

Doing the Same Thing Just Isn't Working

The effects of a district's vision and mission on
whole child wellness

June 22, 2017 ♡ CAS CONFERENCE

Nancy Sarra - Superintendent
Ryan Morgan - Project Manager

**What works best for children?
What is a successful learner and how do we measure it?**

MAKING THE CASE FOR EDUCATING THE WHOLE CHILD

An elementary, middle and high school student who enters school healthy and feels safe is ready to learn. A student who feels connected to school is more likely to stay in school.

All students who have access to challenging and engaging academic programs are better prepared for further education, work, and civic life.

THE MISSION OF CSDNB

In partnership with family and community, the Consolidated School District of New Britain works to provide the best personalized and comprehensive whole-child education so our students will be prepared for, and positively contribute to, a profoundly different future.



DECIDING ON THE PATH TO TAKE

- **Board Member Advocacy and Networking**
- **Parent Voice**
- **Whole Child Development & Whole Child Wellness**
 - From NCLB to ESSA
 - SLOs
 - Action- Social Emotional Learning, Developmentally Appropriate Practices and Collaboration
 - Report Cards
 - School Improvement Plans
 - Student Engagement – Staff Engagement – Family Engagement
 - Coherence Board, Superintendent, Cabinet, Administrators, Teachers, Families, Students



CORE EXECUTIVE FUNCTIONS

- **Inhibitory control of actions and attention**
 - self-control or discipline
 - selective or sustained attention
- **Working memory**
 - holding information in mind & working with it
- **Cognitive flexibility**
 - thinking “outside the box”
 - adapt to different rules
- **What does this look like from pre-kindergarten to high school?**



CORE EXECUTIVE FUNCTIONS

Rather than focusing on whether academic content has a place in early-childhood classrooms, let's focus on how to teach it in a way that is tailored to young learners.

Let's focus on creating engaging, fun, developmentally appropriate learning experiences for all kindergartners, acknowledging the importance of embedding enriching language and numeracy experiences within those environments.

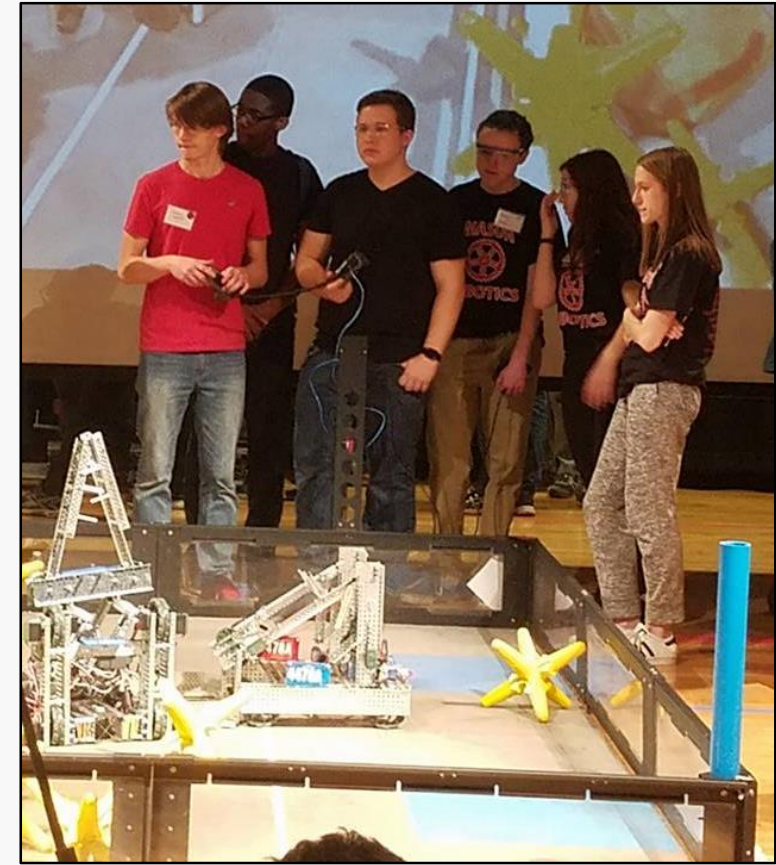
It will certainly require effort, support, and flexibility, but it is an attainable goal with the potential for a powerful payoff.

