



**Date:** February 19, 2019

**To:** Board of Directors

**Submitted By:** Sharon Waller, Director of Student Services

**Subject:** Social Emotional Learning (SEL) Priority Update

**Agenda Item Type:** Informational, Discussion

**Objective:** To provide progress update to the board on NS priorities

### **Overview of SEL as a priority**

Leaders at GPS, HPS and at the Support Office have long recognized the strength of the NS academic model when compared to other schools in the nation. When asked to reflect on an area of growth in the Spring of 2018, many of those same leaders stated that Social Emotional Learning (SEL) was not a strong component of a Navigator classroom. They felt that by explicitly teaching and modeling these skills, our students would be more prepared and equipped for high school, college and beyond.

To improve our understanding of SEL, a team led by the Multi-Tiered System of Supports (MTSS) Coordinator relied on The Collaborative For Academic and Social Emotional Learning (CASEL), for resources and training. CASEL, founded in 1994, is dedicated to furthering the understanding and importance these skills by educators and business leaders alike. CASEL identified five main skills as being crucial with dozens of sub-skills under each of them. These main competencies are: Self-awareness, Self-management, Social awareness, Relationship skills and Responsible decision-making.

During the summer of 2018, school teams, with key SO staff included, collaborated to create an objective with three key strategies for year one, a vision of excellence that described what success looks like, and a project plan that tracked specific tasks, resources and data collection cycles.

The overall objective was to increase our student awareness of SEL skills as measured by a decrease in office referrals for behavior through the use of the following: explicit teaching of SEL skills to students, increased integration of SEL skills into adult culture, and implementation of schoolwide and classroom-based Positive Behavior Interventions and Supports (PBIS).



**Strategy 1:**

*All students receive explicit instruction in SEL skills using PATHS curriculum, Toolbox strategies or Second Step, during the weekly Community Meeting Time*

Progress was determined by Community Meeting Walk-through document data and Illuminate data.

<b>Strategy 1</b>	<b>GPS</b>	<b>HPS</b>	<b>NS</b>
Teachers using Community Meeting Time to address SEL skills	100%	100%	100%
Teachers using adopted curriculum with fidelity	78%	69%	74%
Reduction in behavior referrals from August 2018 (baseline= 228 incidents in Illuminate) through January 2019 (current= 84)	-66%	-61%	-64%

Improvement strategies to address the gaps:

To improve teachers use of curriculum with fidelity, administrators and coaches continue to communicate expectations and rationale to teachers.

Teachers will be surveyed to help leadership understand the reasons they are not using the curriculum.

One to ones will be held with teachers not using the curriculum to provide them with coaching and ensure they understand the rationale behind adopting a curriculum vs. using teacher-created curriculum.

A PLC will be convened to study alternative SEL curriculums for the Fall of 2019.

**Strategy 2:**

*PBIS is implemented by staff with fidelity in classroom and schoolwide settings.*

Progress was determined through PBIS walkthrough Tool and student points reports.



Strategy 2	GPS	HPS	NS+
Evidence of schoolwide PBIS	100%	100%	100%
Weekly or Bi-Weekly PBIS Team meetings	100%	100%	100%
Classroom expectations taught at beginning of year	100%	100%	100%
Increase in students positive responses on SEL survey from October until January	-1.5%	2%	.5%
Increase in PBIS points (positive points given to students by teacher)	+7%	-20%	-13%

Next steps to address the gaps:

- To increase Increase student awareness of school values chants of school values during daily huddles will be recommended.
- Teachers will be provided PD on using the student point systems more effectively.
- Teachers will be coached to provide frequent positive reinforcement for student awareness of school values.
- Student awards highlighting the school values will be given to students at least monthly.

*Strategy 3:*

*Leaders explicitly model SEL skills during all PD opportunities and staff meeting huddles*

Progress was determined by the administrator tracking document, observational data and evidence of SEL skills during opener for staff.

Strategy 3	GPS	HPS	NS
Adults modeling SEL skills during morning huddle, Wednesday PDs and other trainings led by Navi staff			90%
Directors begin meeting with SEL focus	100%	100%	100%

Next Steps:

All leaders will continue with SEL modeling during all adult PDs, huddles and meetings.