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INSIDE

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Public Schools

Urban STEM

HONORING THE GOOD WORK OF SCHOOLS

School leaders develop innovative
programs for their students,
schools, and communities

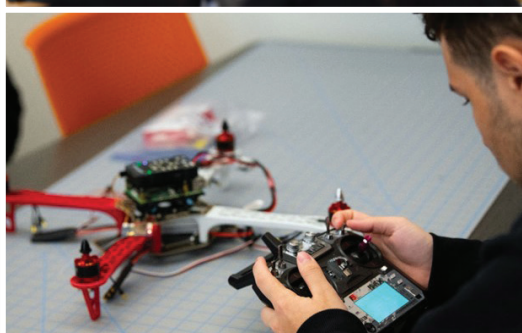
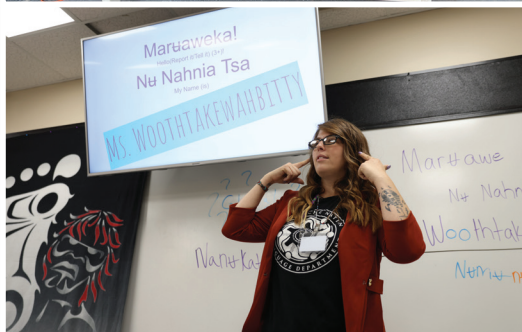
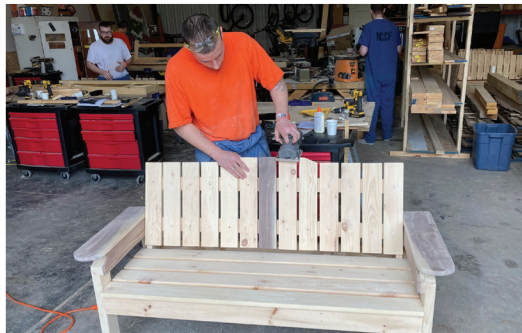
Magna
2024 AWARDS
ISSUE

nsba
National School Boards Association

2024 *Magna* AWARDS

School leaders develop innovative
programs for their students, schools,
and communities

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For nearly 30 years, the Magna Awards have recognized innovative school district programs. Our winning programs—the Grand Prize winners and the Silver Award winners—represent the enormous efforts of school leaders and district staff to reinvent and rethink education for their students, staff, and communities.

We present these winning programs with the hope that you will discover information that you can use in your districts. Our profiles give you an overview of the programs, including evidence of success. We include district contact information so you can find out more from the school leaders and staff who manage these initiatives.

In addition to the following stories, we created an opportunity for you to learn from the three Grand Prize-winning districts. They will be presenting on their programs at NSBA's Annual Conference, April 6 to 8, in New Orleans.

We invite you to connect with your peers to gain insights and practical ideas to create more equitable schools for your students. Consider entering your district program in the 2025 Magna Awards. More information is available at the Magna Awards webpage: <https://nsba.org/ASBJ/Magna-Awards>.

PHOTOS COURTESY OF ORLEANS/NIAGARA BOCES, LAWTON PUBLIC SCHOOLS, AND PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS.



GRAND PRIZE

Corrections Literacy and Job Skills: A Second Chance

A decade ago, the Orleans/Niagara BOCES Adult Literacy Program was asked to take over the GED program at the Niagara County Jail from the local school district. The recidivism rate at the jail was over 80%. The Bureau of Justice reported that 69% of jailed inmates lack a high school diploma. The education level of the inmates is much lower than the population of Niagara County as a whole, which indicated the need for increased education to provide employment and further academic opportunities. The initial challenge was to provide basic skills and GED preparation for students age 16 and older that would lead to a New York State High School Equivalency Diploma. BOCES staff realized early on that, upon release, the student would need more than a high school diploma to be successful in the real world. In addition to inmates who lacked a high school diploma, others who already had a diploma had no other education programs available to them.

An introductory job readiness training class provided computer literacy, resume preparation, online applications, interviewing techniques, and soft skills which prepared the student for employment. The first training program was landscaping. The students practiced what they learned in class to improve the grounds surrounding the jail. As the recidivism rate started to decline, staff added a summer program for small engine repair. Construction trades was added for the last three summers.

Chef Bobby Anderson started a program called F-Bites to give back to the underprivileged and underserved population in Niagara and Erie Counties. He started out as a dishwasher and ended up as a chef working for Chef Gordon Ramsey in London. Anderson found himself in trouble as a youth and understood the reality of jail. He believed that cooking offered the opportunity to teach important skills. These classes are run in the evenings in the jail kitchen. During the six-week program, students learn teamwork, appreciation of nutrition, respect, and meal preparation. The students prepare a meal each night and then sit down to eat and enjoy. Each student receives a certificate at the

Orleans/Niagara Board of
Educational Cooperative Services,
Medina, New York

Under 5,000 enrollment



end of the program, as well as an invitation to connect with Anderson upon release about a job waiting for them.

Transition specialists work with the students throughout their jail term to provide an education and employment plan that will be the basis for short- and long-term goals. After their release, they transition to the Literacy Zone Welcome Centers, and staff continue the process that began in jail. BOCES has also partnered with the local community college to offer credit bearing classes that can be the start of obtaining an associate degree after release.

In the 10 years of providing programs at the jail, the recidivism rate has dropped to under 15%. The focus on education, training, and positive goal planning has provided a pathway to a new lease on life for the inmates at the Niagara County Jail.

By providing these opportunities at the jail, BOCES has successfully transitioned students who entered jail with low literacy and skills deficiency to successful employees when they return to their community. With the help of the transition specialists and case managers who follow the individuals throughout the process, there are employment opportunities waiting for them after release.

Lack of transportation, generational welfare, illiteracy, and reliance on public assistance have left many youth and adults without resources or the will to overcome these barriers to break the cycle of poverty. Orleans/Niagara BOCES' goal is to provide additional programming for the participants while incarcerated to change the mindset that there is no hope for the future. Everyone deserves a second chance.

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STUDENTS IN THE ORLEANS/NIAGARA BOCES JAIL CULINARY PROGRAM NOT ONLY LEARN COOKING SKILLS AND MEAL PREPARATION, BUT ALSO TEAMWORK, NUTRITION, AND RESPECT.

PHOTO COURTESY OF ORLEANS/NIAGARA BOCES



GRAND PRIZE

Life Ready Center

The Life Ready Center (LRC) is a collaborative center that serves as an extension for Lawton Public Schools' (LPS) three high schools and alternative programs for students in grades nine to 12. When Superintendent Kevin Hime arrived in 2019, he noticed that the high schools did not offer enough courses and there were inadequacies in the programs offered. The district was struggling to find qualified teachers to support courses such as Family and Consumer Science or Advance Placement Psychology. While one high school could provide the course, the other two high schools could not. This shortage of highly qualified teachers meant that many students were left unable to take the courses they wanted or needed.

Hime saw an opportunity to turn this negative situation into a positive one. He quickly got to work by organizing meetings, gathering feedback, and identifying the right person to lead the transformation to a center of STEM innovation and student collaborations. Thanks to these efforts, the district now boasts a thriving hub of creativity, learning, and pride for the community.

In its third year, the LRC provides accessible, high-quality, and collaborative education for LPS students. Lawton's three high schools and nontraditional programs can directly access a variety of classes, including Advanced Placement, Future Farmers of America, and Agriculture, as well as an ever-expanding selection of introductory and advanced electives. All LPS high school students have access to these activities, enabling them to explore several career paths in one location.

