EdRedesign Lab Institute for Success Planning

Community of Practice Summer Workshop 2023

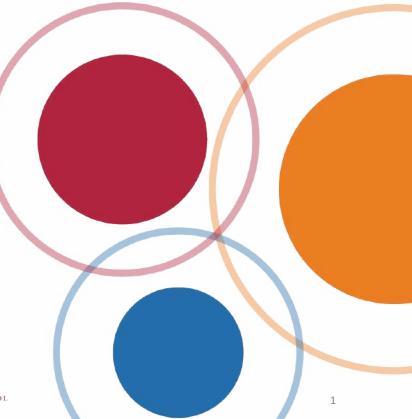
Friday, July 21, 2023



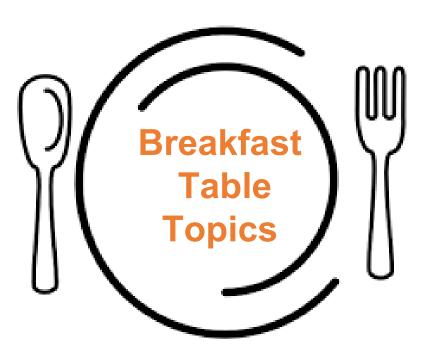




GRADUATE SCHOOL OF EDUCATION







Connect and engage in casual conversations over breakfast with colleagues from other communities. Here are some table topics to start your discussion:

1, What song lifts your spirits?

2. Who was your favorite teacher as a young person and why?

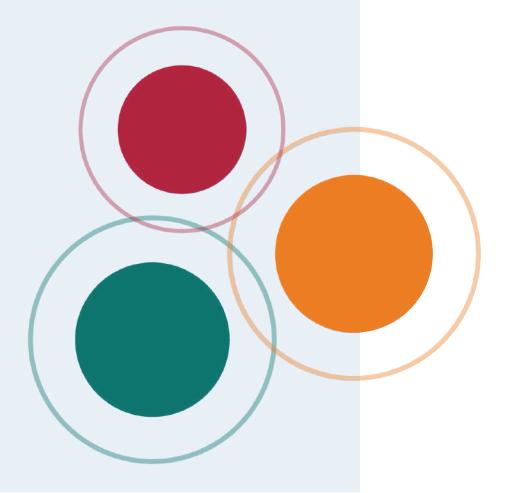
3. Share one fact about yourself that people may find interesting or intriguing.

4. Who do you go to when you are looking for guidance and support?

5. What value is most important to you? How does that value show up in your everyday life?

6. What motivates or inspires you?

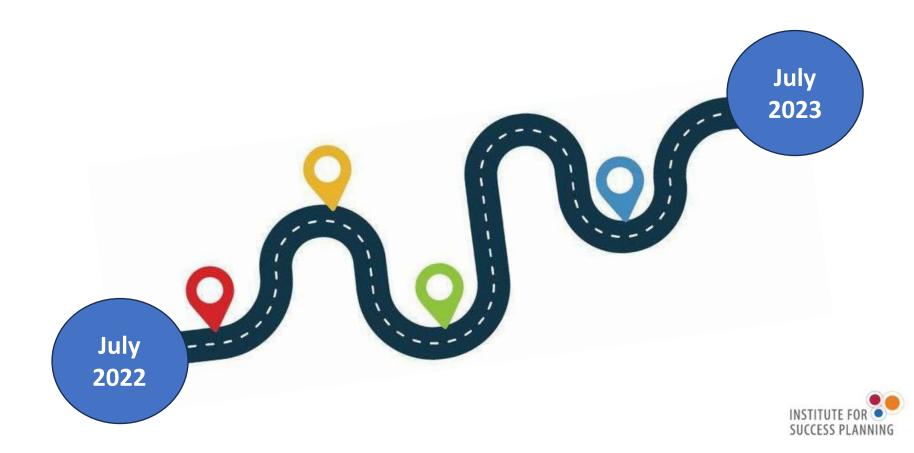
7. Where is your favorite place to travel? Why?



Welcome & Overview



Success Planning Journey Line Presentation



Success Planning Journey Line Presentation Process



- Each community will have 15 minutes to present
 - Participant celebrations, contributions, thoughts, aha's
 - Gallery walk





Success Planning Journey Line Presentation Gallery Walk



During each presentation on sticky notes write:

- Reflections
- Aha's
- Suggestions
- Contributions
- Celebrations
- Questions

Success Planning Community of Practice

2022 Cohort

Albuquerque, NM Asheville and Buncombe County, NC Baltimore, MD Carbondale, IL Chattanooga-Hamilton County, TN Grand Island, NE Long Beach, CA Minneapolis, MN Nashville, TN New York City, NY Poughkeepsie, NY Unity Point, IL



2023 Cohort

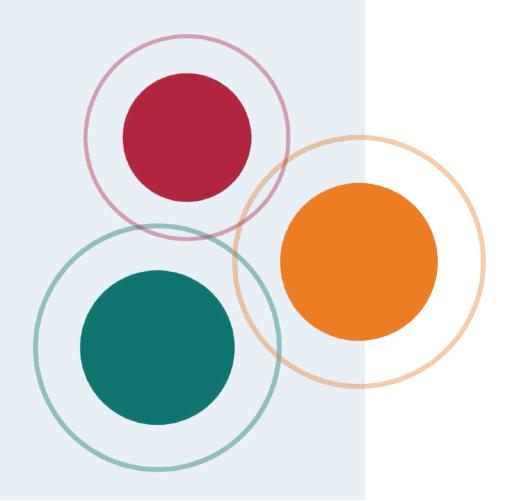
Continuing:

Albuquerque, NM Baltimore, MD Carbondale, IL Chattanooga-Hamilton County, TN Long Beach, CA Minneapolis, MN Nashville, TN New York City, NY Poughkeepsie, NY Unity Point, IL

New:

Cambridge, MA Chelsea, MA Dayton, OH Memphis, TN San Francisco, CA Spartanburg, SC





Success Planning in Action: Community Journey Line Presentations



Albuquerque Success Planning Journey Line Presentation

SUMMER WORKSHOP

Success Planning Community of Practice

Designing, expanding, and improving systems of personalized, relationship-based support for children and youth





Albuquerque At A Glance



Setting (Urban, Suburban, Rural): Albuquerque is a vibrant urban setting with a unique blend of Southwestern charm, rich cultural heritage, and stunning natural landscapes.

Total population: 562,599, New Mexico's largest city

Demographics (ABQ): Hispanic/Latino 49%, White 70% (White Non-Hispanic 38%), American Indian/Alaskan Native 5%, Black/African American 3%, Asian 3%

Demographics (Del Norte HS): Del Norte is a 100% free and reduced lunch high school; Hispanic 59%, White 12%, American Indian/Alaskan Native 17%, Black/African American 5%, Asian 3%, two or more 4%. 26% of students have a tribal affiliation, 21% EL, 25% students with disabilities

Number of students in school district: 71,119 Number of student in DNHS: 1,070

Historical fact about your community: Land acknowledgement: The Tiwa people were the original caretakers of what we what is now called Albuquerque. There continues to be 23 indigenous tribes in New Mexico.

Fun fact about DNHS: Urban legend has it that the original colors of DNHS were black and white; turquoise was later added to represent our Native American student population.

Our Success Planning Team



List all team members who played a significant role in your year 1 Success Planning initiative (Please include their respective agencies).

Our Year 1 Core Team included:

- 1. Sasha Pellerin, Senior Policy Advisor, City of Albuquerque
- 2. Shannon Begay, Director of Program Services, Boys & Girls Clubs of Central New Mexico
- 3. Deanna Creighton Cook, Special Projects Coordinator, ABC Community School Partnership
- 4. Jenn Tooley, Assistant Principal, Highland High School

Our Lead Navigator was Brian Brown who was hired by Highland High School. We also worked closely with Laura Navarro, Family Liaison at Highland and Highland BGC site director.



Our Children and Youth



Who are the children and youth that your Success Planning initiative serves or plans to serve?

Our SY23-24 Success Planning initiative strives to support students at Del Norte High School who are disengaged and not currently participating in other programs, ensuring they access resources and receive support from a caring adult. We are particularly interested in serving students who are Native American, and those who are members of the deaf and hard of hearing community (DNHS is a district hub for the DHH program). In addition, we are looking at serving students in the lower grades (9th and 10th) as they transition from middle school.



Our Shared Vision: What We Want To Accomplish



What is your community's overall shared Success Planning vision for all children and youth?

Our Success Planning initiative is a component of a larger project to create a transformative community school ecosystem developed by and for stakeholders. Our vision is that all Del Norte students will be encouraged to discover the "why" and come to understand that there are lots of ways to be successful, and that the community will facilitate and support students in working towards their individual goals. These trusting relationships will not only serve students, but strengthen the community as a whole and orient youth towards community engagement. Success Planning will engage the potential of youth, and the community that surrounds them.



Our Journey: Implementation Key Points



Education, advisory group

Identify 6 key points ("glows & grows") along your team's Success Planning journey that had significant impact and brought your initiative to its current stage of development.

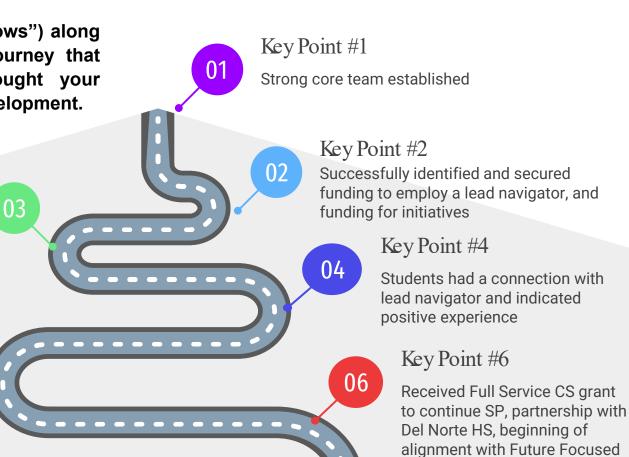
Key Point #3

05

Hiring challenges, but once hired navigator was able to access school data and facilitate data driven decision making

Key Point #5

Slight breakdown in core team's ability to to communicate and meet



Success Planning Components







- 1. Clarified the scope of the lead navigator position
- 2. Identified key lead who has strong connection to the community

2 Grows:

- 1. We are shifting our plan of action slightly, so we will need to figure out how this impacts the scope of the lead navigator (process for engaging communities members as volunteer navigators)
- 2. Del Norte is a busy school with a lot going on; we need to map out current similar initiatives and identify the gaps where Lead Navigator/SP can collaborate/support
- **Next Level of Work:** Determining how to braid and blend funding for sustainability, alignment with existing people and programs





1.We have some systems for engaging with students from year 1 than we can continue to refine.

2. Community orientation: We would like to strengthen the interrelation between students' sense of purpose and the larger community by creating avenues for service-oriented activities and initiatives, fostering a greater understanding of community needs and encouraging students to contribute positively in their community.

2 Grows:

1. Develop a protocol for communicating with students about their "why" and a comprehensive training programs for community volunteer navigators who will be working with students, equipping them with the necessary knowledge, skills, and strategies to effectively support and engage students in their academic and personal development and success.

2. Incorporating families into the success planning process by aligning efforts with family engagement initiatives.

Next Level of Work: Tap into local resources by creating an asset map of volunteer navigators which includes identifying and documenting the expertise, interests and skills of potential volunteers within the community who can contribute to the success planning initiative.





- 1. The community school council is a systemic support at the site level
- 2. The community school system included in the ABC community school partnership contributes strong support. CABQ Children's Cabinet in support

2 Grows:

- 1. Plans to renovate a space at DNHS to create a student and family resource center on campus, strengthen the partnership with Boys and Girls Club both as an on-campus resource and at the teen center nearby
- 2. Facilitate information sharing with students and families regarding resources/supports

Next Level of Work: Collaborate with community school coordinator to understand current supports and ensure alignment.





- 1. Our data gathering system in Year 1 was simple but effective
- 2. Member of our core team is an administrator at DNHS and able to facilitate data gathering

2 Grows:

1. Identifying the specific data points we want to collect (we think this will mostly be qualitative data along the lines of whether students who participate in SP are better off and how so)

2. Aligning data gathering and analysis with the FSCS grant indicators

Next Level of Work:We'd like to borrow a page from Nashville's playbook and introduce the idea of weekly and monthly check-ins with students via Google forms

Our Throughline: How We Will Get There





IF we collaboratively implement a comprehensive success planning initiative that involves a diverse and representative group of stakeholders, including students and families. . .

BY ensuring equitable access to supportive adults and meaningful participation for all students in the Success Planning program . . .

THEN students will confidently navigate their in and out-of-school pursuits, and have the resources and skills to graduate and pursue their postsecondary goals, and come to understand themselves as a critical part of their community.

Our Metrics: What Do We Need To Know?



Which key data points or other evidence (e.g. from qualitative feedback) did/will you use to make key decisions to drive your work forward? (e.g. "We used climate survey data to recognize we needed to build more trust between students and those we planned to have as navigators.")

Equitable Access & Participation: We will target students who are disengaged and not served by other programs, and students identified by the Martinez-Yazzie lawsuit.

Social Emotional Outcomes: We will collect qualitative data from students via "check ins."

Academic Outcomes: We will collect data from students regarding their post-secondary plans to ensure each student has a plan, we will reference academic achievement and grade promotion data collected by the district.



Our Story of Impact: What Did The Data Tell Us



How did/will Success Planning positively impact the children and youth in your community and create more equitable access and opportunity for all? What evidence can you point to? (Consider your throughline: how do you know that your efforts had an impact? For instance: "We recognized that trust requires navigators knowing how to talk about sensitive topics. So we created an online training module, and tracked what % of navigators completed the training and their feedback.")

- Student participants: 17 HS students enrolled, 15 completed. 9 in need of academic support (failing grades), 7 in need of attendance support.
- Students identified needs in the following areas: navigating relationships with peers and with teachers; getting glasses; signing up for dual credit courses; academic help in algebra; time management strategies; better food at school; language barriers.
- From the lead navigator: In interactions with the Navigator, students were able to identify obstacles in their path and start formulating effective ways to deal with them and stay on track. These interactions also gave insight into a student's interests and passions. Then, through the internal network of support, the navigator connects students to opportunities that align with their goals and interests. Another huge benefit of the interactions between Navigator and students was being able to identify other areas of need and help students by connecting them with resources. The opportunity to have these conversations should be accessible to every student.





Authentic Engagement of Youth, Families, & Community



What inclusive and equitable practices did/will you implement to center the voices and wisdom of youth, families, and community in your Success Planning initiative? How were your efforts inclusive of often marginalized populations (ALL means ALL)?

Student self-select to be part of SP, or are nominated by their teachers. In year 2, we will be more intentional about targeting disengaged students not supported by other programs. We are changing our model to encourage wider participation from families and the community. We will train/support participants to be effective mentors. We will intentionally celebrate, embrace, share, sustain and uplift the various cultures of participants.



Sustainability: Changes in Systems & Processes



What shifts in mindsets, culture, processes, and systems had to occur to organize and ready your community to engage in effective implementation of the Success Planning strategy?

We intend to map out the current programs, services and supports at Del Norte and identify the gaps so SP can support/supplement the structures and systems that are already in place rather than duplicate efforts. The culture at Del Norte aligns well with the initiative--the focus is on supporting the whole child, not just about test scores. They recognize the individual strengths of each students that walks through the door and supports them to graduate.



