

FOCUS 203

November 14-15, 2018

Social Emotional Health and Well Being

TASK #1

STRENGTHS AND CHALLENGES

Part A: As you reflect on the Systems of Support, what do you see as the *greatest strengths* in how the District provides supports for all students?

November 14, 2018

- Number of staff to student ratio & recognizing needs. Everyone gets what they need across the board. (Not forgotten kid in the middle). Quality and level of staff being hired. Including SEL supports.
- Excellent staff
- Wide variety of resources--physical and human
- Resources available to meet all students where they are
- Diversity of curriculum
- Evolvement of curriculum
- Availability of teachers at high school level for students to get extra help, (before school, lunch, after school)
- Investment teachers make in each student
- Communication regarding what is happening in the classroom at younger grades
- Good at identifying students who need academic interventions and students who need something different
- Workshops and speakers from the outside to present experiences
- Outreach to families
- Resources in Spanish
- Seeing opportunities to improve and working ot improve engaging the community with feedback for solutions
- Teaching staff is dedicated to students. They are easy to communicate with for students and act as role models.
- We like the PLC idea. PLC structure
- MTSS=good idea
- We like late arrival. Sleep=good

November 15, 2018

- Acknowledging the diverse needs of the student population and servicing these needs
- Extensive Support Staff and resources
- Technology
- The multidisciplinary approach and the extra staff available in the classroom to help the teacher
- The willingness and openness of teachers to work with uniques needs
- SEL included!!! So Important.
- Team approach
- Ideas are there, structure

- Well funded and well supported.
- The system supports customized plans.
- Integrated SEL instruction into curriculum, works well to support students.
- Great teachers that have a strong agenda to follow.
- Focus on groups to grow to reach more students.
- Great resources are available in the district.
- The instructional support “team is very effective.
- Identification tools to support students in the core curriculum is great (when specific data is available).
- Strong support system for differentiation for all students.
- Quality of District Personnel.

Part B: As you reflect on the Systems of Support, what do you see as the *greatest challenge* in supporting all students?

November 14, 2018

- How much is happening? Challenge for teachers to do it all.
- Smaller class sizes are better-30 is high.
- Aides are assigned to specific students.
- Time in day to implement but concern over longer day.
- Teacher collaboration time needed.
- Concern over teacher stress to add additional plans/prep.
- Time.
- Allocations of available time.
- Time, resources, people
- Balance between rigor and development
- How to partner with the teacher without feeling like you are annoying the teacher.
- How to make sure the needs of the average students (those without intervention or extension) are getting the attention they need,
- Need to improve identifying students who need academic extensions & academic acceleration and SEL help.
- Time and resources (additional staff) to meet all students’ needs.
- Number of new initiatives & negative impact on time with students.
- Parental involvement (ways to increase it).
- Implementation of SOS (Suicide Identification), do parents know?-Parents as partners.
- Access to support before or after school for students.
- Transportation available for students for after school support.
- Assumption that mental health of students inhibits their assimilation from other districts.
- Similarity bias.
- Lack of training of general education staff to identify learning difficulties.
- Not enough attention or support for advanced students.
- Harder to implement PLC ideas because PLC’s don’t necessarily represent all members.
- Want more communication between PLC and parents.
- Want more SEL.

November 15, 2018

- Time for intervention/extension/or acceleration.
- Population who wants it all, its difficult to fit all the elements into a day: Common Core, Electives, Interventions, Sports.
- Teacher support.
- Time for intervention.
- Teacher training.
- Someone other than the teacher to identify those who need intervention.
- SEL for middle school evaluation,
- The SEL can be taught by everyone (speech, aides, OT) and not just the social worker. Too much dividing of those jobs.
- Teacher time constraints and increased unique needs=more support staff.
- More specific training/education for staff of identifying and intervention for “invisible” disabilities, i.e. dyslexia, autism, learning disabilities.
- Look for root of behavior problems as potential learning problems.
- Very contingent on quality of teachers, not always doing what we say.
- Very difficult to get special support services.
- Full time job for parents.
- Time to connect with students.
- Classes too big.
- Lack of time to implement systems of support.
- Lack of resources, training to manage a variety of needs in the classroom.
- More support.
- Continuing to hire great teachers.
- Further education on this multi tiered system of success.
- Not enough support staff across schools (it varies).
- Professional development and culturally responsive and best practices.
- Time:adding additional time for teaching teams to plan, develop best practices for students.
- Identification processes still miss needs-gaps.
- Parent communications to make them aware of problems.

Task #2 Continuous improvement:how might we improve this system to get better results? To improve outcomes for students and staff?

Part A: Rank order your ideas for improving the system of supports to achieve better results for students.

November 14, 2018

1. Empower students to engage in their learning with feedback.
 2. Provide consistent, dedicated collaboration time for teachers.
 3. Additional staff in the classroom, co-teaching.
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1. Extra Staff-teachers, LSC's, interventionists, etc.
 2. More time for supports.
 3. Organization of available resources improved.

1. Unified IC/Canvas platform for parents to view students WIP.
 2. Create more opportunities outside of school day for students & teachers.
 3. Review scheduling within the day to meet with students.
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1. Assess current practices (ask teachers, administrators, parents) and based on results, add more resources, time and people if needed.
 2. Assess the balance of rigor versus development level and adjust as needed.
 3. Communicate common expectations of parent/teacher communication by grade level.
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1. Reduce the number of initiatives that do not directly impact students.
 2. Perhaps there could be a parent involvement specialist to coordinate opportunities for community involvement.
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1. Teacher access & availability.
 2. Maintain high expectations for all students.
 3. Acknowledge our diversity and provide teacher training.
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1. Early Intervention for identification of learning needs.
 2. Early instruction/more frequent instruction of SEL, executive functioning.
 3. Teach financial literacy-Consumer Econ is not enough!