Daphna Bassok, Amy Claessens, and Mimi Engel



How does intentional play translate into intermediate and secondary levels?

INTENTIONAL PLAY THROUGHOUT ALL GRADE LEVELS



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN | PURSUING EXCELLENCE ONE STUDENT AT A TIME

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WHAT DO OUR STUDENTS LOOK LIKE?

Students are regularly communicating with their peers and practicing problem solving strategies.

“Purposeful play is allowing my students to increase their independence and follow their interests.”



Partnership | Training | Coaching | Accountability



WHAT'S DIFFERENT FOR ADMINISTRATORS AND TEACHERS?

Deliverables – DRAFT of School Improvement Plan Non-Negotiables

1. DRAFT of School Improvement Plan for the 17/18 school year.
 - a. Academic – Increase NWEA Math – 41st percentile and higher by 2%
 - b. Academic – Increase NWEA Reading – 41st percentile and higher by 2%
 - c. Academic – Increase the number of students promoted to the next grade 9-11 by 5%.
 - d. Academic – Increase the number of students graduating in June 2018 by 4% (results in October 2018).
 - e. Climate - Reduce Chronic Absenteeism by 2% per school or for schools at or below 5%, maintain.
 - f. Climate - Reduce OSS by 5% per school, reduce expulsion packets by 3 per school – middle/high school.
 - g. Climate – Reduce the number of students with one or more OSS/ISS infractions by 5% per school.
 - h. Climate - Increase the number of parents participating in Studer Survey to a minimum of 30% at each school.
 - i. Climate – Increase the percentage of staff reporting that the “principal includes them on decision making” by .10% per school according to Studer.

Summer Work Requirements (embedded strategies in SIP) – August 1, 2017

2. DRAFT plan for RTI aligned with Guided Reading and SEL – Check in, Check Out (opportunities in grade level and faculty meeting with reading and lead teachers facilitating professional development sessions and coaching cycles)
3. Plan for faculty meetings to discuss instructional needs based on teacher evaluation that are aligned to high impact instructional principles, guided reading, social emotional curriculum, etc. (effective teaching strategies)
4. Service Delivery Plan for students receiving special education services - AimsWeb
5. Development of a school-based leadership team (identify dates, location, times and who)
6. DRAFT of a plan for the High School to increase SAT performance.
7. One family engagement activity per month