Leadership Matters



What knowledge, skills, and dispositions were essential for your team to navigate adaptive challenges and collectively, build, scale, and sustain your community's initiative? What advice would you provide for new leaders that will engage in this work?

We meet families where they are and believe that every student/family has the potential to be successful, and that there are lots of way to define success. We are working with supportive administrators at the school who are eager to try new things. Our cross sector advisory and core teams are creative and flexible. We collaborate, and have a culture of trust that encourages risk taking.



Leadership Lessons



Name two unexpected learnings or surprises that occurred during your team's Success Planning journey that required you to pivot or be nimble. What leadership lessons did your team learn and will take with you into your year 2 implementation?

- 1. Our lead navigator for Year 1 suggested that we engage in better asset mapping to ensure that we are not duplicating efforts and programs already happening at the school. He indicated that a stronger strategic plan would have been welcome.
- 2. We learned that our team needed to be bigger in order to support implementation properly, and that we needed more effective communication and more consistent meetings.



Success Planning Community of Practice



What did your community gain and learn from others by participating in Year 1 of the Success Planning Community of Practice?

1. We learned it is ok to reset, and that there are unique challenges specific to our target population that require tailored approaches

2. We discovered that the Community School framework aligns exceptionally well with our success planning initiatives

3. We realized that securing buy-in from the school administration and teachers is crucial for the successful implementation and sustainability of our success planning efforts.

What is your community looking forward to the most during your year 2 Success Planning Community of Practice experience?

- 1. Learning from and with other communities
- 2. Engaging in the national discourse about how to transform education



Asheville-Buncombe County Success Planning Journey Line Presentation

SUMMER WORKSHOP

Success Planning Community of Practice

Designing, expanding, and improving systems of personalized, relationship-based support for children and youth





At A Glance: Asheville City Buncombe County



Setting (Urban, Suburban, Rural):

Setting (Urban, Suburban, Rural):

Urban

Total population:

94,067

Demographics:

White (77.5%), Black (10.9%), and Hispanic (7.0%)

Number of students in school district:

4,035 in Asheville City Schools

Historical fact about your community:

Asheville primarily served as a crossroads of Indian trails on a plateau surrounded by mountains and rivers on all sides.

Fun fact about your community: Biltmore House is largest private home in the US

Suburban, and Rural

Total population:

271,523

Demographics:

White (82.8%), Hispanic (6.9%), and Black (5.8%)

Number of students in school district:

22,082 in Buncombe County Schools



Our Success Planning Team



List all team members who played a significant role in your year 1 Success Planning initiative (Please include their respective agencies).

Victoria Roberts, United Way of Asheville and Buncombe County

Laura Parks, Asheville City Schools

Dana Keupp, Asheville City Schools

Emily Nicholson, P-20 Council

Shanon Martin, Buncombe County Schools

Liz Massey, Buncombe County Schools

Jim Lewis, Buncombe County Schools

Laura Elliot, United Way of Asheville and Buncombe County



Our Children and Youth



Who are the children and youth that your Success Planning initiative serves or plans to serve?

ALL students in K-12 public schools in the Asheville City and Buncombe County areas

 Initial target population was students off track for graduation based on predictors in Dr. Robert Balfanz research (2010)



Our Shared Vision: What We Want To Accomplish



What is your community's overall shared Success Planning vision for all children and youth?

By 2035, ALL Asheville City and Buncombe County students graduate from high school ready and fully prepared to pursue their goals and dreams.



Our Journey: Implementation Key Points



Identify 6 key points ("glows & grows") along Key Point #1 your team's Success Planning journey that 01 had significant impact and brought your More intentional about use of data platform initiative to its current stage of development. Key Point #2 02 Key Point #3 Navigating our role within larger network 03 Revisiting who's at the table Key Point #4 04 Solidified Meeting - - - - - -Schedule Key Point #5 05 Permission to reset Key Point #6 06 Alignment on what collaboration means - and looks like for our community

Success Planning Components







- Similar systems already in place

Grows:

- Making room to think across all partners for strengthening individualized student support

Next Level of Work:

- Identify a working description of the navigator's role and take inventory of what is already in place





- Asset-Based Rubric
- Lunch and Learns

Grows:

- More defined PDSA cycles
- Next Level of Work:
 - Data discussion Protocols





- Strengthening Foundation

Grows:

- Develop training system for sustainability and stronger support for users

Next Level of Work:

- Coaching cycles to support schools and communities navigating data in relation to people (Shifting beyond compliance)





- Deepened progress monitoring

Grows:

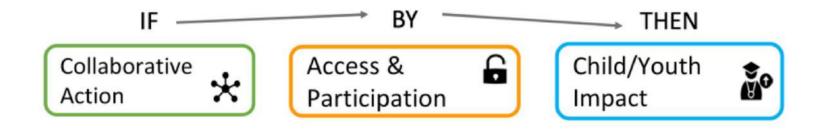
- Data flowing in multiple directions

Next Level of Work:

- Pulling student strengths forward with student profiles, discussion protocols, and studentcrafted goals

Our Throughline: How We Will Get There





Insert your community's throughline outlined in your respective Success Planning work plan.

If we lead with student strengths when reviewing and discussing student data, then students will have more autonomy in direction of their academic and SEL success.

Our Metrics: What Do We Need To Know?



Which key data points or other evidence (e.g. from qualitative feedback) did/will you use to make key decisions to drive your work forward? (e.g. "We used climate survey data to recognize we needed to build more trust between students and those we planned to have as navigators.")

Equitable Access & Participation:

- Rate of suspensions and expulsions: Disaggregated by race, socioeconomic status, and disability (In-School, Short-Term, and Long-Term Suspensions)
- Attendance (less than 90%)

Social Emotional Outcomes:

- Overall SEL (teacher or student expressed as an area of growth)
- Self-Awareness, Social-Awareness, Relationship Skills, Self-Management, and Responsible Decision-Making

Academic Outcomes:

- Track individual students who meet 3rd grade reading levels
- Track individual students who meet 5th grade math levels



Our Story of Impact: What Did The Data Tell Us



How did/will Success Planning positively impact the children and youth in your community and create more equitable access and opportunity for all? What evidence can you point to? (Consider your throughline: how do you know that your efforts had an impact? For instance: "We recognized that trust requires navigators knowing how to talk about sensitive topics. So we created an online training module, and tracked what % of navigators completed the training and their feedback.")

Equitable Access & Participation:

- Rate of suspensions and expulsions: Results are not available yet
- Attendance: 30.1% \u2264 in student recognized as chronically absent

Social Emotional Outcomes:

Overall SEL	Self Awareness	Social Awareness	Relationship Skills	Self Management	Responsible Decision Making
5% ↓ in need	1.9%	12.7%	21.3%	36.5%	15.2% ↓ in need

Academic Outcomes:

- Track individual students who meet 3rd grade reading levels Results are not available yet
- Track individual students who meet 5th grade math levels Results are not available yet



Authentic Engagement of Youth, Families, & Community



What inclusive and equitable practices did/will you implement to center the voices and wisdom of youth, families, and community in your Success Planning initiative? How were your efforts inclusive of often marginalized populations (ALL means ALL)?

- <u>Co-Create Rubric to Evaluate Asset-Based Approach</u> across individual and shared spaces
- Embed Coaching into Shared Learning Spaces
- > Co-Create Data Discussion Protocols that are Student-Centered and Culturally Responsive



Sustainability: Changes in Systems & Processes



What shifts in mindsets, culture, processes, and systems had to occur to organize and ready your community to engage in effective implementation of the Success Planning strategy?

➤ Clarity in Roles

Removal of Assumptions

Additional Documentation



Leadership Matters



What knowledge, skills, and dispositions were essential for your team to navigate adaptive challenges and collectively, build, scale, and sustain your community's initiative?

- **1.** Being okay with slowing down and going deeper; trying to get it right vs. meeting a timeline
- 2. The CoP has been supportive with strategic pauses that are hard for us to build in on our own. Need to make concerted recognition
- 3. Recognition of the importance of communication at different levels, accessibility to data of Navigators and coaches- building those systems of collaboration is key

What advice would you provide for new leaders that will engage in this work?

- 1. Have a common agenda and make sure stakeholders are aligned with it with shared responsibility
- 2. Be really clear on what you are "tight on" (non-negotiables) and where there is opportunity for customization, innovation, etc.
- 3. Build the work from a foundation of strong relationships with stakeholders. Be sure to include them in the planning, vision and implementation.

Leadership Lessons



Name two unexpected learnings or surprises that occurred during your team's Success Planning journey that required you to pivot or be nimble. What leadership lessons did your team learn?

This process forced our team to do resetting and have hard conversations that may not have happened otherwise



Success Planning Community of Practice



What did your community gain and learn from others by participating in Year 1 of the Success Planning Community of Practice?

Being very intentional about communication

➤ Hearing from other communities helped us to re-envision our scope, scale and pace

➤ Make implementation less siloed



Baltimore Success Planning Journey Line Presentation

SUMMER WORKSHOP

Success Planning Community of Practice

Designing, expanding, and improving systems of personalized, relationship-based support for children and youth





Baltimore At A Glance



Setting (Urban, Suburban, Rural): Urban

Total population: 576,498 (2021 estimate)

Demographics: 62.6% black, 30.3% white, 2.7% asian and 5.7% hispanic

Number of students in school district: 75,995 (as of SY 22-23)

Historical fact about your community: Baltimore City Public Schools is one of the oldest and most historic public school systems in the United States. To learn more visit <u>here.</u>

Fun fact about your community: Snowballs (aka snow cones), Baltimore's favorite

summer treat, were invented in Baltimore during the Industrial Revolution.



Our Success Planning Team



List all team members who played a significant role in your year 1 Success Planning initiative (Please include their respective agencies).

- ★ SLP Ambassadors (representatives from schools who lead the work on their respective campuses)
- ★ Sheila Drummond Camm (Community Schools) & Community School Coordinators (these are a mixture of about 100 people who are either employed by the district or outside agencies).
- ★ Kamais Love (Differentiated Learning) & MTSS Coordinators & SST Chairs
- ★ Monique Crawley & Wholeness Team (Advisory/Morning Meeting Curriculum)
- ★ Donnae Bushrod, Paris Crocker (Office of Special Education) & IEP Coordinators
- ★ Shana McIver (Family Community Engagement Office)
- ★ Hannah Chauvin, Michael Moss, Heather Nolan (Chief Academic Office)
- ★ Pramodh Kandadi (OIT)



Our Children and Youth



Who are the children and youth that your Success Planning initiative serves or plans to serve?

All Pre-K through 12 students across the district's traditional school settings (approx. 132 schools and 60,000 students).



Our Shared Vision: What We Want To Accomplish



What is your community's overall shared Success Planning vision for all children and youth?



Plerson, Rita. "Every Child Needs A Champion." TED, May 2013, https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion.

Our Desired State

Navigators, families, and students will build and leverage trusting relationships while connecting <u>throughout the year</u> to co-create a <u>working roadmap</u> for personalized learning growth based on the student's unique interests, strengths, goals, academic and social-emotional needs.



Our Journey: Implementation Key Points

03



Identify 6 key points ("glows & grows") along your team's Success Planning journey that had significant impact and brought your initiative to its current stage of development.

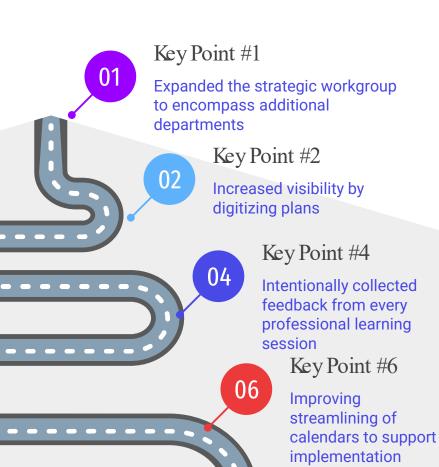
Key Point #3

05



Key Point #5

Improving communication on value of documentation



Success Planning Components







- ★ SLP Ambassadors provided on site, school-specific support to navigators
- ★ Majority of surveyed navigators reported having 20 or less students assigned.

2 Grows:

- Navigators still don't totally understand their role and how to connect students with the right "next step" given their identified needs.
- We only meet with navigators as a district team on systemic PD days
- Next Level of Work:
 - → Determine a multi-layered support structure for navigators to understand their role and how to support their students in a way that works within their current school systems and structures.



- 2 Glows:
 - ★ Moved to online platform for increased ease of user accessibility
 - ★ Differentiated Student and Family questions for grade bands: PreK, K-2, 3-5, 6-8, and 9-12
- 2 Grows:
 - ✤ Align due dates and supports with school calendar.
 - ✤ Increase visibility and ease of use of data that comes from Student Learning Plans
- Next Level of Work:
 - → Schools utilizing plans to connect students to the strategies that will help them to achieve their identified goals.





- ★ Expanded Professional Learning sessions for school-based staff (e.g., SST liaisons, IEP chairs, teachers)
- ★ Identified and build communication on connections and overlap of SLPs with two specific plans IEPs and SST plan

2 Grows:

- Utilize MTSS lens for identifying the most "appropriate" strategies based on student level data and documenting in plan.
- Develop clear communication to various users about the various student based plans

Next Level of Work:

- → Strengthening connection with our Community Schools strategy
- → Strengthening relations with our Student Wholeness strategy





- ★ Built export functionality of the online platform
- ★ Developed feedback surveys for each professional development session delivered

2 Grows:

- Modify online platform to address local and state reporting needs (e.g., On Track to Graduate requirements) and improve functionality based on feedback collected from school staff
- Continue to build knowledge management infrastructure that takes us from analyzing data to using our data collected across more stakeholders

Next Level of Work:

→ Making online platform available earlier so schools can get a head start in outreach to families and teachers can continue to become familiar with online features

Our Throughline: How We Will Get There





If we can unite school staff around the Student Learning Plan then we can ensure that every student and family has voice in their learning goals, is aware of their current progress, and is clear on how they are going to move forward this school year to achieve their goals which will allow more students to be able to achieve academic, social, and individual success in City Schools.

Our Metrics: What Do We Need To Know?



Which key data points or other evidence (e.g. from qualitative feedback) did/will you use to make key decisions to drive your work forward? (e.g. "We used climate survey data to recognize we needed to build more trust between students and those we planned to have as navigators.")

Equitable Access & Participation:

- # SLP ambassadors deliver training to teachers as evidenced by their "homework submission"
- % staff trained on SLP connection report at end of training that they understand the connection between these priorities
- % of Navigators state that they conferenced with student as reported in SLP
- % of students have an SLP in place as reported in the SLP Dashboard on IC Campus Portal .
- % Ambassadors report back that SLPs were referred to during parent/teacher conferences
- District website is updated 3 times a year with more information about SLPs

Social Emotional Outcomes:

• % of students respond in survey that they agree or highly agree that they have a teacher or other adult at school that they trust.



Academic Outcomes:

Our Story of Impact: What Did The Data Tell Us



How did/will Success Planning positively impact the children and youth in your community and create more equitable access and opportunity for all? What evidence can you point to? (Consider your throughline: how do you know that your efforts had an impact? For instance: "We recognized that trust requires navigators knowing how to talk about sensitive topics. So we created an online training module, and tracked what % of navigators completed the training and their feedback.")

> **Navigators have smaller caseloads than in the first year** 90% of Navigators reported having a caseload of less than 30 students.

