Outcome #1 Monitoring Report

June 9, 2022

OSD students will...

*Be **compassionate** and kind.*

Char Franz, M.Ed.
Director of Whole Child Success

Sheralyn Weimer, M.Ed.
Assistant Director of College and Career Readiness

Outcome #1 Indicators

Our students will….

1. Be aware of and appreciate one's similarities and differences with others.
2. Listen well and cooperate with others.
3. Demonstrate awareness of one's own thoughts and emotions and how they impact behavior.
4. Express emotions, thoughts and impulses in positive and beneficial ways.
5. Resolve conflicts and repair relationships.

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Outcome #1 Action Plan

We will….

A. Ensure all schools administer the School Climate Survey/Panorama within a common calendar timeline and that all students and staff have an opportunity to participate.
B. Analyze Student Climate Survey/Panorama responses by demographics and programs to identify and address disproportionality.**
C. Survey parents and students to determine level of agreement related to their school/district reflecting and valuing various cultures. Use information to determine steps forward for improvement.
D. Ensure all staff have a list of religious/cultural observances throughout the year with notations of when to be mindful of fasting periods or other events.**
E. Analyze discipline referrals to identify and address disproportionality.
F. Explore professional development and support for all staff on trauma-informed practices.
G. Initiate professional development and support for all staff on de-escalation.
H. Implement SEL curriculum in middle schools and ensure lessons are taught in each school and grade level.**
I. Continue implementation of SEL curriculum in elementary schools.**
J. Initiate professional development and support for all staff on digital citizenship.**
K. Initiate professional development and support for all staff in family engagement practices.
L. Model indicators at staff and district levels.

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3-Years of Strategic Plan
District Improvement Plan (DIP) & Assessment Data for Goals

Year	Learning Model	DIP	Goal
2018 - 19	In-Person	*Development & Approval*	-
2019 - 20	In-Person ➔ Remote	Year 1 of 3	a. Use the School Climate Survey to measure an increase in positive responses for students who indicate that students at their school are compassionate and kind b. Baseline = Percentage of students who "Always and Often" (Elementary) or "Strongly Agree and Agree" (MS and HS) = 68% increase to 80%
2020 - 21	Remote ➔ Hybrid	Year 2 of 3	a. Fall 2020 Baseline % of students who respond positively on Panorama Survey b. Fall 2020 Baseline Participation rate c. Working with Panorama for goal setting
2021 - 22	In-Person (If health authority guidance warrants a temporary transition for a classroom or school, students will engage in Remote Learning.)	Year 3 of 3	a. To be updated after March data training

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Be aware of and appreciate one's similarities and differences with others.

Listen well and cooperate with others.

Demonstrate awareness of one's own thoughts and emotions and how they impact behavior.

Express emotions, thoughts and impulses in positive and beneficial ways.

Resolve conflicts and repair relationships.

Tonight's Presentation

Commitments Addressed in Presentation

1. Panorama Well-Being Screener Implementation
2. Culturally Responsive Social Emotional learning (CR-SEL)
3. Family Partnership Training & Support

Commitments Addressed in Previous Presentations and Included in Appendix

1. Supports for Family Religious Celebrations and/or Cultural Observances
2. Student Social Emotional Well-Being Screener Responses
3. CR-SEL in Schools
4. Digital Citizenship
5. Student Discipline Data

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Panorama Well-Being Screener Implementation

🎯 **Ensure all schools administer the School Climate Survey/Panorama within a common calendar timeline and that all students and staff have an opportunity to participate. 1.1/1.2/1.3/1.4/1.5**

Group	Fall 2021	Spring 2022	Fall 2020	Spring 2021	Goal Response Rates
Student Response Rates	74.1% (5857 Responses)	60.4% (all) 84.4 (elem) 81.9 (mid) 38.3% (high)	50.5% (4169 Responses)	36.2% (2,869 Responses)	85-90%
Family Response Rates	19.6% (1593 Responses)	28.4% (2315)	44% (3597 Responses)	17.7% (1436 Responses)	25-30%
Staff Response Rates	48.4% (669 Responses)	33.3% (460)	29% (401 Responses)	42% (564 Responses)	70-80%

