

COLORADO SPRINGS SCHOOL DISTRICT ELEVEN
Dr. Michael J. Thomas, Superintendent
Phoebe Bailey, Assistant Superintendent-Personnel Support Services

School Accountability (SAC) Training Agenda

February 6, 2020

Tesla Professional Development Center

6:00pm – 8:00pm

Room 116/129

- 6:00 – 6:10pm **Welcome and Introductions** - Velvet Stepanek – DAC Chairperson
(room 116/129)
- 6:10 – 6:20pm **Spotlight-Rogers ES** – Linda Slothower, Principal-Rogers ES
- Rogers ES was selected as a “Bright Spot” school by the Colorado Turnaround Network for exemplary work in a) Culture Shift, b) Instructional Transformation, c) Talent Development, and d) Leadership
- 6:20 – 6:35pm **Budget Equity Exercise** – Glenn Gustafson, CFO/Deputy Superintendent
- 6:35 – 6:50pm **Core Value Card Sort Activity** – Stephanie Atencio, Principal-Wilson ES
- How Wilson ES approached the Budget Equity Exercise using the Core Values Card Sort Activity as a precursor to the exercise
- 6:50 – 6:53pm **Move to Break-out Sessions**
- Session 1: 6:53 – 7:38pm (choose 1)
1. **Family Learning Institute – Sources of Strength (SoS)** – Tena Logan, West MS Teacher (room 110/111)
 - A nationwide suicide awareness program that D11 uses to help recognize the need to address mental health.
 2. **Galileo K-12 Aligned District Benchmarks** – Dr. Eric Mason, Director of Assessment (room 112)
 - The Benchmark Performance Levels Report
 - The Student Growth and Achievement Report
 - The Instruction Performance Tracker
 3. **Introduction to New Hoonuit Data System** –Gina Daugherty, Assessment Specialist, EDSS (room 113)
 - What it is and when it is coming on line. Hoonuit will incorporate behavior, attendance, assessment, and graduation credit tracking data plus much more
- 7:38 – 7:41pm **Move back to Room 116/129**
- 7:41 – 8:00 pm **Conclusion** - Lyman Kaiser, Training & SAC Support, Chair
- SAC Level Sharing
 - Evaluation of Training (leave on table at door)
 - Door Prize

WILL ROGERS ELEMENTARY SCHOOL

WORKING HARD TO TRANSFORM
OUR SCHOOL



OUR STUDENTS



SCHOOL PERFORMANCE FRAMEWORK 2018

IMPROVEMENT STRATEGIES

• HOW WE MEET:

1. WHOLE STAFF MEETINGS
2. SMALL GROUP MEETINGS – PLCS WITH EVERY GRADE LEVEL
3. ONE-TO-ONE MEETINGS

WORKING TOGETHER

- **ANALYZED CORE CURRICULUM** (ELA AND MATH) TO ENSURE ALIGNMENT WITH STANDARDS - SUPPLEMENT INSTRUCTION WITH ENGAGENY AND WIT AND WISDOM RESOURCES
- **LEARNED HOW TO USE THE ACHIEVEMENT NETWORK (ANET) RESOURCES**
 - STANDARDS CONTENTS
 - EXAMPLE QUESTIONS
 - INTERIM ASSESSMENTS

WORKING TOGETHER

- **PLCS**
 - PLANNED TOGETHER – ELA, MATH, WRITING
 - PD ON TEXT COMPLEXITY, CLASSROOM MANAGEMENT/STUDENT ENGAGEMENT STRATEGIES, AGGRESSIVE MONITORING OF STUDENT TASKS
- **ESTABLISHED DATA ANALYSIS ROUTINES**
 - SCHEDULES
 - IDENTIFIED WHAT TO ANALYZE (FORMATIVE/SUMMATIVE ASSESSMENTS AND STUDENT WORK)

MONITORING OUR PROGRESS

- CLASSROOM WALK THROUGHS
- INDIVIDUAL MEETINGS
- WILL ROGERS CULTURE RUBRIC
- CELEBRATING AND IDENTIFYING NEXT STEPS

ROUTINES AND PROCEDURES

- ESTABLISHED **COMMON EXPECTATIONS** FOR SCHOOLWIDE ROUTINES AND PROCEDURES
- CREATED **COMMON COMMITMENTS** TO HOLD STUDENTS ACCOUNTABLE