The district partners with local educational organizations, including Cameron University and the Great Plains Technology Center. Through these partnerships, the LRC delivers numerous on-site programs, dual-enrollment courses, and valuable resources to students. Students are able to take advantage of dual enrollment virtually through one of the state-approved campuses to include Oklahoma State University, the University of Oklahoma, Western Oklahoma State College, and Langston University.

Students have taken advantage of the business partnerships and collaborations provided by the LRC. For example, students who have taken the floral design class are now employed at local flower shops. Business management students are running the balloon store that supports district events

Lawton Public Schools,
Lawton, Oklahoma

5,000 to 20,000 enrollment

and community requests. Many advanced photography students are getting published in the district magazine and local newspaper.

The district also ensures that students at traditional sites face no commuting hurdles. Regular shuttle services operate every hour of the school day, transporting students to and from the LRC and their home schools seamlessly to allow for these collaborative opportunities.

Since opening the doors in August 2021, the LRC has attracted new students to the district and the site itself has seen an increase in student enrollment each year.

In 2021, 415 students enrolled with 26 course offerings. In 2022, enrollment doubled with 935 students and 52 course offerings. In 2023, enrollment has again increased with nearly 1,550 students coming and going throughout the school day and 56 course offerings.

Not only has the LRC seen new courses added, but many are at the request of students. These programs include Comanche Language I and II, Meteorology, Floral Design, Renewable Energy, Ag Mechanics, and Advanced Culinary Skills. The success of the LRC is evident in the growing population of the student enrollment and course offerings. Next year will be even bigger as community partnerships grow.

Due to its popularity within the Lawton Fort Sill community, many organizations have sponsored or donated funds to grow the capabilities of the LRC. The McMahon Foundation funded the new Ag Mechanic facility. The Lawton Public School Foundation funded the floral cooler for the Floral Design class. The Greater Lawton Rotary Club donated funds to purchase brand new tools and equipment for the Ag Mechanics students.

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A HIGH SCHOOL SENIOR MANUFACTURES A FLANGE IN A COMPUTER NUMERICAL CONTROL (CNC) MILL. STUDENTS WORK ON THE MANUFACTURING EQUIPMENT FROM THE GREAT PLAINS TECHNOLOGY CENTER IN THE COMPUTER INTEGRATED MANUFACTURING CLASS AT THE LIFE READY CENTER.
PHOTO CREDIT: MEGAN BILLINGS/LAWTON PUBLIC SCHOOLS



GRAND PRIZE

Aerospace Engineering and Aviation Technology

Prince George's County Public Schools (PGCPS) embarked on a journey to elevate opportunities for students by introducing the Aerospace Engineering & Aviation Technology (AEAT) Program. This initiative emerged as a response to the changing landscape of the career market and the evolving needs of students in the 21st century. PGCPS recognized the importance of providing students with a specialized program in these fields that would not only empower them with the skills necessary for success but also position them as leaders in a rapidly changing world. Launched in the fall of 2014, the program is a rigorous four-year high school course of study that provides college-level academic experiences with content and application focused on science, technology, engineering, and mathematics (STEM) through the lens of aerospace engineering and aviation.

This signature program is offered at DuVal High School and serves all district high school students. AEAT provides students a small learning community with a safe, collegiate atmosphere and high expectations with a support system. The program aims to address disparities in educational opportunities, so there is no application requirement. All district eighth-grade students are considered for the program, thereby ensuring that all students, regardless of their background, have an opportunity to excel in STEM fields. Transportation to the program also is provided.

Students select a major (aerospace engineering or aviation technology), and their STEM coursework is concentrated in their selected major with specific STEM courses required for each major. As upperclassmen, students can participate in internships, dual enrollment classes, and a signature research practicum that result in a STEM-focused project. Students showcase their research and findings at an annual senior research symposium.

In the research practicum course, students conduct research that is applicable to current challenges within the field of aviation and aeronautics engineering. Past research practicum projects include the following: new

Prince George's County Public Schools,
Upper Marlboro, Maryland

Over 20,000 enrollment



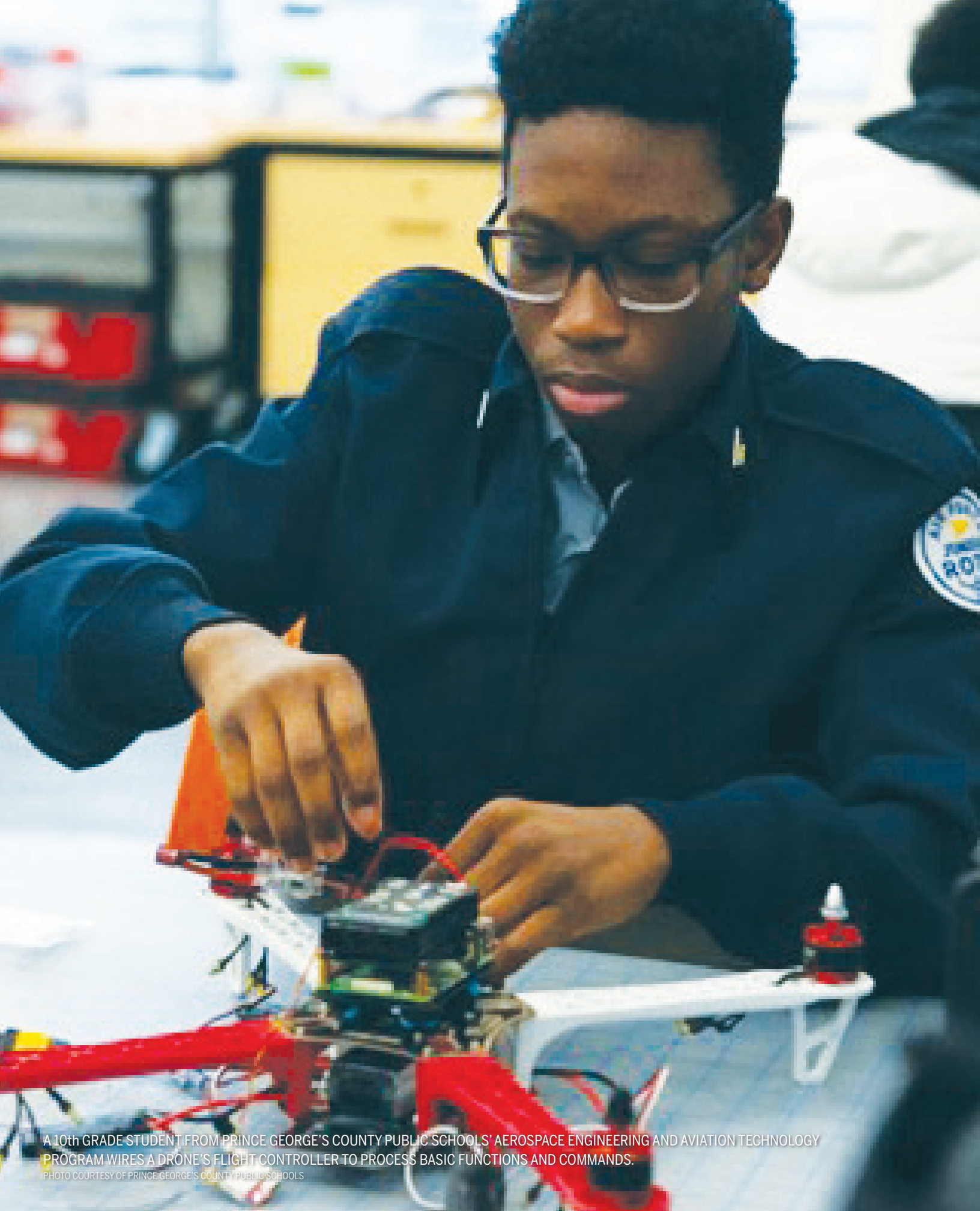
designs for flight simulators, wind tunnel analytics, drone technology, inventing future aircraft, and construction of carbon nanotubes.

