



Date: August 7, 2019

To: Board of Directors

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Subject: Organizational Health Survey Report

Agenda Item Type: Informational

Background

As part of the Local Control Accountability Plan (LCAP) update, we shared with you the survey results from the end of year student, family, and staff surveys. We do these surveys not just because we highlight goals in the LCAP but because the questions and their responses help us stay focused on our organizational health. We also include the metrics in our greenlighting process for growth.

As discussed at the meeting, several of the student and staff results were troubling to staff and required more in-depth analysis and proposed action steps. Below are the questions with more context and steps being taken to address these needs in the 2019/2020 school year.

- Student Surveys
 - How often do you feel proud of your school
 - GPS
 - 3rd - 5th grade: All or most of the time - 60%
 - 6th-8th grade: All or most of the time - 50%
 - HPS
 - 3rd - 5th grade: All or most of the time - 82%
 - 6th-8th grade: All or most of the time - 59%
 - These questions are asked with no explanation or discussion of what “proud” means or how it is illustrated in daily life. In addition to reframing the question to better assess the true feelings of the students, the Multi-Tiered Systems of Support Coordinator, in conjunction with the Director of Student Services, will be rolling out a more robust Social Emotional Learning (SEL) focus at each site. Several members of the Navigator Leadership Team attended conferences over the summer which identified the need to ensure character components are just as prevalent as academic components.
 - How often do you feel safe at school?
 - GPS
 - 3rd - 5th grade: All or most of the time - 65%
 - 6th-8th grade: All or most of the time - 65%
 - HPS
 - 3rd - 5th grade: All or most of the time - 76%
 - 6th-8th grade: All or most of the time - 74%

- These numbers include a variety of different components, including but not limited to, safety from outside violence (as seen on the news), other students picking on them on the playground, or students bothering them in the classroom. The SEL team is working with the Vice Principal of Culture and Operations at each site as well as the classroom staff members and the yard duty staff members to provide all with a collection of tools to use with students to help them identify their fears and act accordingly. Classroom and community meetings will continue to focus on how we talk with one another, the importance of school culture, and how we work together to make our schools safe and joyful places to learn.
- Do the teachers and other adults at school care about you?
 - GPS
 - 3rd - 5th grade: All or most of the time - 65%
 - 6th-8th grade: All or most of the time - 62%
 - HPS
 - 3rd - 5th grade: All or most of the time - 76%
 - 6th-8th grade: All or most of the time - 64%
- These numbers were incredibly troubling to all staff and the team has spent the summer working on solutions including extended community meetings, Support Office Leadership Team activity on sites, addition of a school psychologist, behavior support provided by middle school coaching team, and the team is implementing Tier Two behavior strategies, as part of the MTSS framework and identified through the MTSS weekly team meetings. These strategies include counseling groups, social skills groups, high intensity coaching of teachers and use of positive behavior plans for students. Finally, the Student Services team, in conjunction with the school administration teams are improving the way in which teachers can request help for students who are in need of academic, behavior, or emotional support to ensure students and staff receive help as quickly as possible. Finally, all site leadership teams will be equipped with the tools needed to support coaching for teachers, SGIs, athletic teams, and yard duties to enhance the current PBIS program which will help build stronger relationships between staff and students and help to incorporate positive language, self advocacy, and social emotional competencies into daily interactions.

Although these surveys were taken months before the tragedy that befell the community of Gilroy last month, the Student Services Team has been vigilant about offering counseling services to all students since the incident occurred on the Sunday of the Gilroy Garlic Festival. Students have been taking advantage of the opportunities and staff will continue to be available for this purpose at the start of the school year and throughout. Staff will also be participating in a Trauma-Informed workshop as part of Navi 201.

- Staff Surveys
 - While the vast majority of staff members responded they would be proud to tell people where they worked, the response to whether or not they'd recommend working at Navigator to a good friend would not meet the greenlighting threshold of 80% (currently at 77%). To address the culture needs at all sites, the

leadership teams have been working on individual site plans as well as an overall organizational plan being led by the Support Office. Activities include:

- Culture & Communication Workshop Navi 101
- Navigator Schools Mission & Culture Workshop Navi 201
- Support Office Staff Master Schedule for site visits and involvement
- Quarterly stakeholder discussion groups on topics of importance to the staff
- Metrics of Success designed by staff during Navi 201 with clear action steps for all involved
- Creation of a compensation subcommittee to review Navigator's compensation packages and how they are relayed to staff

The Support Office Leadership team is highly aware of the need to align culture across the organization for long-term success of all three sites as well as any potential growth. This will continue to remain a focus of weekly director meetings as well as more in-depth strategic and tactical meetings to provide concrete steps and activities to address the needs of students and staff.