

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>Providing an Inclusive, Nurturing Environment</p>
<p>Why is this a Priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>Over the past two years, the number of behavior referrals has increased by 20%. We have also seen a significant increase in the number of students being referred for mental health supports. The district increased social-emotional supports to students and families in 2022-23, and although these increases began to stabilize by the end of the school year, we recognize the need to continue supporting the whole child in order for learning to occur. We believe that an important part of this support is providing an environment that allows all students to feel safe and supported.</p> <p>When reviewing the results of our annual surveys, it became apparent that our district needs to put more attention toward affirming the identities of those who live in the district and helping students to feel connected to the school community. A majority of students and families indicated that they do not see themselves represented in the curriculum and 40% of students did not feel as if they belonged at school. This theme also emerged during our interviews with students, as several students struggled to identify someone they could talk to if they were having a problem.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Develop authentic connections with students</p>	<p>Have day-long summer induction for each grade level to bring students into building and reacquaint them with peers.</p> <p>Loop elementary school classrooms when possible.</p> <p>Pilot regular use of the PERTS survey in select Middle School and High School Classrooms. Based on feedback from pilot group, survey will be expanded to other classrooms during the third quarter.</p> <p>Implement “Positive Greetings at the Door” (PGD) for all Elementary School</p>	<p>Time, Space, and Funding to cover costs associated with running induction activities.</p>

DCIP SAMPLE – INCLUSIVE AND NURTURING ENVIRONMENT

	<p>classrooms.</p> <p>Administrators will commit to learning the names of all students in their buildings</p>	
<p>Implement restorative practices</p>	<p>The district will provide schools with materials (signage, books, literature) reflective of restorative practices.</p> <p>All district community members will receive training in restorative practices</p> <p>New initiatives will be implemented through fair process.</p> <p>School leaders will model affective statements when interacting with staff and students. School leaders will visit classrooms to monitor the use of affective statements and provide feedback and support to improve implementation</p> <p>Each school will develop a schedule for restorative circles. Elementary students will participate in restorative circles during morning meeting. Middle/high school students will participate in restorative circles during advisory period.</p> <p>Instructional staff and school support staff will create restorative circle lesson plans and post them to Google Docs</p> <p>Teachers will be provided with opportunities to observe implementation of restorative circles in other classrooms and reflect on what they have seen.</p>	<p>Money will be needed for materials, PD, and sub- coverage for staff to attend training</p> <p>Time will need to be dedicated to conducting restorative circles</p> <p>Principals will need to schedule times to visit classrooms and provide staff with feedback. This time will need to be protected so that the principal is not pulled away to deal with other responsibilities</p> <p>Time will be needed for staff to develop restorative circle lesson plans. Money may be needed for materials to conduct these lessons.</p> <p>Teachers will need to be provided with time to visit other classrooms. Sub-coverage may be necessary to allow for inter-visitations.</p>
<p>Build school environments that are inclusive to all.</p>	<p>Introduce the BEST Self-Direction Toolkit to admin team and explore how to incorporate these resources into select classrooms within the district to expand student agency.</p> <p>Support staff with the implementation of small group instruction and cooperative learning to build student-student connections.</p> <p>Complete the NYU Steinhart Culturally Responsive Scorecard. Order new curriculum materials to address any areas where improvement is needed.</p>	<p>Time and potentially training will need to be set aside to support staff as they reintroduce group activities.</p> <p>Time will be needed to complete the Culturally Responsive Scorecard. Resources will be necessary to address areas that arise as needing additional attention. It is likely that materials will need to be purchased and time set aside to</p>

DCIP SAMPLE – INCLUSIVE AND NURTURING ENVIRONMENT

	<p>Survey students twice during the year about the indicators of inclusion and belonging using the Psychological Sense of School Membership (PSSM) scale. Use results to identify where additional attention and training may be necessary.</p> <p>Middle and high schools will survey students to determine interests for clubs and afterschool offerings. Opportunities will be added/expand based on student responses.</p> <p>The cultural diversity committee at each school will review materials posted in public spaces to ensure that they are representative of the student population for that school and are presented in the languages primarily spoken by students/families. Additional materials will be purchased/created if necessary.</p>	<p>address curricular issues that emerge from the scorecard</p> <p>Funds will be needed to provide transportation from afterschool activities and pay for staff to run clubs.</p> <p>Time and Funds may be necessary to provide training in response to themes that emerge in the initial PSSM survey.</p> <p>Money will be needed to purchase materials if current posters, signage, etc., are not representative of the school population</p>
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Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

The majority of behavior incidents will be managed through non-punitive measures.

90% of students will agree or strongly agree with the statement, "My teacher cares about me."

90% of students will agree or strongly agree with the statement, "I can really be myself at this school."

85% of students will disagree or strongly disagree with the statement, "it is hard for people like me to be accepted here."

85% of students will disagree or strongly disagree with the statement, "Teachers here are not interested in people like me."

90% of teachers will agree or strongly agree with the statement, "Restorative practices have helped me to strengthen my relationships with students."

Survey responses will indicate gains between the initial PSSM survey and the end-of the year PSSM survey

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
In conversations with students, they will report that they felt more comfortable returning to school as compared to previous years.	September	
Teachers will greet students by name and aim to have five positive interactions with students (as part of PGD) before they enter classrooms.	September	
Signage and literature throughout the building will be reflective of restorative practices. Classrooms, hallways, and shared spaces will include posters, signs, etc. that represent the cultural identities of students attending the school. Information will be presented in the languages primarily spoken by students/families.	September	
Administrators will know all students' names.	November	
80% of middle and high school students that do not have afterschool jobs will be participating in at least one extracurricular activity.	November	
Teachers will be incorporating newly purchased culturally-responsive curriculum materials into lessons.	December	
The school community will be using affective statements when interacting with each other.	January	
A lesson plan bank will be developed for restorative circles.	May	
PERTS survey will yield helpful feedback to teachers regarding questions related to Student Belonging and Affirming Cultural Identities. Results for these questions will improve for each administration of the survey.	Throughout the year after each administration of the survey	