TO: Board of Education
FROM: Transformational Leadership Strategic Planning Committee
DATE: February 25, 2016
RE: Leadership and Launch

BACKGROUND

A detailed status update and proposal was presented to the Strategic Planning Committee on Tuesday and is attached. Some highlights you will find in the report include:

- 40 upperclass mentors are supporting 120 freshmen
- The freshmen in Launch are nearly 2.5 times less likely to be earning a ‘D’ than their non-Launch peers enrolled in study hall
- These same freshmen committed ½ as many disciplinary infractions as their non-Launch peers enrolled in study hall
- They earned a higher first semester Weighted GPA (3.41) than their non-Launch peers enrolled in study hall (3.35)
- Retention in the program has been over 95% for the freshmen and 100% for the upper-class mentors

On a more qualitative note, this YouTube video contains a montage of interviews with our students discussing their experiences in the program.

SUMMARY

At last week's Strategic Plan Operations Committee, the committee members unanimously supported moving the proposal forward with the recommendation for Option A to the entire Board of Education for further review.

A committee member requested that the same data gets tracked for the second semester.

This is the plan. The next batch of data won’t be available until June.

A committee member asked, how leaders will be picked if there is an expansion of the program?

We will be using a multistep comprehensive selection process to ensure that our new group of leaders is representative of our diverse student body and incorporates a number of different leadership styles. Here is a very brief overview of the process:

1. All current sophomore and junior students will be encouraged to apply to the Leadership class. The application will be of a reasonable length and help to explain the types of activities that Leaders will be asked to do.
2. All faculty and staff will be asked to nominate current sophomore and junior students for Leadership. The nominating form will share some similarity with the College Common App recommendation form.

3. All current Leaders will be asked to recommend potential future leaders.

4. Group interviews will be held with the top candidates.

5. A committee will make the final decisions.

A committee member asked, how will you honor parent requests for the Launch study hall?

Due to limitations on scheduling, our current plan is to continue the random assignment of students into Launch. There will only be a limited number of slots available and only during the periods when Leadership is being taught. Allowing parents to request Launch will result in a tremendous shuffling of students’ entire schedules after the master schedule has been set, making any request process unmanageable.

RECOMMENDATIONS

This report is provided to the Board of Education as an informational item. No action is required at this time.
Leadership and Launch Status Update and Proposal
February 2016

**Purpose & Goals**

- Increase school connectedness for incoming freshmen and upper class Leaders
- Increase students social and support networks
- Create consistent supportive relationships between freshmen peers and upper-class mentors and freshmen
- Provide a space for every student to be safe, heard, valued, and respected
- Provide an opportunity for our upperclass students to develop, lead, and mentor
- Provide a dedicated space for implementing and reinforcing
  - SEL skills
    - self-awareness
    - self-management
    - social awareness
    - relationship skills
    - responsible decision making
    - communication skills
    - metacognition
    - self-efficacy
  - Positive identity development
  - Leadership and mentoring skills
- Peer tutoring
- Transform the culture of the school into one of shared responsibility, care, and respect

**What’s Happening Now**

- 40 juniors and seniors attend Leadership class on Mondays and Tuesdays
- On Wednesdays, Thursdays, and Fridays the leaders divide up into groups of 5 and push into either a Launch class or a section of Extended Algebra
- Approximately 90 freshmen are being mentored in Launch (6 study halls) and another 30 in Extended Algebra (2 sections)
- Through a Memorandum of Understanding with the Faculty Senate, 6 teachers are leading Launch sections in lieu of a regular supervisory
- Launch teachers have been checking students’ grades and supporting the work of the Leaders
Breakdown of Mentors

<table>
<thead>
<tr>
<th>Gender</th>
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<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>17</td>
<td>43%</td>
</tr>
<tr>
<td>Male</td>
<td>23</td>
<td>57%</td>
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Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juniors</td>
<td>12</td>
<td>30%</td>
</tr>
<tr>
<td>Seniors</td>
<td>28</td>
<td>70%</td>
</tr>
</tbody>
</table>

Racial Breakdown

<table>
<thead>
<tr>
<th>Racial Breakdown</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>62%</td>
</tr>
<tr>
<td>Black</td>
<td>38%</td>
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<tr>
<td>Hispanic</td>
<td>3%</td>
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<tr>
<td>Multi-racial</td>
<td>2%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1%</td>
</tr>
</tbody>
</table>

4 of 17 females are students of color 23.50%
11 of 23 males are students of color 48%

What We’ve Learned About the Freshmen Enrolled in Launch

- The Freshmen in Launch are nearly 2.5 times less likely to be earning a ‘D’ than their non-Launch peers enrolled in study hall
- They committed ½ as many disciplinary infractions as their non-Launch peers enrolled in study hall
- They earned a higher first semester Weighted GPA (3.41) than their non-Launch peers enrolled in study hall (3.35)
- Retention in the program has been near 95%