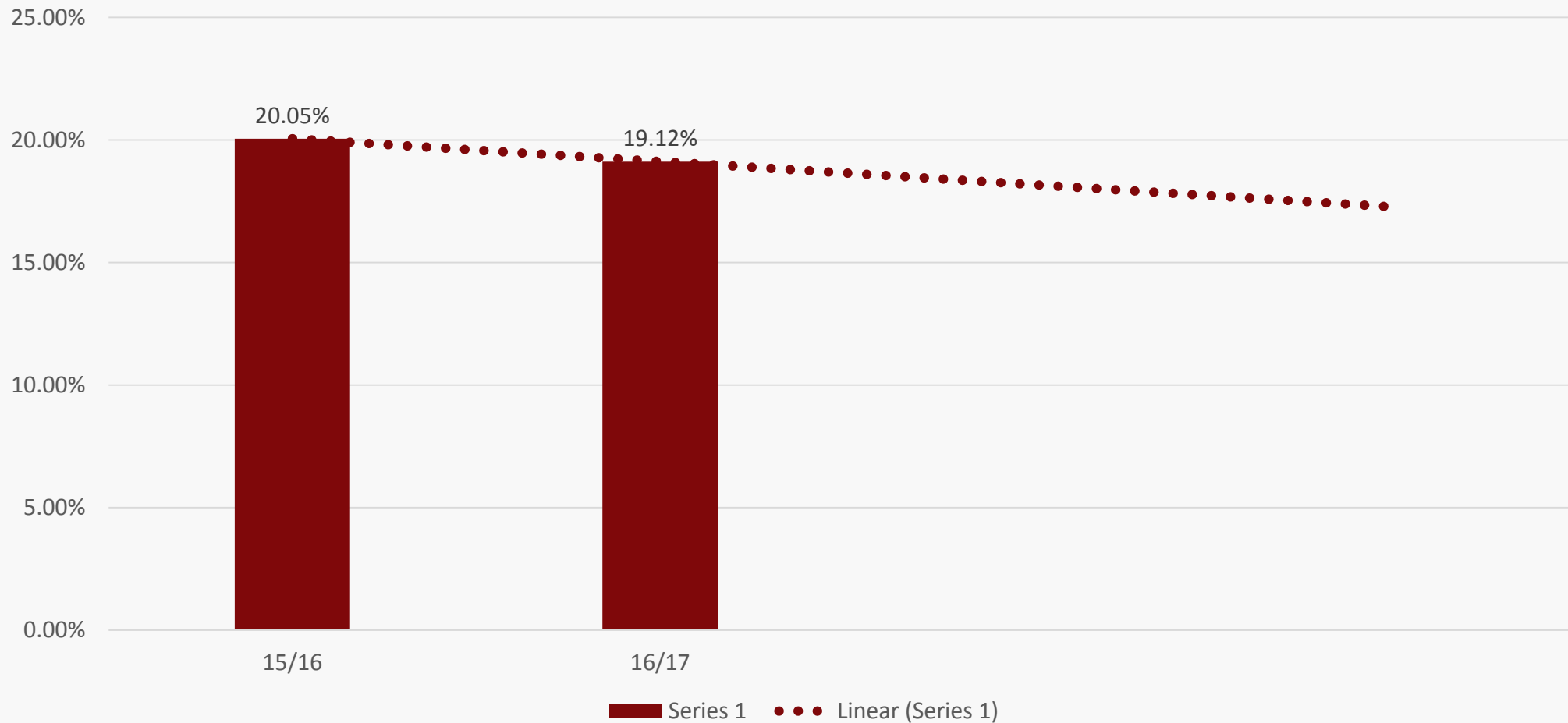


WHAT'S DIFFERENT FOR CSDNB STUDENTS?

- Active engagement in learning - Project based and inquiry learning
- More engaging and relevant instructional strategies - High Impact Principles (Production & Push)
- Increased language and social interaction
- Less stress



WHAT OUR DATA SHOWED – CHRONIC ABSENTEEISM



WHAT OUR DATA SHOWED – OUT OF SCHOOL SUSPENSIONS



WHY SEL?

- SEL is gaining significant traction in federal and state policy
- The 2015 Every Student Succeeds Act (ESSA) contains several provisions that encourage states and districts to promote SEL.
- CSDNB has named engagement as a top priority for all students, families and staff.
- An SEL curriculum is expected to support a number of the “success measures” laid out in the 5 year strategic plan
 - Increase student attendance
 - increase student engagement
 - increase parent satisfaction
 - Increase from pre to post on the Behavior and Emotional Screening System
 - Decrease in suspension/ expulsion rates.



WHAT IS CASEL?

- Collaborative for Academic, Social, and Emotional Learning (CASEL) has been a leader, a catalyst, and a collaborator serving the field of SEL
- Has set standards PK-12 for:
 - evidence-based programming
 - implementation
 - research
- District Goal: To develop a modular approach to SEL using the CASEL framework



WHAT IS THE SEL CURRICULUM? WHAT WILL IT LOOK LIKE?

- **Social skills curriculum which includes...**
 - PreK - 15 lessons
 - Grades K-3 - 16 lessons
 - Additional state mandated lesson on sexual abuse and assault awareness
- **Resources & Materials**
 - Include but not limited to: books, videos, poetry, activities
 - Optional extension activities aligned to district curriculum
- **Flexibility**
 - Not a grade level scope and sequence
 - A framework



“Schools that promote comprehensive social-emotional learning focus on three strategies: changing school climate through areas like discipline and family engagement, direct instruction of research-based social-emotional learning curriculum, and incorporating a social-emotional learning approach into traditional classroom work.”

Blad, Evie. "Teachers Weave Social-Emotional Learning Into Academics." Education Week. Education Week, 10 May 2017. Web. 19 May 2017.
<<http://www.edweek.org/ew/articles/2017/05/10/teachers-weave-social-emotional-learning-into-academics.html>>.



