

Goal 2: Nurtured, Engaged and Empowered Students

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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.



Relationship to Future Ready!

Goal 2: Nurtured, Engaged, and Empowered Students

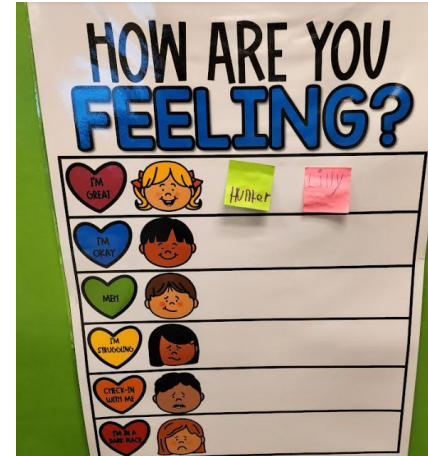
Every student will attend school regularly in a supportive and challenging learning environment where they are empowered to exercise an active voice in their own growth.

- 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.



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

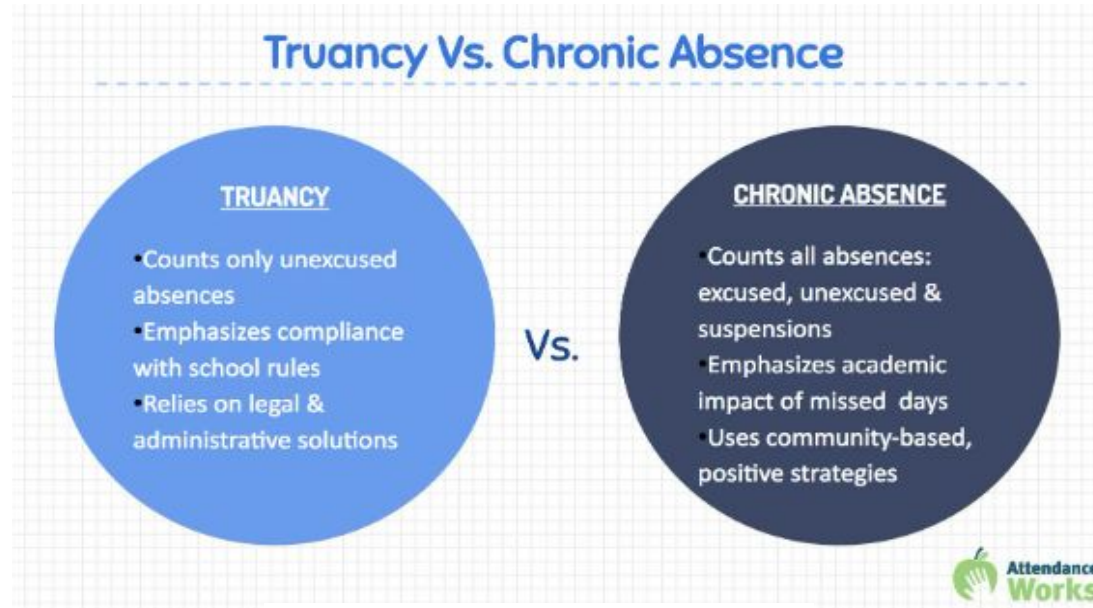


Four Pillars: Goal 2 Building Blocks for Action

Pillar A: Teaching & Learning	Pillar B: Safe Culture and Strong Partnerships	Pillar C: Professional Learning	Pillar D: Continuous Improvement
<p>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.</p> <p>SEL Instruction: Implement explicit instruction that promotes social emotional competencies, connects to students' identity and experiences, and is inclusive of students' voices.</p> <p>Differentiated and Individualized Learning: Differentiate instruction to meet students' needs, including use of on-going assessment, flexible grouping, and multiple data points to connect students' learning to their prior experiences, personal interests, and aspirations.</p>	<p>Positive Support Network for Students and Families: Partner with community-based organizations to provide students and families access to a seamless network of emotional, mental health, and physical wellness resources.</p> <p>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.</p> <p>Attendance Campaign: Create and implement a district-wide attendance campaign focused on increased attendance and decreased chronic absenteeism.</p>	<p>Aligned Professional Learning: Ensure that all plans for social-emotional initiatives are clearly articulated and implemented across professional levels, including ALL educators.