Results from Launch Student Survey (December 2015)

In response to the prompt, “As a result of being in Launch, I…”

- 77% reported being often or almost always more comfortable interacting with people who are different than them
- 77% reported often or almost always being more comfortable resisting negative influences
- 78% reported often or almost always more comfortable asking for help when they need it
- 81% reported often or almost always seeing the value in creating supporting communities in their classes
- 82% reported often or almost always knowing how to access resources in the building
- 82% reported often or almost always feeling more safe and secure at school
- 82% reported often or almost always feeling valued and appreciated by others
- 83% reported often or almost always knowing who to go to when they need help
● 85% reported often or almost always appreciating people who are different than them
● 87% reported often or almost always caring about how well they do in school

**Results from Launch Parent Survey** (January 2016)

● 100% of respondents would recommend the program to a friend

● Here is a typical comment from a parent of a freshmen in Launch:

> "When I have asked my son if he wanted help with homework, editing a paper, math review etc he always replies that there is a mentor in launch that is "really good at writing; she’ll help me" or "another mentor is the best at math and he will help me". I don't feel like i need to push my help as I haven't the past because he will get the help in Launch. While my son has a mentor that he really likes and respects he is apart of something bigger. He is part of a community. Other mentors have stepped in and made my son (who does not like to admit he needs help with ANYTHING) feel comfortable getting help where he needs it. He realizes that in the launch classroom all the kids have their strengths and even weaknesses and that everyone is eager and willing to help everyone be their best.”

**What We’ve Learned about Leadership**

● Retention in the class has been 100%

● Leaders have continued to grow in their ability to connect with, support, and challenge their freshmen over the course of the entire year.

● Leaders are transferring their Leadership knowledge and skills to many other parts of the school community.

**Results from Leadership Student Survey** (December 2015)

In response to the prompt, “As a result of being in Leadership, I…”

● 87% reported being very or extremely excited about the rest of their high school experience

● 90% reported being often or almost always more comfortable interacting with people who are different than them

● 95% reported often or almost always appreciating people who are different than them

● 95% reported being very or an extremely better listener

● 97% reported being very or extremely less afraid of challenges

**Results from Leadership Parent Survey** (January 2016)

● 100% of respondents would recommend the program to a friend

● Here are two typical comments from parents of Leadership students:

> “On a personal level my student has examined personal strengths and weaknesses in terms of interpersonal relationships. That has helped with leadership skills. My student has become a more empathetic person, and has learned to moderate opinions/communication through better listening and understanding of others.”

> “My son has gained confidence in his ability to both act as a leader and mentor others as a result of having the opportunity to mentor Freshmen in this class. It has also deepened his bonds with OPRF as an institution.”
Curriculum Outline for Launch

August
- Personality Test and “Who Am I” Activities
- Tips and Tricks of getting around the school--tour with each POD
- Skyward Access, Using Planner, Student Email Access

September
- Team Building Activities--outdoor groups
- Club Sport/Activity check-in
- Managing Time with Homework, Time Management

October
- Goal Setting, Long-short term
- Visit to Social Workers’ offices
- Studying techniques

November
- Digital Citizenship
- Community Outreach Projects (Adopt-A-Family, Blanket Drive)

December
- Study Tips/Tricks
- Finals Schedule
- Prepare for Finals

January
- Schedule Check-in (any changes)
- Goal Setting following Finals
- Scheduling for next year--course catalog (flowcharts for each division)
- One-on-One meetings to discuss goals and schedule

February
- Activity Tracker (see what they are involved in)
- Continue One-on-One meetings
- Google Environment--become “Google Ninjas”

March
- Social Emotional Learning
- Peace Circle

April
- Conversation about Types of Bullying
- Watch Ted Talk on “Everyday Leadership” and “Lollipop Moment” in LAUNCH

May
- Sophomore/Next Year Goals
- Summer plans, camps, work experience

Curriculum Outline for Leadership

August
- Squad/POD assignment
- Parameters of being a mentor
- Listening Skills and Strategies
- Planning Tips and Tricks tour with each POD
- Skyward Access, Using Planner, Student Email Access

**September**
- Ropes Course Field Trip and Leadership Training in Team-building Activities
- Team Building Activities--outdoor groups
- Club Sport/Activity check-in
- Time Management Presentations and Homework Completion

**October**
- How Well Do You Know Your Pod?
- Goal Setting exercises--5 goals with long and short term aspects
- Social Workers meeting and visit to office
- Digital Citizenship and Google Classroom
- “Self Defense” and “Step Back” Program Training
- Leadership Philosophy

