Strategy: *Readiness for Learning*

Tactic: *Social Emotional (SE) Supports*

Taking Stock of Progress

*September 6, 2018*

Tactic Leader: Erin A. Sullivan, Ph.D.
Conversation Structure

1. What are we trying to do?
2. How are we trying to do it?
3. At any given moment, how will we know if we’re on track?
4. If we’re not on track, what are we going to do about it?
Keeping Learning at the Center
Structure of the Strategic Plan
System Indicators

ACADEMIC INDICATORS

- SAT Math/Reading & Writing: 560/560
- 7-Year Completion: 97%
- 7-Year Graduation Rate: 95%
- 4-Year Graduation Rate: 90%
- 7th Grade ELA/Math (CMAS): 60%/50%
- 3rd Grade ELA/Math (CMAS): 60%/60%
- Kindergarten - 3rd Grade (at or above benchmark DIBELS): 90%
System Indicators

**4TH - 8TH GRADE**
- Equity Growth Gaps: 60th Percentile (CMAS)

**SECONDARY**
- **CCRI**
  - Participation: 50% (IB, AP, CE, Internship, CTE)
  - *Career and College Readiness Index
- **CCRI Success:** 85%
  - (3+ AP, B or Higher; CE, Apprenticeships, IB exam, Industry Certificate, SAT, Capstone, Seal of Biliteracy; ASVAB (40+))
- **Equity Growth Gaps:** 55th Percentile (SAT)

**NON-ACADEMIC INDICATORS**
- **Employee Engagement:** 85% Positive
- **Student Engagement:** 3.75 on Emotional, Behavior, & Academic Engagement
- **Family Engagement:** 3.75 on National Family Engagement Standards
CONDITIONS FOR LEARNING

BUILD REPEATABLE PROCEDURES WHERE QUALITY LEARNING CAN BE SCALED, REPLICATED, AND PROVIDED EQUITABLY TO EVERY STUDENT

**TACTIC 1:** Professional Model of Teaching

**TACTIC 2:** High Expectations

**TACTIC 3:** Commitment to Equity

READINESS FOR LEARNING

CREATE SYSTEMS TO ENSURE EVERY STUDENT COMES TO SCHOOL READY TO LEARN AND BARRIERS TO LEARNING ARE REMOVED

**TACTIC 1:** Schools as Community Hubs

**TACTIC 2:** Social-Emotional Supports

**TACTIC 3:** Expand Early Childhood Education Quantity and Quality

**TACTIC 4:** Family and Community Engagement
Conversation Structure

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Theory of Action

IF schools are supported to implement an evidence-based framework for behavior and social-emotional learning

THEN student behavioral competence, social-emotional skills, and access to learning will increase.
SMART Goals

By 2021 student behavioral competence, social-emotional skills, and access to learning will improve as demonstrated by the average index for students on the Social Emotional (SE) Support items of at least 3.5 on the MYVH survey.
Milestones

- Hiring additional Social Emotional Learning Specialists (SELS)
- Define the systems, data, and practices of a tiered approach for behavior and social emotional learning (SEL) for students
- Create a handbook or manual to describe in greater depth the systems, data, and practices of a tiered approach for behavior and SEL
- Create a plan for providing professional development (PD) and ongoing, job-embedded coaching of the tiered approach for behavior and SEL across the phases of implementation
<table>
<thead>
<tr>
<th>Leading Indicators</th>
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</thead>
<tbody>
<tr>
<td>• <em>Increase Student Attendance</em></td>
</tr>
<tr>
<td>• <em>Increase prosocial behaviors and demonstration of social skills</em></td>
</tr>
<tr>
<td>○ <em>Universal screening for behavior and SEL</em></td>
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<tr>
<td>○ <em>Formative Assessment</em></td>
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<tr>
<td>• <em>Decrease problem behaviors</em></td>
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<tr>
<td>○ <em>Time out of class</em></td>
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<td>○ <em>Office Discipline Referrals</em></td>
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<tr>
<td>○ <em>ISS/OOS</em></td>
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<tr>
<td>• <em>Decrease Students placed out to center-based programs</em></td>
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<tr>
<td>• <em>Increase Staff Attendance</em></td>
</tr>
<tr>
<td>• <em>Increase school-based collection &amp; scores on Tiered Fidelity Inventory</em></td>
</tr>
</tbody>
</table>
Conversation Structure

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SMART Goal

By the year 2021, the average index for students on the Social Emotional (SE) Support items will be 3.5 on the MYVH survey.

| Trajectory

Elementary School MYVH SE Perception Index

Elementary School MYVH SE Experience Index
SMART Goal

By the year 2021, the average index for students on the Social Emotional (SE) Support items will be 3.5 on the MYVH survey.

