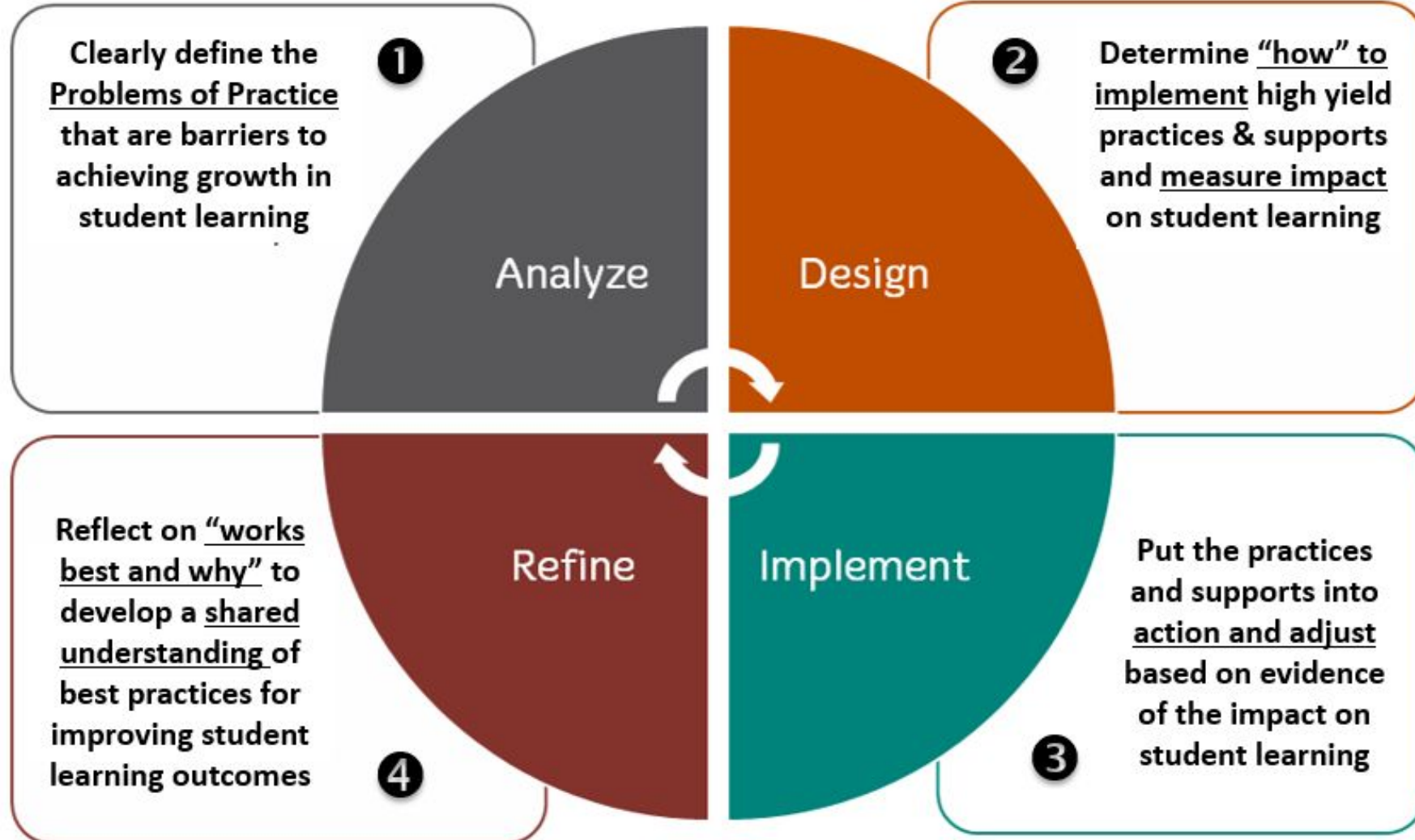
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# Key Drivers of District Improvement



# The Collaborative Inquiry Cycle





# Wilson's Action Plan

**Focus:** Based on the September 2021 Panorama survey, students perceive their own social-emotional skills at 50% for Sense of Belonging, which impacts their ability to find success in the classroom and meet grade level standards.