ATTENDANCE AND GUIDANCE

- **DEAN OF STUDENTS** HIRED TO SUPPORT THE MONITORING OF ATTENDANCE AND THE GUIDING OF STUDENT BEHAVIOR
- **CREATED SYSTEMS** TO INCREASE AVERAGE DAILY ATTENDANCE AND DECREASE STUDENT REFERRALS
- **WORKING TO GET TO KNOW OUR FAMILIES** AND TO CREATE PARTNERSHIPS THAT WILL SUPPORT NEEDS OF STUDENTS

SOCIAL/EMOTIONAL WELLNESS

- **HIRED A SCHOOL COUNSELOR** TO JOIN OUR **SOCIAL WORKER** IN SUPPORTING SEL NEEDS OF STUDENTS
- **IMPLEMENTED CAPTURING KIDS HEARTS AND RANDOM ACTS OF KINDNESS**
- **USING SEL SURVEY** TO HELP US UNDERSTAND NEEDS OF STUDENTS

NEXT STEPS!

CONTINUE TO:

WORK TO SHIFT MAJOR WORK OF LEARNING TO STUDENTS

- PRODUCTIVE STRUGGLE
- HABITS OF DISCUSSION
- USE OF STUDENT WORK TO INCREASE ACHIEVEMENT

FOCUS ON HIGHLY EFFECTIVE WRITING INSTRUCTION

FOCUS ON K-1 DEVELOPMENT OF FOUNDATIONAL READING SKILLS

FOCUS ON SEL OF STUDENTS, INCREASING ATTENDANCE AND REDUCING REFERRALS

GET TO KNOW FAMILIES AND PARTNER WITH PARENTS



Colorado Springs School District 11

Budget Equity Exercise

Leader's Script

FY 19/20

Introduction:

- You may or may not be aware that the District's new strategic plan contains a strategic plan strategy that states, "In pursuit of our mission and mission impacts: we will guarantee an ecosystem of equitable practices to meet the unique needs of all".
- As part of this initiative, all district schools are participating in an exercise with our school communities (SAC, PTA/PTO, staff, parents, and stakeholders) to evaluate each school's efforts in delivering an equity-driven budget planning process. Your participation in this process will ensure that a healthy conversation will occur regarding the allocation of resources in our schools.

Step 1: Our Vision for Student Success and Equity

The first part of our exercise is to engage our school community in the development of a vision of student success and equity. In order to do this, please provide input on the following questions:

1. What will our school LOOK LIKE when all students are successful and we are achieving educational equity?
2. What will our school FEEL LIKE when all students are successful and we are achieving educational equity?
3. What will our school SOUND LIKE when all students are successful and we are achieving educational equity?

Step 2: Our School Community Values

Our second part of the exercise is to engage our school community to identify our collective values and the ways that those values are currently reflected in our school. In order to do this we need to answer what are our values and how we put those into action. Please help me identify these components. What are our values as a school community? How do we put those values into action?

Step 3: Activity Inventory and Prioritization

The third part of this exercise is to identify efforts, strategies or programs that our school is using to produce changes that will result in improved outcomes for students. Please help me identify any efforts, strategies or programs that our school is using to improve outcomes for students.



Step 4: Budget Alignment and Trade-Offs

The next step in the process is to look at our budget allocations and identify the trade-offs that we're making. We also want to look at any supplemental resources that are available. Please help me answer the following questions:

1. What are some of the trade-offs that our school is having to make when allocating resources to support the continuation or development of prioritized activities?
2. How should we use supplementary funding sources like Title, Grants, Achieve Team, Student Activity Funds (SAS), if applicable, in appropriate ways to support the continuation or development of prioritized activities and programs?
3. How does our assignment of staff support prioritized activities and programs?
4. How does our assignment of non-staffing budgets (instructional supplies and materials and principal accounts) support prioritized activities and programs?

Step 5: Equity Considerations

- The final step of the exercise is to identify the programs, supports, and services that we will need to change next year, which specific student groups are most directly impacted and what we will do to mitigate any potential negative impacts. In order to do this, please help me answer the following questions:
 1. Which specific student groups do you anticipate will be most directly impacted by changes to programs, supports and services?
 2. How should we plan to mitigate potential negative impacts for the specific groups noted above?
 3. How will the activities or programs that we plan to utilize next year positively impact the specific groups noted above?