</p> <p>Time for Professional Collaboration: Provide regular and structured opportunities for staff to collaboratively plan, implement, and reflect on the SEL curricula, PBIS systems, and restorative practices initiatives.</p> <p>Understanding of Child/Adolescent Development: Enhance staff understanding of and capacity to implement effective ACES and child/adolescent growth strategies.</p>	<p>Monitoring Student Engagement and Empowerment: Conduct family and student surveys/forums to measure student engagement and empowerment (e.g., using student focus groups, summits, advisories, fishbowls).</p> <p>Restorative Practices and SEL Policies, Standards and Guidance: Establish clear policies, standards, and operational guidance for teachers and administrators regarding effective approaches for integrating restorative practices in each classroom and school-wide.</p> <p>District-Wide Survey: Redesign the district-wide survey to ensure that key data points relating to SEL, restorative practices and PBIS are gathered in an aligned fashion year to year, PreK-to-Grade 12.</p>



Attendance: What do we need to know and be able to do?

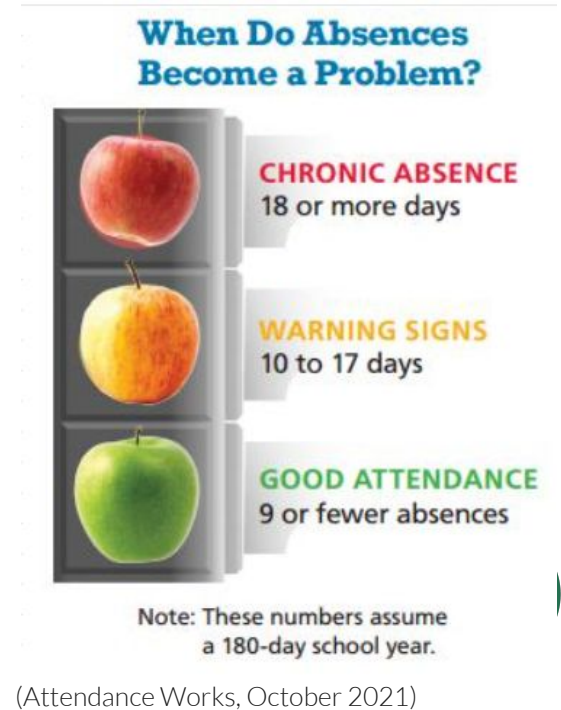


(What's the Difference between Chronic Absence and Truancy, January 2016)

Attendance: What do we need to know and be able to do?

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: What do we need to know and be able to do?

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?³



of kids with good attendance in K and 1st (missed 9 or fewer days both years)



of kids with at-risk attendance (missed more than 9 days both years)



of kids chronically absent in K or 1st (missed 18 or more days one year)



of kids chronically absent in K and 1st (missed 18 or more days both years)

What We Can Do



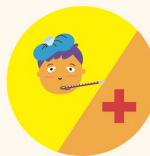
Engage Families

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.