**Outcome:** By May of 2022, students will increase their perception of emotional self-regulation & sense of belonging.

Student Success Indicators	Staff Practices	School Supports	Evidence of Learning	Timeline
<ul style="list-style-type: none"> <li>-Panorama survey results growth</li> <li>-Participation in spirit activities (lunch-tivities and other activities such as pumpkin carving for Halloween)</li> <li>-Growth mindset in every classroom is evident in student academic progress.</li> <li>-Students are able to identify the adult(s) they connect with.</li> </ul>	<ul style="list-style-type: none"> <li>-Staff will review the questions in the Panorama survey.</li> <li>-Integrate community circles in all classes.</li> <li>-Incorporate Growth Mindset reminders in staff bulletin &amp; student bulletin.</li> <li>- Student created videos w/ SEL content</li> <li>-Restorative Practices coaches will support classroom teachers w/ content and classroom support</li> <li>-Staff will select students to create connections with, based on students who haven't identified an adult they connect with.</li> </ul>	<ul style="list-style-type: none"> <li>-Community Circles will be based Sense of Belonging</li> <li>-Common vocabulary that targets a sense of belonging is adopted by staff and taught to students.</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers will hold community circles and use the Wilson restorative coaches for support</li> <li>-Students are using the vocabulary that has been taught with regard to emotional self-regulation.</li> </ul>	<ul style="list-style-type: none"> <li>-December: Community Circles refresher for staff.</li> <li>-January/February: Staff will review Panorama survey questions.</li> <li>-February: Target vocabulary focus begins</li> <li>-April/May 2022: Panorama Spring Survey Results</li> </ul>