The AEAT internship allows students to gain real-world experience by working alongside current industry professionals at leading governmental agencies and private companies in the aeronautics and aviation industries. Students work to solve problems at companies such as NASA Goddard, Aerospace Corporation, Torch Technologies, DCS Corporation, AlarisPro, and the Johns Hopkins Applied Physics Laboratory.

AEAT graduated its first class in May 2018. In May 2023, it celebrated its sixth graduating class and will celebrate its 10-year anniversary in the fall of 2024. Its achievement milestones include a 100% graduation rate and an average grade point average above 3.3. Over 75% of students earn scholarships for postsecondary education, with the class of 2023 earning over \$13.8 million in total scholarships. Over 90% of graduates are admitted to colleges/universities, enter the military, or enter the world of work. They are accepted and attend college at major Division I research universities such as the University of Maryland at College Park, Emory Riddle University, Johns Hopkins, Georgia Tech, and the United States Naval Academy. They major in aeronautics, engineering, aviation, pre-medicine, and other fields such as psychology. Graduates of the program consistently find themselves well-prepared for higher education and careers.

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A 10th GRADE STUDENT FROM PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS' AEROSPACE ENGINEERING AND AVIATION TECHNOLOGY PROGRAM WIRES A DRONE'S FLIGHT CONTROLLER TO PROCESS BASIC FUNCTIONS AND COMMANDS.
PHOTO COURTESY OF PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS



SILVER AWARD: Under 5,000 enrollment

Bristol Bay Regional Career and Technical Education Program



The Bristol Bay Regional Career and Technical Education program (BBRCTE) started in 2010 when the superintendents of Lake and Peninsula School District and Bristol Bay Borough School District banded together to offer a partnership career and technical education (CTE) program. The superintendents, who grew up in the region, realized that students did not have access to hands-on, career-related courses. The districts didn't have the budget or student population size to hire the teachers needed to run these courses full time. However, the superintendents recognized that by joining forces and offering intensives, they could give students opportunities to participate in CTE courses that helped prepare students with the skills they needed to help their rural communities thrive. Today, four school districts make up the consortium. The program offers week-long intensives four times a year and distance learning, apprenticeships, and career guidance to students in 22 schools.

Innovation: BBRCTE builds on existing assets and strengths. This isn't a technical high school with new high-tech equipment. Instead, the program uses buildings and equipment available at school sites, local career centers, fishing lodges, Tribal organizations, and community college campuses. It also has developed courses that are unique in Alaska. The Bristol Bay region is an area roughly the size of

Bristol Bay Region school districts
Bristol Bay Region, Alaska

Ohio. About 7,000 people live in the smaller communities and 2,200 people live in Dillingham, the region's largest community. Most communities can only be accessed by plane or boat. Bristol Bay is home to the largest sockeye salmon run in the world; fishing drives the economy.

The board and staff assess what the local needs are and how a program can help students connect and prepare for opportunities. While commercial fishing can be lucrative, it also can be a difficult field for students to enter. To make that career pathway easier to access, BBRCTE developed a fishing camp for middle school students to learn the basics and explore the career, along with an apprenticeship for high school students to earn credit while working on a vessel over the summer.

Course offerings expand beyond fishing. BBRCTE recently launched an aviation program so students could learn to fly the small planes that connect the region. Students who participated in a welding course can take their skills to the next level by building skiffs (small boats used for fishing and transportation).

Evidence of success: The BBRCTE Program got its start in 2010 when the two original districts came together to offer a CTE program. Since then, both South West Region School District and Dillingham City School District have joined. The program has seen explosive growth in the last few years. In 2021-22 school year, 154 students participated. The next year, enrollment grew to 310. The number of courses offered has grown from 22 the first year to 42 currently. The first year, 75 certifications were earned. In the second year, 115 were earned.

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STUDENTS IN THE ALASKA RURAL AVIATION ACADEMY EXPLORE THE FLIGHT DECK OF A SAAB 340.
PHOTO COURTESY OF BRISTOL BAY REGIONAL CAREER AND TECHNICAL EDUCATION PROGRAM

Multi-Tiered System of Supports Framework (MTSS)



Cottonwood-Oak Creek School District (COCSD) is a preK-12 rural district serving approximately 1,850 students of whom 70% qualify for free and reduced-price lunch. The Multi-Tiered System of Support (MTSS) framework is comprised of four essential components: 1) screening, 2) progress monitoring, 3) multi-level prevention system, and 4) data-based decision-making. However, the administration and school board took the framework a step further based on information from research associated with the Icelandic Model of Prevention. They have grown it into a model for supports designed to address chronic absenteeism, discipline issues, and reoccurring behaviors.

In 2017, COCSD obtained a one-year pilot grant for the implementation of a mindfulness program at Cottonwood Elementary School. Strategies implemented were beneficial in reducing negative behaviors, increasing student engagement and attendance.

The school board has built an inclusive culture focused on student social and emotional support. The district currently has layered systems of student supports and utilizes responsive (restorative) practices, ACES trauma-informed staff, expanded after-school activities including 21st Century Afterschool programs following the Icelandic Model of Prevention, Capturing Kids Hearts, Neurosequential Models in Education (Dr. Bruce Perry), Focus Zones (mindfulness), career and technology programs, and middle school vocational tracks with students attending Yavapai Community College to learn skilled trades.

Innovation: The district began by creating an MTSS. Then it created the focus zone mindfulness programs and educating and training teachers in the work of Bruce Perry and the brain science behind trauma and neglect. Then the district surveyed students to see what kind of after-school programs and activities would be of interest to them for the creation of robust programs.

Evidence of success: The district has made significant advancements in school ratings, achieving the milestone of one A-rated school and three B-rated schools. This rep-

Cottonwood-Oak Creek School District, Cottonwood, Arizona



A TEACHER/LEAD TITLE I SPECIALIST GIVES STUDENTS ADDITIONAL INSTRUCTIONAL SUPPORT.
PHOTO COURTESY OF COTTONWOOD-OAK CREEK SCHOOL DISTRICT

resents a notable improvement from the previous status, which included one B-rated school and three C-rated schools. The Arizona Academic Standards Assessment (AASA) was administered in 2022 and then again in 2023. In AASA ELA, COCSD students in grades three to eight had an average gain of 10% from spring 2022 to spring 2023, well above the statewide average of 3%. In AASA mathematics, students in grades three to eight had an average gain of 11% from spring 2022 to spring 2023, again beating the state average of 3%. The district has seen a significant decrease in student absences and suspensions over the past five years.

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SILVER AWARD: Under 5,000 enrollment

Roosevelt Rising!

Since the late 1960s, the Roosevelt community has undergone significant changes, navigating through challenges and emerging stronger with each passing decade. In 2002, the schools reached a crisis point, and Roosevelt Union Free School District had the dubious distinction of becoming the first district to be taken over by the state. Each subsequent year brought with it improvements in test performance. The state maintained control until 2013, when governance was finally returned to the local district.

The Roosevelt Rising project began in late October 2020. The school board and superintendent commissioned a strategic planning process to align all stakeholders on a unified strategic direction and roadmap for the district. They committed to an inclusive process to develop the strategic plan in a manner that clarified the goals and measures of student learning, growth, and achievement; outlined the roadmap for accomplishing these goals; embraced the diverse voices of all stakeholders; and mobilized leadership for action at all levels.