Schools are completing Student Learning Plans.

75% of students in our targeted schools had a Student Learning Plan created this year.

The majority of students with a success plan are on track to achieve their identified goals. >60% were on-track or had achieved their SLP goals either by MOY or EOY.



Authentic Engagement of Youth, Families, & Community



What inclusive and equitable practices did/will you implement to center the voices and wisdom of youth, families, and community in your Success Planning initiative? How were your efforts inclusive of often marginalized populations (ALL means ALL)?

Working with the offices of Family and Community Engagement with groups of teachers and families from all levels (EC, Elem, MS, HS, special Ed, TAG) and native and Spanish speaking representing multiple races/ethnicities to design and share training materials on including family voice in the process.

In the beginning stages of developing opportunities for ALL to be connected to workshops and resources designed to engage ALL families in understanding and active support in the SLP process.

Community School Coordinators engaged in continuing training and collaborative connections to ensure all voices are included in support of the Student Learning Plans



Sustainability: Changes in Systems & Processes



What shifts in mindsets, culture, processes, and systems had to occur to organize and ready your community to engage in effective implementation of the Success Planning strategy?

- Families are critical partners in our work with students. They bring their wealth of knowledge and insights and want to work alongside of us to ensure that students are successful.
- Student and family voice is vital to our ability to build learning environments that allow students to thrive.
- Success planning (Student Learning Plans) is work and valuable way for us to ensure that student, families, and staff are all on the same page about student learning, have a voice in how they want to engage, and have the resources/strategies necessary for a successful school year experience.



Leadership Matters



What knowledge, skills, and dispositions were essential for your team to navigate adaptive challenges and collectively, build, scale, and sustain your community's initiative? What advice would you provide for new leaders that will engage in this work?

Knowledge, Skills, dispositions

- Awareness of existing systems and structures
- Relationship Building
- Data System background
- Perseverance and problem solving

Advice

- User-centered
- Prioritize
- Even if starting big (all schools), find ways to start small
- Be ready to pivot
- Build strong communication and drown the fish with it





Leadership Lessons



Name two unexpected learnings or surprises that occurred during your team's Success Planning journey that required you to pivot or be nimble. What leadership lessons did your team learn and will take with you into your year 2 implementation?

- As we involved more departments that could have a lane in the SLP implementation they never turned having the conversation and thinking through the intersections and communications
- Much harder to break silo work around student supports. Being creative around how we embed SLP into the systems and structures of support as opposed to being a separate standing support of its own.



Success Planning Community of Practice



What did your community gain and learn from others by participating in Year 1 of the Success Planning Community of Practice?

- Insight into how other communities are engaging with success planning.
- Thought partners in how we can strategically utilize data.

What is your community looking forward to the most during your year 2 Success Planning Community of Practice experience?

- A continuation of working collaboratively with colleagues
- More information on working in large urban districts
- Youth voice
- Informative data sharing with ALL stakeholders



Carbondale Success Planning Journey Line Presentation

SUMMER WORKSHOP

Success Planning Community of Practice

Designing, expanding, and improving systems of personalized, relationship-based support for children and youth





Carbondale At A Glance

Setting (Urban, Suburban, Rural): Rural

Total population: 23, 296 (2021 U.S. Census Data)



Demographics: Population %, Hispanic or Latino 4.9%, White 64%, Black 26.8%, American Indian or Alaskan Native 0.12%, Asian 5.8%, Native Hawaiian or Other Pacific Islander 0.5%

Number of students in school district: 1,609

Historical fact about your community: The very first Memorial Service was held on April 29, 1866 at a local cemetery in Carbondale, Woodlawn Cemetery. Following the Civil War, General Logan became commander of the Grand Army of the Republic. Impressed by the memorial observance at Woodlawn Cemetery, he signed General Order No. 11, setting May 30, 1868, as Memorial Day. Logan hoped the observance would be "kept up from year to year." By 1888, Memorial Day became a legal holiday in twelve northern states. Later, it became a legal holiday throughout the country.

Fun fact about your community: The Carbondale area is referred to as "Little Egypt." Theories about the nickname's origins range from the region's supplying grain to northern and central Illinois during an 1800's famine to comparing Illinois' southern tip to Egypt's Nile delta region. SIUC's nickname, the Salukis, references this association, as the Saluki was the royal dog of Egypt. John Belushi, Walt Frazier, Dick Gregory, Jenny McCarthy, Richard Roundtree, and Joan Higginbotham are all Famous SIU Alumni.

Our Success Planning Team







Angie Bailey, MPH, MSEd, CHES System Director for Community Health Southern Illinois Healthcare



Christopher Swims Pastor Hopewell Missionary Baptist Church



Markida Roper, MS, LSW, CADC Assistant Director of Upward Bound Southern Illinois University Carbondale



La Tonya D. Mouzon, Ph.D. Director of Student Services Carbondale ESD 95



Cherie Wright School Health Coordinator Southern Illinois Healthcare



Our Children and Youth



Who are the children and youth that your Success Planning initiative serves or plans to serve?

Enrollment	Number	% Population
Black	859	53.4
White	379	23.6
Latinx	163	10.1
Multiple	162	10.1
Asian	45	2.8
Pacific Islander	1	0.01
Total	1609	

Low Income Students	55%
Students with Individualized Education Plans (IEPs)	15%
Homeless Students	7%
Mobility Rate	16%



Our Shared Vision: What We Want To Accomplish



What is your community's overall shared Success Planning vision for all children and youth?

Carbondale Elementary School District No. 95 is led by its strategic plan. Goal 2 Strategy 4 aims to meet all students' social, emotional, behavioral, health, and other personalized needs through an effective, collaborative system of non-academic Multi-Tiered Systems of Supports. The school district has a system of support that meets academic and health needs but the social, emotional, and behavioral supports were not as strong.

The team has planned for individualized support for students with social, emotional, and behavioral needs. During the first year we have planned a pilot program. Students in grades 2 through 5 will participate in the program. Students will be identified through their SAEBRS (Social, Academic, Emotional, Behavior Risk Survey) results. Students demonstrating high risk in the areas of social, emotional, and behavior risk will be recommended for the Navigators/Mentor program.



Our Journey: Implementation Key Points

03



Identify 6 key points ("glows & grows") along your team's Success Planning journey that had significant impact and brought your initiative to its current stage of development.

Key Point #3

05

There were times when we had enough team time and at other times we needed more time to process the information that was shared

Key Point #5

The opportunity to collaborate as a team to plan for implementation across sectors

01



04

06

02

ORS having shared responsibility and ownership among the team members for sustainability

Key Point #2

The Throughline really helped us lay out the process and stay on track with planning and execution

Key Point #4

More discussion about data platforms could be useful in terms of what best practices for data dashboard

Key Point #6

We had a year to plan for implementation. The plan is ready to go starting in September of this year.

Success Planning Components







- Manual/ handbook developed and ready to begin utilizing.
- Buy-in from the school staff.

2 Grows:

- Recruitment of mentors needed from SIU, Dist # 95 volunteers, Community members, 100 Black Men of Carbondale organization, etc.
- Determine which organization will conduct background checks for Navigators

Next Level of Work: Securing the Navigators/Mentors





- This year was spent planning for Navigators.

- Buy-in and cooperation from the schools were secured.

2 Grows:

We don't know yet. In October and once implementation begins, we will have a better sense of grows.

Next Level of Work: Implementation





- Having principal input and buy-in during the planning phase.
- Having a multi-sector team composed of youth development specialists who have worked for or with youth of all ages.

2 Grows:

- Bolster Social Worker Support
- Strengthen teacher involvement by adding a Google Form for Navigators to share findings after each session
- Next Level of Work: Meet with Social Workers and share Google Form with classroom teachers

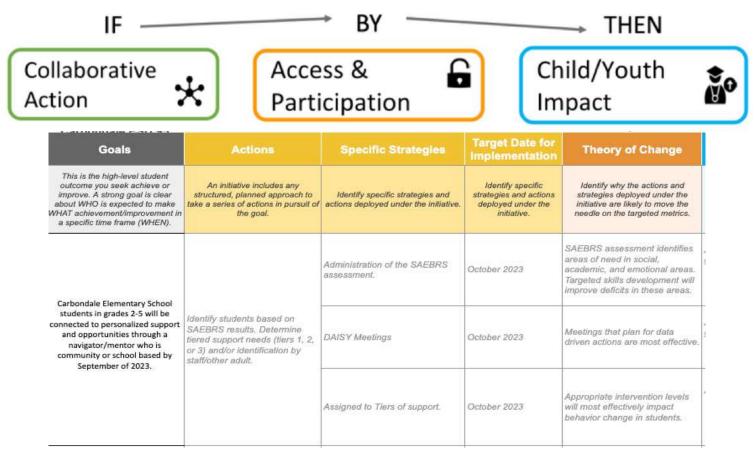




- EduClimber has been purchased to use for data gathering
- We will have access to data to
- 2 Grows:
 - We will start using EduClimber for our dashboards. This platform will be new to us, so there will be a learning curve.
 - Determine how to share the information with navigators.
- Next Level of Work: Becoming familiar with EduClimber and ways to share the data with all involved.

Our Throughline: How We Will Get There





Our Metrics: What Do We Need To Know?



Which key data points or other evidence (e.g. from qualitative feedback) did/will you use to make key decisions to drive your work forward? (e.g. "We used climate survey data to recognize we needed to build more trust between students and those we planned to have as navigators.")

Equitable Access & Participation: This year was a planning year. Next year we will pilot the Navigator program with students in grades 2 through 5. As was true around the country, in 2021 most students returned to in-person learning with higher social emotional needs than was evident in prior years. The School District sought a Universal screener that would allow students' social emotional needs to be measured. SAEBRS was found to be the most appropriate screener. Based on SAEBRS results, students will be provided Tiered support.

Social Emotional Outcomes: SAEBRS Universal Screener results will be used to evaluate social emotional outcomes.

Academic Outcomes: Although our goal is not academic outcomes we do expect to have a positive impact on academic performance.



Our Story of Impact: What Did The Data Tell Us



How did/will Success Planning positively impact the children and youth in your community and create more equitable access and opportunity for all? What evidence can you point to? (Consider your throughline: how do you know that your efforts had an impact? For instance: "We recognized that trust requires navigators knowing how to talk about sensitive topics. So we created an online training module, and tracked what % of navigators completed the training and their feedback.")

What we know is that student voice is a major part of their ability to engage effectively in the learning process. As a result, we have made room for students to share their perspective regarding "the child of today". What we know is some Navigators might not have regular interactions with children. The 2nd through 5th grade students will be surveyed. They will share their interests, hobbies, what they wish adults knew about children, and how they want to be talked to by the Navigators. Students will share this information with Navigators during the Navigator orientation.

The parents, Navigators, and students will participate in an orientation that is specifically designed for them. They will learn about the program expectations, how they can benefit the most from the program, and what responsibilities each of them has in the program's success.



Authentic Engagement of Youth, Families, & Community



What inclusive and equitable practices did/will you implement to center the voices and wisdom of youth, families, and community in your Success Planning initiative? How were your efforts inclusive of often marginalized populations (ALL means ALL)?

During this first year we are piloting with the most needy students, those needing Tier 3 support. During year 2 and beyond, all students will receive community based Navigator support. During the first year, teachers will be able to use the Google Form for any Tier 1 and Tier 2 students as needs arise.

The Navigators will be from the broader community.



In addition to providing information for the Navigators to consider (as shared cancer your wind develop a goal they would like to accomplish and will monitor progress with the Navigator.

Families will provide permission for their students to participate, receive an orientation and will have the opportunity to provide feedback to the school regarding the program.

Sustainability: Changes in Systems & Processes



What shifts in mindsets, culture, processes, and systems had to occur to organize and ready your community to engage in effective implementation of the Success Planning strategy?

No mindsets changes had to occur. Fortunately the school district already has a process for discussing students and making data-driven decisions. We were able to add the social emotional piece to an already existing data process. Students and their data are discussed at minimum on a quarterly basis.



Leadership Matters



What knowledge, skills, and dispositions were essential for your team to navigate adaptive challenges and collectively, build, scale, and sustain your community's initiative? What advice would you provide for new leaders that will engage in this work?

Essentials

Establishing a clear vision is important.

Communicating the vision in a way that is understandable and stakeholders can carry in out is huge!

Communication on all levels was key; school level, district level and school board level

Advice

Motivate the team by showing appreciation often

Try to build a team that is committed to doing the work



Leadership Lessons



Name two unexpected learnings or surprises that occurred during your team's Success Planning journey that required you to pivot or be nimble. What leadership lessons did your team learn and will take with you into your year 2 implementation?

From the start of the year we set out to plan for implementation. Since we were in planning mode all year, we did not have any unexpected learnings. However, we have used most of what we learned through the process to create a solid implementation plan. The Throughline was essential for keeping us on track.



Success Planning Community of Practice



What did your community gain and learn from others by participating in Year 1 of the Success Planning Community of Practice?

Nashville's experience taught us that we needed a manual for our program.

We can build community with others who are doing the work. We are not in this alone.

What is your community looking forward to the most during your year 2 Success Planning Community of Practice experience?

Implementation: Finding out if our plan will work.

Leaning on other communities when we need to make pivots.



Chattanooga-Hamilton County Success Planning Journey Line Presentation

SUMMER WORKSHOP

Success Planning Community of Practice

Designing, expanding, and improving systems of personalized, relationship-based support for children and youth





Chattanooga-Hamilton County At A Glance

- County Population: 375,000
- City of Chattanooga Population: 183,000
- With more than 576 square miles and 10 municipalities, Hamilton County has urban, suburban and rural communities.





The tow truck was invented in 1910 in Chattanooga.

Hamilton County has more than 25 miles of rock climbing.





Our Success Planning Team



List all team members who played a significant role in your year 1 Success Planning initiative (Please include their respective agencies).



Shannon Moody Chief Strategy Officer Hamilton County Schools



Dr. Patricia Russell Executive Director, SEAD Hamilton County Schools



Rachel Emond Coordinator Strategic Partnerships Hamilton County Schools



Jessica Shriner Coordinator Student Success Planning Hamilton County Schools



Rachel Gammon CEO Northside Neighborhood House



Dr. Caitlyne Steward Coordinator Community Schools Hamilton County Schools



Brandon Hubbard-Heitz Director of Llteracy and Student Strategy Chattanooga 2.0



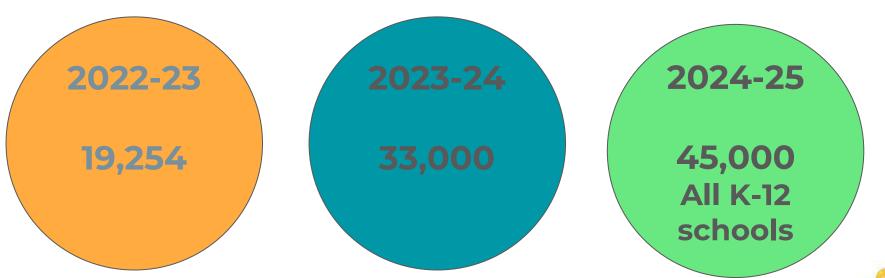




Dr. Keri Randolph Executive Director Chattanooga 2.0

Our Children and Youth







Our Shared Vision: What We Want To Accomplish



VISION

The vision of Student Success Planning is that each and every student be known, championed and connected to the supports they need to thrive.