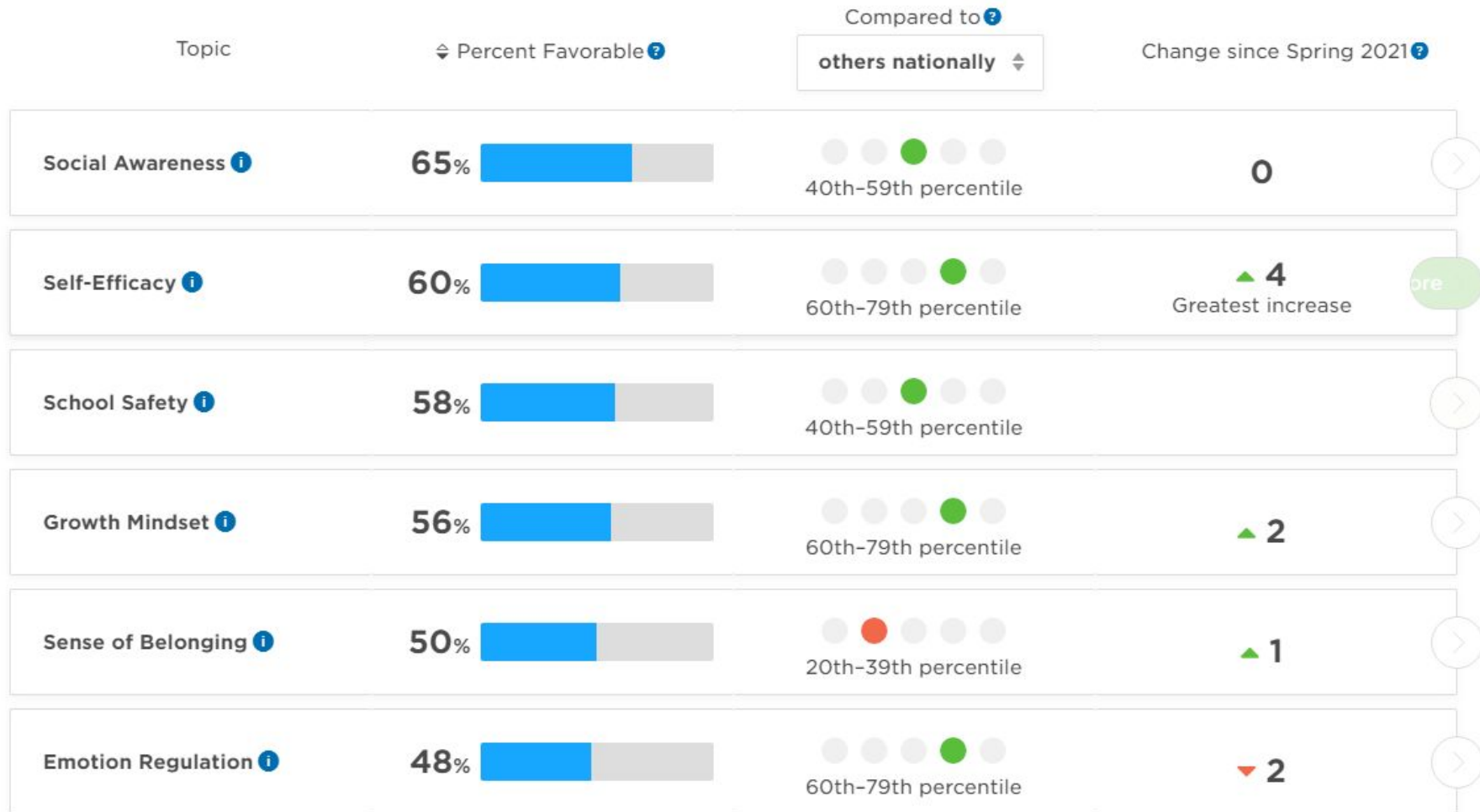
# Defining the Problem of Practice

- Based on the October 2021 Panorama Survey results, the Wilson Leadership Team determined that students need the most support in two categories: Sense of Belonging and Self-Regulation
  - Sense of Belonging 50%
  - Emotion-Regulation 48%
- The Leadership Team determined to focus on Sense of Belonging as the key Problem of Practice





# Survey Results
















# Sample Questions

- In order to better understand the Panorama survey, staff reviewed and reflected on questions from both categories
- Sample Questions - Emotion Regulation
  - How often are you able to pull yourself out of a bad mood?
  - When things go wrong for you, how often are you able to remain calm?
- Sample Questions - Sense of Belonging
  - How well do people at your school understand you as a person?
  - How connected do you feel to the adults on your campus?

# Sample Questions - Emotion Regulation

QUESTION ➤ When you are feeling pressured, how easily can you stay in control?	<b>47%</b> responded favorably	▼ 4 from Spring 2021	
QUESTION ➤ How often are you able to pull yourself out of a bad mood?	<b>40%</b> responded favorably	▼ 2 from Spring 2021	
QUESTION ➤ When everybody around you gets angry, how relaxed can you stay?	<b>49%</b> responded favorably	▼ 1 from Spring 2021	
QUESTION ➤ How often are you able to control your emotions when you need to?	<b>60%</b> responded favorably	▼ 2 from Spring 2021	
QUESTION ➤ Once you get upset, how often can you get yourself to relax?	<b>49%</b> responded favorably	▼ 2 from Spring 2021	
QUESTION ➤ When things go wrong for you, how calm are you able to remain?	<b>42%</b> responded favorably	▼ 1 from Spring 2021	

# Sample Questions - Sense of Belonging

QUESTION ➤ How well do people at your school understand you as a person?	<b>51%</b> ⓘ responded favorably	▲ 4 from Spring 2021	
QUESTION ➤ How connected do you feel to the adults at your school?	<b>33%</b> ⓘ responded favorably	▼ 1 from Spring 2021	
QUESTION ➤ How much respect do students in your school show you?	<b>58%</b> ⓘ responded favorably	▲ 3 from Spring 2021	
QUESTION ➤ How much do you matter to others at this school?	<b>43%</b> ⓘ responded favorably	0 from Spring 2021	
QUESTION ➤ Overall, how much do you feel like you belong at your school?	<b>66%</b> ⓘ responded favorably	▲ 1 from Spring 2021	