Alignment, or unity of purpose, was the primary aim of this planning process. This endeavor to seek mutual understanding about common goals bestowed shared meaning upon the district's work, empowering the orga-

nization to achieve its objectives.

Innovation: To transform the district, school leaders focused on five systemic strategies. Strategy 1: Belief in efficacy and a growth mindset. School leaders embraced a philosophy grounded in efficacy and a growth mindset to navigate this challenging terrain. Strategy 2: Community engagement and strategic planning. School leaders recognized that overcoming this challenge required a collaborative effort. They assembled a diverse group of 100 community members working to craft a comprehensive strategic plan. Strategy 3: Curriculum realignment with state standards. This alignment was an ongoing commitment to ensuring that students received a high-quality education. Strategy 4: Strengthening professional development. To equip teachers for the challenges of the evolving educational landscape, the district made substantial investments in professional development. Strategy 5: Personalized leadership development. Effective leadership was critical in navigating the complex challenges. The district introduced a unique approach to leadership development in the form of a concierge service. Every educational leader, from principals to administrators, had a dedicated one-on-one coach.

Evidence of success: Over three years, the district's graduation rate rose from 70% to 86%, and the elementary and middle school students saw double-digit increases in ELA and math achievement test scores. In January 2023, the district achieved a significant milestone. The New York State Education Department rated the district "in Good Standing." This recognition marked a triumphant moment in the district's history, signaling it had successfully reset the course of its future.

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ROOSEVELT UNION HIGH SCHOOL'S 2023 GRADUATING CLASS REFLECTS THE DISTRICT'S IMPRESSIVE ACADEMIC IMPROVEMENT.

PHOTO COURTESY OF ROOSEVELT UNION FREE SCHOOL DISTRICT

SILVER AWARD: Under 5,000 enrollment



Park City Center for Advanced Professional Studies

The Park City Center for Advanced Professional Studies (PCCAPS) is an educational initiative designed for 11th and 12th graders in the Park City School District. As a member of the national CAPS Network, PCCAPS is aligned with the unique needs, values, and resources of the Park City community. The program was implemented to offer career and technical education (CTE) credits through a rebranded, cutting-edge approach that deeply engages students with the community and provides them with real-life experiences.

PCCAPS uses project-based learning, which facilitates a learning environment where students are actively engaged in projects that are both meaningful and relevant to real-world scenarios.

Programs offered include engineering and architectural design, business and marketing, graphic design and commercial art, software development and coding, sports medicine, and education.

Innovation: PCCAPS tackled the challenge of providing experiential, hands-on learning by linking academic knowledge with real-world professional experiences. This innovative approach is exemplified in various projects undertaken by students, such as the UVSense project. Here, students developed a UV-detecting wearable sensor that addresses the public health challenge of skin cancer prevention, especially prevalent in their resort mountain town. The resulting wearable detector is in the process of being patented, showcasing innovation in practical problem-solving.

Aligning student passion with deliverable “products,” another project focused on designing a school library for the future. Students studied, surveyed, and ultimately presented their project design to the school board as well as to designers and architects in the process of building a new library space that met students’ education needs and desires.

These innovative projects not only foster technical proficiency but also nurture soft skills like communication, collaboration, and self-management. The diversity of projects, ranging from engineering and architectural design to graphic design and sports medicine, ensures a broad and

Park City School District,
Park City, Utah



THROUGH THE PARK CITY CENTER FOR ADVANCED PROFESSIONAL STUDIES, LOCAL BUSINESSES, COMMUNITY ORGANIZATIONS, AND PARK CITY SCHOOLS CREATE PERSONALIZED LEARNING EXPERIENCES FOR STUDENTS. PHOTO COURTESY OF PARK CITY SCHOOL DISTRICT

impactful educational experience that directly addresses the evolving needs of modern industries and target market interest, even in their own school.

Evidence of success: PCCAPS, initiated in 2013, marked a decade of impactful educational experiences. The program’s success is multifaceted, demonstrating relevance in CTE and aligning students’ skill sets with their passions, thereby increasing their engagement in school. The program has seen a growing trend in student participation, which is a testament to its effectiveness in engaging students by connecting their learning with real-life applications. It has been instrumental in providing students with relevant work experiences aligned with their career interests. Some graduates have been hired by the companies they worked with or have entered fields related to their projects.

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SILVER AWARD: Under 5,000 enrollment

Middle Grades New School Design for Safety, Collaboration, and Innovation

The West Bloomfield School District designed and built a new middle school with the aim of meeting the current and future needs of students by incorporating creativity and flexibility into its design and structure. The program was created to address three aspects: teaching and learning, culture and climate, and school safety. Through a “house-based” learning model, students were encouraged to apply the district’s 4 C’s (communication, collaboration, critical thinking, and contribution). The unique structural design of the school facilitates collaborative learning spaces within the houses, enabling flexible grouping, cross-curricular learning, and enhanced teacher collaboration. This approach empowers students to drive their own learning while ensuring a supportive environment for their academic growth.

The district designed the middle school to foster a sense of connectedness, support, and innovation within the school community in a time where students are showing greater mental health support needs. The pods, or houses, at the core of the design provide students with a place

West Bloomfield School District,
West Bloomfield, Michigan



they can call home throughout the day. By incorporating advanced technology, such as surveillance systems, access control measures, and secure entryways, the district was able to enhance security without compromising the welcoming atmosphere of the school.

Innovation: Through a unique design process, the district built a middle school that supports innovation in teaching and learning, enhances culture and climate, and prioritizes school safety. Instead of creating structures that resemble prisons or airports, innovative architectural designs are employed to strike a balance between safety and a welcoming environment. Incorporating features like natural lighting, open spaces, and aesthetically pleasing landscapes can enhance the ambiance, making the building feel more inviting and less intimidating.

Evidence of success: By the end of the first year in the new school, there are observed improvements in academic progress, student feelings of safety, and student sense of belonging/connectedness. Each year, the district measures the academic progress of students in reading and math through the NWEA Measures of Academic Progress Growth test. This data provides a solid indication of student growth over the course of time, specifically in our state content standards. After the first year of learning, solid academic gains have been observed. The percentage of students in the seventh- and eighth-grade cohorts that reached their growth goal on the NWEA reading assessment increased by 16%. Meanwhile, the percentage of students in those cohorts that reached their growth goal on the NWEA math assessment increased by 7.5%.

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STUDENTS ENGAGE IN STEAM ACTIVITIES IN THE WEST BLOOMFIELD MIDDLE SCHOOL LIBRARY/MEDIA CENTER.
PHOTO COURTESY OF WEST BLOOMFIELD SCHOOL DISTRICT

SILVER AWARD: Under 5,000 enrollment



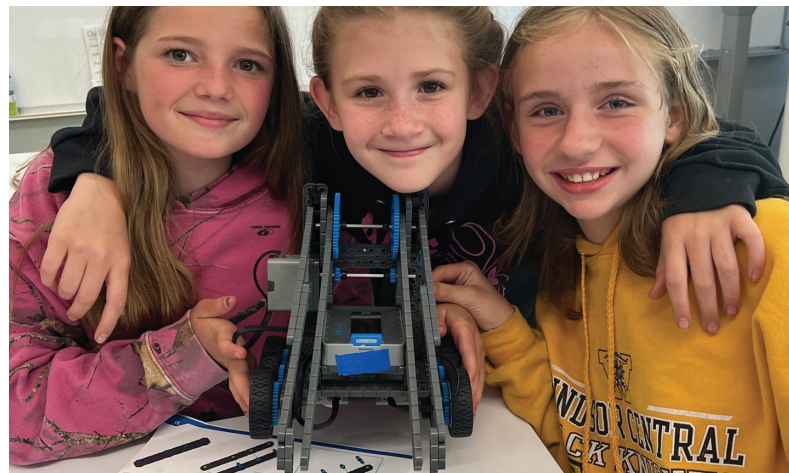
Elementary STEM

Windsor Central School District's Future Ready Knights is a K-12 comprehensive approach to career development. A guiding principle of Future Ready Knights is the importance of providing meaningful career-ready pathways that are tied to high-demand regional job sectors to keep students engaged in school from the earliest grades through graduation. Students can choose from eight pathways that have been identified through analysis of local labor market trends and data. Current pathways include agriculture, biomedical science, building trades, business & finance, computer science, education, engineering, and fine arts.