MISSION

Student Success Planning aligns a personalized, relationship-based approach to connect a broad range of supports in and out of school to engage students' strengths and meet individual needs of the whole child, enabling each and every student to thrive.

IMPACT STATEMENT

All students are known, all students are connected, all students thrive.

THEORY OF CHANGE

IF each student's strengths, interests, and needs are identified

AND students, families, educators, and staff co-construct personalized, relationship-based plans for each child

AND each child is connected to high-quality, tiered in- and out-of-school opportunities, interventions and resources

AND each plan is carefully monitored, supported, and championed by a coordinated, collaborative team THEN we will create opportunity by design for each and every child, including improved student learning, belonging and long-term measures of success.

Our Journey: Implementation Key Points



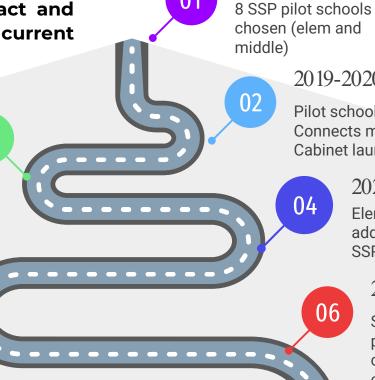
Identify 6 key points ("glows & grows") along your team's Success Planning journey that had significant impact and brought your initiative to its current stage of development.

> 2020-2021 03 6 high schools added to pilot, convert to districtcreated model

> > 05

44 schools implement SSP across feeder patterns

Fall 2022

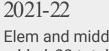


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2019-2020 Pilot schools launch City

April 2019

Connects model; Children's Cabinet launches



Elem and middle schools added, 22 total schools, SSP platform launches

2022-23

SSP included in district strategic plan; 50,236 student goals created; 37,917 student connections recorded

Success Planning Components







- SSP teams work to make sure students are known and supported with special emphasis on Tier 2 and 3 students
- All students have a success plan manager supporting, monitoring & championing their success
- 2 Grows:
 - Navigator system not developed or implemented across SSP schools
 - Some (definitely not all) SSP students connected to mentors through SSP process
- Next Level of Work:
 - Some funding and support for schools to develop and pilot Navigator supports as part of existing advisory and morning meeting structures





- Almost 20,000 students have plans as of 2022-23 school year
- Connections and goals documented, and plans follow students as they transition tiers

2 Grows:

- Most connections are internal (HCS programs and supports), need for more community partners meeting needs for students - especially housing and mental health
- Major changes in school personnel across schools while expanding work to an additional 16 schools
- Next Level of Work:
 - Increase engagement and involvement of external partners, especially to meet gaps in services for students
 - Increase school team knowledge, fidelity, and championing of the work





- 11 partners engaged in SSP
- Additional partners through Out-of-School Time Alliance ready to join SSP

2 Grows:

- Health partners not currently engaged through SSP
- Current partners limited by geography (service area)
- Gaps in meeting student need for mental health and housing supports

Next Level of Work:

 Expand partner engagement including healthcare and other whole student support partners





- 19,254 plans created in platform with 50,336 student goals and 37,197 connections logged on platform
- Data-sharing agreements in place with 11 partners
- 2 Grows:
 - Aggregate data not supported by platform to support resource/support alignment and gap-filling
 - Student errors, technology updates not completed, still a very buggy system, student confidentiality needs not fully addressed
- Next Level of Work:
 - Identified platform development needs for school users and partners and funding available for platform improvement
 - Development to address student confidentiality needs

Our Throughline: How We Got Here



Goals	Actions	Specific Strategies
Students in 44 designated schools will have individualized student success plans that include strengths and needs with reviews at least twice per year with more frequent reviews for Tiers 2a, 2b and 3.	Add 30 partners to SSP platform including at least 5 health partners.	Use data and create process to identify gaps by learning community.
		Identify partners and assess for readiness to join SSP work. Develop rubric for readiness for partners.
		Create joint project plan between HCS and Chattanooga 2.0 on partner identification, on-boarding and support.
Students in 44 designated schools will have individualized student success plans that include strengths and needs with reviews at least twice per year with more frequent reviews for Tiers 2a, 2b and 3.	Pilot Navigator supports in subset of schools to incorporate student voice and assessment of on-going needs and support for goals. (FSCS schools?)	Identify pilot schools based on readiness factors.
		Develop guidanceideas/inspiration on ways Navigator supports could be implemented at school level.
		Design systemic support structure for Navigator.
Students in 44 designated schools will have individualized student success plans that include strengths and needs with reviews at least twice per year with more frequent reviews for Tiers 2a, 2b and 3.	Develop system and supports for student tier transition through SSP (elementary to middle, middle to high, etc.)	Develop/refine defined process and supports for tier transition with SSP.
		Collect feedback and input from schools on transition process to inform development and refinenment of process. Collect stories of impact.
		Develop/refine training for school teams.
Students in 44 designated schools will have individualized student success plans that include strengths and needs with reviews at least twice per year with more frequent reviews for Tiers 2a, 2b and 3.	Provide clear communication about Student Success Planning to various stakeholders with a special focus on out of school partnerships that will create supports for HCS students and families.	Assess parent survey implementation for 2022-23 to identify needs and next steps (district communication and inclusion in implementation guide)
		Develop process and address technical needs for incorporating parent input into SSP plans.
		Continue to develop stakeholder communication plans and tools (students, teacher, family, partner, community, etc.)
The SSP data platform will allow aggregate reporting of data to inform community action through the Chldren's Cabinet and other entities to identify gaps in resources and improve alignment of resources and services to support students and families.	Identify needs and goals of reporting including report template(s) for stakeholder needs. Identify grain size and stakeholder reporting needs to achieve goal of identifying gaps, unmet needs. (e.g. What do we want to know about SSP and impact?)	Work with PCG on reporting needs.
		Identify reporting needs (cadence and data) by audience.
		Identify additional platform development to track and report on unmet needs,etc.

Our Metrics: What Do We Need To Know?



Which key data points or other evidence (e.g. from qualitative feedback) did/will you use to make key decisions to drive your work forward? (e.g. "We used climate survey data to recognize we needed to build more trust between students and those we planned to have as navigators.")

Equitable Access & Participation:

- Caregiver questionnaire piloted in 2022-23 and included in plan development for all students in 2023-24
- School-level climate/ pulse check data
- Better alignment and support for McKinney-Vento qualifying students
- Unmet needs/connections by learning community
- Social Emotional Outcomes:
 - School-level climate survey data
 - SEL-related goals and supports/resources included in plans
 - Student wellness survey
- Academic Outcomes:
 - Academic-related goals and supports/resources included in plans



Our Story of Impact: What Did The Data Tell Us

- Elementary schools: 2.68 goals/ student
- Middle schools: 2.30 connections/student
- High Schools: 100% plans completed
- SSP Implementation Rubric identified level of implementation for each school
- Created and refined student transition plans to support students as move schools
- Making the case for more support:
 - New Student Support Coaches in each school
 - 50+ new school social workers
 - 15+ new school counselors
 - college & career advisors joining work next year (juniors)

Authentic Engagement of Youth, Families, & Community

- NSTITUTE FOR
- Caregiver survey piloted 2022-23 and launching for all SSP schools in 2023-24
- Plans to deepen student voice and engagement in SSP development and review including incorporation in to parentteacher conferences through student-led conferences model
- Secured grant funding for technical assistance to develop student voice processes and structures for Children's Cabinet



Sustainability: Changes in Systems & Processe:

- SSP is a system, not a program
- SSP isn't solely the job of the counselor or social worker
- Underlined need to and sparked work to improve collaborative referral process
- SSP are comprehensive and UX is important for all stakeholders (i.e. data feeds are important so information doesn't have to be updated in multiple places and real-time data feeds platform and plan)
- Key role of each building administrator in leading school vision and championing success planning work in their building



Leadership Matters



What knowledge, skills, and dispositions were essential for your team to navigate adaptive challenges and collectively, build, scale, and sustain your community's initiative? What advice would you provide for new leaders that will engage in this work?

- 1. Leadership priority- district-level leaders clearly positioned in district strategic plan, underlined as priority. Same must happen at school-level.
- 2. Opportunistic- from scaling SSP to more schools, strategic staffing for SSP in schools, etc.
- *3. Continuous learning and improvement- improving processes, work and roll-out with each iteration*
- 4. Customize support (meet schools where they are)- recognize what is needed at school-level and then provide support for team's to solve their own problems
- 5. Clarify roles at all levels- Consider needs of support and accountability and clarify roles to support engagement at school and district-level



Leadership Lessons



Name two unexpected learnings or surprises that occurred during your team's Success Planning journey that required you to pivot or be nimble. What leadership lessons did your team learn and will take with you into your year 2 implementation?

1. Language matters

2. Use every opportunity to make it a priority Intentionality in language and messaging about SSP (as well as its integration into the school system's strategic plan) enabled our team to build buy-in across the community in the midst of increasing partisanship related to culture wars and schools.

Success Planning Community of Practice



What did your community gain and learn from others by participating in Year 1 of the Success Planning Community of Practice?

- Thought partnership
- Encouragement
- Inspiration

What is your community looking forward to the most during your year 2 Success Planning Community of Practice experience?

- All of the above!



Grand Island Success Planning Journey Line Presentation

SUMMER WORKSHOP

Success Planning Community of Practice

Designing, expanding, and improving systems of personalized, relationship-based support for children and youth





Grand Island At A Glance

Setting (Urban, Suburban, Rural): City (Small-13)

Total population: ~52,000

Demographics: See Table to the Right

Number of students in school district:~ 9,900

Historical fact about your community:

The city's name comes from an island in the nearby Platte River called La Grande Île (French: "Big Island") by 18th-century French fur traders.

Fun fact about your community: Grand Island is the largest community outside the Lincoln/Omaha Metro areas

		JUCCLUUTI
۱	Race/Ethnicity	% of Student
)		Population
	American Indian/Alaska Native	Less than 1%
	Asian	Less than 1%
	Black or African American	5%
	Hispanic of Latino	55%
	Native Hawaiian or Pacific	Less than 1%
	Islander	
	White	37%

Two or More Races





3%

Our Success Planning Team



List all team members who played a significant role in your year 1 Success Planning initiative (Please include their respective agencies).

- Amy Richards, Grand Island Public Schools
- Saffron Buetner, Hall County Community Collaborative
- Mariella Resendiz Alvarado, Nebraska Department of Education
- Joe DiCostanzo, Nebraska Children and Families Foundation



Our Children and Youth



Who are the children and youth that your Success Planning initiative serves or plans to serve?

O'Connor Learning Center

- Serves youth aged three to five
- 337 Students, 12 Teachers
- Pilot Success Planning with two teachers (identified champions)
 - Total of about 30 students/families
 - After pilot year, planned to expand to more classrooms
 - Staff member hired to support teachers and referral process



Our Shared Vision: What We Want To Accomplish



What is your community's overall shared Success Planning vision for all children and youth?

By working collaboratively, every child and their family will have access to resources to ensure stability and success for all in our school community.



Our Journey: Implementation Key Points



Identify 6 key points ("glows & grows") along your team's Success Planning journey that had significant impact and brought your initiative to its current stage of development.

> Key Point #2 How we ask families 02 Key Point #3 of needs should be carefully crafted 03 Higher level decision makers buy in Key Point #4 04 Plan for data - - - - - established, collection & sharing need clarity Key Point #5 05 "Chewable" bites at Key Point #6 implementation Align data (and goals) 06 to established collection and planning - priorities

01

Key Point #1

Inclusion of family needs in Success Plan

Success Planning Components







- Seasoned educators stepped up to give this new work a try
- Enjoyed including the families in the Success Plan

2 Grows:

- Focused on using teachers as creators of Success Plans
- Create clear opportunities to build the human capacity for this work

Next Level of Work

• Finding funding to support the navigators (Site Coordinator/MTSS Coach)





- Consideration of Families needs
- Building level human capacity supports for staff to refer and support whole child and family needs (Site Coordinator, MTSS-Coach)

2 Grows:

- Internal alignment and processes needed to be ironed out
- External referral process more difficult to accomplish than previously thought

Next Level of Work:

• Translating internal alignment to external referrals





- Strong existing infrastructure- most of the pieces are there!
- Recognition of school and community that increased alignment and coordination needed

2 Grows:

- Identifying need and proper communication to responsible system
- Home visit may not be the best place to ask about needs (concern about CPS involvement)

Next Level of Work:

- Working through how to best ask if there is a child/family need
 - Connecting to statewide system





- Strong existing infrastructure within school district
- Willingness to collaborate/adjust by the community collaborative

2 Grows:

- How to get the two systems to talk to each other
- Capturing and communicating qualitative data

Next Level of Work:

- Working through data collection systems/sharing
 - Connecting to statewide system

Our Throughline: How We Will Get There





Insert your community's throughline outlined in your respective Success Planning work plan.

If we work collaboratively (GIPS, H3C, Families) by having conversations and developing processes, children will have increased attendance and engagement with the academic and non-academic metrics.

Our Metrics: What Do We Need To Know?



Which key data points or other evidence (e.g. from qualitative feedback) did/will you use to make key decisions to drive your work forward? (e.g. "We used climate survey data to recognize we needed to build more trust between students and those we planned to have as navigators.")

Equitable Access & Participation:

- Home Visit Qualitative Feedback (Integrated Student Supports)
- Attendance (as a proxy)

Social Emotional Outcomes:

- Parent Satisfaction/Beliefs
 - Achieved goals for preschool
 - View preschool as important
 - Student is prepared for kindergarten
 - Feel welcome at school
 - View school as place to connect to resources to support family
 - View self as advocate/partner in child's education

Academic Outcomes:

- Increased student performance measured in Gold (SIP Goals)
 - 16a/16b (letter identification/letter sound connection)
 - 20c (numeracy)



Our Story of Impact: What Did The Data Tell Us



How did/will Success Planning positively impact the children and youth in your community and create more equitable access and opportunity for all? What evidence can you point to? (Consider your throughline: how do you know that your efforts had an impact? For instance: "We recognized that trust requires navigators knowing how to talk about sensitive topics. So we created an online training module, and tracked what % of navigators completed the training and their feedback.")

- Attendance Rate Increase:
 - \circ Up by 3.5%
- Revised Home Visit Form
 - Further revisions required
- Reworked Job Description
 - MTSS Coach-Further PD required
- Success Plan Document Created
 - New way to examine student experience



Authentic Engagement of Youth, Families, & Community



What inclusive and equitable practices did/will you implement to center the voices and wisdom of youth, families, and community in your Success Planning initiative? How were your efforts inclusive of often marginalized populations (ALL means ALL)?

Revised Home Visitation Form

- Is it appropriate to ask families about needs as the teacher is in the home?
 - Some parents/teachers felt it not the most appropriate environment: What are you getting at? Why do you want to know?
- Utilization of Success Plan to drive Parent-Teacher Conference conversations
 - Rather than a very scripted (teacher to parent) relay of information, the success plan facilitated more of a conversation between teacher and parent about more than just behavior and academic numbers



Sustainability: Changes in Systems & Processes



What shifts in mindsets, culture, processes, and systems had to occur to organize and ready your community to engage in effective implementation of the Success Planning strategy?

