



Mission: To provide a safe, healthy, collaborative community of engaged are inspired academically while fostering a supportive network for families.

23-24 School Year

ITEM: Principal Report: August

Purpose: Discussion

Submitted by: Tamara Burns

Related Material: PowerPoint Presentation

BACKGROUND: The purpose of this report is to provide the board with an update from the first month of school in regards to Academics, Behavior, and Social Emotional Supports.

RECOMMENDATION: This is an information item for discussion

Principal Report: September

I developed a 90 day plan that detailed my goals and strategic actions as I joined the SVN team. I believe positive relationships are at the core of what makes a school extraordinary. This is why building relationships with staff, students, and parents are at the core of my 90-day plan. In addition, it is a goal to build upon the successful foundation at SVN and strive for continuous improvements in teaching and learning. Some highlights of this plan will be shared in the areas of academics, behaviors, and social emotional support.

Academics

It is essential that stakeholders at SVN have a shared vision of academic excellence and a clear roadmap to achieve it. Our overarching goals for academics are anchored in the Board's goals to increase proficiency in ELA and Math and our charter academic goals. To do this, ambitious and quality instruction must be at the forefront of teachers' classrooms. Therefore, it is a priority to build teacher capacity and increase student learning and achievement in all classrooms.

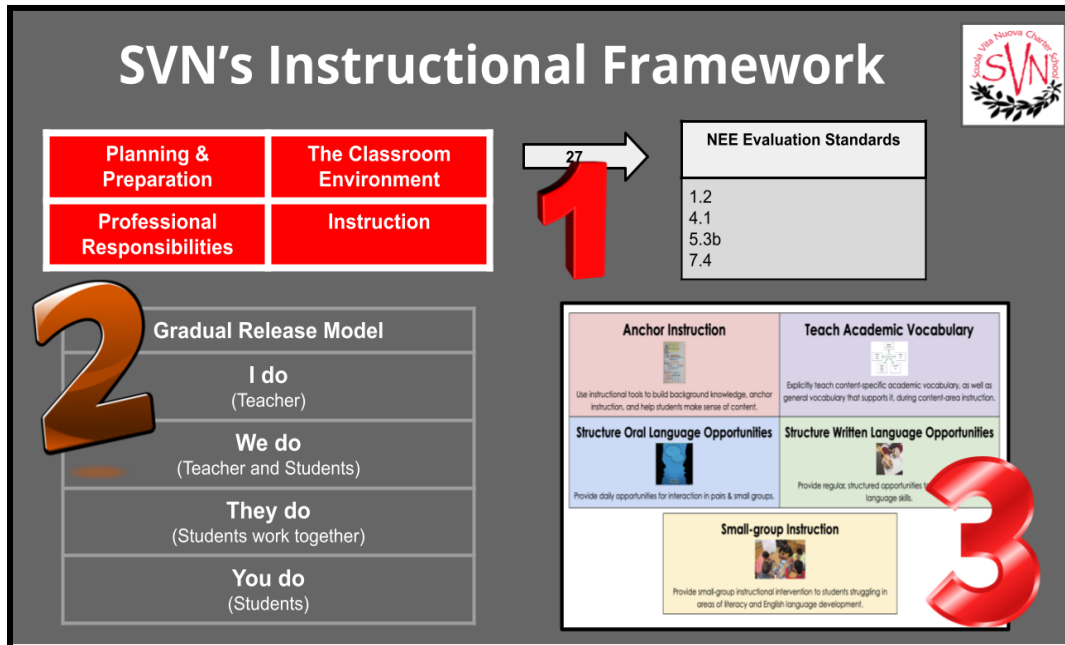
A shared vision of academic excellence:

- A vision of instructional excellence requires a common understanding and vocabulary of what that means, a roadmap for pursuing it, and a set of discrete practices that describe it. Part of my 90 day plan was meeting with staff to clearly articulate SVN's Instructional Framework. It has three components to it.
 - Network for Teacher Effectiveness Evaluation System
 - Gradual Release Model
 - Essential Practices



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- **Observations and Post Observations to provide Coaching Support:** Having an instructional framework is one thing, but if the principal is not in classrooms to observe the teaching and learning process and provide meaningful feedback to teachers, there is no clear way to know what is happening in those classrooms. Therefore observations and post-observations are a critical part of our academic approach.