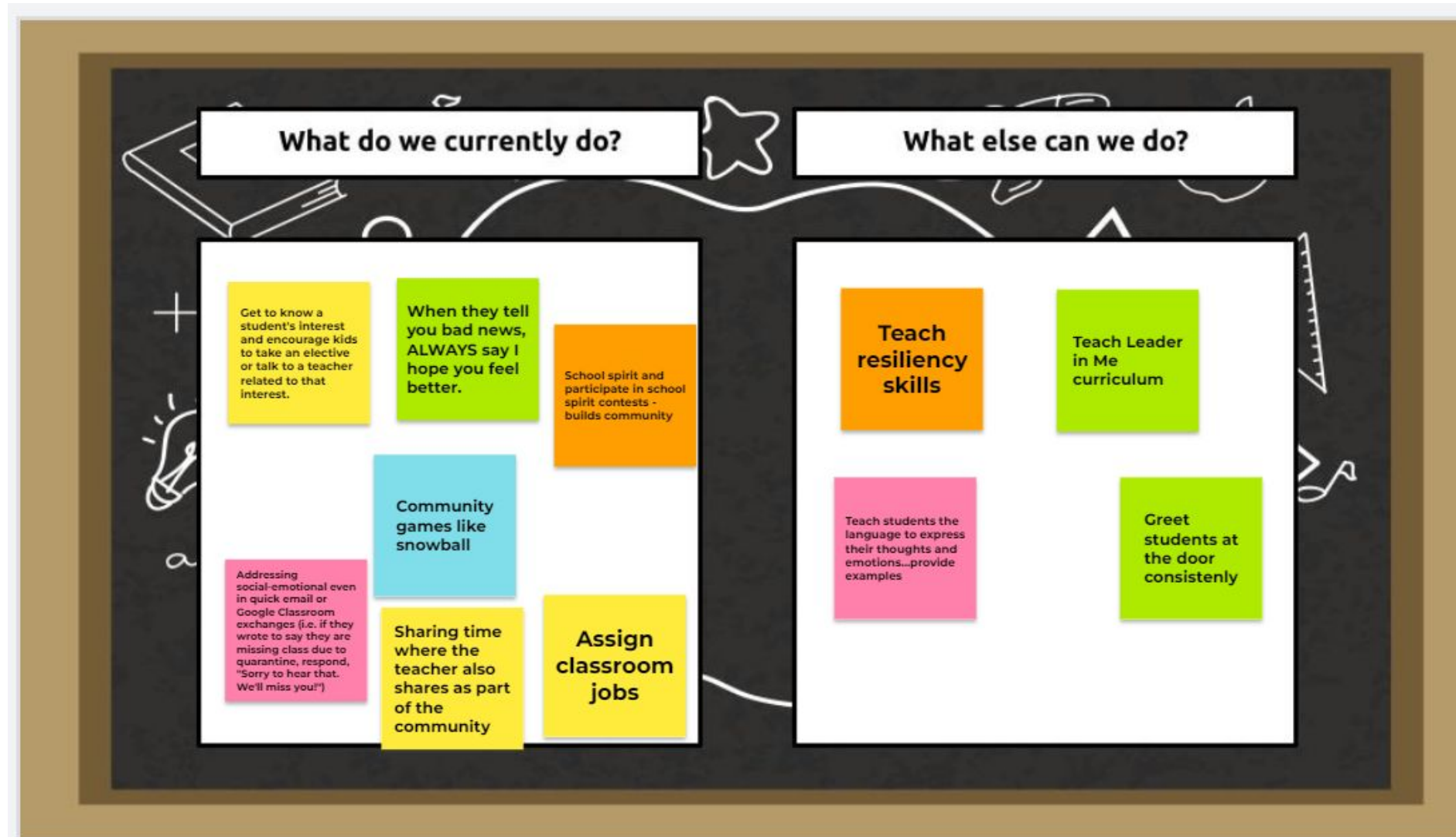


# Strategies Informed by Evidence

- Panorama Survey results were shared with staff
- In collaborative groups, staff was asked to discuss the following:
  - What are we currently doing to support our students' sense of belonging?
  - What other support can we provide to increase our students' sense of belonging?