- 2 Glows:
 - Realization that schools can't do it alone by all in community
 - Expressed desire for deeper school-community partnership
- 2 Grows:
 - "Our" resources and "their" resources
 - Willingness to "give up" power
- Next Level of Work:
 - Data Sharing (quantitative and qualitative) Infrastructure (tech systems)
 - Sustainable funding for human capacity (Title I, IV; Private; DHHS)
 - See two grows



Leadership Matters



What knowledge, skills, and dispositions were essential for your team to navigate adaptive challenges and collectively, build, scale, and sustain your community's initiative? What advice would you provide for new leaders that will engage in this work?

Skills, knowledge, dispositions:

- Skill and knowledge to navigate the local bureaucracy, finding ways to make it easier for families to access resources, participate in education of their child
- Conviction to convince others

Advice:

- Include dual generation in success plan
- Create a comprehensive and clear communication plan (for both internal and external stakeholders)

Leadership Lessons



Name two unexpected learnings or surprises that occurred during your team's Success Planning journey that required you to pivot or be nimble. What leadership lessons did your team learn and will take with you into your year 2 implementation?

Unexpected Learnings:

- Logistics drive the pace and path of implementation
- Leadership Turnover

Leadership Lessons:

- Asking "Why?" can lead to understanding. Asking "Why not?" can lead to breakthroughs. -Daniel Pink
- Political Leadership Buy-in (School Board)
- Clear Sustainability Plan From the Start



Success Planning Community of Practice



What did your community gain and learn from others by participating in Year 1 of the Success Planning Community of Practice?

- Every community has a different "how", but a very similar "why"
 - Locally defined processes
 - Interconnected Values
- Nobody has this totally figured out, but we are all doing great/innovative work
 - Dynamic community needs/resources
 - Can't look for a plug and play model

What is your community looking forward to the most during your year 2 Success Planning Community of Practice experience?

- Sustainability
- Scalability (horizontal and vertical scale)



Long Beach Success Planning Journey Line Presentation

SUMMER WORKSHOP

Success Planning Community of Practice

Designing, expanding, and improving systems of personalized, relationship-based support for children and youth





Long Beach At A Glance

Setting: Long Beach is a coastal urban city and port in Southern California. It is the seventh most populated city in the state.

Total population: As of 2023, there are 490,000 residents

Historical fact: Long Beach was originally named "Wilmore City," but because of its long, wide beaches it was renamed "Long Beach" in 1888. Long Beach is bordered by 5 1/2 miles of clean, sandy beaches. Standing as the fifth largest city in California. This bustling city is afforded with all of the big-city amenities while maintaining a beach- town type of atmosphere.

Fun Fact:

- Long Beach has an average of 345 days of sunshine
- First Miss Universe Pageant held in 1952
- Backdrop for several TV shows, including CSI Miami. NCIS: Los Angeles, True Blood and Criminal Minds
- Every April, more than 180,000 fans watch racing's finest drivers speed on the city streets at the Toyota Grand Prix of Long Beach



Long Beach USD:

- Established in 1885
- Fourth largest district in CA
- **LBUSD** is the **largest employer** in Long Beach
- Number of Students in LBUSD: Serving 65,500 TK-12th grade
- LBUSD Student Demographics: 60% Hispanic, 13% African-American, 12% White, 7% Asian, 6% Two or More races and 3% Filipino, and 1% Pacific Islander. Approximately 15% are English Language Learners and 64% are Low SE Disadvantaged.
- Washington MS Student Diversity: 83% Hispanic, 11% African-American, 3% Asian and 1% White and 96% are on free/reduced lunch.
- In 1994, LBUSD was the first district in the nation to require uniforms



Our Success Planning Team



List all team members who played a significant role in your year 1 Success Planning initiative (Please include their respective agencies).

Larry Best Director, Neighborhood Transformation California Emerging Technology Fund



LBUSD Head Counselor MSK8 Office



Ensminger, Hernandez,

Washington Middle School



Counselor



Our Children and Youth



Who are the children and youth that your Success Planning initiative serves or plans to serve?

 We are currently serving our Washington Middle School Community comprised of 939 students.

Washington MS Student Diversity: 83% Hispanic, 11% African-American, 3% Asian and 1%
White and 96% are on free/reduced lunch.



Our Shared Vision: What We Want To Accomplish



What is your community's overall shared Success Planning vision for all children and youth?

- One caring adult for every student
- Provide resources for social support and meeting basic needs
- High School Readiness Academic success
- ✤ MSK8 Mission and Vision:

"All students feel safe, resilient and emotionally strong while parents are valued as partners in learning."

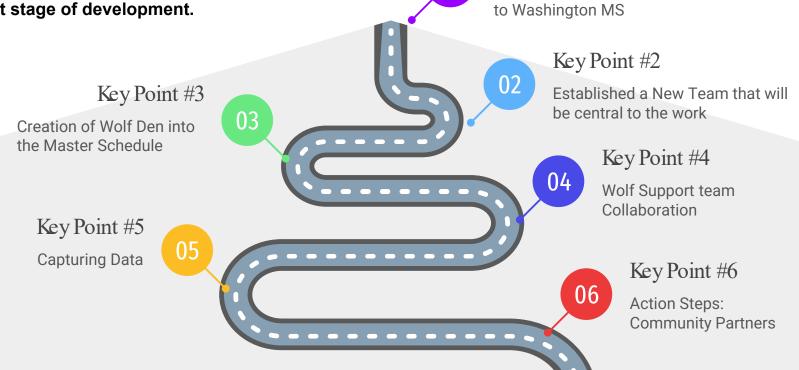




Our Journey: Implementation Key Points



Identify 6 key points ("glows & grows") along your team's Success Planning journey that had significant impact and brought your initiative to its current stage of development.



01

Key Point #1

Transition Work from Stephens MS

Success Planning Components







- Established the "Wolf Den" into the school day class schedule. Dedicated 1:1 relationship between student and caring adult
- Coordination of Referral System to the <u>Wolf Support Team</u>

2 Grows:

- Create structure (for check ins-process/system)
- Platform to Capture Data

Next Level of Work:

Action Team-Wolf Den





- Robust Data system
- Collaboration between Student Support team members School Counselor, School Social Worker, School psychologist, community mental health partners, City of LB, district personnel)

2 Grows:

- Increase percentage of students and families feeling connected and welcomed within the school community
- Meet families and students where they are and give them what they need

Next Level of Work:

Community partners to address the family needs



System of Supports



2 Glows:

- Administrative support for weekly collaborative Wolf Team Support meetings
- 90% plus Wolf Den Referrals Submitted were filled

2 Grows:

- Parent Pack Message. Continue to solicit partners and outside agencies to present at the weekly Parent Pack workshops
- Determine when and where meetings will be held in order to increase participation

Next Level of Work:

- Expand Community Partnerships
- New Family Facilitator





- Wolf Support Team and Leadership Team collective efforts to review Data
- Access to data platforms: LROIX (Intervention Tracker), Synergy, Panorama, Ellevation, CORE Survey

2 Grows:

- Use of Student Referral Form
- Accountability of Data Metrics to strategically plan actionable goals

Next Level of Work:

Collaboration with LBUSD Research/Data System Personnel

Our Throughline: How We Will Get There





If we collaborate and develop a Navigator support system at Washington MS, students and families will feel safe, connected and engaged within the school community.

We will then have all Washington MS students High School Ready and increase the district graduation rate.



Our Metrics: What Do We Need To Know?



Equitable Access & Participation:

Survey students and families to address needs

Social Emotional Outcomes:

 Quarterly Panorama Student Wellness Pulse Surveys: The <u>Student Wellness Pulse Survey</u> helps the district and schools prioritize students' sense of personal identity, belonging, and agency. It can be used to align school supports. <u>Follow-Up Guide</u>

Academic Outcomes:

✤ LROIX Intervention Tracker Application:

LROIX is an acronym for "LBUSD Research Office Intranet". LROIX is a collection of web-based data input and reporting applications serving teachers and administrators in the Long Beach Unified School District.

> Navigators in each Each Wolf Den class tracked student data to determine follow-up needs.

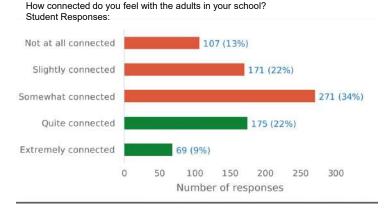


Our Story of Impact: What Did The Data Tell Us



How did/will Success Planning positively impact the children and youth in your community and create more equitable access and opportunity for all? What evidence can you point to? (Consider your throughline: how do you know that your efforts had an impact? For instance: "We recognized that trust requires navigators knowing how to talk about sensitive topics. So we created an online training module, and tracked what % of navigators completed the training and their feedback.")

- 2022-2023 CORE Survey CORE Student Survey -Secondary Student Culture & Climate Survey
 Students and Parents
 - Students and Parents



 Surveyed the navigators/teachers about wolf den end year reflections



Authentic Engagement of Youth, Families, & Community



What inclusive and equitable practices did/will you implement to center the voices and wisdom of youth, families, and community in your Success Planning initiative? How were your efforts inclusive of often marginalized populations (ALL means ALL)?

- Will center student voice through effectively seeking student agency at all levels of the work that Washington will be doing.
- Bring new members to the team (ie program facilitator)
- Create collaborative meeting with LBUSD, City of Long Beach, LA County and community partners.



Sustainability: Changes in Systems & Processes



What shifts in mindsets, culture, processes, and systems had to occur to organize and ready your community to engage in effective implementation of the Success Planning strategy?

- Team mindset
- Student and community centered
- Administrative Support



Leadership Matters



What knowledge, skills, and dispositions were essential for your team to navigate adaptive challenges and collectively, build, scale, and sustain your community's initiative? What advice would you provide for new leaders that will engage in this work?

Be humble, be open to surprises, have an open mind, and be flexible, see the big picture in the midst of the messiness of the day-to-day, the importance of building trust, and holding each other accountable.



Leadership Lessons



Name two unexpected learnings or surprises that occurred during your team's Success Planning journey that required you to pivot or be nimble. What leadership lessons did your team learn and will take with you into your year 2 implementation?

Many of the key components are already in place: data is already being collected, trust is being built between student navigators and students, and every student is assigned to a navigator.

The focus now is connecting the dots and systematizing what is already in place.



Success Planning Community of Practice



What did your community gain and learn from others by participating in Year 1 of the Success Planning Community of Practice?

- Introduction to new ideas
- Inspiration to promote actual process of practice
- Common challenges and mutual support. Safe space for collaboration

What is your community looking forward to the most during your year 2 Success Planning Community of Practice experience?

- Learning opportunities for the TEAM to engage in learning, foster growth and be creative to increase relationships within our school community
- Collaboration with community partners



Minneapolis Success Planning Journey Line Presentation

SUMMER WORKSHOP

Success Planning Community of Practice

Designing, expanding, and improving systems of personalized, relationship-based support for children and youth





Minneapolis At A Glance

Setting (Urban, Suburban, Rural): Urban



Demographics: (2014-2018 American Community Survey 5-year estimates)

Race: Minneapolis: 255,366 (60.1%) White, 156,751 (36.9%) People of Color

Ethnicity: Hispanic or Latino (of any race): 41,796 (9.8%)

Race for our zone: 47,606 people of color; 19,934 White

Ethnicity for our zone: Hispanic or Latino (of any race): 7,829

Number of students in school district: Minneapolis Public Schools–29,205 were enrolled in 2022-2023 school year (source: Minnesota Report Card)

Historical fact about your community: North Minneapolis is an area brimming with both great possibility and great need. North Minneapolis is a community of thirteen neighborhoods with a population of 67,000 residents, experiencing some of the greatest racial inequities in our city.

Fun fact about your community: Northside is one of Minneapolis' most diverse neighborhood areas. Prince spent his formative years, playing in bands in the area. The local businesses, events and entrepreneurs bring a new life and energy to the area with a focus on community-led growth. Our community has a thriving cultural presence, seen through food and artistic expression.





Our Success Planning Team



- List all team members who played a significant role in your year 1 Success Planning initiative (Please include their respective agencies).
- **Amy Susman-Stillman NAZ VP of Evaluation**
- Andre Dukes NAZ VP of Family and Community Impact Programs
- Ann Johnson NAZ VP of Education
- **Benito Matias Ascension Catholic School Principal**
- Jaton White NAZ Director of Community Wellness
- Karen Kelley-Ariwoola NAZ Chief Operating Officer
- Kelly Wright Nellie Stone Johnson Principal
- **Precious Fritz NAZ Family Achievement Program Director**
- SaGonna Thompson NAZ Family Achievement Sr. Program Manager



Our Children and Youth



Who are the children and youth that your Success Planning initiative serves or plans to serve?

• All North Minneapolis low-income children of color.



Our Shared Vision: What We Want To Accomplish



What is your community's overall shared Success Planning vision for all children and youth?

• All scholars are seen and heard in both In-School and Out-of-School programming while developing the keys to achieve the skills for educational success.



Our Journey: Implementation Key Points



Identify 6 key points ("glows & grows") along Key Point #1 your team's Success Planning journey that 01 had significant impact and brought your The need of the initiative to its current stage of development. organization and schools Key Point #2 02 Key Point #3 The roles of the each 03 community member The time it will - - take to make the Key Point #4 changes 04 It all takes time Key Point #5 05 Be ok with Key Point #6 slowing down 06 Learn from others - - - - -

Success Planning Components







- A clearer understanding of the need and the role itself of a navigator as compared to our currently defined Family Achievement Coach role.
- Our Success Planning team membership shift and expansion.

Grows:

- Determining if and how the navigator role is sustainable, what training is needed, and what ongoing supports will be necessary.
- Next Level of Work: Determine the role of the navigator within our current ecosystem. Training the current coaches for the new roles and deciding the position's workday structure to determine the percentage of time that the coaches/navigators are working with scholars and families in conjunction with their other position duties.





• Understanding the need for developing a plan of action and learning from each member of the team.

Grows:

- Developing next steps and following through in a timely manner and making it a priority to do the work.
- Next Level of Work: Developing the role of the coaches/navigator.





- Utilization and ongoing revision of Individual Learning Plans (ILPs) for all scholars.
- Collaborating as a team for a common goal.

Grows:

- Increase our efforts to complete the needed work to identify the necessary systems to execute the overall vision.
- Prioritizing next steps.

Next Level of Work: Continuing to work as a collaborative team to identify and develop the systems of support and goals.





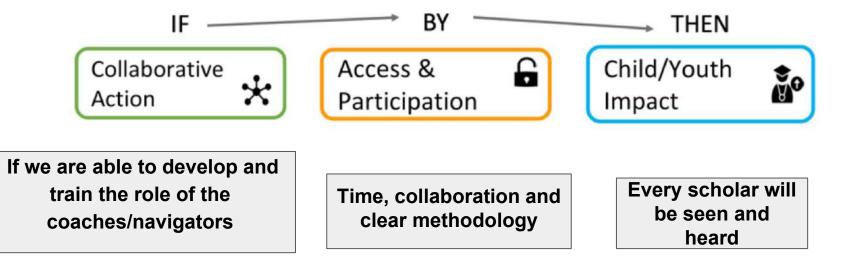
- Several data systems have been reviewed in addition to evaluating current systems already in place.
- In addition to school specific student information systems, we have utilized Google Docs/Sheets as a system for our current ILP process.

Grows:

- Determining the best system or systems to collect, house, utilize, and synthesize the data.
- Next Level of Work: Continue to develop the system needed to monitor the progress of the goals that are developed.

Our Throughline: How We Will Get There





Our Metrics: What Do We Need To Know?



