

## **VI.G.1.c Student Success Document (SSD)**

During the 2023-2024 school year, the Student Relations Department collaborated with five schools to create personalized Student Success Documents (SSDs). These documents outlined strategies to address specific areas where the schools required additional support. The Student Relations Department worked closely with site administrators and their team to tailor these SSDs to meet the unique needs of each school.

The initiative involved working with three middle schools, one K-8 school, and one high school to develop School Success Documents (SSDs). Program specialists were strategically assigned to work with identified students on a weekly basis, providing support on social-emotional needs, de-escalation techniques, conflict resolution, and building rapport.

### **Middle School #1**

The Student Support Document (SSD) for Middle School #1 was dedicated to developing Multi-Tiered Systems of Support (MTSS) plans for students with behavioral needs within the Positive Behavioral Interventions and Supports (PBIS) framework. Through collaboration between MTSS, the administrative team, and the Behavioral team, Tier 2 and 3 intervention plans were tailored to students meeting specific criteria. A total of 168 MTSS plans were formulated, with 55 plans resulting in successful outcomes while 71 plans did not achieve their intended goals.

Recognizing a pattern of incidents in a 4th-grade class, the Administration team introduced a PBIS-focused strategy to address behavioral challenges in that specific classroom. Additional support staff were deployed to assist the teacher and students until independent management of the class was established. By the conclusion of the academic year, the teacher successfully handled the classroom dynamics, leading to a significant reduction in incidents.

Furthermore, the Student Relations Department engaged with seven students identified with high behavioral needs, providing personalized 1-1 support. A program specialist regularly monitored these students, conducting weekly check-ins to ensure their progress and well-being.

Data from the academic years 2022-2023 and 2023-2024 indicated a total of 524 and 968 incidents, respectively. Within these numbers, major and minor incidents were recorded, with the primary location of violations being classrooms, underscoring the need for continued proactive intervention and support strategies.

### **Middle School #2**

The Student Success document for this school targeted truancy and vaping. Proactive measures were taken, including strategically stationing staff members at key locations, referred to as "tardy stations," to monitor student attendance and address any instances of truancy promptly. Additionally, the school administration undertook a comprehensive review of the school matrix and redefined school and classroom expectations, with visible posters displayed throughout the campus.

To provide ongoing support to the teaching faculty, assistant principals conducted regular classroom visits and communicated the importance of adhering to the tardy policy via email reminders. Furthermore, an "action plan" was devised to guide staff in handling code of conduct violations effectively, outlining protocols for communication and escalation. The collaborative efforts of the administration and the Behavior and Teaching Management (BTM) team were instrumental in fostering a positive climate and culture within the school, leading to a noticeable improvement in overall discipline. While there was an increase in both major and minor violations compared to the previous year, the shift towards a more structured and consistent approach to implementation was deemed successful. Notably, the school's emphasis on documentation through Synergy MTSS facilitated a comprehensive tracking of incidents and ensured accountability among staff members. By encouraging timely documentation and refraining from acting until incidents were recorded into Synergy, the school maintained a systematic approach to discipline management.

Analyzing the discipline data for the academic years 2022-2023 and 2023-2024 revealed a rise in both major and minor incidents, emphasizing a proactive stance towards maintaining a safe and disciplined environment. Despite the increase in disciplinary cases, truancy did not emerge as a prevalent issue, indicating a successful intervention strategy. The Student Relations Department's focused support for students with high behavioral needs further exemplified the school's commitment to individualized attention and intervention strategies.

### **Middle School #3**

The Student Success document at Middle School #3 centered on addressing truancy effectively. Following the development of the Student Success Document (SSD), the school's Administration took proactive steps by personally engaging with and communicating via email with the staff, emphasizing the importance of a collective effort to monitor high-traffic areas within the school premises to mitigate truancy and preempt potential incidents. Concurrently, the Behavioral team introduced a Check-in Check-out system tailored for Tier 2 students. However, challenges arose as some staff members exhibited inconsistency in data input and struggled to adhere to the Check-in Check-out protocol consistently, prompting Administration to address these issues through individual discussions aimed at fostering compliance. Moreover, the Student Relations Department provided targeted support to three

students exhibiting high behavioral needs, demonstrating a commitment to personalized intervention strategies.