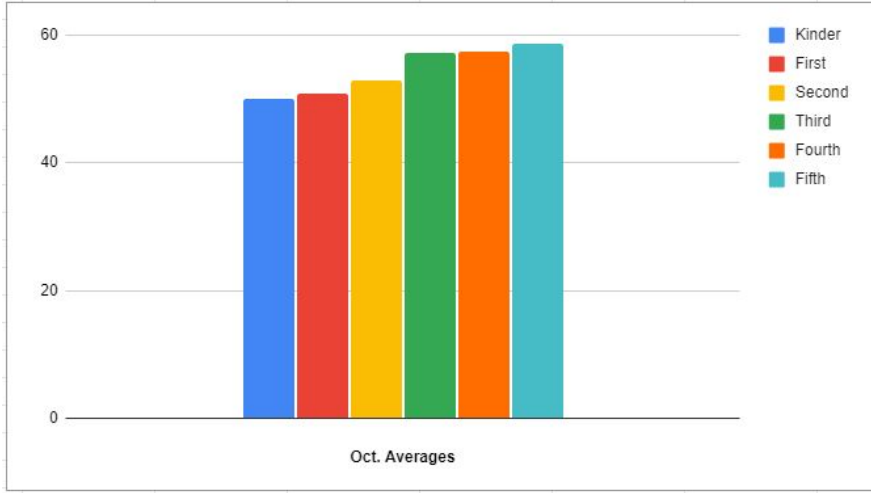
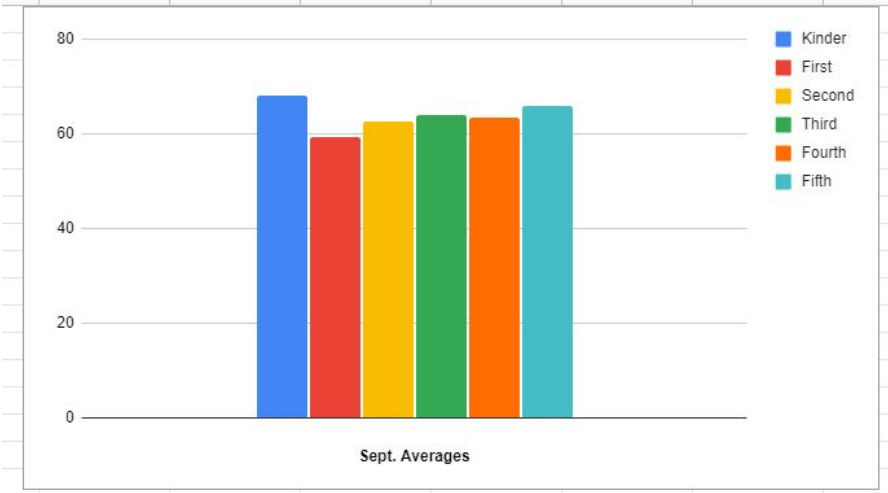


Track the Right Data

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.

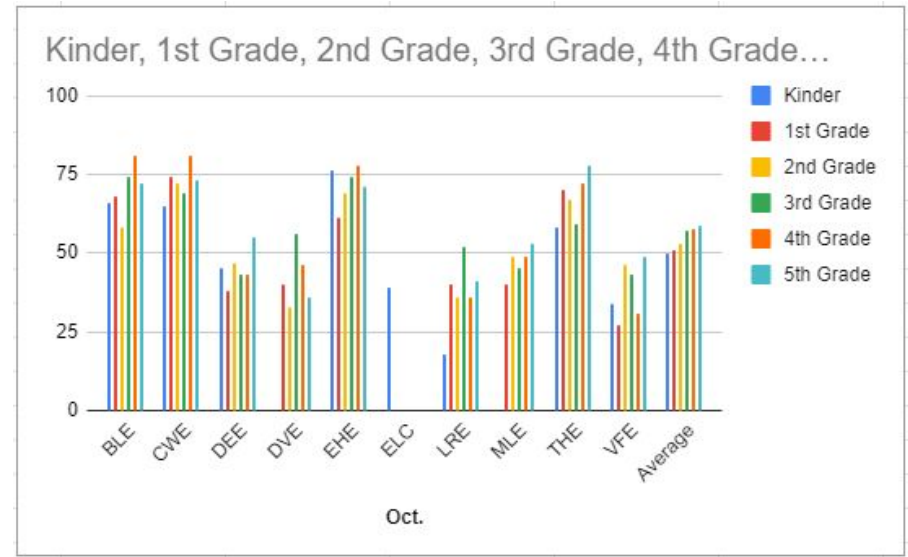
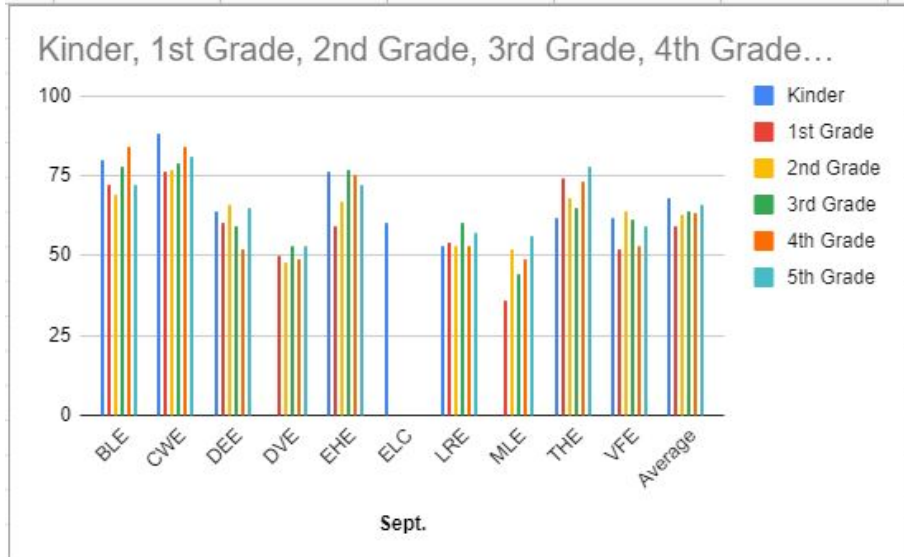
Attendance: Where are we now and how do we know?