# Staff Meeting - Jamboard





# Reflect and Refine

- Staff determined opportunities to increase students' sense of belonging
  - “Who do you trust?” activity
  - Admin and counseling team accessible to all students, everyday at before/after school, snack, and lunch
  - Lunchtime and spirit activities
  - After school sports
  - Club Rush - Wilson has over 15 clubs
  - Community Circles



# Implementation - Take Action & Adjust

- “Who do you trust?” activity - Some students did not identify an adult they connect with on campus
- Lunchtime Activities: Lunch time sports tournaments involved the most students
- Additional teachers received training on restorative practices
- Resources were allocated to increase certificated staff during snack and lunch supervision



# Student Success Indicators

- Increased participation in spirit activities
- Growth mindset in every classroom is evident in student academic progress
- Students are able to identify trusted adult(s)
- Students have taken on leadership roles both in the classroom and in clubs
- Students earning PBIS rewards
- Increased student self-advocacy



# Staff Indicators

- Reviewed Panorama Survey questions
- Integrated community circles in classes
- Incorporated Growth Mindset reminders in staff bulletin and student bulletin
- Restorative Practices coaches have supported classroom teachers
- Staff has identified students to create connections, based on students who have not identified a trusted adult



# Supporting ALL Students



## Blue Chip Knights

How do we reach our students that need the most support? Oftentimes, these students are referred to as “at-risk,” which holds a negative connotation. Rather than labeling these students as “at-risk,” they will be referred to as our Blue Chip Knights. These students are “blue chips.” “Blue chips” are considered the highest quality and the best. We, as educators, may not have figured out what makes them best, but hopefully, the Blue Chip Knight Team will be able to identify ways to best support our Blue Chip Knights. This team does not substitute for the SST. This is a quick intervention that can hopefully “intervene” and support the students where they need it.

**Blue Chip Knights Team:** The team helps come up with ideas to support these students. Every Monday, the team meets to review students that need additional support to find success at school. The team discusses the student, then determines actions and supports as well as which team member will lead the specific action/support.



# Blue Chip Knights



## Blue Chip Knights Teacher Referral Form

Teacher Name: \_\_\_\_\_ Room: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Areas of concern:

- Academic
- Behavior
- Attendance
- Other

Briefly explain your concern:

- Have you contacted or meet with parents  Yes  No
- Called and spoke to parent
  - Emailed parent
  - Met with parent

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Office Use Only:  
 Date of Meeting: \_\_\_\_\_ Time: \_\_\_\_\_ Who will cover the teacher: \_\_\_\_\_  
 Next Steps: \_\_\_\_\_ Email sent to all teachers: \_\_\_\_\_



# What is next?

- Wilson's Instructional Leadership answered the following for the 2022-2023 school year
  - What are students doing?
  - What are teachers doing?
  - What is the feeling on campus for all who come to Wilson? Culture?
- Staff will define literacy
- Each department will be determining what literacy looks like in their content