Response rates from Fall 2021 and Spring 2022 compared to Fall 2020 and Spring 2021

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6

Panorama Implementation

🎯 **Ensure all schools administer the School Climate Survey/Panorama within a common calendar timeline and that all students and staff have an opportunity to participate. 1.1/1.2/1.3/1.4/1.5**

Implementation Characteristics

1) Partnership across departments and roles
   a) Within T&L- Instructional Coaches, Family Liaisons, Native Education, Multilingual Education
   b) Communications Department
   c) Elementary and Secondary Education and the Principals
   d) Student Support Office
2) Increase accessibility to survey
   a) Multicultural Nights to help with completing Panorama
   b) Resources for younger students to make meaning of the questions on Panorama
   c) Resources for students receiving Multilingua Services to make meaning of Panorama
   d) Resources for student receiving 504 and IEP accommodations
   e) 1:1 Family Liaison connection with parents
   f) Native Family Groups led by our Tribal and Native Education Program Manager
   g) Language Accessibility
   h) Public link provided for the public to navigate our Panorama data
3) Tools for navigating Panorama
   a) Asynchronous SEL to learn how to navigate Panorama
   b) In partnership with Instructional Coaches and Family Liaisons–Turn key PowerPoint on how to use Panorama and acquiring Tech Hours for PD

Panorama Implementation

🎯 **Ensure all schools administer the School Climate Survey/Panorama within a common calendar timeline and that all students and staff have an opportunity to participate. 1.1/1.2/1.3/1.4/1.5**

Where we will be going...

- Identify how we can make the Panorama data relevant to the work we're doing
  - Recognize what Panorama is best used for–its strengths and limitations
  - Use it as a springboard for meaningful data gathering (e.g. quantifying meaningful dialogue that exists in the classroom and in the safe spaces our students, families, and staff consider)
  - Determine other data we can use to address the limitations of Panorama
- Determine how we communicate to multiple stakeholders how Panorama is being utilized

A. Panorama Implementation Survey
B. Focus Groups (Native and Tribal Families, Counselors, Family Liaisons, Teachers, Multilingual Families)

Cultural Responsive Socioemotional Learning (CR-SEL)

Related Expectations

- Outcome 3 - References MTSS support for elementary and middle school educators to implement elementary and middle school CR-SEL

Explore professional development and support for all staff on trauma-informed practices. Initiate professional development and support for all staff on de-escalation. 1.5

- The necessity for all of us to make meaning of CR-SEL–content and process
- The necessity for collective healing as we move our work towards anti-racist and anti-oppressive work
- The necessity for transformative relationships, not transactional–our relationships are based on our humanity

Characteristics of CR-SEL inspired by anti-oppressive and anti-racist education:

- Community centered
- Whole Child, Whole Educator, Whole Community
- Healing and Empowering
- Shared Leadership
- Humanistic
- Recognizes the expertise and strengths of the people involved (e.g. student experiences, family voice and school staff collaboration)

Voices from the field- Maria Garcia Lopez (Charo) & Pastora Hernandez Barbee

Family Liaisons Lead in Professional Development

Initiate professional development and support for all staff in family engagement practices. 1.1/1.2/1.3/1.4/1.5

Family Liaison Focus - Mission

1. 1. **Move towards a meaningful partnership between the community and the schools**:
   a. Family Liaisons partner with families who have been historically disenfranchised to empower our families to impact our systems and policies that ultimately impact them
2. 2. **Create schools to be community hub to facilitate access to resources for families to thrive:**
   a. Family Liaisons advocate and support families by shaping our schools to be a community center to facilitate access to socioemotional, academic, college and career readiness, and basic resources to thrive in the school and the community
3. 3. **Co-lead practices and co-create systems towards anti-oppression and anti-racism in Olympia School District:**
   a. Family Liaisons dismantle the barriers minoritized communities face with accessing comprehensive education and success within the school system