One of the key programs that contributes to the success of Future Ready Knights is the district's Elementary STEM initiative, which provides a solid foundation for middle school and high school STEM-related pathway courses. District leaders wanted to ensure that all students develop the STEM skills they will need as adults, regardless of the career path they choose. At the same time, most elementary teachers do not have a strong background in STEM. To meet New York state's new learning standards in computer science and digital fluency, the district needed to create new elementary curricula.

Innovation: The innovative components of the program address those challenges. Five elementary-level STEM teachers rotate through the three elementary buildings so that every building has two days of STEM instruction per six-day cycle. Instruction is inquiry- and investigation-based, including hands-on discovery and application of knowledge. During STEM classes, the regular elementary teachers participate in collaborative time vertically and by content area and grade level. Every student in prekindergarten-5th grade participates in coding classes, which include self-paced lessons. Coding allows the students to develop the skills of a computer scientist through the development of computational thinking practices. Engineering classes use Project Lead the Way Launch curriculum, which features interdisciplinary modules in engineering, computer science, and biomedical science that empower students to adopt a design-thinking mindset through collaborative, project-based learning. Every student in grades two to five participates in science classes. Second and third graders study life science, fourth graders study earth science, and fifth graders study physical science.

Windsor Central School District,
Windsor, New York



FIFTH GRADERS IN ENGINEERING ROBOTICS DESIGNED, BUILT, AND TESTED A MODIFICATION FOR A THREE-MOTOR ROBOT WITH A VERTICAL LIFT.

PHOTO COURTESY OF WINDSOR CENTRAL SCHOOL DISTRICT

By including in-depth exploration of STEM topics in elementary school, with a clear scope and sequence, students build the foundation necessary to pursue elective courses in middle school and high school along one of eight career pathways.

Evidence of success: The Elementary STEM program began in the 2017-18 school year. For the past several years, the district's students have consistently scored higher on the state science assessments than local, regional, and state comparison groups (apart from the 2019-20 school year, when there were no assessments due to COVID-19). In 2022, the number of Windsor eighth graders scoring at the proficient level was 14 percentage points higher than the overall performance of Broome-Tioga BOCES students, 15 points higher than the South Central New York region, and 24 percentage points higher than the state average.

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5,000 to 20,000 enrollment

wELLcome to Bay Shore



Bay Shore Union Free School District,
Bay Shore, New York

While many school districts on Long Island have seen declining enrollment in recent years, the enrollment in the Bay Shore Union Free School District has remained relatively consistent. This is due in part to the increase the district has seen in English Language Learner (ELL) students, particularly those from Spanish-speaking countries. To address the needs of this student population, the district implemented a multi-pronged approach to ensuring new entrants and their families have the support necessary to be successful in school.

Beginning in the 2022-23 school year, the typical greeting for an ELL family starts with an introductory packet mailed to their home after they complete the registration process. The packet includes a welcome letter (in either English or Spanish) from the superintendent along with copies of important policies and other important information.

The district offers a Sheltered Instructional Program for entering, emerging, and low transitioning Spanish-speaking students. Teachers at the K-5 level are bilingual in English and Spanish and are certified in English as a New Language (ENL) or bilingual education while also holding a general education certification. At the K-5 level, the ENL teacher in each sheltered classroom carries teaching duties during the English Language Arts (ELA) block each day. The goal is for students to transition to a general education classroom within two years. At the six to 12 level, students participate on a

departmentalized sheltered team, traveling in a cohort and receiving sheltered instruction in the core content areas of social studies, ELA, math, and science.

The hELLO Ambassadors Club pairs newcomers with more experienced ELL students, known as ambassadors. The ambassadors' role is to help newcomers learn about the school, including answering any questions newcomers have and providing advice.

Since 2016, the Family Engagement Program offers parents the opportunity to learn how the school system is structured and how to access the individuals and resources they need to help their children be successful in school. Multiple community groups have participated to provide information about available resources.

Innovation: Through conversations with families and observations provided by former ELL students, the district recognized that academics, while important, are only part of the picture for students and families who are adjusting to a new community and, perhaps, a new country. The approach to support new ELL students provides a holistic support system for students and families that recognizes the crucial role that social-emotional health plays in a student's educational journey.

Evidence of success: The hELLO Ambassador Club has grown to weekly meetings and now uses a formalized curricular plan created by district teachers. The Sheltered Instructional Program began at the secondary level during the 2017-18 school year. In the 2018-19 school year, it was introduced at the primary level. Teachers appreciate the support for their ELL students who are pulled out for the ELA block to receive sheltered instruction because they know the students are receiving the extra attention they need. Most students transition out within the two-year goal window.

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VOLUNTEERS FROM THE NATIONAL HONOR SOCIETY AND AMBASSADORS PROGRAM ASSIST DURING A FAMILY ENGAGEMENT ACTIVITY THAT PROMOTED NON-TECH INTERACTIONS BETWEEN NEWCOMER STUDENTS, PARENTS, AND THE SCHOOL COMMUNITY.

PHOTO COURTESY OF BAY SHORE UNION FREE SCHOOL DISTRICT

5,000 to 20,000 enrollment



CTECH

The Career and Technical Education Center (CTECH) facility was created to help with the growing skills gap in the area. The district collaborated with local businesses, private donors, and the community to build a technical center right on the campus of Hobbs High School. It offers six clusters (information technology, construction, manufacturing, transportation, culinary, and energy) and multiple pathways, all designed to help give students the skills they need to go to work after leaving high school. Students earn high school credit and industry-recognized certifications, and many receive dual credit as well. Each pathway has an advisory committee, and each pathway has community support in the form of work-based learning, where students get paid to work outside of school in their field of study. Many staff are straight from industry and possess licenses to provide the best possible training for students.

Innovation: In 2017, the district faced multiple challenges. Students weren't engaged in the educational process. Feedback from the community showed they weren't impressed with the workforce the district was producing. Hobbs sits in the middle of the Permian Basin, one of the largest oil-producing basins in the world. Skilled labor was needed, and companies were paying well to get it. In addition, enrollment projections revealed that the district would be needing a new high school. Hobbs is the least funded district, per pupil, in the state of New Mexico, and wasn't in the position to build the facility it needed.

The district thought outside the box. Instead of going out to bond for the entire facility, it reached out to community members, gathering support and gauging interest. Those conversations and efforts turned into three very large (\$10 million each) donations to help build the facility. The \$30 million in contributions as capital partners meant that the district only had to bond \$15 million to build a facility that would help send students into a workforce, skilled and ready to work.

Through those investments, the district flipped the narrative, and the community told the school what they needed the product to be. It selected CTE pathways based on community needs. Business partners wanted the district to help grow students in the surrounding area, so the

Hobbs Municipal Schools,
Hobbs, New Mexico



LEVEL 1 INTRO TO CARPENTRY STUDENTS LEARN BASIC BLUEPRINT INSTRUCTIONS WHILE CONSTRUCTING A BIRDHOUSE.