Thank you for your assistance!

School Budget Planning and Equity Considerations

Colorado Springs School District 11

FY _____

School Name _____

School LOC # _____

This document is designed to walk you through some recommended steps for an equity-driven budget planning process, and also provide a place to record the ways in which the development of your school-level budget for FY 20/21 has included diverse perspectives and equity considerations.

Below, you will first find rows/cells to document the ways that you're engaging diverse stakeholders in budget planning. Then you'll find some specific steps to follow, each with guidance for how to complete related activities. For each step, there is a place to synthesize what results from engaging in those activities with your community of diverse stakeholders.

It is suggested that you involve the following groups at a minimum:

SAC, PTA/PTO, Staff, Parents, and Stakeholders (e.g. Community Members)

Keep in mind that some of what is recorded in this document will be eventually made public and available for review by the Executive Directors and the Superintendent. However, a final version will only be made public following final review and revision by the principal/supervisor.

Meaningful Inclusion of Diverse Perspectives

The best way to ensure that your budgeting process is in accordance with Board Policy is by centering marginalized voices. You need to bring diverse perspectives to the table to help make tough choices about how to use your resources in ways that align your school programming with district priorities and pursue efforts that will lead to increased achievement of all students. Those diverse perspectives should be representative of the students and families who will be impacted by your decisions, and the opportunities for people to share their perspectives need to be meaningful, not tokenizing nor merely for the appearance of inclusion.

Describe the ways in which you've worked to ensure that you have meaningfully included diverse perspectives from the following stakeholder groups in your budget decision-making process:

<i>Students*</i>	<i>Staff</i>	<i>Families/Community Members</i>

**Try to include student perspectives to the extent possible, given your student population. If it doesn't make sense to include student voice in decision-making, ensure that families have an opportunity to represent their students' interests.*

If you have held meetings to include diverse perspectives in your decision-making process, please note the date(s), and type(s) of participants included in those meetings below:

Steps for an Equity-Driven Budget Planning Process

Please answer the questions below to the best of your ability.

Recommended Timeline:

- **Steps 1-3** should be completed prior to the finalization and communication of budget allocations. The suggested deadline for this is February 28.
- **Steps 4 & 5** should be completed after finalization of budget line items. The suggested deadline for these steps is March 31.
- Title I schools will present this document to an Executive Committee in the spring as a "Budget Tie-Out" process. Principals will be expected to present their process and result.

Step 1: Our Vision for Student Success and Equity

Start by engaging your school community in the development of a vision of student success and equity. Think about which stakeholders should be included in the generation of this vision and how you can include diverse perspectives. When you've completed this activity, synthesize your community's vision below.

What will our school look like, feel like, and sound like, when all students are successful and we are achieving educational equity?

Looks Like	Feels like	Sounds Like

Step 2: Our School Community Values

Next, work with your school community to identify your collective values and the ways that those values are currently reflected in your school. Think about which stakeholders should be included in the generation of your values and how you can include diverse perspectives. When you've completed this activity, synthesize your community's values and ways they are reflected below. Add additional rows to the table, as needed.

What are our values as a school community? How do we put those values into action?

We value...	Therefore we...

Step 3: Activity Inventory and Prioritization

An activity is any effort, strategy, or program that your school is using to produce changes that will result in improved outcomes for students. Think broadly: an activity would likely be something that is currently a strategy in your school improvement plan, but could also be programs or strategies that aren't currently reflected in your SIP. (Examples of things that could be considered activities: Balanced Literacy; Co-Teaching; International Baccalaureate Middle Years Programme; Responsive Classroom; Counseling; etc.)

For this step, with the help of your stakeholders, identify your current school activities and any ideas for new activities; think critically about how well each of them align with the district priorities and your community's values and vision; and prioritize the activities that will have the biggest impact on increasing student success and achieving equity. When you've completed this activity, synthesize the list of your community's prioritized activities below. Add rows to the table below, as needed.

What prioritized activities does your school community believe are having or will have the biggest impact on increasing student success and achieving equity? How does each align to the D11 priorities?

