

Mueller Charter School Model Programs and Practices

The Resiliency Monitoring Program was created to meet the diverse and dynamic needs of our students. While the model serves all students, the system is designed to place a focus on students impacted by poverty and environmental stressors and help educators become more aware of our students' multifaceted needs (e.g. absenteeism, academic, behavioral, socio-emotional needs, challenges faced by homeless and foster youth, EL needs, SPED student needs, socio-economically disadvantaged students' needs, and students with health concerns) . Rooted in resilience research, our model program serves to meet the following goals:

- Reach and monitor *all* students
- Identify *specific* risk factors impacting *learning*
- Identify the *degree* to which these risks are impacting their learning
- Create interventions in *direct response* to student needs
- Link students and families to appropriate *resources*
- Create an *Intervention Plan* for underachieving students
- Nurture the growth and development of *resilient students*
- Recognize organizational *trends* and *create programs and services* to meet the needs of students
- Develop a *collective understanding* of what may be going on in a student's life
- Close the *achievement gap*

In order to close the achievement gap, we looked to address the academic achievement of our critical subgroups, decrease our suspension rates by addressing socio-emotional needs, and reduce rates of students with chronic absenteeism.

What distinguishes MCS from our district is the level of investment in time, professional development, and allocation of resources to support our students' diverse needs. Educators develop an ecosystemic approach that provides them with a deeper insight into factors impacting student learning. Another distinguishing factor that sets us apart from our district is our investment in a comprehensive support staff. For our student population of 1500 students, MCS has 4 full-time professional school counselors, 2 full-time school social workers, 1 full-time school psychologist, 1 part-time school psychologist, 1 full-time nurse, 2 dean of students, 1 behavior support specialist, 2 coordinators of curriculum and instruction, 5 full-time SPED teachers, 7 SPED assistants, 1.5 speech and language pathologist.

Professional development for all staff relates to our school-wide focus on resilience and systems of support. Trainings have included tips for a successful home visits, resilience research and resiliency monitoring preparation, developmental assets, trauma informed practices, youth mental health needs, restorative practices, social emotional learning, and Leader in Me, a social emotional learning program endorsed by CASEL. These trainings support our mission of closing the achievement gap and improving student

achievement; professional development deepens our staff's understanding and expertise in how to better address environmental factors affecting student learning.

Our model seeks to engage and empower families and community members in our goal of closing the achievement gap and preparing our students for their college and career aspirations. Parent Workshops, Cultural Celebration Events, Family Reading, Math and STEM Nights, Parent/Community Involvement in MCS' Governance Structures, and Partnerships with Local Universities and Businesses strengthen our connection between school and community.

The focus of our model program is to look at ALL students holistically. For students at or exceeding grade level, teachers intervention and differentiation is key in ensuring that students continue to be challenged and make growth. More time is dedicated to collaborating and consulting about how to best support unique student populations (e.g. ELs, SpEd Students, Socio-Economically Disadvantaged, Foster and Homeless Youth, Student with High Absenteeism, Behavioral Needs) who are below grade level and/or are not on track towards graduation. The team collectively seeks to coordinate services that address environmental factors impacting learning. Students who are in profound and immediate life crisis will receive immediate intervention. These students will be monitored by a case manager (e.g. school counselor or social worker). Trends observed for our specific student population inform professional development for staff (e.g. GLAD, Write Institute, ELPAC training, Differentiation) and systemic interventions at MCS (e.g.. Advisory, Target Groups, Academic Recovery Period, Intervention Blocks, Tutoring, Saturday School).

Attendance improvement is a schoolwide goal. Absenteeism is discussed weekly during office and support staff meetings. Additionally, our model program seeks to address the root causes of chronic absenteeism for academically struggling students. One intervention is the Student Attendance Review Team (SART), which includes, an administrator, support staff, teacher, student and family member. These meetings seek to address: 1) identify individual needs, 2) understand overall absenteeism trends, and 3) develop and monitor strategies to improve attendance. Should attendance still not improve, families may be referred to the Student Attendance Review Board (SARB). It's important to note that MCS has a school-wide focus is on celebrating positive trends in attendance (e.g. Honor Student recognition, Perfect Attendance Celebrations). Similarly, MCS students with socio-emotional and behavioral needs are monitored through MCS' model program.