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10

Family Liaison Professional Development

Initiate professional development and support for all staff in family engagement practices. 1.1/1.2/1.3/1.4/1.5

- **Black Lives Matter -** Co-created BLM Professional Development opportunities for Elementary Principals, counselors, and instructional coaches during Black History Month

- **Comprehensive Pride Programming-** Co-created and implemented with instructional coaches inclusive pride programming for the students to learn and participate in age appropriate conversations surrounding LGBTQIA+ folks. Materials are open to staff across the district

- **Making Meaning with Panorama-** Co-created with CR-SEL Instructional Coach navigation tools for educators to utilize Panorama

- **Language Line-** Provided Language Line Professional Development at the beginning of the year

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Professional Development focused on Supporting Multilingual Families

Insight Gathered From...

A. Panorama Implementation Survey
B. Focus Groups (Native and Tribal Families, Counselors, Family Liaisons, Teachers, Multilingual Families)

Initiate professional development and support for all staff in family engagement practices. 1.1/1.2/1.3/1.4/1.5

- Professional Development created for educators to support our students receiving Multilingual Education Services with...

    ○ completing High School Beyond Plan

    ○ identifying and communicating about college and career pathways

    ○ completing FAFSA and WASFA

    ○ cultural responsive rooted efforts when communicating with families

12

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Appendix Slides

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Appendix A: List of Religious/Cultural Observations

Ensure all staff have a list of religious/cultural observances throughout the year with notations of when to be mindful of fasting periods or other events. 1.1

- Published article in staff blog at start of school year for all staff, and shared directly with all principals:
  - [Resources for interfaith celebrations, holidays and observances](#)

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Appendix B: Student Climate Responses

🎯 **Analyze Student Climate Survey/Panorama responses by demographics and programs to identify and address disproportionality. 1.1/1.2/1.3/1.4/1.5**

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Previously reported February 10, 2022

Appendix C: SEL Curriculum in Schools

Implement SEL curriculum in middle schools and ensure lessons are taught in each school and grade level. 1.1/1.2/1.3/1.4/1.5

Continue implementation of SEL curriculum in elementary schools. 1.1/1.2/1.3/1.4/1.5

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Previously reported April 14, 2022

Appendix D: Digital Citizenship

Initiate professional development and support for all staff on digital citizenship. 1.1/1.2/1.3/1.4/1.5

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Previously reported March 10, 2022

Appendix E: Discipline Analysis

- Top 5 Discipline Offenses
- Suspensions and Expulsions by Race and Ethnicity
- Out of School Suspensions
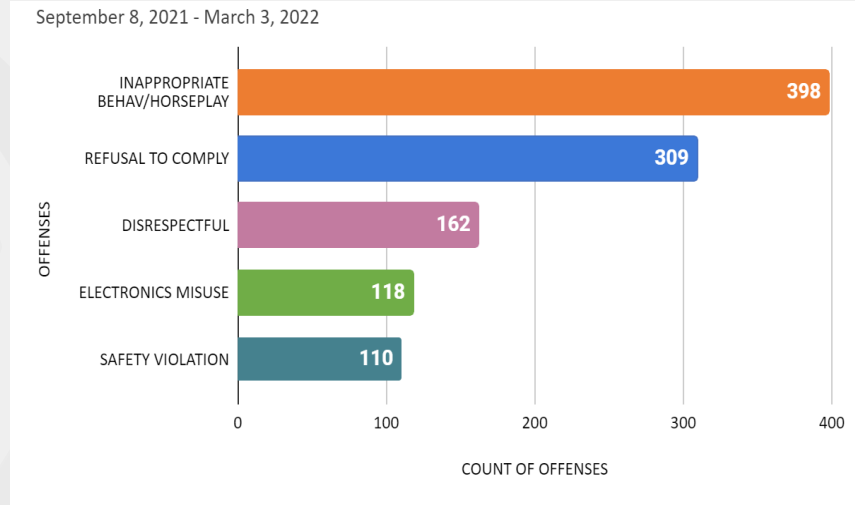- Emergency Expulsions by Special Programs