Priority Activity	Alignment to one or more D11 priorities (MTSS, SEL, Equity, or Literacy)

Step 4: Budget Alignment and Trade-Offs

Once you've received your budget allocations, you will need to make decisions regarding how to utilize limited resources in ways that support your prioritized activities and programs. After you engage in that decision-making process, use the spaces below to identify the trade-offs that you're making, also the ways that you've used supplementary resources strategically, in alignment with the goals of those funding sources, to achieve your school's visions of achievement and equity.

What are some of the trade-offs that your school is having to make when allocating resources to support the continuation or development of prioritized activities?

In order to ensure we can...	We will not be able to...

How will you use supplementary funding sources (i.e., Title, Grant, ACT, Student Activity, or Other Funds), if applicable, in appropriate ways to support the continuation or development of prioritized activities and programs?

How does your assignment of school FTE support your prioritized activities and programs?

How does your assignment of non-staffing budget support your prioritized activities and programs?

Step 5: Equity Considerations

As you identify the programs, supports, and services that you will need to change or eliminate in FY 20/21, identify the specific student groups who will be most directly impacted (i.e. race/ethnicity, gender, grade, program, identification for services, etc.) and what you will do to mitigate any potential negative impacts. Also, consider the positive impacts that you anticipate your activities or programs will have next year on those same student groups. Add additional rows to the table below, as needed.

Which specific student groups do you anticipate will be most directly impacted by changes or eliminations to programs, supports, and services next year?

Changes/eliminations to...	Will directly impact...

Describe how you plan to mitigate potential negative impacts for the specific student groups noted above:

Describe how the activities or programs that you plan to continue, expand, or start next year will positively impact the student groups identified above:

-School Use Only-		
Completed by: _____	_____	_____
	Name	Date
Principal Review: _____	_____	_____
	Name	Date

-Internal Use Only-		
Received by Executive Director: _____	_____	_____
	Name	Date
Received by Finance: _____	_____	_____
	Name	Date

Attachments:

1. District Budget Development Calendar
2. School Staffing Sheet
3. School Non Staffing Budgets

School Budget Planning and Equity Considerations

Planning for the 2019-20 School Year

BRYN MAWR

Principal: Laura Cavender

Contact Information:

(612) 668-2500

Laura.Cavender@mpls.k12.mn.us

Meaningful Inclusion of Diverse Perspectives

Since this school was identified for support and improvement through the state's school accountability system, they engaged stakeholders in a needs assessment and school improvement plan process throughout this school year. That process informed their priorities for next school year, which influenced their budget decisions.

A summary of how the school meaningfully engaged stakeholder groups in their comprehensive needs assessment and improvement planning process is described below:

Stakeholder Engagement

At the start of the 2018-19 school year, we notified families, through the following means, of our identification and how they could be engaged in our improvement process:

- Mailed a letter home, translated as necessary
- Shared information at Site Council meeting on September 26, 2018
- Shared information at State of the School night on October 11, 2018
- Flyer sent home on October 13, 2018, inviting families to help with needs assessment and develop improvement plan

School Staff Engagement

We engaged school staff in our comprehensive needs assessment in the following ways:

The Instructional Leadership Team (ILT)/Staff and the Site Council make up our Every Student Succeeds Act (ESSA) Team. All parts of the process were completed in both meetings and then combined.

- August 28, 2018 - Instructional Leadership Team discussed MCA Data
- September 12, 2018 - Staff Meeting discussing MCA Data
- September 19, 2018 - Multi-Tiered Systems of Support (MTSS) Data Dive #1 for all staff
- November 1, 2018 - All Staff Professional Development (PD): Comprehensive Needs Assessment, Identify Current Successes and Challenges, & Prioritize Areas for Improvement
- December 4, 2018 - Instructional Leadership Team - Complete Root Cause Analysis on Student Reading Achievement Below Grade Level and Student Math Achievement Below Grade Level
- December 11, 2018- Instructional Leadership Team - Complete Root Cause Analysis on English Learner(EL)/Speaking, EL
- January 8, 2019 ILT looked at current School Improvement Plan to approve goals and choose strategies for Reading and EL areas in new School Improvement Plan (SIP)
- January 15, 2019 ILT chose strategies for Math and SEL in new SIP
- February 5, 2019 ILT discussed and finalized strategies for ESSA Improvement Plan, ILT members then shared with their teams