Staff Names	1.2 Cognitive Engagement	4.1 Critical Thinking	5.3b Positive Relationships	7.4 Form. Assessments	Teacher Goal
Ex.	4	5	6	2	I can use multiple checks for understanding for whole class and targeted instruction (small groups).

- We are working with Flourishing Associates to develop a systemic approach to collect and use data. This includes the creation of a principal dashboard. Some possible metrics on the dashboards:
 - NEE Observation Teacher Evaluation Data
 - STAR Data Scores in Reading and Math
 - Sub-groups academic performance of students in SPED and
 - Attendance (students have to be present to learn)
 - Reading Success Plan Intervention Data (Senate Bill 681)





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Reading Success Plan Totals (Qualified)								
	Gen Ed	(LEPS)	On IEPs	Grade Level	Intervention Groups Needed	Time	Interventionist	Location
KA	N/A till December							
KB								
1A	9	7		16 students	2	2:10-3:10	Hernandez	Common Space
1B	7	4			2		Rudesill	Warrior Room
2A	8	6	1	15 students	2	10:00-11:00	Hernandez	Common Space
2B	7	4	3		2		Rudesill	Warrior Room
3A	7	7	3	16 students	4	1:15-2:15	Morrow	Warrior OR Common
3B	9	7					Calvo	ESL Room
4A	4	4		10 students	2	2:10-3:10	Knox (TBD)	Common Space
4B	6	6	1					Common Space
5A	4	2		6 students	2	11:50-12:10?	Beauvais - Fluency	Warrior Room
5B	2	2					Calvo - Pathways	ESL Room

Behavior

By creating a positive and trusting classroom environment, teachers can provide their students the safety and support they need for academic success. During my listening tours, the number one concern that teachers and staff communicated was the amount of support they would receive in the classroom and the need for a clear plan of what that support would look like. Below are some details of the behavior management system that was developed and discipline data so far for the 2023-2024 school year.

Listening Tour Themes

01

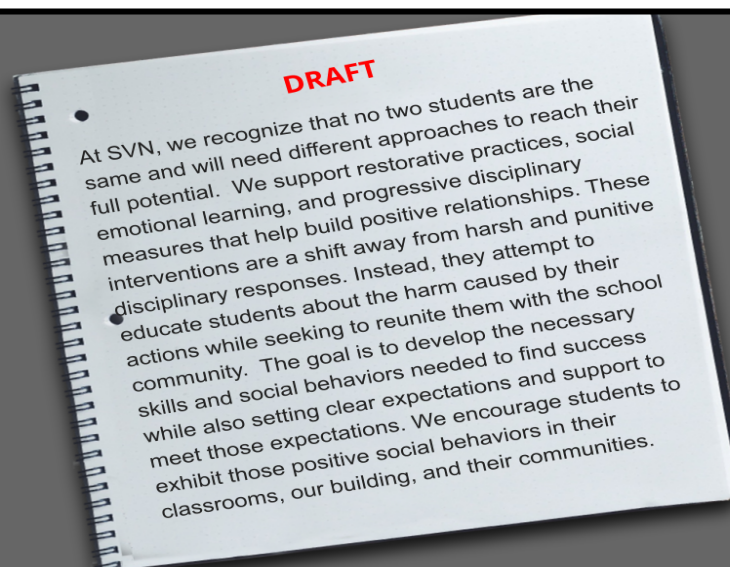
Discipline Concerns

- Feels like staff will have less support
- What is the plan for this school year?
- Tuesday, August 8th