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Appendix E-1: Top 5 Discipline Opportunities

Type of Discipline Opportunity	Frequency
Inappropriate Behavior/Horseplay	398
Refusal to Comply	309
Disrespectful	162
Electronics Misuse	118
Safety Violation	110

September 8, 2021 - March 3, 2022

Where do referrals and discipline opportunities originate most often...

Location	Count
CLASSROOM	1150
NOT SPECIFIED	757
HALLWAY	161
CAFETERIA	99
GYMNASIUM	99
OTHER	74
RESTROOM	66
FIELD	63
BUS	38
COMMONS	34
OFFICE	25
PARKING LOT	25
HOPE	22
LIBRARY	11
PLAYGROUND	11

Previously reported March 10, 2022

Appendix E-2: Suspensions and Expulsions by Race/Ethnicity

MS & HS 2022	Hispanic/ Latino of any race(s)	American Indian/ Alaskan Native	Asian	Black/ African American	Native Hawaiian/ Other Pacific Islander	White	Two or More Races
Student Count Susp/Exp	13	4	6	22	1	80	33
MS & HS Enrollment (5,474)	717	165	800	507	120	4,606	1232
% of students Susp/Exp based on enrollment by group	1.80%	2.40%	0.80%	4.30%	0.80%	1.70%	2.70%
Percentage of Susp/Exp (148)	9%	3%	4%	15%	1%	54%	22%

Represents MS & HS data from September 8, 2021 - March 2, 2022

Action items...

E. Analyze discipline referrals to identify and address disproportionality. 1.3

A total of 148 suspensions and expulsions occurred from September 8, 2021 to March 2, 2022.

Appendix E-3: Out of School Suspensions and Emergency Expulsions by Special Program

E. Analyze discipline referrals to identify and address disproportionality. 1.3

MS & HS 2022	Multi-lingual	Section 504	SPED	Homeless	Gifted & Talented	Low-Income
Student Count Susp/Exp	1	7	13	11	3	14
MS & HS Enrollment	156	390	761	91	340	1595
% of enrollment MS & HS	0.60%	1.80%	1.70%	12.10%	0.90%	0.90%
Percentage of exclusions (148)	0.70%	4.70%	8.80%	7.40%	2.00%	9.50%

Represents MS & HS data from September 8, 2021 - March 2, 2022

Appendix E-4: Suspensions by Race

Percentage	Hisp/Lat	Am IND	Asian	Black	Pac Isl	White	2 or More races
% of Total Suspensions	18.1%	0%	2.0%	7.8%	.5%	57.4%	14.2%
% of Total Enrollment	13.7%	.5%	7.4%	3.2%	.6%	63.2%	11.4%

Previously reported May 5, 2022

Appendix E-5: Suspensions by Program

Percentage	Multi-Lingual	504	SPED	F/R	Homeless	Gifted
% of Total Suspensions	1.5%	5.4%	49.5%	70.1%	9.3%	2.5%
% of Total Enrollment	3.2%	5.2%	17.3%	33.1%	1.7%	4.7%

Previously reported May 5, 2022

Appendix E-5: Suspensions by Gender

Percentage	Male	Female	Gender X
% of Total Suspensions	72%	28%	0
% of Total Enrollment	52.5%	46.8%	.7%

Previously reported May 5, 2022

Appendix E-6: Suspensions by Secondary School

Percentage	JMS	RMS	TMMS	WMS	CHS	OHS	AHS	ORLA
% of Total Suspensions	16.6%	11.2%	8.8%	3.4%	25.9%	32.7%	1.0%	.5%
% of Total Enrollment	8%	7%	8%	14%	24%	33%	3%	3%

Previously reported May 5, 2022