- 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.

Criterion			Before the Meeting	During the Meeting	After the Meeting
Tiers	Category	Total School Days Missed	Action	Resources	Letter Template
Tier 3	Severe Chronic	20%+	Admin. Phone Call + Attendance Meeting w/all Stakeholders + File Petition (hold Community Engagement Board mtg.)	-Success Plan #2 -Truancy Petition (7 unexc. ab. in a month or 15 in a year)	Severe (C)
Tier 2	Chronic At-Risk	10-19.99%	Admin. or Counselor Phone Call + Attendance Meeting w/all Stakeholders + Letter B	-My Family's Help Bank -Attendance Calendar LINK -Success Plan #1	Chronic (B)
Tier 1B	Warning At-Risk	5-9.99%	Registrar Phone Call + Letter + Teacher Phone Call	Barriers to Attendance: Primary Intermediate	At-Risk (A)
Tier 1A	Prevention	0-4.99%	Proactive Approaches	See Below	Certificate LINK



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.

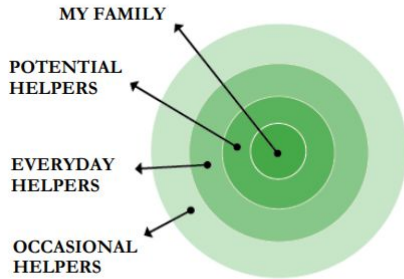


What do we do when we don't get there?

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.

March '23							April '23							May '23							
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	
			1	2	3	4							1								6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				
							30														

June '23							July '23							August '23							
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	
				1	2	3							1				1	2	3	4	5
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30				
							30	31													



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.

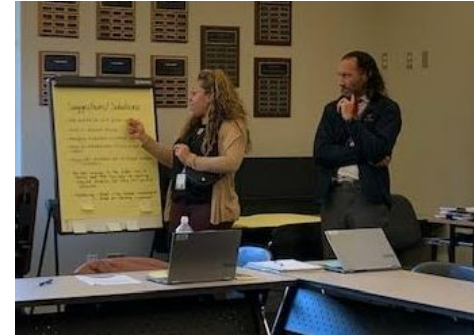
• My goal is to improve my child's attendance. I will ensure my child misses no more than ___ days for the rest of the year.



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

ATTEND TODAY, ACHIEVE TOMORROW

GOOD SCHOOL ATTENDANCE MEANS...

 ELEMENTARY STUDENTS read well by the end of third grade	 MIDDLE SCHOOLERS pass important courses	 HIGH SCHOOLERS stay on track for graduation	 COLLEGE STUDENTS earn their degrees	 WORKERS succeed in their jobs
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Too many absences—excused or unexcused—can keep students from succeeding in school and in life. How many are too many? 10% of the school year—that's 18 missed days or 2 days a month—can knock students off track.


Attendance Works
Missing Student Events By Missing Clock Absence
www.attendanceworks.org



Safety: What do we need to know and be able to do?