PHOTO COURTESY OF HOBBS MUNICIPAL SCHOOLS

district opened the facility to regional students.

Evidence of success: CTECH opened for its first year in August 2022. More than 750 students have taken at least one CTE course at CTECH. About 900 students attended each day. Based on registration, that number is expected to grow to 1,200 this school year. More than 2,443 nationally recognized industry certifications were earned. Most courses are dual credit with participating colleges and universities, with 503 students earning dual credit. Also, 20 of 21 staff members will be returning for their second year. Teachers enjoy what they do, and it translated to students enjoying what they do. School discipline issues are very low.

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5,000 to 20,000 enrollment

P.R.O.M.I.S.E. Program



Southwest Independent School District,
San Antonio, Texas

The P.R.O.M.I.S.E Program, which stands for “Prevention and Resources Offering Mentorship, Intervention, Support, and Education,” provides opportunity for students who have committed a first-time criminal offense. This first first-time offender program operates within the framework of the Texas Family Code. Students who qualify for the program undergo six weeks of intensive classroom instruction, addressing topics crucial for personal development and responsible decision-making. Following this educational phase, they enter the 90-day P.R.O.M.I.S.E Period of monitoring and mentorship by coordinators and specialists.

Participants receive personalized guidance, support, and mentorship, fostering positive behavioral changes and personal growth. The comprehensive approach of the program goes beyond punitive measures, emphasizing education, mentorship, and individualized support to address the root causes of the student’s actions.

Upon successful completion, students are granted a second chance as their criminal records are expunged. It not only addresses the legal consequences of their actions but also invests in their future by providing the necessary tools and support for positive transformation.

Innovation: The program serves as a model at the state and national levels for first-time juvenile offenders. One of its pivotal features is its inclusion of comprehensive courses

tailored for both students and guardians. This educational component equips both students and their support systems with the tools and knowledge needed for the future.

Upon successful completion of the program, the student’s criminal record is expunged, ensuring a thorough erasure of any trace from the criminal justice database system. This approach not only breaks the cycle of punitive consequences but also introduces a rehabilitative element, acknowledging the potential for positive transformation.

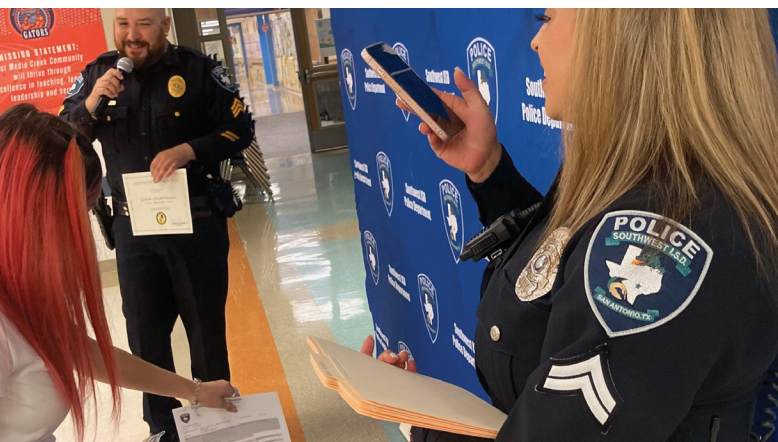
Evidence of success: Since its inception in January 2020, the program has accepted a total of 128 students, with 108 students successfully completing it. This achievement underscores the program’s commitment to providing a genuine second chance for those who have committed a first-time offense, allowing them to reintegrate into society with a clean slate.

The proactive and comprehensive approach employed by the program, which includes rigorous vetting, classroom instruction, and a monitored P.R.O.M.I.S.E. Period, has contributed to fostering accountability and personal responsibility among the students. The emphasis on mentorship and support during the program’s duration has likely played a pivotal role in guiding participants toward positive behavioral changes and reducing the likelihood of recurrence.

The success of the program in rehabilitating and reintegrating students into the community extends beyond the legal sphere. It speaks to a broader commitment to addressing the root causes of delinquent behavior, providing educational resources, mentorship, and a supportive environment for personal growth. As a result, not only are participants granted a legal reprieve through the expungement of their criminal records, but they also are equipped with the tools and resilience needed to make positive life choices moving forward.

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A RECENT P.R.O.M.I.S.E. GRADUATE CELEBRATES COMPLETION OF THE PROGRAM BY SHREDDING HER CRIMINAL RECORD.

PHOTO COURTESY OF SOUTHWEST INDEPENDENT SCHOOL DISTRICT

5,000 to 20,000 enrollment



Superintendent Student Voice Council

The Yakima School District leadership values and prioritizes student voice. Typically, a traditional student board representative model is employed to engage students at the policy governance level. This usually involves an individual student representing hundreds or thousands of students in a siloed and sometimes solely tokenized role. District leadership wanted authentic student engagement at the board level, so they designed the Fellowship Program, where student engagement is bolstered through reciprocity and action.

The district focused on developing students' college and career skills while also giving them an experience and title (superintendent fellow) they can put on a resume or college application. The district also wanted to ensure that students saw action and outcomes from their voices. Students meet monthly or more frequently with leaders, board members, and the superintendent. They identify issues they want to solve and then co-design solutions alongside district staff. Student feedback was used in the creation of the district's equity policy, mental health awareness week, school resource officer engagement, and engagement with the executive council.

Innovation: The district wanted to increase the amount, representation, and depth of student voice across programs. With support from the school board, it launched the program with unique branding and outreach to drive home the importance of the initiative. Staff canvassed lunchrooms, advisory classrooms, and emailed students to get as wide a group of youth participants as possible.

With these new recruiting efforts, more than 200 students applied for the program. They surfaced issues through sharing and reflecting on their lived experiences. They brought up issues they were passionate about and then worked with staff to plan out ways they could create the change. Students led much of the work; a smaller group of students are Lead Fellows, meeting more frequently with adults and leading sessions for the other fellows. Student leaders met either weekly or biweekly with a director-level

Yakima School District,
Yakima, Washington



MEMBERS OF THE STUDENT VOICE COUNCIL PRESENT ON THE FINALIZED STUDENT VOICE POLICY DURING A MEETING WITH THE SUPERINTENDENT'S EXECUTIVE LEADERSHIP TEAM. PHOTO COURTESY OF YAKIMA SCHOOL DISTRICT.

staff member from the district, and monthly with the superintendent. They also met as needed with board members and the executive council.

Evidence of success: Students have drafted their own student voice policy, after they engaged the feedback of over 1,000 teachers, administrators, and community members on the policy. Students have done this work alongside local business leaders, the Rotary Club of Yakima, and other public forums and community events. This policy would hold the district accountable for ensuring student voice is integrated into policy decisions, that student voice structures exist at the school and at district level, and that students are informed about how decisions are made in their districts.

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Over 20,000 enrollment

The 21st Century School Buildings Program

Like many urban school districts, Baltimore City Public Schools had suffered from decades of underfunding due to institutional racism. As a result, the district had the oldest building infrastructure of any school in the state. Nearly a quarter of the system's schools were built before 1946 and 74% were built between 1946 and 1983. In 2011, the school board commissioned a yearlong study that presented a graphic and disturbing picture of the physical condition of the district's buildings: 69% of the district's 182 school campuses were rated as "very poor," and 50 of the 182 campuses were identified as needing to be replaced. The study catalogued a long list of problems: no air conditioning in half the schools; lack of safe drinking water; unreliable HVAC plants in many older buildings; and generally inadequate educational facilities. The estimated \$2.5 billion cost to bring the schools up to 21st standards seemed insurmountable.

