



## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1

**Meeting Date:** November 21, 2013

**Subject:** Social and Emotional Learning: An Essential Component of High Quality Education

- ☒ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

**Division:** Superintendent's Office/Office of Innovation

**Recommendation:** N/A

**Background/Rationale:**

Social and emotional learning (SEL) involves processes through which children and adults develop fundamental emotional and social competencies to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. We have begun to build SEL expertise at the district level; created opportunities for discussion on how to embed SEL into the core academic curriculum and the beginnings of a system that will monitor SEL-related processes and outcomes.

**Financial Considerations:**

\$250,000 from the NoVo Foundation for Year 1 (award)  
\$250,000 from the NoVo Foundation for Year 2 (award)  
\$50,000 from The California Endowment for Year 2 (award)

Anticipating another \$250,000 from the NoVo Foundation for Year 3

**Documents Attached:**

1. Executive Summary
2. Attachment A

**Estimated Time of Presentation:** 30 minutes

**Submitted by:** Koua J. Franz, Chief of Staff

**Approved by:** Jonathan P. Raymond, Superintendent

# Board of Education Executive Summary

## Superintendent's Office/Office of Innovation



Social and Emotional Learning:  
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### I. Overview

Social and emotional learning (SEL) involves processes through which children and adults develop fundamental emotional and social competencies to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

CASEL has identified five core areas of social and emotional competence. These core competencies are: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making.

These five core competencies are **inter-related**; our emotional responses, thinking, and actions are intricately connected; brain research confirms that strong emotions can override our higher-order thinking. Our emotional state also influences our ability to attend to, concentrate, and remember what we learn. SEL helps us develop our ability to recognize and manage our emotions so that we can think clearly, choose wisely, and act deliberately. It also helps us become interpersonally effective, by learning to build healthy and productive relationships and to be responsible decision-makers.

Research shows that it is the combination of explicit skills instruction and a positive learning environment supported by instructional strategies that promote SEL leads to student gains, such as socio-emotional skills; improved attitudes about self, others, and school; positive classroom behavior; and 11-percentile gain on standardized achievement tests. It also shows result in a reduction in risks of failure, such as fewer conduct problems and less emotional distress.

In order to be successful in school and in life, students need a balance of academic and social and emotional skill sets. Sacramento City Unified School District (SCUSD) is one of a handful of districts throughout the county selected by the NoVo Foundation to receive resources and support to plan and roll out a multi-year plan to strategically integrate social and emotional learning into all levels of the district. The first year of the rollout took place in the 2012-2013 academic year and focused on building awareness. SCUSD is now entering into the second year of the rollout with a focus on integration. The third year will focus on expansion and sustainability.

This grant is led by a cross district leadership team comprised of leaders and staff from sites and district departments as well as cabinet, union, student, community and parent organization representatives. The leadership team is informed by four key working groups- youth voice, standards and assessments, professional learning and engagement and outreach. There are quarterly community meetings and SCUSD cabinet briefings as well.

### II. Driving Governance:

Pillar I: Career and College Ready  
Pillar II: Family and Community Engagement  
Pillar III: Organizational Transformation

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Results 1: Mega Result  
Results 2: Academic Achievement  
Results 3: Well-Rounded Individuals  
Results 4: Local, State, National, Global Citizenship  
Board Policy 5030 Student Wellness  
Board Policy 6011 Academic Standards  
Board Policy 6020 Parent Engagement  
Board Policy 6141 Curriculum Development

### III. Budget:

\$250,000 from the NoVo Foundation for Year 1 (award)  
\$250,000 from the NoVo Foundation for Year 2 (award)  
\$50,000 from The California Endowment for Year 2 (award)

Anticipating another \$250,000 from the NoVo Foundation for Year 3

### IV. Goals, Objectives and Measures:

At the heartbeat of Pillar One of the district's Strategic Plan 2010-2014 is the charge to prepare students for college and career readiness. In response, SCUSD is creating a High School Graduate Profile that serves as the umbrella under which the district's work will be done. The Graduate Profile is a values statement developed in partnership with SCUSD's local community, as well as cutting edge research from across the nation. It identifies the skills and competencies that all SCUSD graduates need to demonstrate to ensure their success in college and career. These skills and competencies have been adapted from a diverse array of sources including the Common Core Standards for Mathematical Practice and ELA Capacities, the Partnership for 21st Century Skills, and the Social Emotional Learning Competencies. Once established, the Graduate Profile will be backwards mapped to establish robust benchmarks throughout elementary, middle, and high school to ensure that all students are able to demonstrate proficiency by the time they graduate.

