

The Student Support Services Department is committed to improving the academic and social emotional development of all children. Student Support Services personnel serve a wide range of student needs. This includes meeting the needs of English Learners (EL), students served under the enrichment model, students experiencing social-emotional challenges, and students with learning differences. The current plan is in accordance with the District Frameworks.



## Student Support Services Department

### Ensure Deep Learning

Engage all students in developing knowledge and skills that lead to transfer through application or production.

Gather and use evidence from a variety of formal and informal sources to build understanding of the learner and inform the instructional plan.

### Know Students

### Support the Whole Child

Provide a comprehensive system to support and monitor social and emotional, academic, physical, and behavioral skill development.

# Ensure Deep Learning

Engage all students in developing knowledge and skills that lead to transfer through application or production.

## Actions

- Provide professional learning to strengthen the quality of Individualized Education Plans.
- Conduct Special Education program review to assess practices and improve supports for students using a lens of equity.
- Review and further build on our Multi-Tiered Systems of Support (MTSS) to address student needs.

## Progress

### Monitoring/Indicators

- Individualized Educational Plans (IEP) will demonstrate increased educational benefit.
- Create a plan to implement recommendations from program review.
- Establishment of a clearly communicated MTSS model.
- Percent of students mastering IEP goals and objectives.



Gather and use evidence from a variety of formal and informal sources to build understanding of the learner and inform the instructional plan.

## Know Students

### Actions

- Special Education staff will contact every family on their caseload at the start of the year to better understand student/family needs and to establish a personal connection.
- Improve home-school communication for families who are English language learners through access to interpretation services.
- Continue to diversify instructional materials.
- Review district practices for identifying and addressing students' social emotional and academic needs using an equity lens.

### Progress

#### Monitoring/Indicators

- Number of contact points with families.
- Completion of staff and family focus groups and surveys to help improve instructional practices.
- District use of LanguageLine services.
- Reduction in student absence rates.
- Summarize and identify action steps based on review of district mental health supports.



# Support the Whole Child

Provide a comprehensive system to support and monitor social and emotional, academic, physical, and behavioral skill development.

## Actions

- Continue to build out district SEL framework and implement core programs.
- Partner with outside agencies to expand our MTSS with respect to mental health needs.
- Conduct a review of our MTSS to identify areas of improvement in our process and identify need for additional supports.
- Reach out to families through multiple methods (e.g. virtual, home visits, community events).
- Continue to advance work of Wellness Committee.
- Conduct focus groups and family, student, and staff surveys to identify program strengths and opportunities for growth.