MTSS Framework

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

HALLWAY EXPECTATIONS

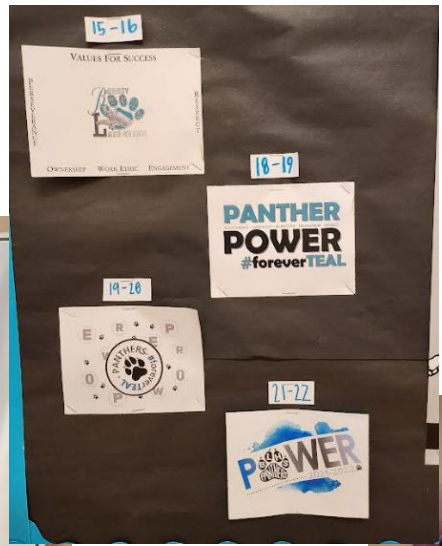
SAFE Keep moving & stay to the right Follow directional arrows on the floor & use the roundabouts Keep your mask on at all times, covering your mouth & nose Maintain social distancing/hands & feet to self Use hand sanitizer Keep pathways clear No locker use-hybrid keep personal belongings with you	RESPECTFUL Use appropriate language Use appropriate voice level Keep moving & stay to the right Follow directional arrows on the floor and use roundabouts Keep your mask on at all times, covering your nose & mouth Maintain social distancing	RESPONSIBLE Keep moving & stay to the right Maintain social distancing Report any unsafe behavior
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WE GOT THIS TOGETHER



EMERALD HILLS
ELEMENTARY
Lakers
Lakers Are:

- 1 SAFE
- 2 RESPECTFUL
- 3 RESPONSIBLE



15-16
VALUES FOR SUCCESS
OWNERSHIP WORK ETHIC ORGANIZATION

18-19
PANTHER POWER
#foreverTEAL

19-20
PANTHERS
P
A
N
T
H
E
R
S
P
O
W
E
R

21-22
PANTHER POWER
#foreverTEAL

HAWK PRIDE

Preparation
Respect
Integrity
Determination
Excellence



"Responsibility is the key to success."



During Morning Meeting, **Huskies:**

- Talk Quietly or Read Until Announcements
- Keep Hands and Feet to Self
- Focus on the Speaker

Safety Good Choices Belonging Persistence



Where are we now and how do we know?



Pillar B: Safe Culture and Strong Partnerships

Pillar C: Professional Learning

Pillar D: Continuous Improvement



CEE Survey-Spring 2022

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."

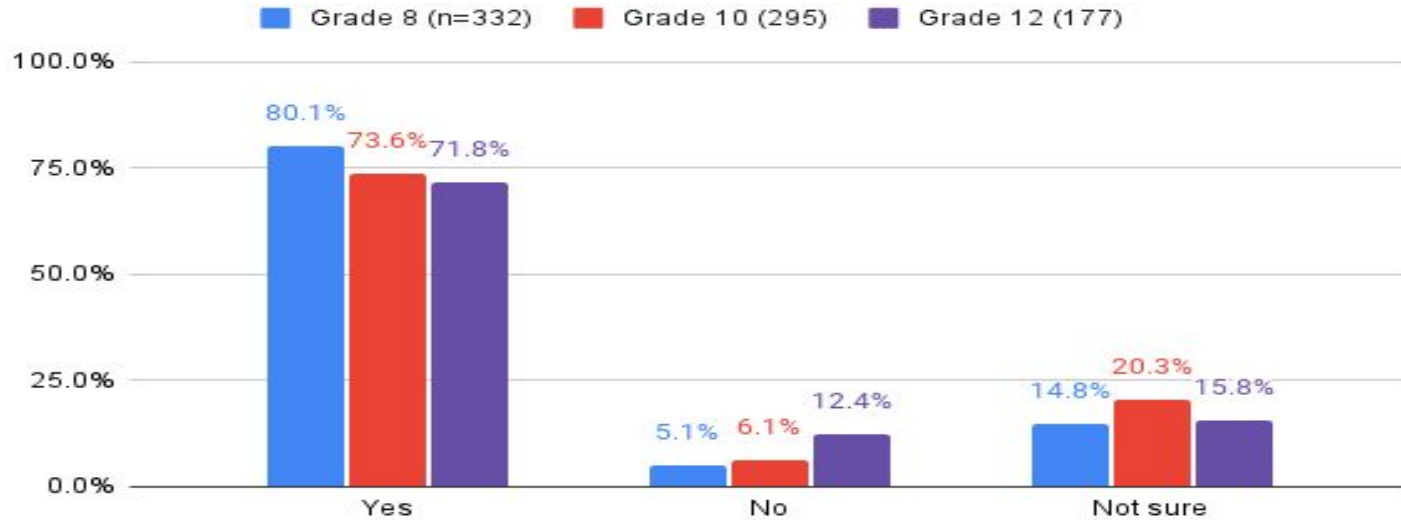
- 51% Almost Always True
- 22% Often True
- 14% Sometimes True
- 6% Seldom True
- 8% Almost Never True