Innovation: As of September 2023, nearly all of the planned 28 new/renovated buildings have been completed, with the remaining buildings due for completion by 2024. This will complete the first phase of the program. In the 2020 legislative session, a bill passed to provide an additional \$400 million to the district to continue the program. This focuses on renovating high schools—several of which

Baltimore City Public School System,
Baltimore, Maryland



represent the most historic schools and the district's flagship schools. Renovating these buildings is about honoring both the students who attend these schools as well as our legacy as a community.

Evidence of success: These new and renovated school buildings will support excellence in teaching and learning with flexible and adaptable space, learning areas designed for interaction and collaboration, and technology-equipped classrooms. They will enable students to meet today's—and tomorrow's—standards and will provide communities with a shared public resource that will enrich their neighborhoods. Students will benefit from school environments that support teaching and learning to prepare students for college and career success, and schools that become hubs of resources supporting entire communities. Modern, efficient, and inspiring educational facilities also provide recreation and community use and partnerships that encourage businesses and neighborhood residents to connect with their schools.

The board was convinced that this problem could not be solved piecemeal. It required a comprehensive program of school replacement and modernization. Its success was due in large part to the activism of Baltimore City community groups and families. Community groups throughout the city and across the state rallied to support a proposed 10-year building plan. Historic legislation enabling the first phase of the 10-year building plan was passed in April 2013. Funding for the \$1 billion investment (bonds) is provided equally by the state of Maryland, Baltimore City, and the Baltimore City Schools—with each providing \$20 million annually.

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THE RENOVATED CROSS COUNTRY ELEMENTARY/MIDDLE SCHOOL FEATURES CUTTING-EDGE SCIENCE, ART, AND MUSIC LABS, SHARED COMMUNITY SPACE, AND OUTDOOR CLASSROOM AREAS.

PHOTOGRAPH COURTESY OF TURNER CONSTRUCTION; PHOTO CREDIT: MARGARET HUGHES

Over 20,000 enrollment



Family Support Center

Approximately 600,000 immigrants and refugees live in Nevada. Recognizing the need to support some of the most vulnerable student populations, Clark County School District (CCSD) established a campus to provide full-service support to these families in an accessible location.

Family Support Center (FSC) opened in fall 2022. It offers students and families free, ongoing support, including workshops, classes, consultations, and other resources to help students succeed in school and support families in the community. It focuses on the needs of newcomer and refugee students and their families, but all families are welcome to visit and use its services. The FSC helps with student registration, provides access to interpreters and translators in different languages to support communication and collaboration with schools, offers family workshops to support personal growth and student learning at home, and gives referrals to wraparound and health and wellness services.

Innovation: Many local nonprofit organizations provide support to families throughout southern Nevada, but families must travel to multiple locations throughout the valley or attend “pop-up” events. FSC is a one-stop shop for students and families that helps address health care, workforce development, mental health, immigration support, and food insecurities. The center works with families and their students to remove barriers to access, and helps address newcomer students’ social, physiological, emotional, and linguistic needs to promote academic success.

The variety of services support the whole student and directly address the supports needed to allow students to focus on academic success, including school expectations, policies, supports, and resources; specialized programming focused on language and literacy development; and college prep support and higher education resources.

Evidence of success: Since opening, FSC has continued to adapt to the needs of families in southern Nevada through partnerships with nonprofits and the Nevada System of Higher Education. Over the last 18 months, it has provided resources and support to more than 6,700 students and families in southern Nevada. Between 4,000 to 4,500 newcomer students attend Clark County schools every year. The students’ countries of origin include nearby

Clark County School District,
Las Vegas, Nevada



A PROJECT FACILITATOR LEADS A CCSD NEWCOMER ORIENTATION FOR INCOMING AFGHAN FAMILIES.
PHOTO COURTESY OF CLARK COUNTY SCHOOL DISTRICT

nations such as Mexico, El Salvador, and Guatemala, but the district has recently seen an influx of newcomer students from Cuba, Afghanistan, and Ukraine.

The center staff includes translators who speak eight different languages, including Spanish and Swahili, and a counselor who can evaluate foreign transcripts to ensure that middle and high school students are placed in the appropriate classes and granted the correct number of credits so they can graduate on time.

Next door to the center is a clinic operated by the University of Nevada, Las Vegas, that provides basic medical services free of charge. Additional events for families are held regularly, such as a scholarship workshop, English classes, and orientations. Staff go over processes such as what to do about student absences, who to notify about food allergies, and how the school days are structured.

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Over 20,000 enrollment

Summer Teacher Cadet Academy

The Macomb Intermediate School District created the Summer Teacher Cadet Academy to address the critical shortage of educators. It was designed to expose high school students to a career in education by employing them as paid summer program teacher assistants in elementary and middle school classrooms throughout Macomb County. High school students apply in the spring to work in either their home district or a neighboring district in need of a teacher assistant. The cadets are required to attend an orientation, where they connect, learn about summer expectations, and hear from local universities. During the orientation, cadets are on-boarded as official employees of the district in which they will work for the summer. At the conclusion, cadets gather as district groups and meet their Teacher Cadet Supervisor, and fellow teacher cadets who will be a part of their summer staff. The Teacher Cadet Supervisor works on-site daily with cadets to ensure they have a successful experience. The supervisors also coach the cadets through core instructional strategies and classroom management techniques.

Teachers Cadets report every day to their assigned classroom to work alongside their cooperating teacher in a variety of capacities. The cadets are given the opportunity to design

Macomb Intermediate School District,
Macomb County, Michigan



and teach a lesson to their class under the guidance of both their teacher and supervisor. The cadets are formally observed in the classroom at least once by their supervisor and given formal feedback.

Innovation: The academy continues to address major challenges. It has increased the number of students pursuing a career in education. It provides exposure to students who attend local school districts that do not have a career and technical education (CTE) education course. Districts can elect to host Teacher Cadets during the summer even if they do not have the resources or staff required to start a formal CTE course. This removes barriers and creates access for students who would otherwise not have this opportunity.

Evidence of success: Completing its third year the summer of 2023, the program continues to grow. During its inaugural year of 2021, 64 cadets participated across seven districts. In 2022, that number swelled to 105 cadets in nine districts, and the summer of 2023, 125 teacher cadets came from 11 districts. The district was awarded a \$4 million grant by the Michigan Department of Education to cover the cost of tuition for 50 Teacher Cadet graduates who are attending a university to pursue an education degree. The district has established partnerships with six Michigan universities, where cadets are currently attending to become certified teachers.

Not only are teacher cadets working in summer programs, but they are also earning a teaching degree and have committed to teaching in a Macomb County classroom. The program was designed to eliminate barriers and provide greater access to teacher training opportunities for underrepresented populations. The program has high participation from some of the most at-risk districts in terms of poverty based on free and reduced-price lunch eligibility.

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A HIGH SCHOOL TEACHER CADET MEMBER LEADS YOUNGER STUDENTS IN A SMALL GROUP LESSON.
PHOTO COURTESY OF MACOMB INTERMEDIATE SCHOOL DISTRICT

Over 20,000 enrollment



Well-Being Social Work



Montgomery County Public Schools,
Rockville, Maryland

In March 2021, it was announced that school resource officers (SROs) would be removed from Montgomery County Public Schools (MCPS) for the following school year. In addition, it was determined that a large population of the student body did not have adequate access to social and emotional resources, unless previously identified as receiving specialized educational supports.