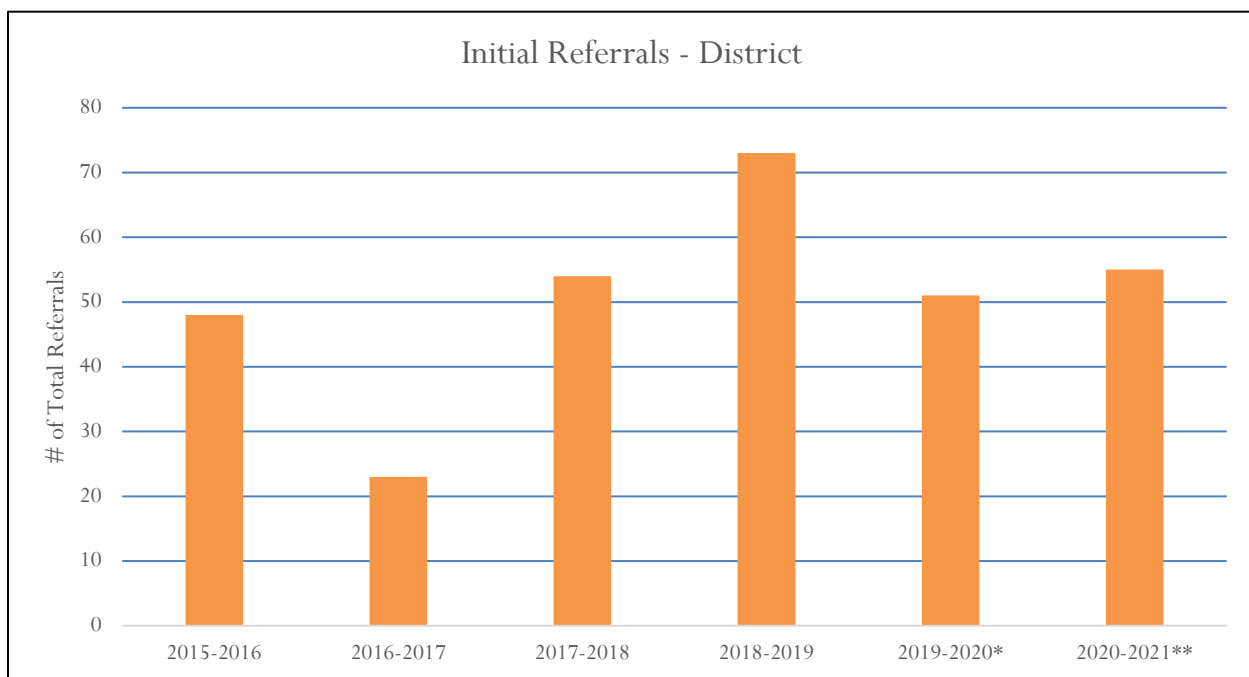
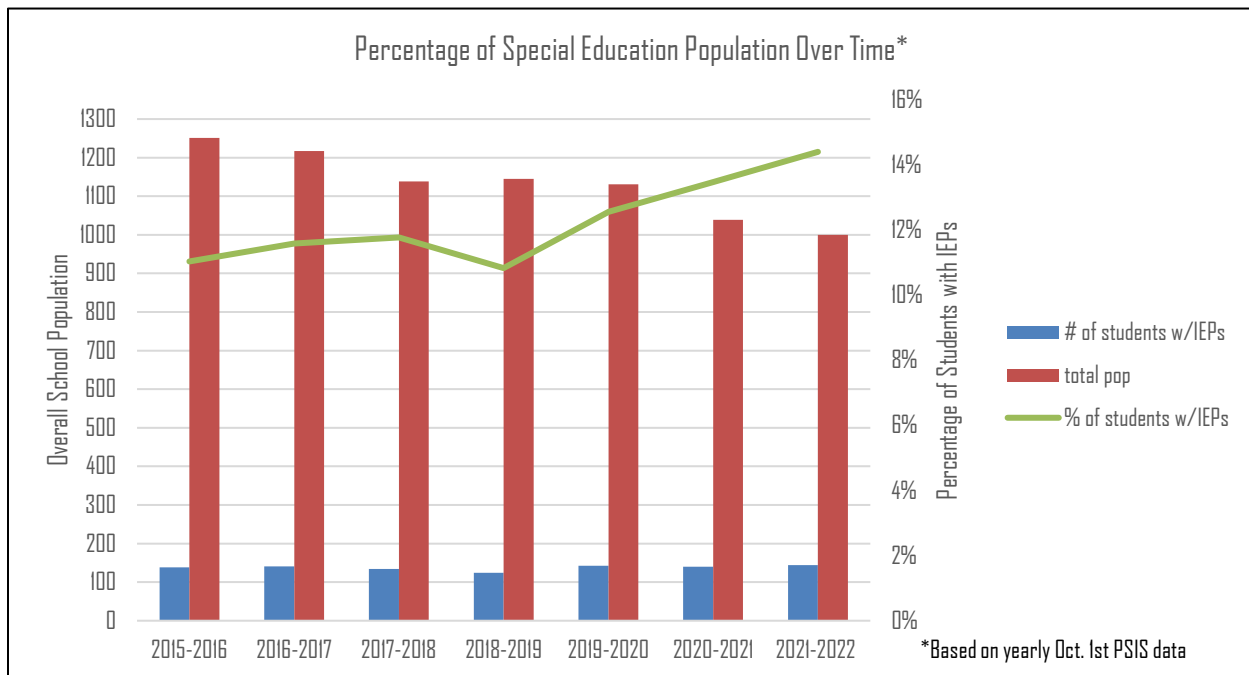
## Progress

### Monitoring/Indicators

- Referrals to outside agencies to address student mental health needs.
- Student performance data.
- Improvement in attendance data.
- Implement changes recommended through program review of Multi-Tiered Systems of Support.
- Family participation rates in school events.
- Engagement of underrepresented families.
- Increased representation of diverse voices on district committees.
- Student and family attitudes and satisfaction with school experiences.