Implementation and Monitoring

Stakeholders including staff, support staff, students and families are engaged in the Resiliency Monitoring Process through the following means: home visits, student-led conferences, parent conferences, parent education workshops, school-wide assemblies and community partnerships. The framework for our model program is built into the school culture and climate created across MCS' elementary, middle, and high school programs.

MCS uses various methods to communicate our model program to various segments of our community. MCS staff serve as main source of information for families regarding their student. Communication methods include: home visits, parent conferences, student-led conferences, intervention plan meetings, school workshops and trainings, school messenger, school and class messaging systems, Jupiter Grades, Progress Reports, Parent Council, Community Council, Charter Board meetings, and Chula Vista Elementary School District board meetings. This model program is also referenced in MCS' Charter Petition, LCAP and School Accountability Report Card.

What distinguishes this program from others, is that there are currently no other schools in the San Diego County that implement the Resiliency Monitoring Program. Our model is unique to MCS and was developed in direct response to MCS' students' ever changing needs and seeks to align its resources to close the achievement gap. The Resiliency Monitoring Program deepens teachers' expertise in resilience research, socio-emotional learning, and trauma-informed care. Our model program informs the ways in which we view our students' realities and informs the ways in which our community develops, implements, and evaluates interventions and supports for our students. This model affords MCS the ability to effectively monitor and support a larger number of students when compared to our district's Student Support Team (SST) meetings. Because MCS has intentionally invested in hiring a comprehensive support staff, more direct services are available to our students and families. Lastly, MCS staff develops a more profound understanding of factors impacting students' lives.

MCS' model program addresses student needs and empowers parents to continue their involvement in their student's education. Students, families and educators meet during home visits, student-led conferences, and as-needed meetings to monitor and adjust academic, behavioral and/or socio-emotional interventions. In 2018-19, home visits were conducted for 96.49% of our students and student-led conferences were held for 100% of MCS students. At the first conference of the year, every parent signs the parent compact that outlines the home-school partnership.

A tremendous amount of time, resources, and training are needed to effectively implement MCS's model. A few of these capacity-building activities include:

Each year:

- Home Visit Program - 1 week in August
- Fall Resiliency Monitoring Meetings - 2 weeks in the September or October
- Articulation Meetings @ High School - 1 Professional Development Day
- Winter Resiliency Monitoring Meetings - 2 weeks in the January or February
- Spring Resiliency Monitoring Meetings - 1 week in March (K-8 site only)
- Final Resiliency Round - 3 days in May
- Articulation Meetings @ End of Year Between Teachers

Successful implementation of the program involves ongoing professional learning for teachers, support staff and non-instructional staff.

Professional Development Dates:

- Promoting Resilience Among LGBT+ Youth, January 16, 2015
- Home Visit Training, July/August of each School Year
- Resilience Revisited: A Look at Resilience and College-Going Culture, January 3, 2017
- Resiliency Revisited at Mueller, January 29, 2016
- Trauma Informed Care (BCHS), April 8, 2016
- Restorative Practices (MCS), March 8, 2016, April 8, 2016 & April 15, 2016
- Resiliency Training, August 30, 2016
- Resiliency New Staff Training August 24th, 2017
- Trauma Informed Care October 12, 2018
- Leader in Me, July 23, 2018, September 7, 2018, October 19, 2018, February 22, 2019
- Introduction to Resiliency Monitoring, October 8, 2018
- Preparing for Resiliency Monitoring, October 12, 2018
- Resiliency, Grit, and Growth Mindset, January 29, 2016
- On Resilience, Praise, and Growth Mindset, September 9, 2016
- Trauma Informed Care, October 12, 2018

Organizational trends and data gained from MCS' model program also inform professional development related to instruction (e.g. Guided Language Acquisition Design, Write Institute, SD Writing Project, Technology Integration and Math Instruction).

Support staff which includes school counselors, school psychologist, dean of students, speech, nurse, coordinator of curriculum and instruction, resource specialists and associate principal develop a caseload and follow up with identified students and necessary interventions. This involves collaborating with teacher, student and their families to provide interventions and support as identified through the process and in the intervention plan.