Which key data points or other evidence (e.g. from qualitative feedback) did/will you use to make key decisions to drive your work forward? (e.g. "We used climate survey data to recognize we needed to build more trust between students and those we planned to have as navigators.")

Equitable Access & Participation: We are learning how to apply an anti-racist results-based accountability framework to the development, implementation and evaluation of our success planning.

Social Emotional Outcomes: We are completing a literature review of social-emotional well-being and school climate, which will inform our definitions, measures, tools and strategies. More to come on those!

Academic Outcomes: We have/will continue to analyze scholar growth and proficiency in reading and math using a variety of nationally normed assessments.



Our Story of Impact: What Did The Data Tell Us



How did/will Success Planning positively impact the children and youth in your community and create more equitable access and opportunity for all? What evidence can you point to? (Consider your throughline: how do you know that your efforts had an impact? For instance: "We recognized that trust requires navigators knowing how to talk about sensitive topics. So we created an online training module, and tracked what % of navigators completed the training and their feedback.")

At each of our K-8 partner schools they revised and/or implemented a comprehensive Individual Learning Plan for every scholar enrolled. These ILPs included an initial scholar and separate parent survey to help their teachers better understand each scholar, their likes and ambitions. This information, along with each scholars summative academic assessment data helped the teacher better guide their scholars throughout the school year as they met periodically with each scholar to monitor and record the progress on their cocreated goals. This undertaking was a lot of work upfront, but it helped our scholars, families, and teachers to feel more connected with one another, evidenced by their end of year survey feedback and our lived experience throughout the school year.

Because we started late in the year and our members changed, we weren't able to completely put into place all of the components that we wanted in order to collect multiple data points.

Authentic Engagement of Youth, Families, & Community



What inclusive and equitable practices did/will you implement to center the voices and wisdom of youth, families, and community in your Success Planning initiative? How were your efforts inclusive of often marginalized populations (ALL means ALL)?

At the beginning of our ILP revision and implementation planning process we gathered input from scholars, families, and teachers to inform our design process. After our first year of implementation we asked our community to provide us with feedback on how we could improve the ILP process and their overall experience.

Using "hot roots" to understand the needs of all of our youth and families. Also being sensitive to the needs of the community.



Sustainability: Changes in Systems & Processes



What shifts in mindsets, culture, processes, and systems had to occur to organize and ready your community to engage in effective implementation of the Success Planning strategy?

- Identify what is currently working and what needs to be tweaked
- Understanding the challenges that the coaches are currently facing
- Being willing to take the needed work time to learn from members of the team



Leadership Matters



What knowledge, skills, and dispositions were essential for your team to navigate adaptive challenges and collectively, build, scale, and sustain your community's initiative? What advice would you provide for new leaders that will engage in this work?

- Being okay with slowing down and going deeper and finding the "hot roots."
- Remember how important it is to have open communication at all levels.
- Remembering the role of the navigators/coaches; they are key to building the systems and key to the collaboration.



Leadership Lessons



Name two unexpected learnings or surprises that occurred during your team's Success Planning journey that required you to pivot or be nimble. What leadership lessons did your team learn and will take with you into your year 2 implementation?

- A need to understand the support relationship between the scholar, coach, and family members to allow for a continually productive evolution of the role to realize our vision.
- Structured storage of documents related to our Success Planning initiative to avoid the difficulty of finding materials that were used previously by coaches and others so as have to reinvent the wheel.

Success Planning Community of Practice



What did your community gain and learn from others by participating in Year 1 of the Success Planning Community of Practice?

 Invaluable evaluation of ideas and how the navigators can have various roles at various levels.

What is your community looking forward to the most during your year 2 Success Planning Community of Practice experience?

Continuing to learn from others, being able to support the new communities, and furthering the implementation of our Success Planning vision with the continued support of the EdRedesign team and the greater national cohort co Communities

Stretch Break

Nashville Success Planning Journey Line Presentation

SUMMER WORKSHOP

Success Planning Community of Practice

Designing, expanding, and improving systems of personalized, relationship-based support for children and youth





Setting (Urban, Suburban, Rural): Urban

Total population: 708,144

Demographics:

- White 60.5%
- Black or African American 27.2%
- American Indian or Alaska Native .2%
- Asian 3.6%
- Two or More Races 4.9%
- HIspanic or Latino 10.6%

Number of students in school district: 80,000+ (including charter)

Historical fact about your community:

Home of the Fisk Jubilee Singers

Fun fact about your community:

#1 Destination for Bachelorette Parties, birthplace of Goo Goo Clusters

Nashville At A Glance





Our Success Planning Team



METRO NASHVILLE PUBLIC SCHOOLS

Year 1 Team

- Dr. Adrienne Battle, Director of Schools
- Mr. Ashford Hughes, Executive Officer of Diversity, Equity, and Inclusion
- Dr. Jaime Lomax, Executive Director of Student Support Services
- Dr. Elisa Norris, Executive Officer of Strategy and Performance Management
- Dr. Keri Randolph, Chief of Strategy
- Dr. Michelle Springer, Chief of Student Support Services
- Year 2 Team
- Melissa Gordon, DEI Coach
- Dr. Michael Pratt, Principal, Stratford STEM Magnet Upper School

Keynu Thompson, Student Support Services Manager and Navigator K



Our Children and Youth



Who are the children and youth that your Success Planning initiative serves or plans to serve?

- 60,000+ MNPS students (traditional)
- Elementary, Middle, and High
- Black 39.8%
- Hispanic/Latino 31.19%
- White 24.73% Asian 3.89%
- American Indian or Alaska Native 0.22%
- Native Hawaiian/Other Pacific Islander 0.17%
- English Learner Students 27%
- Exceptional Education Students 13%
- Graduation Rate 81.8%
- MNPS embraces students from 145 birth countries that speak 129 languages!

"MNPS achieved remarkable progress in the 2023 TCAP, **exceeding the state's growth in 7 out of 8 categories** and meeting their growth in one other. Moreover, MNPS achieved the **highest proficiency ratings in ELA** since the implementation of new state standards and testing."



Our Shared Vision: What We Want To Accomplish



What is your community's overall shared Success Planning vision for all children and youth?

- Our vision is to have greater emphasis on academic-SEL integration by strengthening the Navigator system that connects each student with a caring adult through regular check-ins. We want to ensure that all students:
 - receive resources and supports based on needs;
 - feel a sense of belonging;
 - exercise voice and choice;
 - set ambitious academic goals; and
 - make successful transitions.



Our Journey: Implementation Key Points



Identify 6 key points ("glows & grows") along Key Point #1 your team's Success Planning journey that 01 had significant impact and brought your Strong cross initiative to its current stage of development. collaboration, collective ownership Key Point #2 02 Key Point #3 More effective monitoring for cohorts 03 One initiative, one platform Key Point #4 04 District-wide prioritization Key Point #5 05 Professional learning Key Point #6 experiences 06 Fidelity of implementation - - - - -

Success Planning Components







- 1. Facilitated meeting with principals and Navigator leads and gained feedback with streamlining the initiative. The initiative is now implemented within one platform which is easily accessible to anyone that is assigned as a Navigator.
- 2. Invested in fidelity of implementation by assigning a Navigator manager who is dedicated to managing and monitoring the scope of work and investing in building relationships with school leadership to ensure sustainability.

2 Grows:

- 1. Ensuring that all district employees and partners understand the why and the mission.
- 2. Optimizing student voice to ensure they understand the purpose of Navigator and to learn from them how to evolve the system in response to their changing needs.
- Next Level of Work:
- Academic & SEL Integration







- 1. 53,000 + students were engaged through the Sown to Grow platform during the 2022-23 school year.
- 2. Greater cross collaboration with Support Hub and school teams resulting in access and use of real-time data that has increased Navigator participation.

2 Grows:

- 1. Cohorting students to ensure best fits with Navigators.
- 2. Developing more professional learning for teachers to learn how to access the platform.

Next Level of Work:

- 1. Collaborate with community partners and stakeholders to increase supports across the district
- 2. Enhance student experience





- 1. District-wide support from all departments (Student Services, Academics, Federal Program, DEI, etc.) to ensure that all metrics are considered effectively to greater benefit students.
- 2. Completion of collaborative evaluation in partnership with our Research, Assessment, and Evaluation's Team and Vanderbilt's PEER in efforts to enhance our students' and staffs' experiences utilizing the STG platform.

2 Grows:

- 1. Providing more professional learning for all stakeholders to learn how to access and use platform.
- 2. Consider involving all members of the system, providing them with the necessary resources and support to enhance their communication abilities.

PUBLIC SCHOOLS

- Next Level of Work:
 - 1. Streamlined Communication Chief of S3 to S3 Manager to Lead A line in a line in a line in a line in the second secon





- 1. Sown to Grow invested in a system that provides qualitative data on student's wellbeing and piloted quantitative check-ins to refine and implement for the upcoming year.
- 2. Schools were able to access real-time data through STG. This increased awareness for gaps and opportunities. STG platform reported over 2,000 alerts that were received and addressed.

2 Grows:

- 1. There are certain data components of the STG platform that were not accessible for to MNPS, so there's a waiting period on data collections.
- 2. Limited translations within the platform.

Next Level of Work:

Professional learning opportunities for principals to pull and utilize data.



Our Throughline: How We Will Get There





IF we lead with collaborative goal-setting processes to strengthen Navigator,

BY creating integrated data systems that inform student-centered data discussions,

THEN this empowers us to leverage students' strengths and make informed decisions regarding how to create academic and SEL integration for student success and well being.



Our Metrics: What Do We Need To Know?



Which key data points or other evidence (e.g. from qualitative feedback) did/will you use to make key decisions to drive your work forward? (e.g. "We used climate survey data to recognize we needed to build more trust between students and those we planned to have as navigators.")

Equitable Access & Participation:

- Sown to Grow Platform Accessible to all MNPS students
- Navigator Check-In through Infinite Campus
 - Microsoft form that generated data data in PowerBI data system
 - Navigators conducted and monitored weekly reflections and facilitated monthly check-ins with students. Data analysis and discussions with school leadership highlighted areas of opportunity, and we tracked an increase of over 5,000 students engaged from January to May.

Social Emotional Outcomes:

- SEL Pre & Post Survey Data
- Qualitative data will be used to help enhance student engagement with Navigator.
- Academic Outcomes:
 - Transitions Plan
 - We have customized transition plans within STG to provide a personalized experiences for seniors and all students who are in transitions grades, tier to tier - PreK to KK, 4/5th to MS, MS to HS, HS to post-secondary education or career path.



Our Story of Impact: What Did The Data Tell Us



How did/will Success Planning positively impact the children and youth in your community and create more equitable access and opportunity for all? What evidence can you point to? (Consider your throughline: how do you know that your efforts had an impact? For instance: "We recognized that trust requires navigators knowing how to talk about sensitive topics. So we created an online training module, and tracked what % of navigators completed the training and their feedback.")

- Optimized student and teacher voice
 - Conducting research and interviews has led to feedback from students regarding implementation and even the questions we ask during check-in.



Authentic Engagement of Youth, Families, & Community



What inclusive and equitable practices did/will you implement to center the voices and wisdom of youth, families, and community in your Success Planning initiative? How were your efforts inclusive of often marginalized populations (ALL means ALL)?

- Ensure that the planning team and decision-making include individuals from diverse backgrounds, including marginalized populations. This will help ensure that different perspectives are represented and that the voices of underrepresented communities are heard.
- Empower young people to take on leadership roles and actively participate in the Success Planning process. Create opportunities for youth to express their ideas, concerns, and aspirations, and ensure their input is valued and incorporated into decision-making.
- Recognize that some individuals and communities may face barriers to participation due to limited resources or systemic inequities. Provide necessary resources, such as transportation, child care, interpretation services, or technology access, to ensure equitable participation for all.

Sustainability: Changes in Systems & Processes



What shifts in mindsets, culture, processes, and systems had to occur to organize and ready your community to engage in effective implementation of the Success Planning strategy?

- Collective efficacy and impact Every one has a role to play in the successful implementation and sustainability of Navigator.
- Adaptive systems that creates equitable access and is flexible enough to adapt to school community context and individual student needs
- Courageous school-based and Support Hub leadership that is committed to Navigator implementation
- Continued equitable allocation of resources and supports



Leadership Matters



What knowledge, skills, and dispositions were essential for your team to navigate adaptive challenges and collectively, build, scale, and sustain your community's initiative? What advice would you provide for new leaders that will engage in this work?

- Start where you are with what you have.
- Include diversity of perspectives and experiences. They matter! They make a difference!
- Be realistic.
- Be creative. Ask: What else can this system do? Stretch the limits.
- Slow down to go deeper.



Leadership Lessons



Name two unexpected learnings or surprises that occurred during your team's Success Planning journey that required you to pivot or be nimble. What leadership lessons did your team learn and will take with you into your year 2 implementation?

• Be aspirational and operational simultaneously.

• Trust the process.



Success Planning Community of Practice



What did your community gain and learn from others by participating in Year 1 of the Success Planning Community of Practice?

- Taking time to build authentic cross-departmental, cross functional relationships
 - Internally and externally

What is your community looking forward to the most during your year 2 Success Planning Community of Practice experience?

- Deeper practice
 - Tools to successfully assess our academic-SEL integration.



New York City Success Planning Journey Line Presentation

SUMMER WORKSHOP

Success Planning Community of Practice

Designing, expanding, and improving systems of personalized, relationship-based support for children and youth





New York City At A Glance



Setting (Urban, Suburban, Rural): Urban

Total population: 1500 students in shelter in our pilot (25000 students in the 62 schools we are in)

Demographics: Students in Shelter in the Bronx School Districts 7-12 + Affinity district

Number of students in school district: 1.1 Million

Historical fact about your community:

- 1. An STH population that is bigger than most school districts
- 2. 34% of students in shelter are in the Bronx (13K)
 - a. How many students are currently in shelter in the Bronx
- 3. Demographic with many spanish-speakers

Fun fact about your community:

- 1. We are the largest school district in the nation
- 2. The city has experienced a great influx of asylum seekers
- DD



Our Success Planning Team



List all team members who played a significant role in your year 1 Success Planning initiative (Please include their respective agencies).

- 1. Joshua Laub, Director of Youth Development at NYC Public Schools
- 2. Jill Berry, First Deputy Commissioner at NYC Department of Social Services
- 3. Darma Diaz, Associate Commissioner Special Initiatives Families with Children (FWC), Department of Homeless Services (DHS)
- 4. Chris Tan, Assistant Commissioner for Education Initiatives, Administration of Children Services (ACS)
- 5. Aaron Yarbrough, Senior Project Manager of Data Management, NYC Office of Deputy Mayor of Strategic Initiatives
- 6. Glenda Perez, Senior Policy Analyst, NYC Office of Deputy Mayor of Strategic Initiatives
- 7. Melody Mills, Policy Advisor, NYC Office of Deputy Mayor of Strategic Initiatives
- 8. Wayne Harris, Senior Director for Students in Temporary Housing and Foster Care, NYC Public Schools
- 9. Brittany Taylor, Executive Director, Students in Temporary Housing, NYC Public Schools
- 10. Mike Nolan, NYC Office of Deputy Mayor of Strategic Initiatives
- 11. Diana Noriega, Chief Anti-Racism and Equity Officer, Good Shepherd Services CBO
- 12. Jen Siaca Curry, Founder and CEO, Change Impact CBO
- 13. Principal Sarah Scogin, East Bronx Academy for the Future 12X271

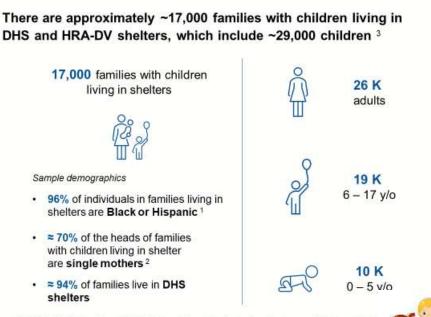


Our Children and Youth



Who are the children and youth that your Success Planning initiative serves or plans to serve?