Healthy Youth Survey

Fall 2021 - 8th, 10th, and 12th grade students

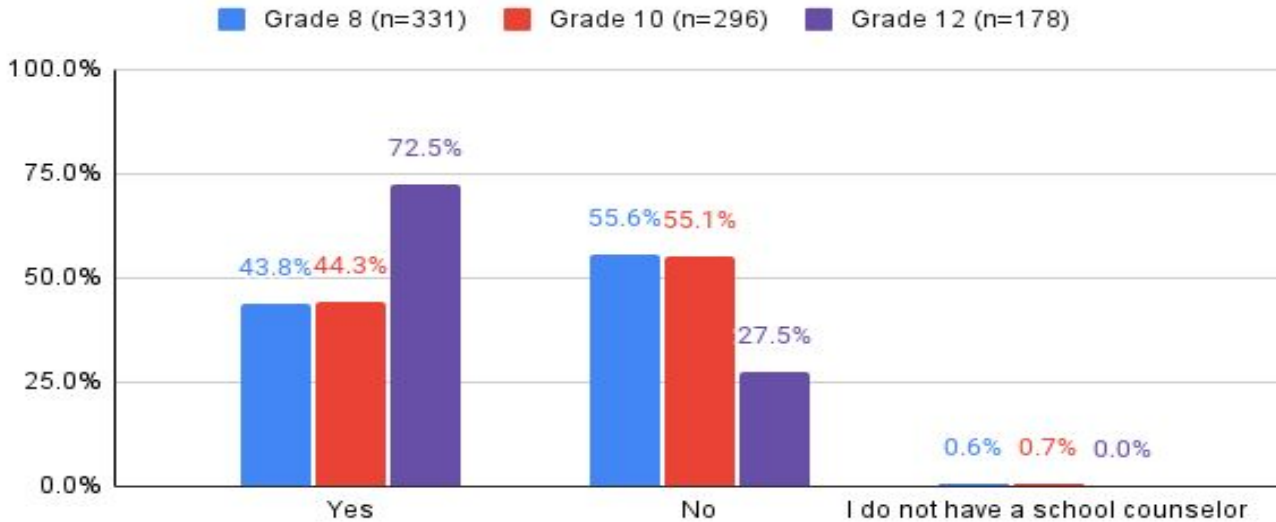
There are people from my school who will help me if I need it?



