Goal 2: Nurtured, Engaged and Empowered Students

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December 7, 2022
Our Promise

Our promise in the Sumner-Bonney Lake School District is to **know, value** and **support** every student, helping them graduate ready to pursue a promising future.

December 7, 2022
Relationship to Future Ready!

Goal 2: Nurtured, Engaged, and Empowered Students

Every student will attend school regularly in a supportive and challenging learning environment where they are empowered to exercise an active voice in their own growth.

• By 2026, 95% of students will attend school daily.
• By 2026, 100% of students feel their school is safe and welcoming as measured by a perception survey.

December 7, 2022
Equity Looks Like

Every student receives fair treatment, and personalized support essential for their social emotional growth and cognitive development.
Relationship to SBLSD Board Policy

- 2000- Student Learning Goals
- 2005- School Improvement Plans
- 3121- Compulsory Attendance
- 3122- Excused and Unexcused Absences
- 3241- Student Discipline
- 2090- Program Evaluation
- 2121- Substance Abuse Program
- 2145- Suicide Prevention Program
- 3207- Harassment, Intimidation, & Bullying
- 3240- Student Conduct Expectations & Reasonable Sanctions
- 3241- Student Discipline
- 3225- Threat Assessment

December 7, 2022
## Four Pillars: Goal 2 Building Blocks for Action

<table>
<thead>
<tr>
<th>Pillar</th>
<th>Block</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pillar A: Teaching &amp; Learning</strong></td>
<td>Student Voice: Create opportunities to nurture and embrace student voice and ownership by integrating students' knowledge, cultures, and experiences into school planning, instruction, assessment, and classroom practices.</td>
<td><strong>Pillar B: Safe Culture and Strong Partnerships</strong></td>
</tr>
<tr>
<td><strong>Pillar C: Professional Learning</strong></td>
<td>School-wide PBIS: Create, communicate, and implement a system-wide safety and security plan that includes Positive Behavioral Interventions and Supports (PBIS) and restorative practices.</td>
<td><strong>Pillar D: Continuous Improvement</strong></td>
</tr>
<tr>
<td>Differentiated and Individualized Learning</td>
<td>Attendance Campaign: Create and implement a district-wide attendance campaign focused on increased attendance and decreased chronic absenteeism.</td>
<td>Time for Professional Collaboration: Provide regular and structured opportunities for in-person collaborative planning, implementation, and reflection on the SEL curricula, PBIS systems, and restorative practices initiatives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding of Child/Adolescent Development: Enhance staff understanding of and capacity to implement effective ACES and child/adolescent growth strategies.</td>
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</tbody>
</table>

*December 7, 2022*
Attendance: What do we need to know and be able to do?

Truancy Vs. Chronic Absence

TRUANCY
• Counts only unexcused absences
• Emphasizes compliance with school rules
• Relies on legal & administrative solutions

Vs.

CHRONIC ABSENCE
• Counts all absences: excused, unexcused & suspensions
• Emphasizes academic impact of missed days
• Uses community-based, positive strategies

(What’s the Difference between Chronic Absence and Truancy, January 2016)
Research

• Students who attend school regularly stay engaged, successful, and on track to graduate.

• Patterns of absenteeism start as early as pre-k and kindergarten.

• By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.

• By 9th grade, attendance is a better predictor of graduation than test scores.

(Attendance Works, October 2021)
Why It Matters
If children don’t show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.

Preliminary data from a California study found that children who were chronically absent in kindergarten and 1st grade were far less likely to read proficiently at the end of 3rd grade.

Who Can Read on Grade Level After 3rd Grade?

- 64% of kids with good attendance in K and 1st (missed 0 or fewer days both years)
- 43% of kids with at-risk attendance (missed more than 9 days both years)
- 41% of kids chronically absent in K or 1st (missed 18 or more days one year)
- 17% of kids chronically absent in K and 1st (missed 18 or more days both years)

What We Can Do

Engage Families
Many parents and students don’t realize how quickly early absences can add up to academic trouble. Community members and teachers can educate families and build a culture of attendance through early outreach, incentives and attention to data.

Fix Transportation
The lack of a reliable car, or simply missing the school bus, can mean some students don’t make it to class. Schools, transit agencies and community partners can organize car pools, supply bus passes or find other ways to get kids to school.

Address Health Needs
Health concerns, particularly asthma and dental problems, are among the leading reasons students miss school in the early grades. Schools and medical professionals can work together to give children and families health care and advice.

Track the Right Data
Schools too often overlook chronic absence because they track average attendance or unexcused absences, not how many kids miss too many days for any reason. Attendance Works has free data-tracking tools.

(Attendance Works, 2018)
Attendance: Where are we now and how do we know?

- SBLSD Elementary Data - Average Monthly Attendance by Grade Level
Attendance: Where are we now and how do we know?

- SBLSD Elementary Data - Average Monthly Attendance by School/Grade Level
## Attendance: How will we get there?

By 2026, 95% of students will attend school daily.

### Elementary Attendance MTSS 22-23

**Vision:** Students across elementary schools will be consistently engaged in learning by being at school every day, on time. We will achieve this goal through a systematic, consistent MTSS approach.