The Resiliency Monitoring process seeks to address to create a system of support to assure that all students are achieving academically. Mueller has embedded the use of multiple forms of data to track student progress and growth and to monitor effectiveness of interventions. During Resiliency, the school team analyzes data related to CAASPP (3rd-12th) results, Achieve Lexile Level growth (2nd- 12th), NWEA Map Assessment data (TK-8th), SIPPS, English language development as tracked by ELPAC (previously CELDT), QRI, classroom-based assessments, attendance, social emotional progress and behavior data. Each round of Resiliency Monitoring (September, Jan/Feb, March, May), the effectiveness of interventions are discussed and revised if necessary. In addition of these meetings, on-going collaboration and monitoring occurs throughout the school year.

Mueller Charter School's Resiliency Monitoring is an ongoing monitoring process that goes above-and-beyond our district's Student Support Team (SST) meetings by addressing the needs of ALL students. The Resiliency Monitoring process provides Mueller Charter School staff insight into larger grade-level or school-wide trends impacting student achievement.

Results and Outcomes

The Resiliency Monitoring has been critical to improving our student achievement and moving toward equitable outcomes for all of our students. This program has been effective at our site because it looks at the whole child because our model program identifies academic, behavior, and socio-emotional needs of each student. As such, data is derived from academic needs (e.g. NWEA (MAP), Achieve Lexile Levels, SIPPS, CAASPP, classroom assessments, tracking A-G completion and graduation progress), behavioral needs (e.g. behavioral referrals, suspensions, absenteeism, and socio-emotional data (e.g. Home Visits, Family-Teacher Conference, Student-Led Conferences, California Healthy Kids Survey, and Site Generated Surveys) inform personalized interventions and supports for students at the individual level.

MCS' model program is linked to our LCAP Goal 2, "By 2019, all Mueller and Bayfront students will have access to a comprehensive, K-12 system of services that promote socio-emotional, psychological, and physical health and well-being." Our emphasis on promoting a culture of resilience, fostering a college and career going culture, and addressing environmental factors impacting student learning have had a positive impact on student learning and narrowing the achievement gap. This is evident from our levels of achievement in 2017-18 CAASSP data: ALL 7th Grade Students: 62% proficiency in ELA and 58% in Math (13% increase from previous year), ALL 8th Grade Students: 72% proficiency in ELA and 48% in Mathematics, ALL 11th Grade Students: 77% proficiency in ELA and 32% in Math (11% increase from previous year). Lastly, 72% of last year's graduating seniors met the UC a-g requirement, 82.1% met the California's College and Career Readiness Standards, and 100% graduated on time. As we are a TK-12 organization, we monitor data throughout our elementary grades to inform instructional needs at the middle and high school levels.

Our steady and focused attention on students' academic, behavior and socio-emotional needs have led to our increase in student achievement. More recently, student achievement in the areas of English Language Arts and Mathematics (ELA) has increased for ALL students and for ALL English Learners. Our California School dashboard data reports an increase of 4 points for ALL students in the ELA and an increase of 3.5 points in Math. MCS saw a decline in chronic absenteeism by .06 points.

Our suspension rate data is less than 0.9%. MCS saw a decrease in suspensions from the 16-17 school year (13 suspensions) to the 17-18 (6 suspensions). Lastly, MCS saw a record number of English Learner reclassification during the 2017-18 school year with 111 students meeting criteria for reclassification.

The ongoing progress and growth at MCS is a result of a school culture that is student-centered, grounded in resilience research and strives toward equitable outcomes for ALL students. It is a result of high academic standards for staff and students, student and community engagement, a focus on professional learning, and data driven decision-making. As one teacher explained, "Resiliency is an opportunity to discuss, celebrate, troubleshoot the growth, progress, needs, and concerns of very special

students. Specifically, students that learn differently, face various challenges, and require additional support that goes beyond my scope of knowledge. It is a community of support in which I find myself surprised at how well EVERYONE in the room already knows my students.” Another staff shared this sentiment, “Resiliency allows staff to help students in a unified, well-rounded approach.”

MCS fosters a learning environment where all students experience caring and supportive relationships, high expectations, and meaningful opportunities for participation. Our model program continues to play an integral role in our work towards achieving our mission. The MCS community understands that students bring a wide-range of needs to the classroom and we are committed to organizing ourselves and our resources to best serve each student.

Our students will change the world!