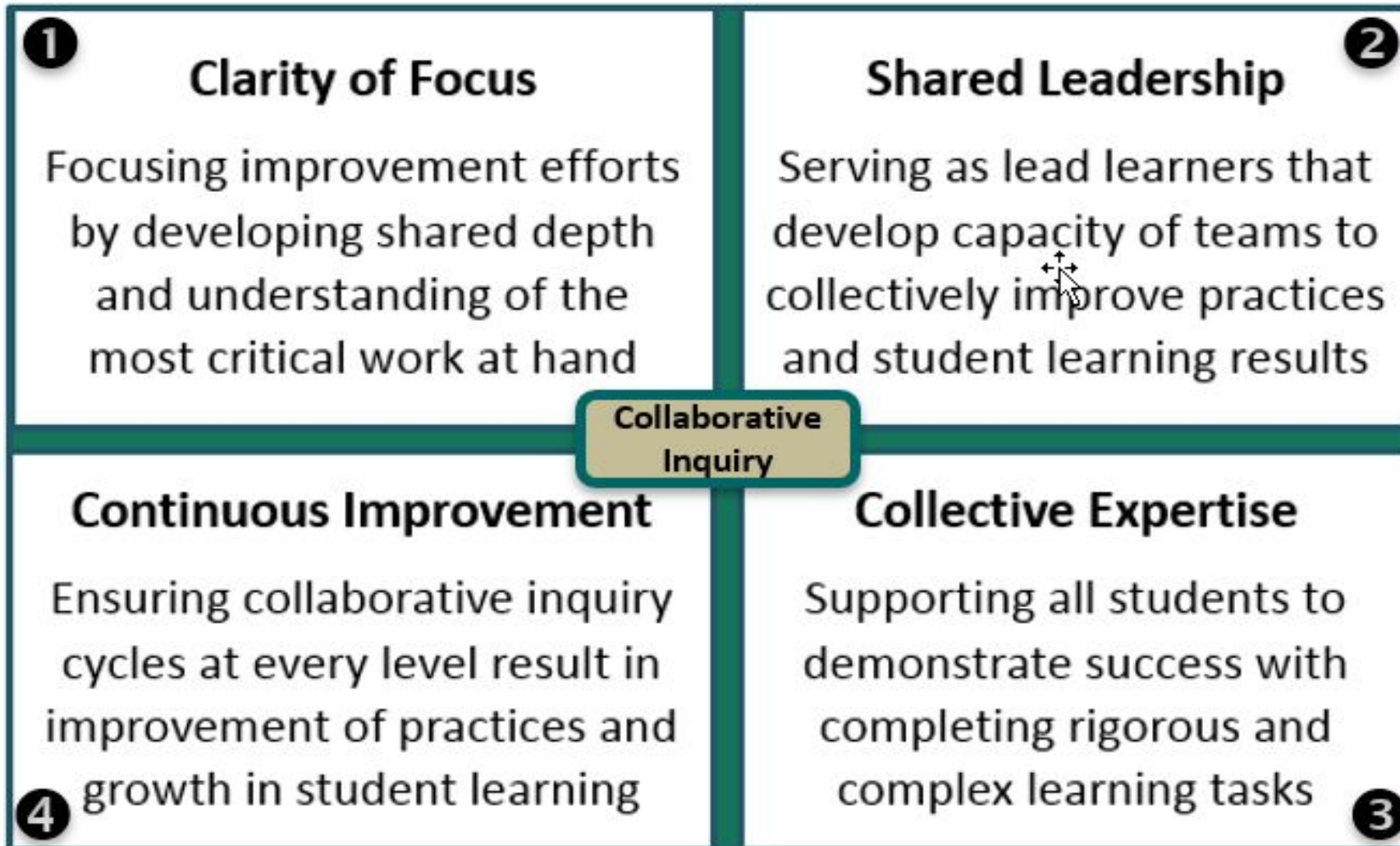
# Clark Magnet High School Leadership Team



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# Four Key Drivers of Improvement







# Clarity of Focus

- August 2021: Schoolwide PD Activity to review our strengths and needs that emerge from the defined the problems of practice.
- Continuous review and reflection on data
  - CAASPP: Summative and Interim
  - Panorama-Social Emotional
  - ELPAC
  - Advanced Placement
  - NWEA MAP
  - Quarter and Semester Marks
- Members of ILT participate with Innovated ED and CCEE Collaborative with other high school teams to create the Clark Action Plan. Focus is on Literacy and Social Emotional Learning.



# Shared Leadership and Collective Expertise

- Instructional Leadership Team Meetings
- Common Interdisciplinary focus on Literacy
  - Department Collaboration: Renewing Our School Wide Commitment to Literacy
- Department Release Time and Collaboration to analyze data and student work.
- Teacher-led Professional Development opportunities
  - Trauma-Informed Practices Training
  - Building an Inclusive School Environment
  - PBIS Committee: Flexing our P.O.W.E.R.
- WASC Meetings
  - Focus Groups



11 <sup>th</sup> Grade ELA/Literacy					
Year	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Met or Exceeded
2016	0%	8%	32%	60%	92%
2017	0%	8%	39%	52%	91%
2018	1%	6%	33%	60%	93%
2019	0%	5%	31%	64%	95%
2021	4%	12%	40%	45%	84%

11 <sup>th</sup> Grade Mathematics					
Year	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Met or Exceeded
2016	3%	18%	38%	42%	80%
2017	4%	24%	40%	32%	72%
2018	6%	19%	35%	41%	76%
2019	5%	20%	34%	41%	75%
2021	4%	22%	37%	36%	73%