<table>
<thead>
<tr>
<th>Tier</th>
<th>Category</th>
<th>Total School Days Missed</th>
<th>Before the Meeting</th>
<th>During the Meeting</th>
<th>After the Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 3</td>
<td>Severe Chronic</td>
<td>20%+</td>
<td>Admin. Phone Call + Attendance Meeting w/all Stakeholders + File Petition (hold Community Engagement Board mtg.)</td>
<td>Success Plan #2, Truancy Petition (7 unexc. abs. in a month or 15 in a year)</td>
<td>Severe (C)</td>
</tr>
<tr>
<td>Tier 2</td>
<td>Chronic At-Risk</td>
<td>10-19.99%</td>
<td>Admin. or Counselor Phone Call + Attendance Meeting w/all Stakeholders + Letter B</td>
<td>My Family's Help Bank, Attendance Calendar LINK, Success Plan #1</td>
<td>Chronic (B)</td>
</tr>
<tr>
<td>Tier 1B</td>
<td>Warning At-Risk</td>
<td>5-9.99%</td>
<td>Registrar Phone Call + Letter + Teacher Phone Call</td>
<td>Barriers to Attendance: Primary Intermediate</td>
<td>At-Risk (A)</td>
</tr>
<tr>
<td>Tier 1A</td>
<td>Prevention</td>
<td>0-4.99%</td>
<td>Proactive Approaches</td>
<td>See Below</td>
<td>Certificate LINK</td>
</tr>
</tbody>
</table>
Attendance: How will we get there?

September:
- Attendance Awareness Month; positive, proactive messaging in newsletters

October-June:
- Annual Truancy/Attendance Training
- At the building level:
  - Analyze monthly and year-to-date attendance data on the 1st of every month
  - Communication: send common attendance letters for chronic and severe absenteeism, as well as “excellent” and “improved” attendance certificates
  - Collaboration: administrators, counselors, and teachers partner with families to identify barriers, offer resources, & create plans of improvement.

Systematic approach where elementary schools can be more alike than different, while differentiating as necessary based on the needs of the population.

December 7, 2022
What do we do when we don’t get there?

Student Intervention

MY FAMILY’S HELP BANK
CREATE BACKUP PLANS FOR GETTING TO SCHOOL

1. **My Family:** List who lives in your house.
2. **Everyday Helpers:** Identify who you can call on to help drop your child off, or who can pick your child up when you cannot. These are people like friends, neighbors and relatives who can help regularly.
3. **Occasional Helpers:** Identify people who probably cannot help every day, but can help in a pinch. Maybe it’s a godparent, a relative or a friend who lives outside your neighborhood but can be there for short stints.
4. **Potential Helpers:** Identify people who are part of your school community, place of worship or neighborhood who are able to help—if you ask.

CHRONIC ABSENCE = 18 absences (10% of school year)
Warning Signs = 10 to 17 absences
Satisfactory Attendance = 9 or fewer absences

* My child was present ____ days.
* My child was absent ____ days.
* My goal is to improve my child’s attendance. I will ensure my child misses no more than ____ days for the rest of the year.
PILLAR D: Continuous Improvement
What is Working Well?

- Attendance training and return to attendance procedures post pandemic
- Elementary AP team - data cycle and family partnerships
  - Data reports and system in place
- Secondary Attendance nights and meetings
- Registrar Training
- Attendance campaign in buildings
PILLAR D: Continuous Improvement
What are Opportunities for Improvement?

• Awareness and communication with families regarding the importance of strong attendance
• Communication with families of EL students
• Prioritize strong attendance
• Grow communication toolbox that can be used in
  ○ Preschools
  ○ K Round Up
  ○ K Jump Start
Project Cost/Budget Allocation

- Attendance Works Resources - free
- Printing, Letters and Materials, Mailing - $10,000
- PBIS/Attendance Incentive - $11,000
  - $600 per Elem
  - $1000 per MS/HS
Safety: What do we need to know and be able to do?
Strong universal implementation of MTSS has shown to address the social, emotional, behavioral and mental health needs by improving school culture and equal access to supports.

Comprehensive School Counseling Program delivery of services aligned across all Tiers.
MTSS Framework Tier 1 in Action
Where are we now and how do we know?

Pillar B: Safe Culture and Strong Partnerships

Pillar C: Professional Learning

Pillar D: Continuous Improvement
By 2026, 100% of students feel their school is safe and welcoming as measured by a perception survey.

Supportive Learning Environment: "I feel safe at this school."
- 32% Almost Always True,
- 27% Often True
- 25% Sometimes True
- 8% Seldom True
- 8% Almost Never True

Supportive Learning Environment: "I enjoy coming to this school."
- 21% Almost Always True
- 21% Often True
- 30% Sometimes True
- 10% Seldom True
- 18% Almost Never True
CEE Survey-Spring 2022

Supportive Learning Environment:
"In this school, there is at least one adult who knows and cares about me."
- 55% Almost Always True
- 24% Often True
- 13% Sometimes True
- 4% Seldom True
- 4% Almost Never True

Belonging & Identity:
"There's at least one adult in this school I can talk to if I have a problem."
- 51% Almost Always True
- 22% Often True
- 14% Sometimes True
- 6% Seldom True
- 8% Almost Never True

December 7, 2022
Healthy Youth Survey
Fall 2021 - 8th, 10th, and 12th grade students

There are people from my school who will help me if I need it?