Discipline Philosophy

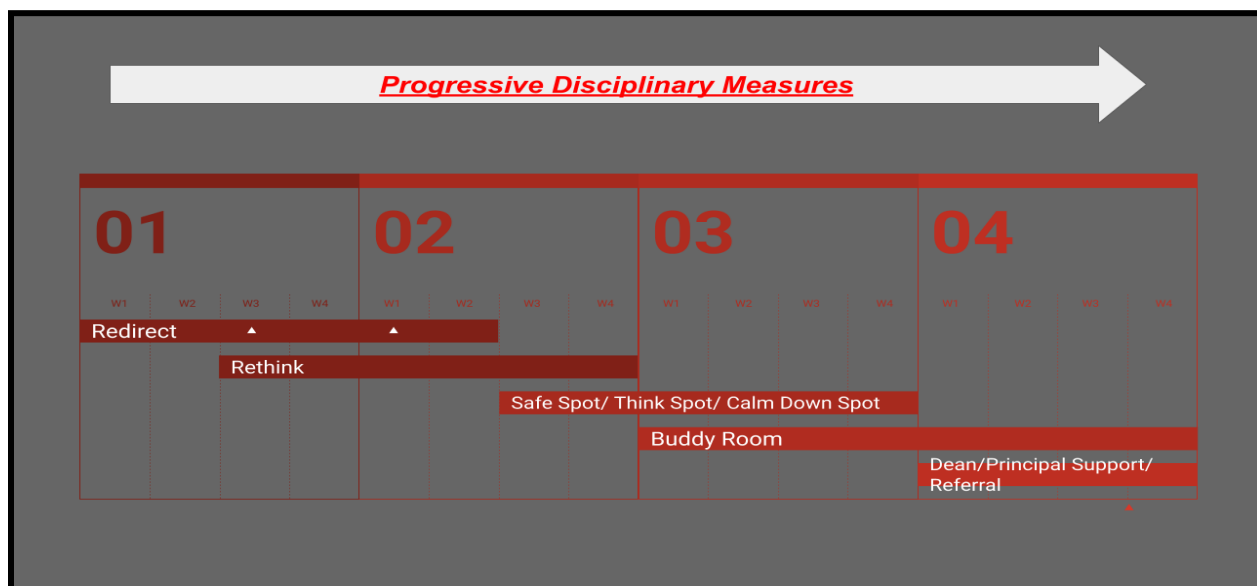
- Positive Relationships with students and families.
- A Shift from punitive disciplinary responses.
- Teaching social skills as opposed to compliance
- Grace & Accountability





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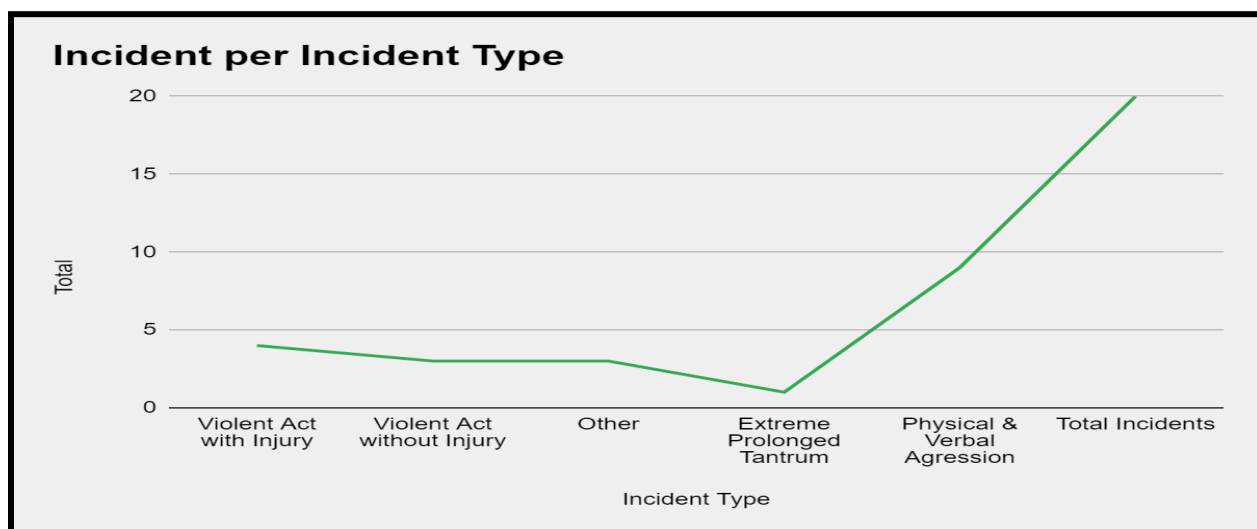
23-24 School Year



- **23-24 Data**

- There have been 20 incidents to date. Please see the information below to see the incident type and number of incidents per type.