Trajectory

Middle School MYVH SE Index

- Expected Trajectory
- Actual Trajectory
- Goal
SMART Goal

By the year 2021, the average index for students on the Social Emotional (SE) Support items will be 3.5 on the MYVH survey.

Trajectory

High School MYVH SE Index

14-15  15-16  16-17  17-18  18-19  20-21

- Expected Trajectory
- Actual Trajectory
- Goal
<table>
<thead>
<tr>
<th>Planning</th>
<th>Capacity</th>
<th>Evidence of progress</th>
<th>Likelihood of success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly problematic – requires urgent and decisive action</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problematic – requires substantial attention, some aspects need urgent attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixed – aspect(s) require substantial attention, some good</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Good – requires refinement and systematic implementation</td>
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**Implementation Heat Map**

**Social-Emotional Supports**
**Successes**

- Development and support of Social Emotional Learning Specialists (SELS)
- Growing recognition of need for schoolwide behavior support, classroom management, & Social Emotional Learning (SEL) across the district
- Elementary Schools with new SELS are serving as demonstration sites
- Phase 1 Team - A coalition of the (brilliant and dedicated) willing
  - Defined valued outcomes of the tactic
  - Defining the evidence-based framework for behavior and SEL - in progress
  - Creation of handbook or manual to describe the evidence-based framework for behavior and SEL - in progress
  - Utilizing existing district opportunities to provide professional development of SE tactic - in progress
Conversation Structure

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<table>
<thead>
<tr>
<th>Challenges</th>
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<tbody>
<tr>
<td>● Create a common language &amp; common understanding of the systems, data, and practices of this tactic across the district at the school level.</td>
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<tr>
<td>● Access to professional learning for administration and staff</td>
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<tr>
<td>● Capacity to train &amp; coach schools and staff across the district.</td>
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<tr>
<td>● Utilizing common leading indicators at schools across the district. We do not currently use common, consistent measures for progress monitoring for behavior and SE practices.</td>
</tr>
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<thead>
<tr>
<th>Resources Required</th>
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<tbody>
<tr>
<td>● Funding to support social emotional skill development at the elementary &amp; high school levels.</td>
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<tr>
<td>● Additional capacity to provide professional learning &amp; external coaching.</td>
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<tr>
<td>● Data that is easy to use to make decisions specific to behavior and SE skills</td>
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</tbody>
</table>
Thank you
Board of Education Ends Alignment

Ends 1- Engaging Climate and Culture

Every school and the district will have an engaging climate and culture that:

- Ensures a safe, caring and engaging environment for students, staff and families.
- Values the diversity of all students, staff and families.
- Supports the social, emotional and physical wellness for students and staff.
- Encourages family and community engagement to support, enhance and maximize learning.
- Provides opportunities to develop civic and global engagement within and outside of the school setting.

With the expectation that:

- Every student will develop life skills and a continuous learning mindset to succeed in post-secondary aspirations (Self-Direction and Personal Responsibility competency).
Board of Education Ends Alignment

Ends 2- Career, College and Life Aspiration Connections
Every school and the district will ensure that every student has the opportunity to work towards being connected to career, college and/or life aspirations through systems and practices that:

- Provide effective teaching and measurement of rigorous student learning expectations.
- Provide access to and opportunity for multiple learning pathways aligned to student needs and interests.
- Ensure the development of academic confidence through self-direction and personal responsibility skills.
- Use relevant measures to track progress and communicate meaningful results to students and families.
- Address opportunity and achievement gaps through an integrated system of support that ensures equity in meeting all students needs.

With the expectation that:

- Every student will demonstrate a year or more of growth on their way to mastery of Colorado Academic Standards (Content Mastery competency).
- Every student will be able to apply and transfer learning across disciplines and real world contexts (Critical Thinking and Creativity competency).
- Every student will have the opportunity and expectation to demonstrate leadership attributes.
- Every student will communicate effectively in a variety of formats and situations (Communication competency).
Board of Education Ends Alignment

Ends 3- Learning Systems and Leadership

Every school and the district will have effective learning systems and shared leadership that:

- Provide high quality core instructional practices, interventions and enrichments.
- Ensure that there is an effective teacher in every classroom and an effective principal in every school.
- Provide high quality professional development and professional growth support structures.
- Develop high quality leaders through leadership development for teachers, staff, administrators, students and families.
- Utilize continuous improvement processes that incorporate problem-solving approaches to reduce or eliminate root causes of student performance challenges.
- Ensure the success of diverse learners through evidence-based resource allocation that matches resources to need.

With the expectation that:

- Every student will be taught by a highly skilled teacher and caring staff.
- Every student will be taught in a high performing school led by strong leadership.
- Every student will receive the skills, support and educational opportunities needed to achieve his or her full potential.