Analyzing the discipline data for the academic years 2022-2023 and 2023-2024 revealed a spike in both major and minor incidents, totaling 488 incidents in the former year and 1566 incidents in the latter. Despite the increase in disciplinary cases, the school maintained a focus on continual improvement and intervention. Notably, classroom settings emerged as the primary location for violations, with aggression being identified as the most prevalent major violation. The ongoing efforts of the Student Relations Department, coupled with the collaborative approach adopted by the school's stakeholders, underscore a dedication to enhancing student outcomes and fostering a safe and conducive learning environment.

### **K-8 school #1**

The Student Success Document (SSD) developed for our K-8 school placed a strong emphasis on addressing truancy and fostering a conducive learning environment for all students. Collaborating with the Student Relations team, the school site embarked on establishing comprehensive school-wide support systems aimed at promoting consistent student engagement and success in every class, every day. Despite maintaining the same overarching goal from the previous academic year (2022-2023), the school site recognized the value of refining existing systems to optimize outcomes and ensure continuity of purpose. In a strategic move to enhance student support services, the Administration orchestrated a collaborative effort involving key stakeholders such as MTSS, Counselors, RPF, ISI, and Behavioral specialists to synergistically cater to the diverse needs of the student body. The MTSS coordinator played a pivotal role in data collection and the development of tiered intervention plans spanning from tier 1 to 3, aligning interventions with individual student requirements. Regular meetings with the administrative team facilitated ongoing progress updates and enabled proactive discussions on emerging challenges and effective strategies.

Analyzing the disciplinary data for the academic years 2022-2023 and 2023-2024 revealed noteworthy trends. In the former year, the school site recorded a total of 615 incidents, comprising 430 major incidents and 185 minor incidents. Conversely, in the subsequent academic year, while the total number of incidents rose to 784, there was a significant decrease in major incidents (397) coupled with a notable increase in minor incidents (387). Notably, aggression emerged as the primary violation in both years, albeit with a decrease in total incidents in 2023-2024. The data also highlighted that most minor violations occurred within classroom settings, signaling a focal area for targeted intervention and improvement efforts.

### **High School # 1**

The Student Success Document (SSD) devised for the High School was primarily centered on addressing truancy among the student body. In the initial semester, concerted efforts were made to combat instances of students loitering in hallways and arriving tardy to classes. Building on this foundation, by the second semester, the Administration team introduced a targeted intervention system designed to effectively reduce truancy rates. The system hinged on a proactive approach where teachers compiled lists of tardy students, enabling the Dean of Students to conduct personalized discussions with students on an individual basis. Students were clearly informed that continued tardiness would lead to consequences in line with the established code of conduct, with detailed steps elucidated to them concisely. As reported by the MTSS coordinator, the immediate six weeks following the implementation of this system saw a notable total of 149 tardiness-related incidents, encompassing 54% of all minor incidents recorded during that period. However, site administration observed a significant reduction in such incidents in the subsequent months, indicating the system's efficacy in curbing truancy and promoting punctuality.

The disciplinary data for the academic years 2022-2023 and 2023-2024 revealed insights into the school's disciplinary landscape. In the former year, there were 257 major incidents and 658 minor incidents, totaling 915 incidents. Conversely, in the subsequent academic year, the school recorded 261 major incidents and 1555 minor incidents, accounting for a total of 1816 incidents. Notably, there was a marked increase in minor violations in 2023-2024, with 624 minor violations specifically transpiring in classroom settings, emphasizing the importance of targeted intervention and ongoing monitoring within these spaces for improved disciplinary outcomes.

In conjunction with the implementation of the Student Success Document (SSD), the Student Relations Department extended support to 25 school sites, offering a range of tailored services. These services included personalized 1-1 support, regular weekly visitations, expertise in de-escalation techniques, facilitation of restorative practices, and the provision of social-emotional services. Program specialists and the Program Coordinator were strategically assigned to work closely with either individual students requiring support or entire school sites, with the overarching goal of fostering a conducive environment for both students and staff members.