EXAMPLE GRADE LEVEL SEL FRAMEWORK – GRADE 1

CASEL Core SEL Competencies

Collaborative for Academic, Social, and Emotional Learning (CASEL)

Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making
Lessons/Activities Topics				
Self-Awareness Lesson 1 "Guess the Feeling" Game - Identifying Emotions	Self-Management Lesson 1 Second Step Lesson "Controlling Strong Feelings" - Stress Management	Social Awareness Lesson 1 <i>How Full is Your Bucket?</i> - Appreciating Diversity, Complimenting Others	Relationship Skills Lesson 1 <i>Do Unto Otters</i> - Building Relationships	Responsible Decision-Making Lesson 1 <i>Rainbow Fish</i> "Problem Solving" - Identifying Problem/Solution
Self-Awareness Lesson 2 <i>Stand Tall, Molly Lou Melon</i> - Recognizing Strengths/Self-confidence	Self-Management Lesson 2 <i>Lilly's Purple Plastic Purse</i> "Think Before You Act" - Impulse Control/ Self-discipline/Stress Management	Social Awareness Lesson 2 <i>Ricky Sticky Fingers</i> - Understanding ethical norms/ Respect for Others	Relationship Skills Lesson 2 <i>Rainbow Fish</i> "Friendship" - Relationship-building	Responsible Decision-Making Lesson 2 <i>Words Are Not For Hurting</i> - Thinking before speaking
Self-Awareness Lesson 3 <i>Chrysanthemum</i> "Words Can Hurt" - Self-confidence Affected by Others; stop and think before acting	Self-Management Lesson 3 "Managing Impulsivity" - Staying in Control/ Stress Management	Social Awareness Lesson 3 <i>Sesame Street Empathy</i> Video Apples and Oranges: Cultural Empathy"	Relationship Skills Lesson 3 <i>Franklin's Secret Club</i> Animated Video - Resisting Inappropriate Social Pressure	Responsible Decision-Making Lesson 3 <i>Prudy's Problem And How She Solved It</i> - How to Solve a Problem



SEL LESSON SAMPLE – GRADE 3

Friendship Pie	Grade: 3
Objectives	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
Lesson Alignment	CASEL Competency: Relationship Skills Core Values: Integrity and Respect, Communication and Collaboration WMS: Working with Others (Being a Team) AGP:: Kindness, Compassion, Empathy
Key Vocabulary	Panic - Enemy - Relationship - Relieved
Lesson Materials	Make sure you are signed-in to DEVOS before clicking the link Enemy Pie by Derek Munson Paper/Pencil - Eno/Smart Board - Chart Paper - Markers
Activities/ Tasks:	Themes in the story: Making a friend requires time and effort. Sometimes we find friends where we least expect them. Before reading: Discuss with students whether or not they would be willing to talk and be nice to someone who hasn't been very nice to them. Brainstorm what it means to treat others as you would like to be treated. Ask: What type of person, do you think, would make a plan to be mean to someone? What would be some reasons to have to spend time with someone who you have had a disagreement with? What qualities make someone a good friend? Explain to the children that this is a special story about friendship.



SEL LESSON SAMPLE – GRADE 3 CTD...

Activities/ Tasks:	<p>During the read aloud:</p> <ul style="list-style-type: none">• During the read aloud, have the students think what they could do to get along with someone or make them their friend. <p>After the story:</p> <p>Teacher asks students to discuss the following questions with a partner: At the beginning of the story, why did Tom think that Jeremy was his “enemy”? What surprised Tom about the day that he spent with Jeremy?</p> <p>Sharing</p> <ul style="list-style-type: none">• Have a few students share their partner discussions with the class. <p>Discuss</p> <ul style="list-style-type: none">• What they would do to try and become friends with someone like Jeremy Ross. <p>Ask:</p> <p>Why did Tom’s father really make the Enemy Pie? How do you think Tom felt when his father served Jeremy a piece of Enemy Pie? What lesson have you learned from this story? What does friendship mean to you?</p> <p>Activities - Select one of the following:</p> <p>Friendship Pie - In small groups, have the students brainstorm ingredients (for about five minutes) for a secret recipe for creating great friends and then have them chart their recipe for Friendship Pie to share with the class.</p> <p>Brainstorm how to be a good friend and then have the students complete an activity on how to be a good friend in class, at lunch, at recess, and at home.</p> <p>Have students write an acrostic poem using the word, FRIENDSHIP. In small groups, have the students make a “WANTED - Best Friend” Poster.</p>
Additional Resource	ELA - RJ Book - Teamwork isn't My Thing