We received the following feedback from **school staff** on our **comprehensive needs assessment** and incorporated it in the following ways:

The staff participated in all of the comprehensive needs assessment and their feedback was used to complete the next sections. ILT completed the ESSA Improvement Plan during weekly meetings, representatives shared and gathered feedback with and from their teams. *(continued on next page)*

During our comprehensive needs assessment, staff identified the following as root causes, which were reflected in our comprehensive needs assessment summary: Students not provided enough opportunities for authentic talk in classrooms and relationships are challenging; students are not feeling connected to school and students are struggling to identify/understand feelings and how to respond to them.

We engaged **school staff** in the **development of our school improvement plan** in the following ways:

As noted above, all staff were part of the process for the needs assessment and selecting the prioritized areas of the new school improvement plan: Reading, Math, EL/Speaking (more authentic talk in classrooms) and SEL (helping students feel more connected to school and identify and understand their feelings). This all came from the needs assessment and the prioritization. The ILT, who represents the staff, continued the work with participating in the 5 Why's activity around all 4 of the prioritized areas. The ILT then used the 5 Why's information to choose strategies to address the root causes of our SIP goals. These strategies became our Improvement Plan.

We received the following feedback from **school staff** on our **school improvement plan** and incorporated it in the following ways:

The charts showing Strengths and Challenges along with the Prioritized dots, the 5 Whys posters and the charts showing brainstormed strategies will provide evidence of their feedback. This feedback was then used to choose the strategies that became the Improvement Plan for Bryn Mawr.

Family & Community Engagement

We engaged **families and community members** in our **comprehensive needs assessment** in the following ways:

The Instructional Leadership Team/Staff and the Site Council make up our ESSA Team. All parts of the process are completed in both meetings and then combined. Site Council/ESSA Meetings (happened simultaneously with ILT):

- September 25, 2018 - Site Council - discussed MCA Data
- October 11, 2018 State of the School presentation included MCA data
- October 23, 2018 Site Council/All invited - Identified Challenges/Successes and Prioritized Areas of Improvement
- November 27, 2018 Site Council - Completed Root Cause Analysis using 5 Why's for 4 prioritized Areas
- January 22, 2019 Site Council - Discussed Goals and Strategies for new School Improvement Plan and Finalize

We received the following feedback from **families and community members** on our **comprehensive needs assessment** and incorporated it in the following ways:

Families and community members provided feedback on all areas of the need assessment. Their input was combined with the staff input as we moved forward on each new step.

We engaged **families and community members** in the **development of our school improvement plan** in the following ways:

As noted above, the families/community was part of the process for the school improvement plan. They prioritized areas of the new school improvement plan: Reading, Math, EL/Speaking (more authentic talk in classrooms) and SEL (helping students feel more connected to school and identify and understand their feelings). Families and community participated in the discussions around Strengths and Challenges and Root Causes during Site Council and PTA

meetings. Strategies that were chosen were also discussed at both Site Council and PTA meetings.

We received the following feedback from families and community members on our school improvement plan and incorporated it in the following ways:

The charts showing Strengths and Challenges along with the Prioritized areas and the 5 Whys posters provide evidence of their involvement in taking those prioritized areas and figuring out the root cause. Site Council and PTA notes show evidence of the discussion of the process the ILT used in taking the root cause analysis and creating the strategies and the Improvement Plan.

Engagement in Implementation & Monitoring

We will continue to engage our stakeholders as we begin to implement and monitor our school improvement strategies starting in 2019-20. In addition to regularly monitoring the installation and implementation of our school improvement strategies throughout the year with our staff, we will complete an annual evaluation of our improvement plan and share these findings back with all stakeholders for their review and feedback. That feedback will be incorporated into our school improvement plan moving forward.