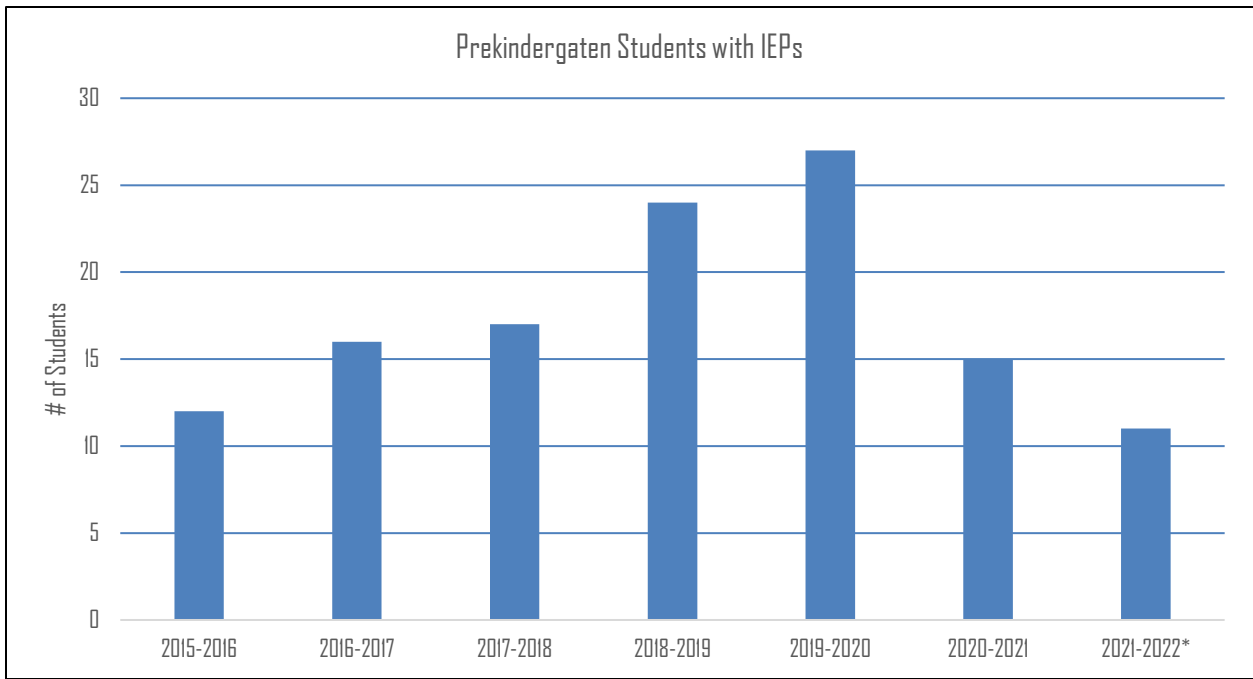
# Data and Longitudinal Indicators



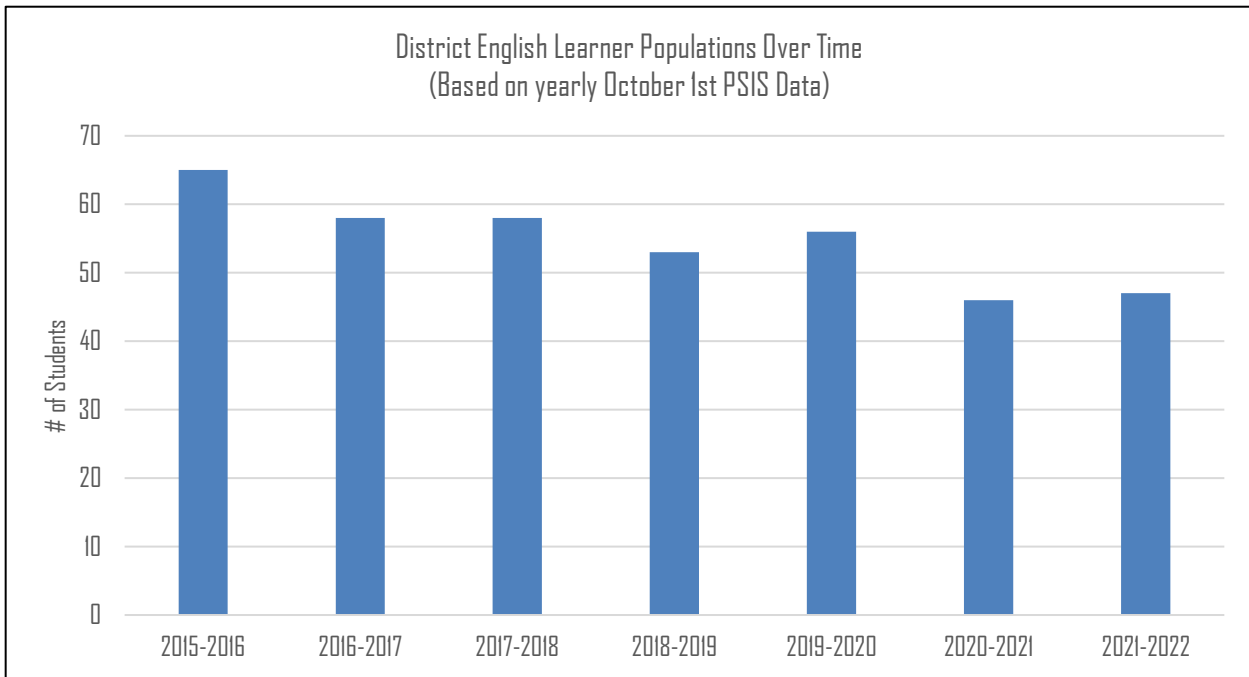
\*2019-2020 referrals may be lower due to the impact of school closures due to the COVID-19 pandemic.