November 15, 2018

1. Use of different testing materials year to year.
 2. Articulated plan for each student that parents can access.
 3. Build executive functioning skills through all aspects of the common core.
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1. Early and more effective screening.
 2. Early identification of any issue requiring support.
 3. Closing knowledge gap on SLD.
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1. Offering a gluten-free, dairy free hot lunch option.)Nut free option as well).
 2. After hours social group so they learn skills with their peers. Optional but taught by a social worker as BCB therapist. Behavioral issues, introverts, autism, etc.
 3. Offering extension services for science and social studies, not just math and reading.
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1. More differentiated instruction for individual students.
 2. Adding time to the day or freeing up time.
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1. Parent input, involvement.
 2. Time set aside for problem solving, intervention/extension.
 3. Improved quality of teachers.
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1. Continuously improving, maintaining, hiring and continuing education.
 2. Ensuring timely parent collaboration/involvement & knowledge of what is going on individually.
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1. Add time during the day for IST, PLC and actual intervention/extension for students.
 2. Have a consistent standard of expectation and rigor at every school.

3. Highlight professional staff “successes” and share results to allow other schools to model.
1. Find and implement programs to allow parent assistance in the classroom.
2. Implement programs to involve parents that are reluctant to engage.

Part B: Rank order the additional *resources* that you think teachers and parents need to improve outcomes for all students.

November 14, 2018

1. Time
 2. Money
 3. Space to work in (small groups)
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1. Extra staff-to help find the ideas/materials & implement.
 2. Ways to communicate great tools between schools and teachers.
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1. Time allocation
 2. Stipends to increase staffing
 3. Parent education/communication
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1. Non-digital option for parents to use at home to help child with homework.
 2. Communication to parents that they can support their children the best that they can, i.e. learned math differently.
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1. Additional staff om classroom to support student growth.
 2. Reduce the number of initiatives that do not directly impact students.
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1. Diversity training.
 2. Resource mapping
 3. Teacher training on learning diversity-enrichment & intervention.
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1. More receptive to parent concerns, needs, especially with parents of students with special needs, IEP, EDBD, 504.
 2. More resources for parents to help support at home.
 3. Teachers don’t feel supported by District.-Seems like work is piling on but nothing is being taken off: better balance needed.

November 15, 2018

1. Workshops showing Best Practices school-school
 2. Executive functioning tools:Google Calendar-Meadow Glens
 3. Online learning for junior high or elementary
 4. Better ways to communicate the progress a student is making.
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1. Flow chart for parents on who/where to go.
 2. Professional development for teachers

3. Resources/parent to raise awareness.
 1. Teachers should be empowered to identify a student's strengths/challenges and make recommendations immediately.
 2. Give parents of special interest groups specific to that school (dyslexia) the opportunity to host educational events at the school for teachers or parents.
 3. Having a special needs parent and an accelerated parent on the steering committee.
 1. More training for teachers on student perspective.
 2. More time, less content.
 1. Time-for teachers and parents
 2. Parent involvement encouraged.
 3. "Drop in conferences, opportunities for parents and students to be more aware and engaged of opportunities.
1. More time (structured for planning) for teachers, elementary, middle and high school.
 2. More staff in specialized areas (PLC's & IST's) and guidance counselors for all.
 1. Staff for specialists, Math, EL, etc.
 2. Add a parent advisory board to each school.
 3. Professional development & cultural responsiveness and best practices.
1. Teachers should use email more effectively with parents to reinforce an "open door" of communication.
 2. More PLC time for teachers.

Task #3 Report Out

November 14, 2018

Strengths:

- We like PLC's
- Teacher availability/approachability
- Identifying students who need something different.
- Diversity of curriculum & resources available to meet commitment of having each student succeed.
- Resources available for all students.
- Excellent staff & supportive mindset.
- Caring people supporting kids (school community, teachers, parents, etc.)

November 15, 2018

- Core Curriculum is great, excellent resources in the district.
- Great teachers & support staff and an agenda to follow.
- The system supports customized plans.
- Great ideas and structure,
- A multi-disciplinary team inclusive of but not limited to special needs, SEL specialists, support teachers in helping individual students.
- Ability to work in a diverse population and required needs.

Opportunities:**November 14, 2018**

- Having the resources available.
- Time and organization.
- Better allocations of available time.
- Assess current situation & improve resources needed.
- Create & staff additional magnets & programs.
- Training to identify strengths & challenges of students.
- Need more time for kids, for teachers, for curriculum.

November 15, 2018

- Better communication on plan for that student.
- Gluten-free, dairy-free, peanut-free HOT lunch options.
- Parent opportunities to host educational opportunities specific to their child's needs to parents & teachers, dyslexia, etc.
- Reduce complexity.
- Lack of time to implement system.
- Providing time and additional resources; PLC's & IST's and Guidance Counselors.

Priority Needs:**November 14, 2018**

- Empower students
- Time, more staff
- More individual and group instructional time.
- Time and resources.
- Increasing staff in the classroom to properly support student growth.
- Decreasing initiatives.
- Access to teachers before and after school.
- Early intervention for identification of learning needs AND then more resources for parents to support at home.
- More communication!--"on teacher's radar but why no communication to parent."

November 15, 2018

- Time
- Lunch options and educational opportunities as school for parents & teachers.
- Extension (honors) opportunities in science and social studies.
- Broaden future paths.
- Time and parent involvement.
- Time to access the new resources.
- Hire additional resources, guidance counselors, advocates for children across all years at elementary, middle and high school.
- Time.
- Parent involvement, identification.