Budget Alignment and Trade-Offs

This school identified that they are making the following trade-offs when allocating resources for next year, in order to support the continuation or development of prioritized activities:

<i>In order to ensure we can...</i>	<i>we will not be able to...</i>
<ul style="list-style-type: none"> ● Provide instructional support for academic and social-emotional interventions, ● Provide a differentiation specialist to support teachers in instruction, ● Provide a science specialist for grades 1-5 	<ul style="list-style-type: none"> ● Provide a third Student Support Program Assistant for behavior support. ● Provide a full-time Social-emotional learning coach (reduced to 0.5). ● Have a 0.7 reading specialist (reduced to 0.3)

This school identified the ways that they will be using supplementary funding sources (i.e., compensatory, Title, Achievement and Integration, Q Comp), if they received any, to support the continuation or development of prioritized activities and programs:

All Compensatory, Title I, Achievement and Integration, and Q Comp funds will support instruction in reading, math, and social-emotional learning.

Equity Considerations

This school identified the following specific student groups who will be most directly impacted by changes or eliminations to programs, supports, or services next year:

<i>Reductions of...</i>	<i>will directly impact...</i>
Student Support Program Assistants	Targeted small group instruction for students.
0.7 Reading Specialist to a 0.3	Science instruction for students in grades 1-5
1.0 SEL Coach to a 0.5	Targeted small group instruction for students and coaching around differentiation for teachers.

This school has the following plans to mitigate any potential negative impacts for the specific student groups noted above:

Numbers of students enrolled in our school will decrease by 80 students. This reduction in students will mitigate the need for the third Student Support Program assistant. The two remaining Student Support program assistants will provide behavior support for all students.

Reading interventions will be provided by additional Associate Educators, as well as teachers funded through Title I, thereby mitigating the effects of the Reading Specialist reduction.

The social emotional learning coach, though reduced to 0.5, will continue to support teachers in implementing SEL. The other part of her position .5 Differentiation Specialist will also support the social emotional needs of the students.

This school identified that the following student groups will be positively impacted by the activities or programs that they plan to continue, expand, or start next year:

All students will be positively impacted by the increase in science instruction, differentiation specialist, and targeted small group instruction provided by additional AE support.

We will continue to provide MTSS facilitation and support through an MTSS coordinator in order to support our SIP priorities and organize interventions for students.

We will continue to support Social Emotional Learning through 0.5 SEL coach.

We will continue to support Balanced Literacy and Math Instruction through 0.6 Instructional Specialist and Reading/Math coach.

All students will be positively impacted by these positions as well as our Black students, students eligible for free and reduced-price lunch and students that receive special education services.

CORE VALUES EXERCISE

WILSON ELEMENTARY

VALUES ARE
THE DEEPLY HELD
BELIEFS THAT DRIVE
AND DIRECT YOUR
BEHAVIOR

www.glenncstewart.com

SET THE STAGE

- 'You are Wilson!



GATHER YOUR SUPPLIES

- Values list - copied in all first languages of your families
- Index cards
- Pen/pencils
- Big chart paper

- Bagels/coffee ☺

Abundance
 Acceptance
 Accountability
 Achievement
 Advancement
 Adventure
 Advocacy
 Ambition
 Appreciation
 Attractiveness
 Autonomy
 Balance
 Being the Best
 Benevolence
 Boldness
 Brilliance
 Calmness
 Caring
 Challenge
 Charity
 Cheerfulness
 Cleverness
 Community
 Commitment
 Compassion
 Cooperation
 Collaboration
 Consistency
 Contribution
 Creativity
 Credibility
 Curiosity

Daring
 Decisiveness
 Dedication
 Dependability
 Diversity
 Empathy
 Encouragement
 Enthusiasm
 Ethics
 Excellence
 Expressiveness
 Fairness
 Family
 Friendships
 Flexibility
 Freedom
 Fun
 Generosity
 Grace
 Growth
 Flexibility
 Happiness
 Health
 Honesty
 Humility
 Humor
 Inclusiveness
 Independence
 Individuality
 Innovation
 Inspiration
 Intelligence

Intuition
 Joy
 Kindness
 Knowledge
 Leadership
 Learning
 Love
 Loyalty
 Making a Difference
 Mindfulness
 Motivation
 Optimism
 Open-Mindedness
 Originality
 Passion
 Performance
 Personal Development
 Proactive
 Professionalism
 Quality
 Recognition
 Risk Taking
 Safety
 Security
 Service
 Spirituality
 Stability
 Peace
 Perfection
 Playfulness
 Popularity
 Power