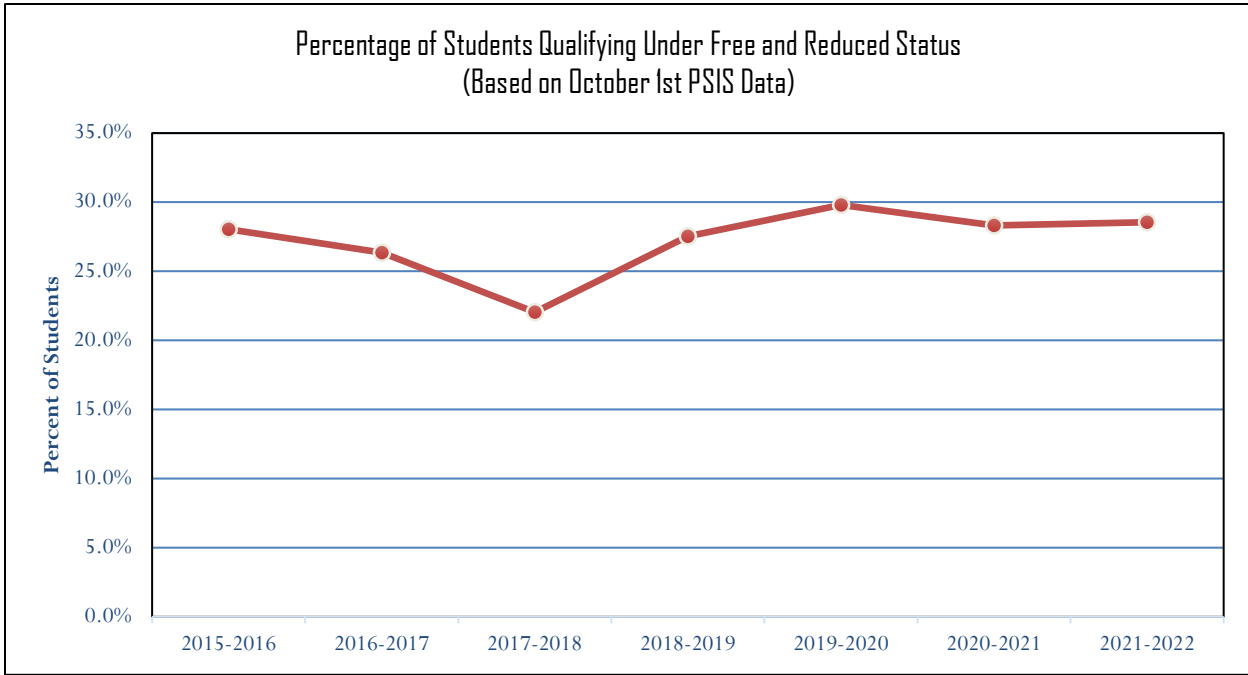
\*\*2020-2021 referrals may be lower due to impact of remote learning and withdrawals related to COVID-19 pandemic.