Healthy Youth Survey

Fall 2021 - 8th, 10th, and 12th grade students

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

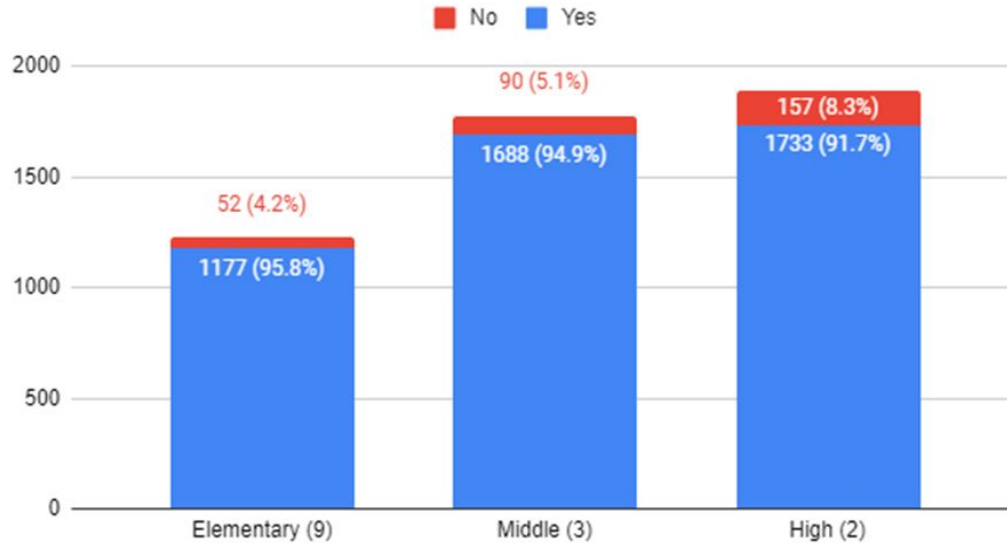


School Counselor Needs Assessment

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

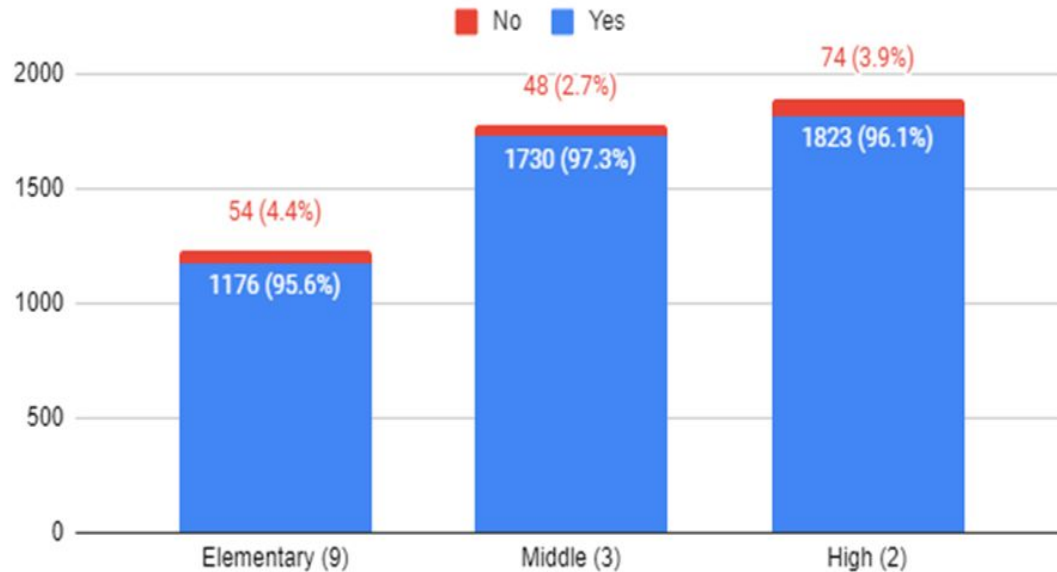


School Counselor Needs Assessment

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

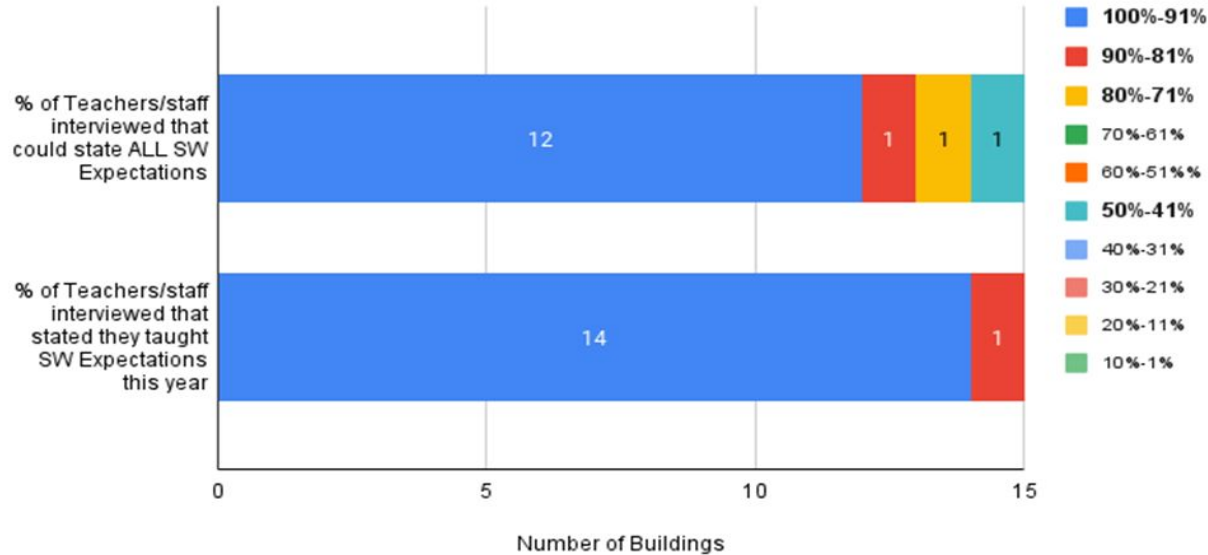


Fall 2022 Tiered Fidelity Inventory Walkthrough

Current Evaluation of Schoolwide Tier 1 System-Teachers

TFI Walkthrough Totals - Teacher

All Buildings (15)