Preparedness
 Proactivity
 Professionalism
 Punctuality
 Recognition
 Relationships
 Reliability
 Resilience
 Resourcefulness
 Responsibility
 Responsiveness
 Security
 Self-Control
 Selflessness
 Simplicity
 Stability
 Success
 Teamwork
 Thankfulness
 Thoughtfulness
 Traditionalism
 Trustworthiness
 Understanding
 Uniqueness
 Usefulness
 Versatility
 Vision
 Warmth
 Wealth
 Well-Being
 Wisdom
 Zeal

I. DETERMINE YOUR CORE VALUES

- From the list, choose and place a check mark by every core value that resonates with you.
- Do not overthink your selection. As you read through the list, simply place a check mark by the words that feel like a core value to you personally.
- If you think of a value you possess that is not on the list, write it down.

WILSON PARENTS



2. GROUP ALL SIMILAR VALUES TOGETHER FROM THE LIST OF VALUES YOU JUST CREATED

- Group them in a way that makes sense to you, personally. Create a maximum of five groupings. If you have more than five groupings, drop the least important grouping(s).

Abundance	Acceptance	Appreciation	Balance	Cheerfulness
Growth	Compassion	Encouragement	Health	Fun
Wealth	Inclusiveness	Thankfulness	Personal Development	Happiness
Security	Intuition	Thoughtfulness	Spirituality	Humor
Freedom	Kindness	Mindfulness	Well-being	Inspiration
Independence	Love			Joy
Flexibility	Making a Difference			Optimism
Peace	Open- Mindedness			Playfulness
	Trustworthiness			
	Relationships			

3. CHOOSE ONE WORD WITHIN EACH GROUP THAT REPRESENTS THE LABEL FOR THE ENTIRE GROUP

- Again, do not overthink your labels – there are no right or wrong answers. You are defining the answer that is right for you.
- See the example on the next slide – the label chosen for the grouping is bolded.

Abundance	Acceptance	Appreciation	Balance	Cheerfulness
Growth	Compassion	Encouragement	Health	Fun
Wealth	Inclusiveness	Thankfulness	Personal Development	Happiness
Security	Intuition	Thoughtfulness	Spirituality	Humor
Freedom	Kindness	Mindfulness	Well-being	Inspiration
Independence	Love			Joy
Flexibility	Making a Difference			Optimism
Peace	Open-Mindedness			Playfulness
	Trustworthiness			
	Relationships			



4. ADD A VERB TO EACH CORE VALUE

- Add a verb to each value so you can see what it looks like as an actionable core value. For example:
- **Live in freedom.**
- **Seek opportunities for making a difference.**
- **Act with mindfulness.**
- **Promote well-being.**
- **Multiply happiness.**
- This will guide your team in the actions you need to take to feel like you are truly making decisions for your school on purpose.

KNOWING CORE VALUES IS IMPORTANT BECAUSE WHEN WE NEED TO CHOOSE OR DECIDE SOMETHING, YOU CAN DO SO EASILY BY SIMPLY DETERMINING IF THE CHOICE LINES UP WITH YOUR TRUE CORE VALUES.

A SCHOOL LINED-UP WITH VALUES IS A PURPOSE-FILLED SCHOOL.

- It's not hard to make
decisions
when you know what
your **values are.**



**“Values are
like fingerprints.
Nobody’s are
the same, but
you leave ‘em
all over everything
you do.”**

Steve Prosky



THANK YOU

Abundance
Acceptance
Accountability
Achievement
Advancement
Adventure
Advocacy
Ambition
Appreciation
Attractiveness
Autonomy
Balance
Being the Best
Benevolence
Boldness
Brilliance
Calmness
Caring
Challenge
Charity
Cheerfulness
Cleverness
Community
Commitment
Compassion
Cooperation
Collaboration
Consistency
Contribution
Creativity
Credibility
Curiosity

Daring
Decisiveness
Dedication
Dependability
Diversity
Empathy
Encouragement
Enthusiasm
Ethics
Excellence
Expressiveness
Fairness
Family
Friendships
Flexibility
Freedom
Fun
Generosity
Grace
Growth
Flexibility
Happiness
Health
Honesty
Humility
Humor
Inclusiveness
Independence
Individuality
Innovation
Inspiration
Intelligence