Incident Type	Total
Violent Act with Injury	4
Violent Act without Injury	3
Other	3
Extreme Prolonged Tantrum	1
Physical & Verbal Aggression	9
Total Incidents	20





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Discipline Summary

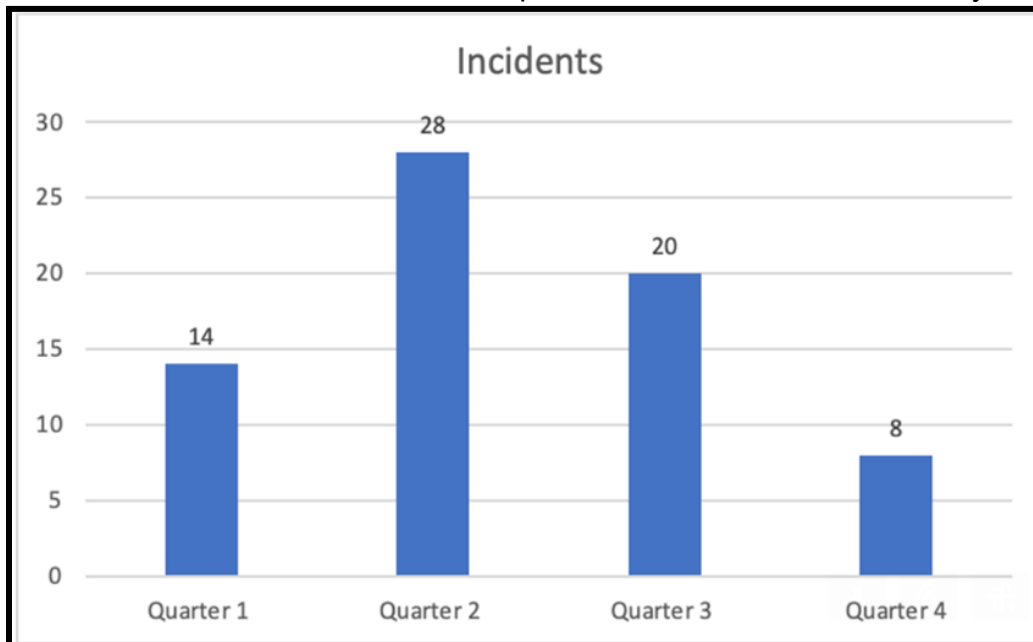
Academic Year: 2023-24 Student: All What to Show: Number of Incidents

	Total
Violent Act With Injury	4 Incidents 4 days
Violent Act Without Injury	3 Incidents 4 days
Other	3 Incidents 4 days
Extreme prolonged tantrums	1 Incidents 1 day
Physical and verbal aggressions	9 Incidents 11 days
Total	20 Incidents 24 days

Calls for Support/ Behavior Logs: 66 students/ 117 Behavior Logs

22-23 Data

- There were 14 incidents in the first quarter of the 2022-2023 school year..





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Social Emotional Supports

The jobs of schools have evolved from just teaching academics. Our role is bigger and more complicated and it involves providing resources that enable each child to arrive in class ready and able to learn. At SVN, we seek to support the whole child. We have important work with community partners to provide valuable services for our students and families such as Score 1 Health (KCU), Care to Learn, Seton Center (Family & Health Services, and Harmony Project KC. In addition, our teachers and staff support the social emotional needs for our students.

Social Emotional Skill and Competencies

We work with our students to help them develop social emotional competencies such as:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making
- And more!



Systematic Supports in Place

Dean of Student Culture	<p>They support students using a positive, restorative behavior management system to make positive behavioral choices and teach missing skills</p> <ul style="list-style-type: none">o Assist students in discovering their voice, finding academic success, and developing their sense of selfo Focus on providing an opportunity for optimal development of the whole child and ensure the implementation of mental health and wellness.
Open Seats	<p>OpenSeat is a SVN partner that increases access to mental health and well-being support for our students. OpenSeat provides 1:1 short-term virtual wellness coaching to students to address a host of issues we know students may struggle with, such as anxiety, academic stress, motivation, sadness, or loss.</p>
Curriculum Resources	<p>Leader in Me School Own It</p> <p>SVN is a Leader in Me school which is an evidence-based, comprehensive model that builds leadership. In addition, we are in the process of adding the Own It curriculum for 5th - 8th grades. This provides modules for students for both emotional and academic empowerment.</p>