Losing the stability and security of a home can cause major upheaval in all aspects of a child's life, especially their education. Nearly half of all NYC students living in shelters today are chronically absent from school – more than twice the rate of their permanently housed peers. For students living in shelters, that level of disengagement from school can have negative effects that follow them throughout their lives. Compared to their peers with permanent housing, unhoused students are 20% less likely to read proficiently and 18% less likely to graduate high school within four years. The number of NYC families has jumped sharply with the asylum seekers, to roughly 17,000 families today, including 29,000 children. Our initiative is seeking to not only serve children and youth, but their whole family, in an upstream and comprehensive approach.



SOURCE 1 – DRS Dashboard, Fiscal YTD 2023, 2 – Citizen's Committee for Children, Family Homelessness in NYC, Keeping Track of 2029; 3 – DHS Daily Report and Local Law 37 DV shefters data, June 2023



Our Shared Vision: What We Want To Accomplish



What is your community's overall shared Success Planning vision for all children and youth?

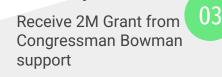
Every child and their family living in shelter will be part of an integrated and comprehensive support system that enables their educational success, nurtured and guided by one-on-one relationships with a caring adult.



Our Journey: Implementation Key Points



Identify 6 key points ("glows & grows") along your team's Success Planning journey that had significant impact and brought your initiative to its current stage of development.



05

Key Point #3

Key Point #5

Implementation Meetings with CBOs and Agencies



02

01

Call to action to focus on growing number of students living in shelters and present proposal.

Key Point #2

Establish Inter-Agency Team and spread awareness among agencies (DSS, ACS, NYCPS, CH)

Key Point #4

Principal and Superintendent Buy-in for the recruitment of Caring Adults.



04

Key Point #6

Funding to launch with planned training for the summer.

Success Planning Components







- 1. Training and Funding Secured
- 2. School and Community Buy-In

2 Grows:

- 1. Labor unions and lawyers bureaucracy
- 2. System for navigating the inventory of unmet needs

- 1. Further Recruitment of Caring Adults
- 2. Further Clarity on Training Materials such as Escalation Pathways
- 3. Further supports for these Caring Adults





- 1. Inter-Agency Collaboration and Support, such as Students in Temporary Housing (STH)
- 2. Working with Congressman Bowman has been amazing and he continues to be an important champion of our work!

2 Grows:

- 1. Contracting with community based organizations
- 2. Inventory System and legal data-sharing among agencies

- 1. Inventory the unmet needs of every family and track the impact of helping families connect to much needed supports and resources
- 2. A platform that supports collaboration across multiple city agencies





- 1. Multiple stakeholders/agencies who are invested (NYCPS, STH, DSS, DHS, ACS, DYCD, CH)
- 2. Centering families as main partners to meet the needs of their children.

2 Grows:

- 1. Data-sharing among Agencies
- 2. Inventory of Supports for Families/Referral System





- 1. <u>Scope of Work</u> engaged by DSS and NYCPS legal
- 2. Agreement on the need for sharing information to meet the need of our target population.

2 Grows:

- 1. Data-Sharing Agreements in Place
- 2. Contracting with vendors and/or building functionalities for a software system that can inventory needs well and establish communication between agencies and CBOs

- 1. Meeting where the families are and providing tools to allow them to succeed.
- 2. Data, Access and Metric: Lifting up families for community to join in on a collaborative effort to better support them.

Our Throughline: How We Will Get There





Insert your community's throughline outlined in your respective Success Planning work plan.

If we support children and families in shelter by connecting them with a caring adult who has the knowledge and access of the systems to best support needs, then children and families will have the support and resource connections needed to help them succeed in school and beyond.

Our Metrics: What Do We Need To Know?



Which key data points or other evidence (e.g. from qualitative feedback) did/will you use to make key decisions to drive your work forward? (e.g. "We used climate survey data to recognize we needed to build more trust between students and those we planned to have as navigators.")

Overall Key Points:

- Families; increase trust & frequency of communication, establish partnerships with families with the hope of building stability within their home environments.
 - Reduce the frequency and amplitude of the crisis for our target families
 - Measured via pre-post survey of parents & guardians
 - Measured with Caring Adult check-ins
 - Measured via housing voucher success
- Attendance (more days in school) and grade promotion
 - Measured via School Insights of Days in School
- Equitable Access & Participation: Feeling Heard and Seen
 - Measured via pre & post survey of the parents & guardians & Caring Adults
- Access to information: who to ask for help, transportation plan, enrollment, change of school
 - Measured via pre & post surveys
- Academic Outcomes: improved reading scores, improved math, graduation rates, fewer hold overs
 - Social and Emotional Outcomes of Student: they want to come to school

Our Story of Impact: What Did The Data Tell Us



How did/will Success Planning positively impact the children and youth in your community and create more equitable access and opportunity for all? What evidence can you point to? (Consider your throughline: how do you know that your efforts had an impact? For instance: "We recognized that trust requires navigators knowing how to talk about sensitive topics. So we created an online training module, and tracked what % of navigators completed the training and their feedback.")

Coaching Toolkit

- 1. # of staff trained : ~500 Caring Adults
- 2. Increase in Social Welfare usage: Percentage of Increase of Support Given through CBOs and Agencies
- 3. Increase in attendance and academic achievement: Increased days in School and Graduations/Grade Promotion
- 4. Higher "trust" score in Pre-/Post- Surveys: Families feel heard and have easy access to self-report needs
- 5. # of students in pilot program : ~1500 students meeting goal identified in partnership with Carina Adult
- 6. Increased sense of collaboration between agencies: Data-Sharing Agreements
- 7. \$ that went to students vs \$ that went to doing the pilot:



Authentic Engagement of Youth, Families, & Community



What inclusive and equitable practices did/will you implement to center the voices and wisdom of youth, families, and community in your Success Planning initiative? How were your efforts inclusive of often marginalized populations (ALL means ALL)?

- 1. Having STH alumni students play an advisory role (recruiting students that have had this experience to join this team).
- 2. Include staff that have experience living in shelters: focus group of families that have been through STH and have children in public schools.



Sustainability: Changes in Systems & Processes



What shifts in mindsets, culture, processes, and systems had to occur to organize and ready your community to engage in effective implementation of the Success Planning strategy?

- 1. Collaborating is nice but difficult to achieve
- 2. Always asking "how do we keep this going after the pilot funding disappears" helps to make decisions now that are based in reality after the pilot funding.
- 3. The silos are strong and the legal agreements and information sharing agreements that are bound up in them present a tremendous challenge. We have to win people over to a new paradigm on the need to make social services more accessible and that access is a pillar of equity.
- 4. Anti- racism has to guide implementation of our work. We have a lot of work to do
- 5. What the families say matters most, they are the prime advocates of themselves and our programs need to be framed after hearing directly from them.

Leadership Matters



What knowledge, skills, and dispositions were essential for your team to navigate adaptive challenges and collectively, build, scale, and sustain your community's initiative? What advice would you provide for new leaders that will engage in this work?

- 1. Your world isn't the only world
 - a. I.e. just because you feel something is important doesn't make it the biggest priority for someone else in a different office
- 2. Putting in time in the beginning to build deep community because we are bringing in a variety of different people across different agencies, it's important to name our shared values and what brings us all together beyond our jobs. Restorative justice can guide our efforts to be inclusive and strengthen our community across the divide between children, families, schools, community based organizations and city agencies.
- 3. Have leaders and/or the right people with authority in the room to champion our cause when we confront roadblocks



Leadership Lessons



Name two unexpected learnings or surprises that occurred during your team's Success Planning journey that required you to pivot or be nimble. What leadership lessons did your team learn and will take with you into your year 2 implementation?

- We spent too much time in the design phase without some of the senior leaders in schools and city government that could inform the choices on a platform to share information across an array of city agencies
- We should have clarified how much \$ we needed from City Hall much sooner than July 13th, 2023
- We are clear about the ways that this pilot can be an important demonstration of the power of a caring adult and infrastructure to support those efforts. Our entire team is dedicated to the work and each other. There is a real sense solidarity felt by all team members. This is about doing better for our most vulnerable children and families



Success Planning Community of Practice



What did your community gain and learn from others by participating in Year 1 of the Success Planning Community of Practice?

• Learned that we all share this same hope and vision, but also have very different mechanisms and structures in place to be able to achieve it.

What is your community looking forward to the most during your year 2 Success Planning Community of Practice experience?

• Implementation!



Poughkeepsie Success Planning Journey Line Presentation

SUMMER WORKSHOP

Success Planning Community of Practice

Designing, expanding, and improving systems of personalized, relationship-based support for children and youth





Poughkeepsie At A Glance



47 6%

32.0%

0.8%

1.0%

0.0%

12.0%

20.7%

40.2%

Setting (Urban, Suburban, Rural): Urban

According to the Census Bureau

Total population: 32, 010

Demographics:

White alone, percent

Black or African American alone, percent(a)

American Indian and Alaska Native alone, percent(a)

Asian alone, percent(a)

Native Hawaiian and Other Pacific Islander alone, percent(a)

Two or More Races, percent

Hispanic or Latino, percent(b)

White alone, not Hispanic or Latino, percent

Number of students in school district: 7 schools

Historical fact about your community: Was the capital of New York State before moving to Albany, known as the Queen's City

Frederick Douglass spoke at College Hill

Fun fact about your community: Whaling industry,



Our Success Planning Team



List all team members who played a significant role in your year 1 Success Planning initiative (Please include their respective agencies).

Karmen Smallwood Assistant Commissioner for Youth Services Dutchess County Department of Community and Family Services Division of Youth Services

Da'Ron Wilson Executive Director of School Engagement Poughkeepsie City School District

Jakira Kellogg City Connects Coordinator Poughkeepsie City School District



Our Children and Youth



Who are the children and youth that your Success Planning initiative serves or plans to serve?

Poughkeepsie City School District students K - 12



Our Shared Vision: What We Want To Accomplish



- What is your community's overall shared Success Planning vision for all children and youth?
- The school district has partnered with various CBO's to collaborate on positive outcomes for children and youth with a cradle to career pipeline.



Our Journey: Implementation Key Points

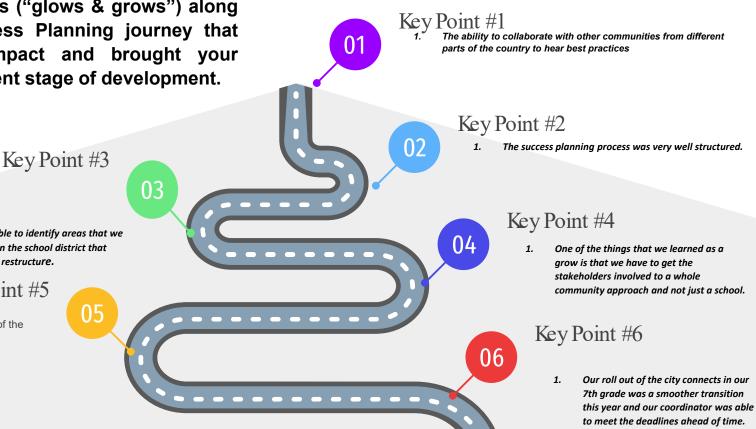


Identify 6 key points ("glows & grows") along your team's Success Planning journey that had significant impact and brought your initiative to its current stage of development.

> We were able to identify areas that we need to strengthen within the school district that organizationally need to restructure.

> > Key Point #5

Formation of the Children's Cabinet



Success Planning Components







2 Glows: Was able to complete all the WCR (Whole Class Reviews)

Created meaningful connections with students and families

2 Grows: A district wide and a community presentation of the program

Next Level of Work: Expansion of the program to multiple elementary schools.





we are establishing additional team members

Partnering with the county

2 Grows:

Need for more members on the team

More synchronization work with the Children's Cabinet

Next Level of Work:

Framing it for the community at large to know and understand the plan





2 Glows: Boston university provides great professional development opportunities

Monthly check in

Program manager meetings

2 Grows:

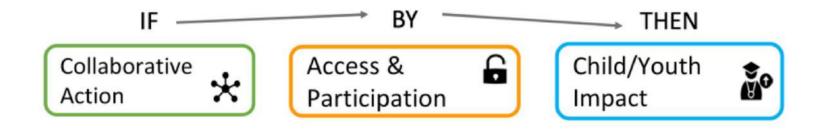




- 2 Glows: myconnects provided the necessary links to students and the resources
- Myconnects platform was easily accessible
- 2 Grows: parent focus or check in should be involved
- Other data forms to be extrapolated or requested from the platform

Our Throughline: How We Will Get There





Insert your community's throughline outlined in your respective Success Planning work plan.

Our Metrics: What Do We Need To Know?



Which key data points or other evidence (e.g. from qualitative feedback) did/will you use to make key decisions to drive your work forward? (e.g. "We used climate survey data to recognize we needed to build more trust between students and those we planned to have as navigators.")

Equitable Access & Participation:

We will be using surveys to gather data from the different groups in the community

Social Emotional Outcomes: We are implementing a SEL framework and curriculum for students and staff in September.





Our Story of Impact: What Did The Data Tell Us



How did/will Success Planning positively impact the children and youth in your community and create more equitable access and opportunity for all? What evidence can you point to? (Consider your throughline: how do you know that your efforts had an impact? For instance: "We recognized that trust requires navigators knowing how to talk about sensitive topics. So we created an online training module, and tracked what % of navigators completed the training and their feedback.")

Insert your evidence here.



Authentic Engagement of Youth, Families, & Community



What inclusive and equitable practices did/will you implement to center the voices and wisdom of youth, families, and community in your Success Planning initiative? How were your efforts inclusive of often marginalized populations (ALL means ALL)?



Sustainability: Changes in Systems & Processes



- What shifts in mindsets, culture, processes, and systems had to occur to organize and ready your community to engage in effective implementation of the Success Planning strategy?
- The shift is still a work in progress for all, early thinking and projection was the benefit of the children. The COVID gap allowed for more people to be understanding of the need for resources for our children.



Leadership Matters



What knowledge, skills, and dispositions were essential for your team to navigate adaptive challenges and collectively, build, scale, and sustain your community's initiative? What advice would you provide for new leaders that will engage in this work?

- 1. How to navigate community partners and streamline communication through our existing structures and how to leverage them more to increase communication and address needs more efficiently through establishing data collection protocols.
- 2. Establishing a plan for data and information sharing at the beginning of the process. Agree on the landscape of these agreements.
- 3. Take time to assess, improve, and address relationships on a human level before jumping into work across partners

Get commitments from the leaders and partners who are going to be participating in the process.



Leadership Lessons



Name two unexpected learnings or surprises that occurred during your team's Success Planning journey that required you to pivot or be nimble. What leadership lessons did your team learn and will take with you into your year 2 implementation?