**November**
- Writing a Leadership Philosophy
- Community Outreach Projects (Adopt-A-Family, Blanket Drive)
- *7 Habits of Highly Effective Teens*, read book
- Group Presentations about each section of the book

**December**
- Study Tips/Strategies
- Preparing for Finals and Time Management

**January**
- Pillars of Leadership, establishing and defining pillars and a workable rubric
- Graduation requirements, Course Catalog/Flowcharts for each Division discussion
- Scheduling for Next Year, Talking to the Counselor, One-on-One Meetings with Freshmen

**February**
- Activity tracker of the Freshmen
- Tenets of Leadership Discussion
- Pillars of Leadership, establishing and defining pillars and a workable rubric
- Google Ninja training, preparing to teach the LAUNCH students, run training in LAUNCH rooms

**March**
- SEL training with Avi Lessing
- Peace Circle participant
- Bullying conversation

**April**
- Ted Talk on “Everyday Leadership” and “Lollipop Moment”--prepare to facilitate discussion and reflection on videos
- Rubric finalization for next year’s class on the 7 Pillars of Leadership
- 1 day Retreat to plan, prepare, and define the “Summer Leadership Workshop” with new mentors

**May**
- Preparing for Final Projects, Finals, Study Tips and Helping Freshmen Improve from 1st Semester
- Summer Plans/Work Experience--discussions with LAUNCH

**Anticipated Adjustments for Next Year**
● Better articulation with the Extended Algebra teachers
● Increasing parental communication and involvement
● Expanding the summer training for Leaders to 15 hours
● Leadership and Launch classrooms should have flexible furniture
● Move from pass/fail to letter grades
● Begin pushing into Academic Strategies (with waivers)

**Tentative Plan for Leader Selection**

1. A media blitz explaining Leadership and Launch
2. Interested students apply for Leadership
3. After receiving an explanation detailing the types of Leadership qualities and potential that we are looking for, faculty, staff, and coaches are asked to nominate potential Leaders
4. Faculty, staff, and coaches are asked to rate Leadership candidates
5. Feedback is solicited from current Leaders
6. Group interviews are conducted of the top candidates by several non-school employees (to guard against pre-existing bias)
7. A selection committee makes the final selection decisions

**Connection to Strategic Plan**

**Goal 1--Holistic Community Education**
- fostering students social and emotional development
- improve transitions from middle to high school
- foster trusting relationships between the staff and families

**Goal 2--Equity**
- create a school community where all students feel welcome and experience a sense of belonging
- provide support for all personnel to develop an ever-increasing awareness of the impact of race on student’s experiences

**Goal 3--Supportive Learning Environment**
- promote a learning environment where every student feels known and supported by at least one adult in the school community
- create a high-trust school culture characterized by shared ownership and high expectations
- build the capacities and support the efforts of students and adults in their social-emotional and academic learning

**Goal 4--Transformational Teaching and Learning**
- provide social-emotional and academic supports so that each student experiences academic challenge and success

**Goal 5--Transformational Leadership**
- identify and allocate resources to transform teaching and learning and optimize conditions to benefit students in all classrooms
- support professional development to address strategic plan implementation for continuous school improvement.

**Goal 6--Facilities and Finances**
- Allocate resources to support the implementation of the strategic plan.
Connection to the Students at the Center Pillar

In our highest aspiration of our work, what is it we are committed to achieving with regard to the impact of this work on ALL students, particularly our historically underserved groups of students of color?

- Create a sense of belonging for every student
- Create relationships between students and students and faculty and students
- Allow students, particularly underserved students of color, to play integral roles in creating spaces that center their cultural wealths and values, to support community development in the building, without privileging any one culture and/or race
- Engage in racial equity transformation by institutionalizing a systemic model to empower students and create community, with our students at the center

Options Moving Forward

OPTION A (Expanded Pilot) Resource Request for 2016/2017

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<tr>
<th>Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>.8 FTE (4 Sections of Leadership--80 mentors--320 freshmen students)</td>
<td>$65,394</td>
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<tr>
<td>10 hours of summer professional development for 16 teachers</td>
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<tr>
<td>40 Summer curriculum hours for 2 teachers (Revising the course and planning the trainings)</td>
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<tr>
<td>40 School year curriculum hours for 2 teachers (Revising the course and planning on-going development of the advisory leaders)</td>
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<tr>
<td>Supplies</td>
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<td>Miscellaneous contract services</td>
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<td>Food budget for summer training with students</td>
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<td><strong>Total</strong></td>
<td><strong>$81,394</strong></td>
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OPTION B (Continued Small Pilot) Resource Request for 2016/2017

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<td>40 Summer curriculum hours for 2 teachers</td>
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<td>40 School year curriculum hours for 2 teachers</td>
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<td>Miscellaneous contract services</td>
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<td>Food budget for summer training with students</td>
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<tr>
<td><strong>Total</strong></td>
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