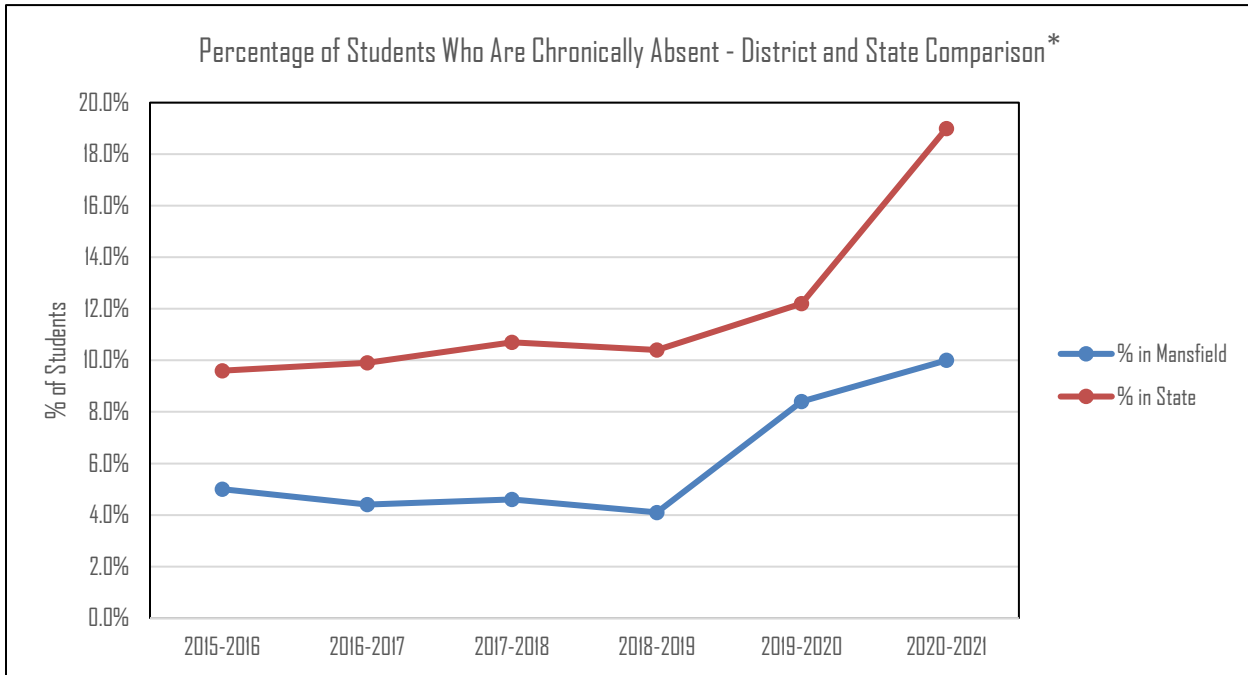


\*Based on end of year enrollment. 2021-2022 data based on October 1<sup>st</sup>, 2021 class data.





\*Enrollment numbers do not include prek student population.