GRADE LEVEL SEL FRAMEWORK



NEXT STEPS - FOCUS ON STUDENTS

- Pre and Post BASC BESS Screener & Use of Review 360 (2016/17)
- Begin using BESS Screener student data to identify areas of need and determine interventions at core and tiered levels (2017/18)
- Student self-check on GRIT rubric (piloting 2016/17 in Alternative HS)
- Revision to report cards 2017/18 to align with social/emotional habits of mind – if we teach it we must measure it - roll out to all staff (2018/19)



NEXT STEPS - FOCUS ON STUDENTS

- Expanding SEL curriculum using Collaborative for Academic, Social and Emotional Learning (CASEL) Core Competencies
- Baseline data from student report cards to determine where students struggle/lack engagement during the school day (2018/19)
- Year 3 Developmentally Appropriate Practices in Kindergarten; (2017/18) Year 1 for Grade 1 students



NEXT STEPS - FOCUS ON STUDENTS

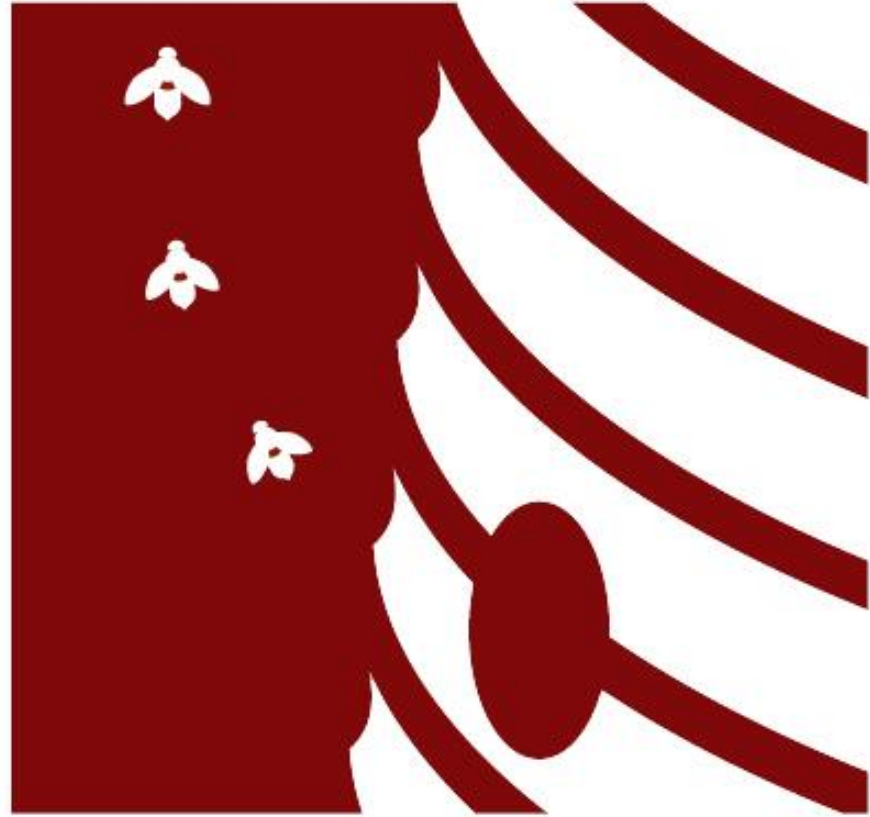
- **ARTIC** (Attitudes Related to Trauma-Informed Care Scale) Survey administered to all Certified Staff (baseline information 11/2016)
- CSDNB Strategic Plan & School Improvement Plan - Student Learning Outcomes (SLOs) 50% Academic; 50% Social Emotional
- Revision of teacher evaluation process this 2016/17 - roll out in 17/18
 - Formal walkthroughs need to measure levels of student engagement (to include praise to correction & production/push high leverage instructional strategy)
 - Focus on Domain 1 and Domain 3 of the Common Core of Teaching



NEXT STEPS - FOCUS ON STUDENTS

- Instructional Rounds (weekly & biweekly tiered support for all building administrators)
- Analyze teacher walkthrough data and use additional support from outside providers to tackle areas of improvement around Domain 1 and 3 of the CCT
- Strengthen partnership with Klingberg (via the Anna Grace Project) for adult support around trauma-informed practice
- Continued partnership with Community Health Center for student support
- Re-imagine the role of the school social worker and psychologist (2017/18)





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