- Grade 8 (n=332)
- Grade 10 (295)
- Grade 12 (177)

- Yes: 80.1% (Grade 8), 73.6% (Grade 10), 71.8% (Grade 12)
- No: 5.1% (Grade 8), 6.1% (Grade 10), 12.4% (Grade 12)
- Not sure: 14.8% (Grade 8), 20.3% (Grade 10), 15.8% (Grade 12)
Healthy Youth Survey
Fall 2021 - 8th, 10th, and 12th grade students

In the last year, did you have any contact with a school counselor?

- Grade 8 (n=331): 43.8% Yes, 44.3% No, 2.5% I do not have a school counselor
- Grade 10 (n=296): 55.6% Yes, 55.1% No, 0.6% I do not have a school counselor
- Grade 12 (n=178): 72.5% Yes, 27.5% No, 0.0% I do not have a school counselor

December 7, 2022
School Counselor Needs Assessment
Fall 2022 Data

I have an adult at school who can help me if I need it (for example a teacher, counselor, coach, para educator, or other adult who works at the school).

Total # of Students: 4897

<table>
<thead>
<tr>
<th>School Level</th>
<th>Total Response</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>1177 (95.8%)</td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td>1688 (94.9%)</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>1733 (91.7%)</td>
<td></td>
</tr>
</tbody>
</table>

December 7, 2022
School Counselor Needs Assessment

Fall 2022 Data

I know that a school counselor is available to help me for academic, career, personal or mental health support.

Total # of Students: 4905

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary (9)</td>
<td>54 (4.4%)</td>
<td>1176 (95.6%)</td>
</tr>
<tr>
<td>Middle (3)</td>
<td>48 (2.7%)</td>
<td>1730 (97.3%)</td>
</tr>
<tr>
<td>High (2)</td>
<td>74 (3.9%)</td>
<td>1823 (96.1%)</td>
</tr>
</tbody>
</table>

December 7, 2022
Fall 2022 Tiered Fidelity Inventory Walkthrough
Current Evaluation of Schoolwide Tier 1 System-Teachers

TFI Walkthrough Totals - Teacher
All Buildings (15)

- % of Teachers/staff interviewed that could state ALL SW Expectations: 12
- % of Teachers/staff interviewed that stated they taught SW Expectations this year: 14

Number of Buildings

December 7, 2022
Fall 2022 Tiered Fidelity Inventory Walkthrough
Current Evaluation of Schoolwide Tier 1 System-Students
Noticing and Wonderings

Activity
How will we get there?
Tier 1: ALL- School and Classroom-Wide Culture and Climate

- HELM Project- Cultivate positive student-teacher relationships (Pillar A)
- MS/HS 30 minute weekly Advisory (Pillar A)
- Intentional monitoring of Tier 1 (Pillar D)
  - SEL/Coping skills
  - Positive greetings at the door
  - Teaching Expectations
  - Recognize positive behaviors
  - Restorative Practices
- Expand system to address mental health & social-emotional well-being (Pillar D)
- Increase student and parent voice (Pillar B)
Systems and Strategies

Tier 2 Targeted

- Identify strategies/interventions using multiple data points
- Utilize universal screener for early intervention (Externalizing/Internalizing)
- Increase evidence based practices
- Increase fidelity and progress monitoring (Pillar D)
- Facilitate professional learning (Pillar C)

Tier 3 Intensive & Individualized

- Support accurate and sustained implementation
- Increase fidelity of data collection to measure impact (Pillar D)
- Coordinate family, agency, and other systems of care
- Facilitate professional learning (Pillar C)
How will we respond if we don’t get there?

Action plan for improvement

- Identify the **barriers** and **gaps**
- Facilitate professional learning
- Provide coaching for building teams
- Elicit student voice to obtain authentic perspective
- Implement a cycle of inquiry to make continuous improvements

December 7, 2022
Project Cost/Budget Allocation

- **Essentials for Comprehensive Counseling Program**
  - Heidi’s Promise (Prevention & Intervention Specialists Staff $153,180.00 at secondary buildings)
  - Student field trips (college bound)

- **Essentials for Multi Tiered System of Support**
  - Curriculum, behavior data tracking systems, and conferences

Total= $194,223.00
What is Working Well?

- Comprehensive School Counseling Program integrated with MTSS
- HELM Project
- Identifying gaps in system to support strong universal implementation of MTSS components
- Increase in community partnership for student & family supports
- Legislative and community advocacy
What are Opportunities for Improvement?

- Continue to establish and implement MTSS framework integrating student mental health and wellness
- Facilitate training for school leaders and staff to detect and respond to social-emotional and mental behavioral needs of our students
- Increase staff capacity to integrate mental health & wellness (SEL) across all tiers
- Increase community partnerships
- Increase parent awareness regarding MTSS and supports
Questions?