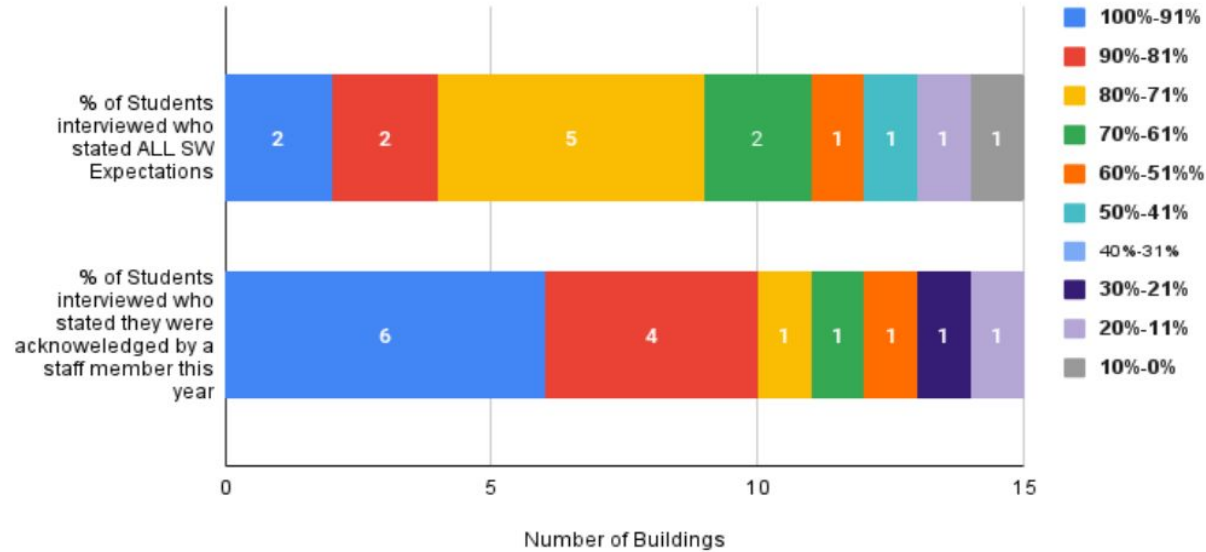


Fall 2022 Tiered Fidelity Inventory Walkthrough

Current Evaluation of Schoolwide Tier 1 System-Students

TFI Walkthrough Totals - Student

All Buildings (15)



Noticing and Wonderings

Activity



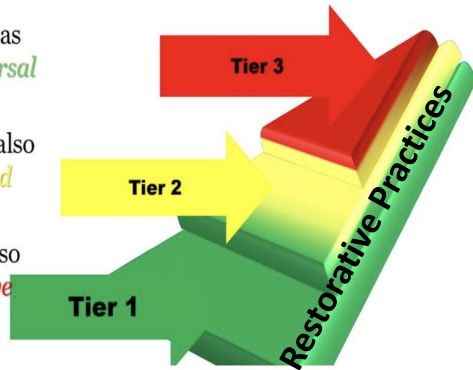
How will we get there?



Systems and Strategies

A Layered Approach

- Every student has access to *Universal* supports
- Some students also receive *Targeted* supports
- Few students also receive *Intensive* supports



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



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?