Intuition
Joy
Kindness
Knowledge
Leadership
Learning
Love
Loyalty
Making a Difference
Mindfulness
Motivation
Optimism
Open-Mindedness
Originality
Passion
Performance
Personal Development
Proactive
Professionalism
Quality
Recognition
Risk Taking
Safety
Security
Service
Spirituality
Stability
Peace
Perfection
Playfulness
Popularity
Power

Preparedness
Proactivity
Professionalism
Punctuality
Recognition
Relationships
Reliability
Resilience
Resourcefulness
Responsibility
Responsiveness
Security
Self-Control
Selflessness
Simplicity
Stability
Success
Teamwork
Thankfulness
Thoughtfulness
Traditionalism
Trustworthiness
Understanding
Uniqueness
Usefulness
Versatility
Vision
Warmth
Wealth
Well-Being
Wisdom
Zeal



Sources of Strength is one of the first suicide prevention programs that uses Peer Leaders to enhance protective factors associated with reducing suicide at the school population level.

Sources of Strength has been shown to:

- Increase youth-adult connectedness
- Increase in Peer Leader's school engagement
- Peer Leaders in larger schools were four times more likely to refer a suicidal friend to an adult
- Increase positive perceptions of adult support for suicidal youth and the acceptability of seeking help

The wheel indicates eight protective factors associated with reducing depression and suicidal ideation



Our Team:

The mission of Sources of Strength is to prevent suicide by increasing help seeking behaviors and promoting connections between peers and caring adults.

We chose adults and students who can influence our student body and help change unhealthy norms and culture by networking with their peers and sharing more positive coping skills that build resiliency and regulate emotions.



Introduction to Hoonuit

Data, Early Warning and Intervention System

Hoonuit Essentials Summary

- ▶ **Hoonuit Essentials** will provide detailed data for every student in the district to teachers, school educators, principals, and district administration.
 - ▶ Enrollment
 - ▶ Attendance
 - ▶ Behavior
 - ▶ Grades
 - ▶ Assessment

Hoonuit Essentials for Principals

- ▶ School Overview
- ▶ Classroom drill down
- ▶ Student drill down
- ▶ Intervention group tracking

Sample Data

Enrollment Information

The current enrollment totals for each student demographic group.

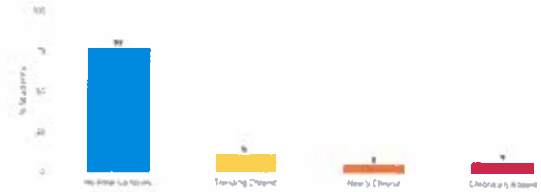
STUDENT SUBGROUP	# STUDENT
Total	37,471
Female	17,827
Male	19,644
Asian	24,988
Black/African American	7,052
Enrolled in State	21
Hispanic	13,004
Native	1,022
Native American	22
Pacific Islander	2,021

State Achievement: Reading & Literature



Do we have students that are close to being chronically absent?

The students and their level of chronic absence



Early Warning and Intervention System

- ▶ Hoonuit algorithms will determine D11's risk factors for success using our student data for attendance, behavior, grades, and assessments
 - ▶ Can be specific for grade levels or school levels
 - ▶ Allows for targeted interventions based on risk factor
 - ▶ Includes the ability to communicate with other stakeholders
 - ▶ Provides tracking of intervention success

- ▶ **More about the Early Warning System: [EWIS Video](#)**

School Improvement Planning

1 new students are at high risk. 100% are at high risk overall

1 new students are in moderate standing. 550 are in moderate standing overall

7597 students are in good standing

WVCS SF ID	NAME	CLASS	Classroom	Attendance in last 30 days	Days absent in last 30 days	Progress in last 30 days	Test scores in last 30 days	Assignments in last 30 days	Days work completed in last 30 days	Extracurricular	College Credits	SEA	Relationships	Health	Assessments
10000001	100111A Long	8	100111A	100%	0	100%	100%	100%	100%						
10000002	100112A	8	100112A	100%	0	100%	100%	100%	100%						

2018-2019 Staff vs Student Performance Data Wall



Training Plan

- ▶ Principal training - May
- ▶ Train the trainer - August
- ▶ In school training - First Quarter 2020-2021 EDSS will do in school trainings for teachers and other staff members.