- We were surprised to find out that there was disconnect between the children's cabinet and the success planning.
- ALL hands on deck



Success Planning Community of Practice

- What did your community gain and learn from others by participating in Year 1 of the Success Planning Community of Practice?
- Our community learned to expand our reach to other stakeholders
- Our community also learned to look at the structure of our team as well.

- What is your community looking forward to the most during your year 2 Success Planning Community of Practice experience?
- To see the growth of other communities doing the work.
- Possible site visits to other communities to see the vision in person and discuss with the different entities.
- Expanding our community and awareness of the success plan with key stakeholders





Unity Point Success Planning Journey Line Presentation

SUMMER WORKSHOP

Success Planning Community of Practice

Designing, expanding, and improving systems of personalized, relationship-based support for children and youth





Unity Point At A Glance

Setting (Urban, Suburban, Rural): Rural Southern Illinois

Total population: 25, 083 (2020 Census)





Demographics: The largest Carbondale racial/ethnic groups are White (56.6%) followed by Black (27.4%) and Asian (7.0%)

Number of students in school district: 640

Historical fact about your community: The city has had a college since 1856 beginning with the Presbyterian-founded Carbondale College which was later converted to an elementary school. Carbondale also won the bid for the new state teacher training school for the region, and Southern Illinois Normal University opened in 1874.

Fun fact about your community: The area was in totality during the solar eclipse of August 21, 2017, with Giant City State Park, just south of the city, experiencing the longest period of totality during the eclipse (approximately 2 minutes and 40 seconds). It will also be within the path of totality of the solar eclipse of April 8, 2024, making it one of only a handful of cities within the direct paths of both eclipses. The combination of these events earned it the nickname "Eclipse Crossroads of America".

Our Success Planning Team



List all team members who played a significant role in your year 1 Success Planning initiative (Please include their respective agencies).

- Lori Longueville: Southern Illinois Coalition for Children and Families
- Chris Rogers: IT Director-Assisted in the implementation of the district's ISSP Portal
- Jennifer Woolridge: Parent Mentor Director, Parent Advisory Member
- Colleen McLaughlin, Partnership for Resilience-Resilient SI; Roni LeForge, the city of Carbondale; Chastity Mays, SIUC School of Medicine; Tina Carpenter, Boys and Girls Club; and Brooke Lam, Youth Officer Carbondale Police Department. Also Annie Webster, Carbondale Park District; (UP parent), Francine Wien Frankowski, Carbondale Public Llbrary; Fanta Saidou, Healthy Communities Coalition; Sarah Fager, Jackson County Health Department; Alejandro Ruiz, Carbondale High School; Williams Lo, Carbondale Chamber of Commerce; Dr Lea Maue, SIUC Head Start; and Tim Beatty, UP parent
- Unity Point Faculty and Staff
- Social Determinants of Health Consulting

Our Children and Youth



Who are the children and youth that your Success Planning initiative serves or plans to serve?

The children and youth of Unity Point School (P-8) are being served as a result of our Success Planning initiative. We are extremely excited that Carbondale District #95 is a part of the cohort. Unity Point School and Carbondale District #95 are two of the four feeder schools that make up our local Carbondale Community High School. It is our goal that the Success Planning Initiative would become a regional model to serve all Illinoisan children and youth.



Our Shared Vision: What We Want To Accomplish



What is your community's overall shared Success Planning vision for all children and youth?

Our shared Success Planning vision encompasses the belief that ALL students should have a voice and choice in their education. Equity and access are of equal importance as students navigate through their educational journey. We believe students should be equipped with a strong understanding of their strengths and challenges in order to successfully advocate for themselves beyond the walls of Unity Point School.

The most impactful WHY is the strong relationship forged between the teacher/Advisor, the parent, and the student. The relationships that are built from year to year are essential to the success of ALL students; especially during this unprecedented time in education. The partnerships have grown exponentially creating a level of teacher-parent and teacher-student trust unparalleled to any other parent engagement practice embarked upon at Unity Point School.



Our Journey: Implementation Key Points



Identify 6 key points ("glows & grows") along Key Point #1 your team's Success Planning journey that 01 had significant impact and brought your Equity challenges to capture all parent initiative to its current stage of development. input Key Point #2 02 Key Point #3 Data/ISSP Portal Challenges 03 Hard Work Key Point #4 04 Parent Survey Results - - - - - -Key Point #5 05 Goal Setting Key Point #6 06 Celebration

Success Planning Components







- 1. Every student at Unity Point School has an Advisor/Navigator
- 2. Based upon end of the year ISSP Portal and Parent Logs 97% of Unity Point Students/Parents participated in 1-2 ISSP meetings throughout the 2022-2023 school year.

2 Grows:

- 1. Continued support/prompts for Advisors/Navigators to be utilized throughout the ISSP Process
- 2. Continued opportunities to provide Professional Development to all staff members

Next Level of Work: Create further prompt sheets for Advisors/Navigators as they are working through the question/responses of the ISSP template. Overall quality of information that is creating a students story inside their ISSP.





- 1. Calendar Adjustments were made to the 2022-2023 school year that made an impact on creating additional time for our Advisors/Navigators to meet with families.
- 2. Parent/Advisor Surveys were conducted District wide during the 2022-2023 school year.

2 Grows:

- 1. Equity Challenges as we seek ways to capture all parent input
- 2. Expand the Parent Advisory to include additional parents

Next Level of Work: Consider capturing all parent input immediately following the ISSP-First and End of the Year





- 1. The Children's Cabinet was created: Many sectors of the community are represented on the cabinet.
- 2. Good collaboration between the feeder schools and the local High School to create a Graduate Portrait for all students. This included common language and goals for all feeder schools with a regional wide focus area for the 2023-2024 school year.

2 Grows:

- 1. Further connections with the Children's Cabinet-finding ways to bridge our Success Planning Initiative with the great work the Children's Cabinet has started.
- 2. Further connections with Carbondale District #95 and our local high school to create a continuum of success for all of our students.

Next Level of Work: Bridge the community work/partnerships within the Children's Cabinet to make a further impact on children and youth in our community/region. In partnership with other regional leaders, complete the decision making processing on a community resource and referral data platform.





- 1. ISSP Portal is now fully functional with all data points/demographics being pulled from the District's Student Information System with the ability to translate the document into any language.
- 2. Provided an opportunity for student and parent to interact with the ISSP-reflection on learning

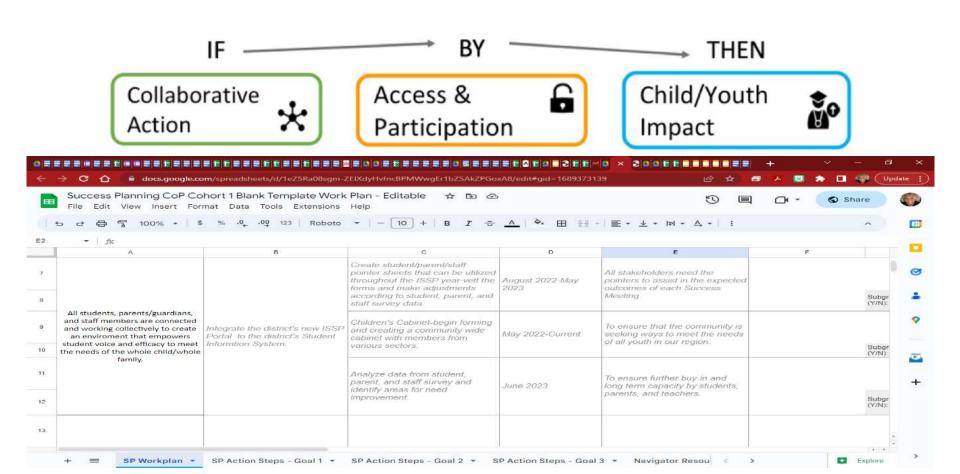
2 Grows:

- 1. Template Design: We made several changes throughout the year to accommodate the needs of our staff. However, this became confusing and often frustrating for the staff.
- 2. Continue to work with our SIS to create a seamless dashboard that can open directly into the ISSP Portal

Next Level of Work: Template Design Cheat sheets for teachers and a data dashboard tied directly to our SIS system.

Our Throughline: How We Will Get There





Our Metrics: What Do We Need To Know?



Which key data points or other evidence (e.g. from qualitative feedback) did/will you use to make key decisions to drive your work forward? (e.g. "We used climate survey data to recognize we needed to build more trust between students and those we planned to have as navigators.")

Equitable Access & Participation: We used a district wide parent survey to recognize we needed to seek ways to capture all parent input regarding the effectiveness of the ISSP.

Social Emotional Outcomes: We used Behavior 360 data and Morning Meeting takeaways to recognize we needed to dedicate additional support in the summer for students that are in the at-risk category.

Academic Outcomes: We used student led conferences to recognize we needed to continue seeking ways to assist our Advisors/Navigators as they prepare students throughout the year to share their personal growth.

System of Support: We used our PBIS/MTSS Secondary Data team to recognize we need to referral system to the Cabinet's Community work.



Our Story of Impact: What Did The Data Tell Us



How did/will Success Planning positively impact the children and youth in your community and create more equitable access and opportunity for all? What evidence can you point to? (Consider your throughline: how do you know that your efforts had an impact? For instance: "We recognized that trust requires navigators knowing how to talk about sensitive topics. So we created an online training module, and tracked what % of navigators completed the training and their feedback.")

ISSP Manual: We recognized the need for parents/teachers/students to understand our WHY, Process, and Provide Pointers for all stakeholders when meeting as a team. <u>https://tinyurl.com/ISSP-Manual</u>

ISSP Portal: We recognized the importance for ALL students/parents to have the ability in their language to activate/utilize the ISSP tool. The creation of the ISSP portal provides this access for all of our EL students.

https://tinyurl.com/ISSP-Portal

Student Led Conferences: We recognized from our School Climate Survey the importance of student voice and advocacy. As a result we committed to EOY Student Led Conferences. https://tinyurl.com/UP-Student-Conference

Children's Cabinet: Completed in depth data analysis and facilitated conversation for childr to five. Impact Table being launched in August 2023 to address results. https://drive.google.com/drive/folders/13WpXZrcBU0UA6VA-p9cXM6ize-GB1816

Authentic Engagement of Youth, Families, & Community



What inclusive and equitable practices did/will you implement to center the voices and wisdom of youth, families, and community in your Success Planning initiative? How were your efforts inclusive of often marginalized populations (ALL means ALL)?

As a result of our Parent Survey we continue to seek ways to capture ALL parent input. Creating opportunities to ensure that all student/parent/family voices are represented within the survey will be key to our quest for equity.

https://tinyurl.com/ISSP-Parent-Survey

Children's Cabinet: Over 60 community members attended Cabinet Community Conversations on June 26th and 27th facilitated by Dr. Daniela Lewy.

Cabinet contracted with High School to create logo. All students were Eligible and encouraged to participate with everyone who submitted a viable design Receiving a gift card. Two students designs were chosen and thy worked together to combine their ideas and create the new logo. Cabinet members exploring Possible launch of Youth Cabinet in the Fall.



Sustainability: Changes in Systems & Processes



What shifts in mindsets, culture, processes, and systems had to occur to organize and ready your community to engage in effective implementation of the Success Planning strategy?

Shift in Mindset: During the 2022-2023 school year all feeder schools and the high school participated in year long articulation to build a graduate portrait that create a seamless transition from the elementary schools to the high school. All schools agreed to a unified goal beginning our journey to bridge the gap between our local elementary schools and our high school. Truly a mindshift to these are ALL of our students and we want ALL of our students to succeed!



Leadership Matters



What knowledge, skills, and dispositions were essential for your team to navigate adaptive challenges and collectively, build, scale, and sustain your community's initiative? What advice would you provide for new leaders that will engage in this work?

1.Understand the perspective & needs of the people/community we're trying to lead

2. Don't assume shared understanding of Success Planning, key phrases, etc.--Planned PD is essential throughout the year

3. Streamline communication, especially regarding student progress, with all stakeholders

Make sure you understand the purpose and understand your WHY

Trust the chaotic process - that the gathered group of experts will create good outcomes

Check in with your teachers frequently-this is hard and emotional work

Don't lose sight of your own JOY



Leadership Lessons



Name two unexpected learnings or surprises that occurred during your team's Success Planning journey that required you to pivot or be nimble. What leadership lessons did your team learn and will take with you into your year 2 implementation?

Unexpected Learnings #1: We lost half of our team prior to the beginning of the second semester. As the school leader I personally lost sight of how hard this work is and became quite overwhelmed with the entire system and process. I needed a reset. I also needed to be reminded that all of us need to find our JOY and keep moving forward to make the greatest impact on ALL students!! This work is about KIDS!!

Unexpected Learnings #2: Importance of understanding and knowing all of the stakeholders/community efforts as we build a community of support for all of our students in the region. Solidify the connection between the Cabinet and the school districts Success Planning Initiative.

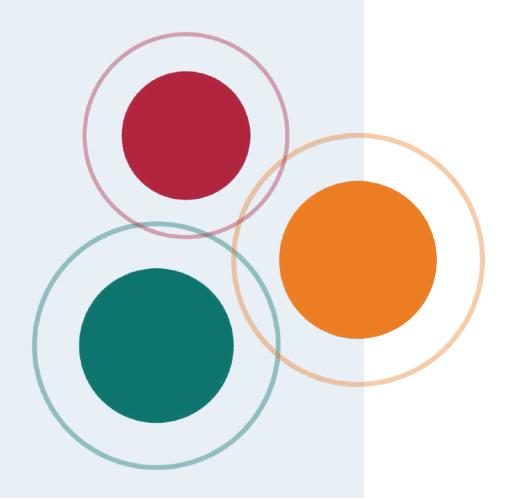
Success Planning Community of Practice



What did your community gain and learn from others by participating in Year 1 of the Success Planning Community of Practice?

- Extremely excited to see Success Planning occurring in a large scale-Great for Kids!
- This is hard work-keep moving forward one step at a time and learn from the hiccups that occur throughout the year.
- Opportunities to connect with our team throughout the year-Goal 1X a month as well as during the monthly sessions with the cohort
- Must give more ownership to take more leadership
- What is your community looking forward to the most during your year 2 Success Planning Community of Practice experience?
 - We are looking forward to making further connections with the community partnerships that are being forged with the Children's Cabinet.
 - We are also looking forward to gathering further metrics on the success initiative.

Stretch Break



Lunch Reflections & Celebrations



Networking Lunch





Lunch Reflections & Celebrations



On 2 Different Sticky Notes:

- Write one personal reflection or memory about your community of practice experience
 - Write one gratitude, appreciation, or celebration for





Success Planning Journey Line Presentation Gallery Walk



1.Each group will spend time at their flipchart and discuss their:

Reflections Aha's Suggestions Contributions Celebrations Questions



2.Team will rotate to explore comments on other teams' flipchart

3. Full group debrief

Closing Remarks

Being in the community is not the same as being part of the community... Being in the community points only to physical presence; being part of the community means having the opportunity to interact and form relationships with other community members.

Bogdan and Taylor

Building community is to the collective as spiritual practice is to the individual.

Grace Lee Boggs

Building community is to the collective as spiritual practice is to the individual.

Grace Lee Boggs

"Community is much more than belonging to something; its about doing something together that makes belonging matter"

BRIANSOLIS



People working together in a strong community with a shared goal and a common purpose can make the impossible possible.

Community is not an ideal; it is people. It is you and I. In community we are called to love people just as they are with their wounds and their gifts, not as we want them to be.

lean Vanie

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