Goal 2: Learning Environment and Student Well-Being

- Goal 2 team created action plans for this year during spring of 2021
- Panorama surveys administered in September
  - Student survey given to all grades
  - Social-Emotional Learning: Student Competency & Well-Being given to freshmen
- Teams met to review and analyze data
- Answered more questions through focus groups
- Regular revision of action steps

Student Survey Categories

- Readiness for Learning - Back to school
- School Climate - Learning climate
- School Mindset - Potential to change factors central to performance in school
- School Teacher - Student Relationships - Social connection between teachers and students
- School Belonging - Students feeling they are valued members of the school community
- School Engagement - How invested and attentive students are in school

School-Level Student Survey

Below are the main topics covered in the School-Level Student Survey and the percentage of students who responded favorably to them.

- Readiness for Learning - 62%
- School Climate - 62%
- School Mindset - 56%
- School Teacher-Student Relationships - 53%
- School Belonging - 43%
- School Engagement - 29%

Student Competency & Well-Being Measures Survey (Freshmen)

Below are the main topics covered in the Student Competency & Well-Being Measures Survey and the percentage of freshmen who responded favorably to them.

- Supportive Relationships (includes family, friends and adults at school) - 84%
- Self-Management (how well students manage emotions, thoughts and behaviors) - 79%
- Social Awareness (how well students consider the perspectives of others and empathize with them) - 56%
- Positive Feelings (frequency of positive emotions) - 63%

Student Competency & Well-Being Measures Survey (Freshmen) - Continued

- Growth Mindset (potential to change factors central to performance in school) - 59%
- Self Efficacy (belief by students that they can succeed in achieving academic outcomes) - 56%
- Challenging Feelings (frequency that students feel challenging emotions; higher scores indicate less frequent challenging emotions) - 55%
- Emotion Regulation (ability for students to regulate their emotions) - 54%

Student Survey - Dashboard

- Five questions were asked that reflect perceptions of the overall social and learning climate of the school.
  - Positive/negative energy, physical environment, rules fair/unfair, student behavior, and teacher excitement.

- 62% of students responded favorably

- Goal is 60% favorability

Goal 2 - Actions

- The student voice team continues to collect focus group data (e.g., homework, worries, etc.)
- Continue integration of SEL competencies through academic departments
- Administer SEL Competencies and Well-Being survey to all students in spring
- Repeat surveys and data review process next year

Goal 2 - Actions

Continue to address student well-being

- Intensive examples - Individual counseling, Student Success Center, and Pandemic Support Teams
- Targeted examples - Excel, support groups, peer mediation, restorative circles and Student Ambassadors
- Universal examples - RULER approach, mental health class presentations and assemblies, and peer mentors