Well-Being Social Workers serve all students and focus on supporting the needs of the most marginalized populations. All 26 high schools were assigned a full-time Well-Being Social Worker, six were assigned centrally to support elementary and middle school needs, and a supervisor was appointed to lead this team. The first Well-Being Social Worker was hired in February 2022.

To date, there are 43 full-time Well-Being Social Workers and one supervisor: 26 are assigned to high schools; 10 are assigned centrally to provide on-going support to elementary and middle schools via regular in-school counseling support, or as-needed consultation; eight provide direct support to middle schools.

Innovation: Prior to the development of the Well-Being Social Workers, there had not been a targeted approach to addressing the complex mental health needs of the broader student population. Therefore, because of post-pandemic needs, as well as a pullback of SROs, the district developed an initiative to provide direct services for mental health supports. Although Well-Being Social Workers support the needs of all students, much of their work is addressing the needs of students within marginalized populations to provide alternatives to suspensions to reduce disproportionality.

An internal Well-Being Social Work workgroup developed a referral process, including a referral form, and identified the documentation that is used to develop treatment plans and monitor ongoing student progress. Social workers are member of the School Well-Being Team (SWBT)—a multi-disciplinary approach to problem-solving the academic, mental health, and behavioral needs of students.

Evidence of success: Well-Being Social Workers were formed at the start of the 2022-23 school year and by the end of that school year, 4,693 students were supported by a social worker. For the 2023-24 school year, there have been 1,794



A GROUP OF WELL-BEING SOCIAL WORKERS SHOW OFF THEIR PERSONALIZED "MAGIC WANDS" DURING SCHOOL SOCIAL WORKER WEEK 2023.

PHOTO COURTESY OF MONTGOMERY COUNTY PUBLIC SCHOOLS

students that have accessed the support of a social worker, which is a significant increase. Additionally, at the middle school level, there is preliminary evidence of a reduction in suspensions, specifically with students who are among the Black/African American and Latino populations.

The Well-Being Social Workers are aligned with the Restorative Justice (RJ) Unit. With the implementation of Well-Being Social Workers and a strong partnership with RJ, the district also is addressing disproportionate suspensions of Black/African American and Hispanic students. As of October 2023, there has been a 41% decrease in Black/African American student suspensions at focus schools that have an RJ Instructional Specialist and/or a Well-Being Social Worker.

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Over 20,000 enrollment

Youth Development

The mission of Newport News Public Schools' Youth Development is to promote positive experiences, relationships, and environments for every student. This positive youth development infrastructure is made up of a dedicated team of more than 200 school-based staff who lead daily youth development efforts. This team is directed by a youth development department in central administration.

The district created the Department of Youth Development in 2007. Since 2016, the work has evolved to include an intentional focus in eight areas: skill building, youth empowerment and contribution, healthy relationships and bonding, safe space, belonging and membership, positive norms, expectations, and perceptions, access to services, and equity. These domains direct daily division-wide education, implementation, and evaluation of evidence-based youth development programming designed to promote student success and positive school culture.

The program infrastructure includes a four-person youth development department in central administration. Youth development school-based teams include 43 youth development leads, five high school activities directors, 84 empowerment coaches, 40 mentoring coordinators, 16 gun violence prevention site directors, 40 Live Well

Newport News Public Schools,
Newport News, Virginia



student wellness coaches, and six inclusion coordinators. The department and infrastructure empower the division to systematically implement extraordinary youth development initiatives and experiences in each school.

Innovation: Every district student is expected to participate in at least one club, sport, or activity. All clubs are considered "student organizations," demonstrating the expectation that students lead and adults advise and coach. Youth development teams track student involvement, which is reflected in each student's profile in the student information system. Reports provide data on behavior, attendance, and academic performance at the school and division levels, as well as for each individual club, sport, or activity.

Evidence of success: During the 2021-22 school year, 35% of high school students participated in at least one club, sport, or activity. In 2022-23, the participation rate for high school students increased to 60%. During the same period, middle and high school student absences decreased by 13.3%. In 2022-23, average student absence decreased as student involvement increased. Similarly, grade point average (GPA) for high school students increased with student involvement. Average GPA for non-involved students was 2.34, which increased to 2.80 for students involved in two to three enrichment activities, 3.13 for students involved in four to five activities, and 3.61 for students involved in more than five activities. During the 2022-23 school year, students in grades K-12 participated in 964 (298 elementary, 250 middle, 416 high) individual student involvement opportunities (club chapters, sports teams, and other enrichment activities). The number of secondary students participating in at least one club, sport, or activity increased by 21% over the previous year.

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STUDENT LEADERS FROM EACH DISTRICT HIGH SCHOOL ATTEND A LEADERSHIP CONFERENCE TO LEARN HOW THEY CAN LEAD EFFORTS TO PROMOTE POSITIVE SCHOOL CULTURE IN THEIR SCHOOL.

PHOTO COURTESY OF NEWPORT NEWS PUBLIC SCHOOLS



Magna Awards 2024



BALTIMORE CITY PUBLIC SCHOOLS' 21st CENTURY SCHOOL BUILDINGS PROGRAM TRANSFORMED LAKE MONTEBELLO ELEMENTARY/MIDDLE SCHOOL, WHICH IS LOCATED IN A CIRCA-1908 PROPERTY.

PHOTO COURTESY OF CAM CONSTRUCTION; PHOTO CREDIT: ALAIN JARAMILLO



A TEACHER LEADS A SESSION FOR PARENTS OF ELL STUDENTS, SHARING INFORMATION ABOUT TECHNOLOGY AND VARIOUS OTHER PROGRAMS THAT WILL HELP BRIDGE THE SCHOOL-HOME CONNECTION.

PHOTO COURTESY OF BAY SHORE UNION FREE SCHOOL DISTRICT



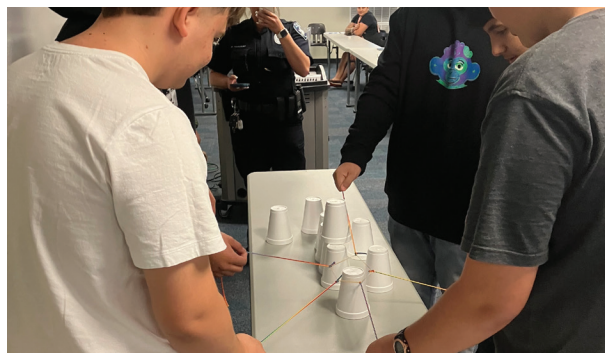
STUDENTS IN THE CAREER AND TECHNICAL EDUCATION CENTER'S WELDING PROGRAM PRACTICE DIFFERENT WELDING TECHNIQUES WHILE OTHERS LEARN TO CLEAN THEIR WELDS.

PHOTO COURTESY OF HOBBS MUNICIPAL SCHOOLS



A FAMILY SCHOOL ENGAGEMENT LIASON REASSURES AND WALKS A NERVOUS STUDENT TO A VACCINATION CLINIC.

PHOTO COURTESY OF CLARK COUNTY SCHOOL DISTRICT



P.R.O.M.I.S.E. STUDENTS PARTICIPATE IN A TEAM-BUILDING EXERCISE THAT FOCUSES ON CONFLICT RESOLUTION.

PHOTO COURTESY OF SOUTHWEST INDEPENDENT SCHOOL DISTRICT,



THE BLOOM MIDDLE SCHOOL GIRLS' EMPOWERMENT PROGRAM LEARNED ABOUT GLOBAL LEADERSHIP AND CULTURE AS THEY VISITED LONDON, PARIS, AND MADRID.

PHOTO COURTESY OF NEWPORT NEWS PUBLIC SCHOOLS