## HOW DO STUDENTS PERCEIVE THEIR OWN SOCIAL-EMOTIONAL SKILLS? (PERCENT FAVORABLE)

TOPIC DESCRIPTION	FALL 2018 n = 1108	SPRING 2019 n = 1097	FALL 2019 n = 1143	SPRING 2020 n = 1108	FALL 2020 n = 1188	SPRING 2021 n = 1185	FALL 2021 n = 1191	SPRING 2022 n = 1175
<b>Emotion Regulation</b> How well students regulate their emotions.	53%	54%	51%	53%	52%	53%	50%	56%
<b>Growth Mindset</b> Student perceptions of whether they have the potential to change those factors that are central to their performance in school.	55%	55%	55%	52%	54%	55%	54%	59%
<b>Self-Efficacy</b> How much students believe they can succeed in achieving academic outcomes.	54%	55%	52%	52%	49%	47%	49%	58%
<b>Sense of Belonging</b> How much students feel that they are valued members of the school community.	47%	46%	46%	44%	47%	46%	41%	50%
<b>Social Awareness</b> How well students consider the perspectives of others and empathize with them.	67%	67%	66%	67%	68%	68%	65%	71%
<b>School Safety</b> Perceptions of student physical and psychological safety at school.	69%	69%	69%	68%	-	-	72%	77%





## 2021-2022 Clark Magnet High School Action Plan

**Focus:** Literacy and Social Emotional Learning

**Outcome:** Our focus is to academically prepare students to demonstrate grade level mastery and feel connected to the Clark Community.

Student Success Indicators	Staff Practices	School Supports	Evidence of Learning	Timeline
<p>-Students will increase their CAASPP Interim score by 10-15% results for Math and ELA.</p> <p>-Students will increase their Sense of Belonging and self efficacy scores by 2% on the Panorama Survey (SPSA Goals).</p> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-top: 10px;"> <p><b>SEL goals</b></p> <p><b>Academic goals</b></p> </div>	<p>-Reviewing Rubric with students to know specific expectations.</p> <p>-Test Prep: academic vocabulary and teach how to read questions.</p> <p>-Continuous exposure to test type questions.</p> <p>-Implement 5 min check-in questions.</p> <p>-School Wide Positive Conversations (Period 1)-5 min check</p>	<p>-Targeted Intervention for students to help with test prep. and academic vocabulary.</p> <p>-Trauma Informed Practices Training January 10th PD.</p> <p>-Restorative Practices focus group.</p> <p>-student voice panels</p> <p>-scavenger hunt</p> <p>-student campus tours for 9th grade</p> <p>-Administrator classroom visits</p>	<p>-CAASPP ELA and Math Interim Results (Fall and Spring)</p> <p>-Panorama Survey Results (Fall and Spring).</p>	<p>-March-Post Interim assessments for ELA and Math. CAST Practice Test.</p> <p>-Jan 10th Staff Meeting: Trauma Informed Practice Training</p> <p>-February 2nd ILT Check-in</p> <p>-February-March targets teachers to pilot 5 min check-in.</p> <p>-March-Begin school-wide implementation.</p> <p>-Wellness Center up and running by 4th quarter</p>



# Clark Magnet HS

## What have been our successes to date?

- **SEL**
  - Wellness Center
  - Extended Staff Trainings on Trauma Informed Practices
  - Increased Student/ASB Events
  - Grade Level Activities
- **Literacy**
  - Interims/MAP testing
  - ELA and Math Release Day to review data.
  - Teachers will use CAASPP Practice test to practice test prep, familiarize students with questions.
  - D/F analysis
  - Feedback for grades and support
  - Literacy PD
    - Close Reading

## What has been our main challenge/problem?

- Quarantine
- Student motivation/Lack of focus
- Closing the achievement gap

## Next Steps and Support Needed

- Increase turnout to support services such as after school tutoring, Enrichment, Super Tutors, and after school CTE programs.
- Improve Literacy across all content areas, pathways and programs.
- Trauma Informed Practice Training for all teachers
- PBIS
- Student Voice Panel
- Wellness Center



# Continuous Improvement: Looking Ahead

- 2022-2023
  - Literacy Focus: Writing
  - SEL: Wellness Center
- Community Member Input:
  - School Site Council
  - English Learner Advisory Council
  - CTE Pathway Advisory Meetings
- Data Driven Next Steps
  - Panorama Survey
  - CAASPP Results