



**SBDM REPORT TO THE BOARD  
2024-2025**

**October 3, 2024**

## **SUB POPULATIONS**

We are continuing our efforts to close the achievement gap across various subpopulations. Our free and reduced population has made significant progress, with 65% of students achieving proficient or distinguished in reading and 62% in math. However, there remains a notable gap for students with IEPs, where 33% are proficient or distinguished in reading and 38% in math. In the past, we successfully implemented a co teach model, but recent staff reductions have required adjustments. We are now prioritizing professional development in best practices for resource settings and optimizing the limited co teach minutes available to support student success.

## **Studer Data**

I wanted to share some highlights from our most recent Studer survey, which reflects feedback from our students, parents, and staff. Overall, we are proud to have scored above a 4 with all three of our key stakeholder groups, showing strong support across our school community.

For our students, some of the highest-rated areas included the belief that their principal is a good leader and that learning is important at our school. These results show that our efforts to foster leadership and a culture of learning are resonating with our students.

Parents rated our school highly for being well-maintained and for ensuring that their children are in a safe learning environment, reinforcing the importance we place on safety and facility care.

Our staff also shared positive feedback, particularly noting that their immediate work environment genuinely cares for their welfare and that they have a clear understanding of their expectations. These affirmations of our school culture are a testament to the importance of support and clarity within our team.

However, we know there are areas where we can continue to grow. For students, the areas for improvement include fostering more respect among students and ensuring that they feel the school is consistently clean. Parents expressed a desire for more positive communication, such as emails and calls home, as well as receiving more feedback on how well their children are learning. For staff, growth areas centered around ensuring that resources at the organizational level are allocated effectively and cultivating a culture that supports open and honest communication.

We will continue working together to improve in these areas while celebrating the successes we've achieved so far. Thank you for your ongoing support and feedback as we strive to create the best possible environment for our students, families, and staff.

## **What are our next steps?**

As part of our strategic focus this year, we are committed to improving key areas of our school community as highlighted in the Studer survey. Our efforts are aimed at making meaningful progress for students, employees, and families to ensure a well-rounded, supportive environment.

### **For Students:**

Our goal is to increase the survey question #15, "I feel that students are nice or show respect to each other at school," from 3.51 to 3.66 by Spring 2025. To achieve this, we are implementing several actions:

- Purposeful People SEL lessons for teachers and creating forms for parents to address issues early.
- One-minute meetings with students and our guidance counselor to support student interactions.
- Recognizing students at Bear Huddles for showing respect through kind words and actions and encouraging student nominations for brag tags.
- Stronger morning meetings where students can share compliments and concerns about how they are doing as a class. These efforts will be led by Heather Dale, Karen Bebelaar, and Richard Parrott, with progress monitored through student surveys, one-minute meetings, and our brag tag tracking system.

We also aim to improve the survey question #11, "I set learning goals to track my progress," from 3.81 to 3.91 by Spring 2025. This will involve utilizing i-Ready tools for goal tracking each trimester and encouraging students to set personal learning objectives, such as meeting their i-Ready lesson targets. Data binders and student-led conferences will be used to track and celebrate progress, led by our PLC Team Leads, Richard Parrott, and Emily Rousos.

### **For Employees:**

We are focused on supporting our staff through regular rounding conversations. Returning employees will meet with leadership once per semester to discuss key questions, while new employees will have two rounds of 30/90-day conversations. This will be tracked using our observation template, ensuring all employees receive timely feedback. Our goal is to improve survey question #12, "I believe organizational information is communicated in a timely manner," from 3.77 to 3.87 by Spring 2025. To enhance communication, we will provide regular updates from district meetings, faculty meetings, and send out needed information in our Friday staff communication.

We also want to increase recognition for our staff, as reflected in survey question #4, "I receive appropriate recognition when I do good work," from 4.07 to 4.17 by Spring 2025. Staff will be acknowledged equitably in communications, with public recognition at each Bear Huddle. Leadership will also send personal notes to staff as part of our ongoing efforts.

### **For Families & Community:**

Our goal is to improve positive communication with families by increasing survey question #13, "I receive positive phone calls, emails, or notes about my child," from 3.64 to 3.79 by Spring 2025.

Teachers will use postcards and a tracking spreadsheet to ensure that 50% of students receive positive affirmations by January 15th, with continued efforts throughout the year.

Additionally, we want to improve feedback to families about their child's learning by raising survey question #3, "I regularly receive feedback from school staff on how well my child is learning," from 3.71 to 3.86 by Spring 2025. To support this, we will use Schoolrunner to monitor multiple data points for student progress, with structures being planned by Kevin Puckett.

Through these focused actions, we are working to ensure growth in these key areas and create a more connected, communicative, and supportive school environment for all.

### **Strategic Plan Progress**

As part of our ongoing commitment to student engagement and community connection, we are proud to offer 16 intramural opportunities for students to participate in. These activities provide valuable experiences beyond the classroom, fostering personal growth and teamwork. Additionally, we've implemented a Community Connect section in our weekly family communication, which links families to various activities and resources outside of school, further expanding opportunities for student and family involvement.

In our school, we operate with a core belief that "everyone does everything," a cultural norm that has directly contributed to raising academic achievement for all students. Every member of our community plays an active role in student success, creating a unified and supportive environment.

Our School Resource Officer (SRO) not only ensures the safety and security of our school but also plays a pivotal role in developing student leaders by supporting and mentoring our Safety Patrol program. This unique combination of safety and leadership development is a hallmark of our school's holistic approach to education.

To keep families informed and engaged, we send out a weekly presentation that highlights key information about the school as well as photos from the week's events. This communication keeps families connected to the school and celebrates the achievements of our students. Our Library Media Specialist (LMS) has also rejuvenated our social media presence, sharing the incredible work happening in classrooms and across the school, making sure families are aware of the exceptional things their children are doing.

Mr. Parrott meets weekly with the PTO executive leadership to ensure clear planning and communication of the opportunities we provide to students. These meetings help us coordinate school-day activities as well as larger family events that occur throughout the year, strengthening the school-family partnership.

For our staff, we've made structural improvements to enhance the employee experience by providing additional time for planning and collaboration. We have embedded extended planning periods into the weekly schedule, allowing teachers time to learn and implement our new HQIR. Additionally, we have a firm commitment to limiting meetings to Tuesdays, ensuring that staff time is used effectively. Teams and Professional Learning Communities (PLCs) are fully supported both intellectually and through funding, enabling them to focus on professional growth and student success.

Together, these initiatives reflect our dedication to fostering a positive and productive environment for students, families, and staff, in alignment with our strategic plan.