

In Denver Public Schools, supporting the Whole Child means...

- ★ students learn about and practice a **HEALTHY** lifestyle
- ★ students are **SUPPORTED** by qualified, caring adults
- ★ students are **ENGAGED** in learning and connected to community
- ★ students are **CHALLENGED** academically and prepared for success in college and career
- ★ students are in environments that are physically and emotionally **SAFE**
- ★ students are **SOCIALLY AND EMOTIONALLY INTELLIGENT**

DPS puts Students First, and as such, many educators already inherently incorporate aspects of the Whole Child focus in their schools and classrooms. But we know that we must be more intentional and rigorous in how we approach this work in order to be successful and starting in the 16-17 school year, the Whole Child goals for the year will be addressed in the UIP.

Data Analysis

Intentionally addressing the larger picture of a child's whole education does not detract in any way from our schools' academic focus. In fact, meeting the varied needs of our students through the Whole Child focus is imperative to their success in the classroom. We cannot treat these goals in isolation. When engaging in a data analysis for an improvement plan it is important and valuable to utilize the Whole Child data as additional evidence. The Whole Child Principal Stoplight data can supplement and enhance the scores/trends found on the Whole Child School Reports.

Analysis of Student Satisfaction Survey through the Whole Child School Reports

Questions to be explored: In the Whole Child School Report, how does your school compare to the region? The district?

Support and connection between the Whole Child Principal Stoplight to the Whole Child School Report

Questions to be explored: How does the data in the Whole Child Principal Stoplight support those measures and findings in the Whole Child School Report?

Using safety and school climate as an example: Is attendance above or below the goal? Are students reporting bullying? Are students thinking about suicide more than other schools? Are enough interventions being provided? Are interventions being provided at the right levels? Are students being suspended at high rates? Are some groups being suspended more than others?

Example: On the Whole Child School Report, Safety for the particular school may be lower than the region and district. The Whole Child Principal Stoplight may indicate out of school suspensions for Black students was higher compared to out of school suspensions for White students.

Root Cause Analysis

Once priority performance challenges have been identified, the Whole Child data and analysis can serve as supporting evidence. Understanding this data and evidence better enables schools to think about their strategic planning.

Connect the Whole Child data analysis to achievement data as a potential body of evidence to aid in the explanation of root causes and trends.

Questions to be explored: How can you link the Whole Child School Reports and Whole Child Principal Stoplight findings to explain academic outcomes? How might these Whole Child factors affect academics and student learning?

Support: A potential reason for... (academic outcome/priority performance challenge)... could stem from ... (body of evidence from Whole Child Data)... as seen in the WCS Stoplight which supports findings in the Whole Child School Report.

Example: In 2015, the percentage of Black students scoring Meets/ Exceeds Expectations reading (30.2%) and math (26.7%) was significantly lower than the percentage of White students scoring Meets/Exceeds Expectations in ELA (68.1%) and math (56.9%). Simultaneously, the Whole Child Principal Stoplight indicates out of school suspensions for Black students was at 15% compared to out of school suspensions for White students being at 5%. As a result, a potential reason for the lower reading and math scores by Black students compared to White students could stem from the disproportionate suspension rates and/or unsafe environment.

Action Planning

School leaders and educators can access the resources and support available through the Whole Child Resource Bank to identify specific strategies in their focus area of choice. Each school's goals and strategies will be documented in their UIP. Thinking through the Whole Child Framework and the selected focus areas can and should contribute to the larger goals improving efficiencies, efforts, and prioritization by all included parties. Schools will be supported by the Whole Child School Report data and the Whole Child Resource Bank tools and supports as they develop their goals. Presented are descriptions of stakeholder groups and some guiding questions that may be helpful in considering the needs of these different groups and development of an action plan that supports thoughtful implementation.

Questions to be explored: For the different stakeholders (students, staff, leadership, families, and communities) what sorts of actions and supports can be put in place to turn the trend around? What/where/who are the resources you can go to for help and guidance?

Students

How are students feeling at school and how are they being supported to be healthy, supported, engaged, challenged, safe, and socially and emotionally intelligent?

School Staff

How are school staff involved in supporting students beyond academics? How will staff be supporting to provide and support students to feel safe and comfortable? How is the classroom being altered to make sure all students feel supported equally?

Leadership

How are staff provided the time and meeting structure to discuss student progress around the whole child tenants? What kind of guidance are leaders providing to teachers in the Whole Child process? How do leaders support teachers in selecting the highest and most appropriate supports for students?

Families

How are families involved in school and community support?

Example: On the Whole Child School Report, Safety for the particular school may be lower than the region and district. The Whole Child Principal Stoplight may indicate time out of school suspensions for Black students was higher compared to out of school suspensions for White students.

Resources

Whole Child School Reports: Using data collected through the Student Satisfaction Survey, the Whole Child School Report provides data to track how each DPS school is performing on each of the six components of the Whole Child definition. School reports will be available on the Principal Portal in late August 2016.

Whole Child, Healthy Child Agenda 2020: The Whole Child, Healthy Child Agenda 2020 is the five-year plan to enhance Whole Child supports throughout DPS schools. Schools are encouraged to align their action plans with achieving the objectives and performance metrics of the Whole Child, Healthy Child Agenda 2020.

Whole Child Resource Bank: The Whole Child Resource Bank contains a dynamic list of district staff who can assist as connectors, thought partners and providers in any of the Whole Child focus areas. This database will make it easy for school leaders to connect with the right people to advance their Whole Child plan.

Whole Child Website: wholechild.dpsk12.org

Contacts

UIP Help:

Amanda Withington
Amanda_Withington@dpsk12.org

Data Help:

Stefan Richarz
Stefan_Richarz@dpsk12.org

Whole Child Data Help:

Jon Nalow
Jonathan_Nalow@dpsk12.org

Whole Child Initiative Help:

Amber Leytem
Amber_Leytem@dpsk12.org