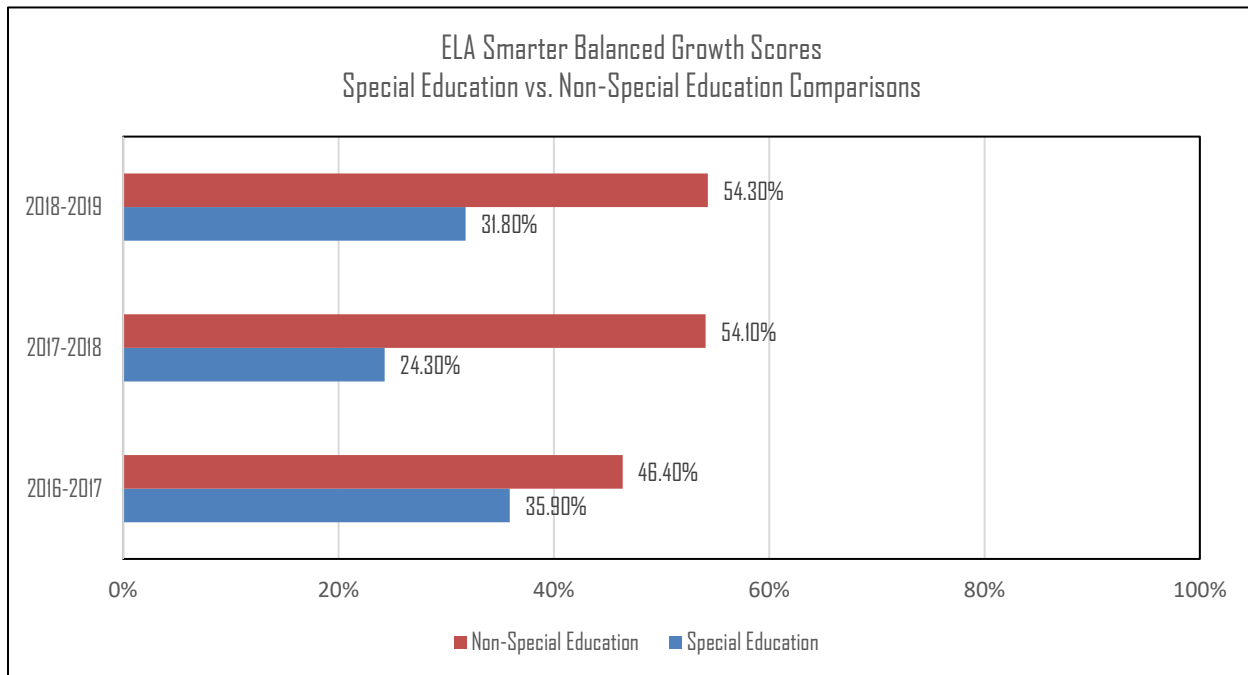


\* Data from EdSight based on PSIS June collection. Students are deemed chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year.

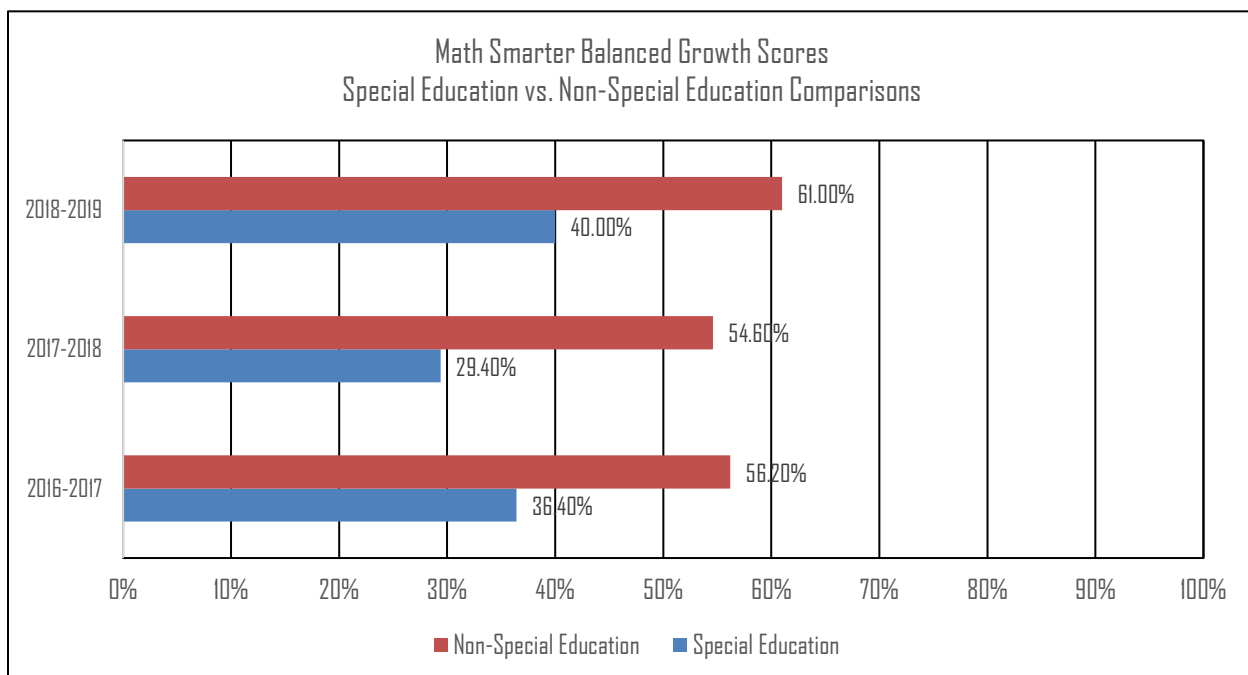
Smarter Balanced Assessments were not administered in 2020 due to the pandemic. Assessments were administered in 2021 both in school and remotely. Given the disruption to learning experienced since March of 2020, and the variability of instructional models (in-person, hybrid, and remote learning), aggregate scores are not representative of overall performance at the grade or school level. Results from 2021 Smarter Balanced Assessment are best reviewed at the individual student level.

The Department of Student Support Services is looking closely at individual student performance across multiple years (where such data exist). Smarter Balanced performance data are viewed in combination with school and district data to build an understanding of each child so that instruction can be designed to continuously advance learning for all students.

The most recent data summative from 2019 and before are shown below and on the following page.



\*Data from EdSight Secure



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