Taking Stock of Progress

Board of Education
Date: 6/11/2018

Strategy: Readiness for Learning

Tactic: Schools as Community Hubs

Tactic Leader: Jason Firestone
Conversation Structure

1. What are we trying to do?
2. How are we trying to do it?
3. At any given moment, how will we know if we’re on track?
4. If we’re not on track, what are we going to do about it?
Keeping Learning at the center

[Image of a circular logo with the text: Readiness for Learning, Conditions for Learning, Learning]
Structure of the Strategic Plan
System Indicators

**4TH - 8TH GRADE**
- Equity Growth Gaps: 60th Percentile (CMAS)

**SECONDARY**
- CCRI Participation: 50%
  (IB, AP, CE, Internship, CTE)
- CCRI Success: 85%
  (3+ AP, B or Higher; CE, Apprenticeships, IB exam, Industry Certificate, SAT, Capstone, Seal of Biliteracy; ASVAB (40+))
- Equity Growth Gaps: 55th Percentile (SAT)

**NON-ACADEMIC INDICATORS**
- Employee Engagement: 85% Positive
- Student Engagement: 3.75 on Emotional, Behavior, & Academic Engagement
- Family Engagement: 3.75 on National Family Engagement Standards
READINESS FOR LEARNING

CREATE SYSTEMS TO ENSURE EVERY STUDENT COMES TO SCHOOL READY TO LEARN AND BARRIERS TO LEARNING ARE REMOVED

**TACTIC 1:** Schools as Community Hubs

**TACTIC 2:** Social-Emotional Supports

**TACTIC 3:** Expand Early Childhood Education Quantity and Quality

**TACTIC 4:** Family and Community Engagement
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Schools As Community Hubs Tactic Team

- Dave Kollar- Director, Student Engagement Office
- Gina Rivas-Principal, Arvada High School
- Dawn Loge-Director, Special Education
- Jolee Mann-Specialist, Student Engagement Office
- Dr. Erin Sullivan-Coordinator, Student Services
- Becky Dunn-Coordinator, Title I
- Julie Wilken-Director, Health Services
- Amy Dillon-Specialist, Healthy Schools
- Jeremy West-Director, Food Services
- Bruce Huxley-Director, Facilities
- Jason Hendricks, Senior Analyst, Budget Department
- Diane Hamilton- Analyst, Budget Department
- Dr. Heather MacGillivary, Director, Assessment and Research
- Dr. Katie Lannan, Analyst, Assessment and Research
IF school and district leaders strategically partner with communities to provide a network of supports THEN students will be ready to learn.
SMART Goal

By 2024 students will come to school with increased levels of readiness to learn as demonstrated by an increase of .20 or higher on the student, family, and staff Schools as Community Hub Indices.
Schools as Community Hubs Indices
Milestones

• Engage community partners to support three demonstration sites (Summer/Fall 2018-2019)
  ○ Develop or enhance partnerships (ex. Jefferson County Human Services and Jefferson County Health Department)

• Complete school needs assessments based on the ‘Community Schools Research Based Logic Model’ at three demonstration sites (Summer/Fall 2018)

• Evaluate resources and budgets of the three demonstration sites to access where there are needed partnerships or gaps in resources (Summer/Fall 2018)

• Develop and support a “network” for sharing learnings from demonstration sites for all schools in Jeffco (TBD)
Leading Indicators

- *Schools as Community Hub Indices results for 3 demonstration sites (18/19 SY)*
- Increase attendance rates
- Decrease in behavioral referrals (Suspension and Expulsion)
- Increase in the numbers of families served through new partnerships
- Increase Schools as Community Hubs partnerships at the three demonstration sites
- Number and feedback from participants in Community Hub networks
**Conversation Structure**

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SMART Goal

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Trajectory - Make Your Voice Heard

*New Survey items were created to evaluate this tactic and therefore no historical data exists.
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Implementation Heat Map

Schools as Community Hubs

<table>
<thead>
<tr>
<th>Planning</th>
<th>Capacity</th>
<th>Evidence of progress</th>
<th>Likelihood of success</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Highly problematic – requires urgent and decisive action</td>
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<td></td>
<td></td>
<td>Problematic – requires substantial attention, some aspects need urgent attention</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Mixed – aspect(s) require substantial attention, some good</td>
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<td></td>
<td>Good – requires refinement and systematic implementation</td>
</tr>
</tbody>
</table>
Successes

- Great School as Community Hubs partnerships currently in many of our schools
  - Metro Community Provider Network (MCPN) Clinics
  - Jefferson Center for Mental Health (JCMH)
  - Food and Backpack Programs
  - Red Rocks Community College School-Age Child Care Programs
- Formation of a strong Tactic Team
- Partnership with Assessment and Research to review surveys
- JCEA’s commitment to this work
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**Challenges**

- Time and resources for new strategic priority
- This is new work systemically
- Unknown how many partnerships currently exist in schools

**Resources Required**

- Funding to manage and support partnerships in schools (See Community Schools Model)
- Facilities resources
- Staffing at schools dedicated to support community and community partnerships
- Professional Learning for staff dedicated to support community and community partnerships
Thank you
Board of Education Ends Alignment

Ends 1- Engaging Climate and Culture
Every school and the district will have an engaging climate and culture that:

- Ensures a safe, caring and engaging environment for students, staff and families.
- Values the diversity of all students, staff and families.
- Supports the social, emotional and physical wellness for students and staff.
- Encourages family and community engagement to support, enhance and maximize learning.
- Provides opportunities to develop civic and global engagement within and outside of the school setting.
Board of Education Ends Alignment

Ends 2- Career, College and Life Aspiration Connections

Every school and the district will ensure that every student has the opportunity to work towards being connected to career, college and/or life aspirations through systems and practices that:

● Provide access to and opportunity for multiple learning pathways aligned to student needs and interests.

● Ensure the development of academic confidence through self-direction and personal responsibility skills.

● Use relevant measures to track progress and communicate meaningful results to students and families.
Board of Education Ends Alignment

Ends 3- Learning Systems and Leadership
Every school and the district will have effective learning systems and shared leadership that:

- Provide high quality core instructional practices, interventions and enrichments.
- Develop high quality leaders through leadership development for teachers, staff, administrators, students and families.
- Utilize continuous improvement processes that incorporate problem-solving approaches to reduce or eliminate root causes of student performance challenges.
- Ensure the success of diverse learners through evidence-based resource allocation that matches resources to need.