CASEL's five SEL competencies are included in the Graduate Profile so it is critical that the district and schools begin to teach and model them. In our strategic three-year work plan (See Appendix A) that starts with building awareness of SEL and ends with gearing up for district wide implementation. The Team believes that these activities will lead to a climate and culture that supports the development of social and emotional competence district and school-wide. With professional learning and practice in SEL, highly skilled and capable staff will be better prepared to support social and emotional development for all of SCUSD's students.

In addition to our work plan, there are identified goals that will help guide the work of the SEL Team.

**2012-13 School Year Goal: Create awareness of SEL district wide so that stakeholders begin to understand how SEL contributes to college and career-ready students.**

During the first year of the grant, the Team's goal is to create awareness of SEL so that stakeholders begin to understand how SEL contributes to college and career-ready students. This was accomplished

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through developing a governance structure for SEL in SCUSD and outlining a structure of communication to inform staff about the SEL work at the district and school site level. Smaller strategic workgroups, each chaired by a member of the SEL team was formed. Targeted professional learning sessions conducted by CASEL consultants will help build district and school site staff, students, parents and community partners' expertise and awareness of the five core competencies among.

**2013-14 School Year Goal: Integrate SEL into the district's work.** Integrating SEL into the district's work will be the goal of year two of the grant. As the McClatchy network expands its work, the SEL Team and workgroups will collect and share data and incorporate learning from the network to add another cohort of schools. The SEL Team will continue the development of an SEL vision by creating a policy around SEL implementation district wide. The proposed SEL policy will be presented to the School Board for approval and adoption and then the SEL Team will begin drafting Administrative Regulations to support and enforce the policy. This work will be timely if the district decides to update its strategic plan. Once it has been articulated, SCUSD will communicate the district SEL vision and policy, specifically its role in academics.

**2014-15 School Year Goal: Gear up for district-wide SEL Implementation for 2015-16 school year.**

In year three of the implementation grant, SCUSD will review SEL data outcomes and use the evaluation data to adjust and refine our plan for district wide SEL implementation for the 2015-2016 school year. With the approved and adopted Board SEL policy and approved Administrative Regulations to support and enforce the policy, schools will begin to adopt and implement evidence-based SEL programs and practices. To expand capacity, SCUSD will create a coordinated Professional Learning program that provides training to address Academics + SEL capacity development for all staff.

#### **V. Major Initiatives:**

In year one, Sacramento City Unified School District (SCUSD) focused on building Social and Emotional Learning (SEL) awareness district-wide so that all stakeholders could begin to understand the important connections between Social and Emotional Learning (SEL) and our long term goal of college and career readiness. In order to accomplish that goal, we identified five priority areas. Together with our outstanding CASEL consultants and dedicated key leaders within the district, year one results were, on the whole, outstanding. Below is a summary of our accomplishments.

*First, we formed, expanded and refined our district-wide SEL Leadership Team.* SCUSD grew our cross-district SEL governance team from a dozen individuals at the beginning of the year to over three dozen by the end of the school year (see attachment). In addition to growing in numbers, the cross representation of our district team grew to truly represent our community, union and site partners, as well as top district department leadership. The SEL director spent the month of January 2013 doing one-to-one meetings with each of the leadership team members to insure they understood what was being asked of them as well as to more deeply understand their interest, resources and capacities to lead SEL growth within their sphere of influence. The leadership team meetings take place monthly and are always well-attended. During the year, the leadership team reviewed a district-wide audit on SEL Policy

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and began site-level reviews and participated in collaborative meetings with neighboring CDI districts to share successes and challenges, and attended the cross-district meetings in Ohio and Chicago.

*Second, we assessed and developed the work group subject matter and leadership needed to move the SEL work forward across our district. SCUSD created four key workgroups to address the following areas: Standards and Assessments, Professional Learning, Student Voice, and Communication and Engagement. Each of those workgroups is led by co-chairs that balanced site and district perspectives and met monthly. By the end of the year, each of the workgroups provided recommendations to the Superintendent and Cabinet that included a draft of SEL standards, an impressive district-wide communication plan and a multi-track pathway for professional learning.*

*Third, we built capacity for effective leadership and communication by investing significant time in exploring, identifying and engaging key district staff through a system of intentional one-to-one and small group conversations. In particular, there have been two intensive rounds of one-to-one outreach district-wide. The first was in January of 2013 when we were gearing up to expand and refine our leadership team. The second round took place in June and July of 2013. We conducted rounds of visits to district leadership, department leads, and site principals for more in-depth discussion of where SEL lived in their current work and how to tailor our work together to take them to the next level of SEL awareness and practice. This practice led to a solid foundation for building a truly collaborative vision and language across our district that described our vision and introduced our common language regarding our SEL commitment and plans. It also allowed us the time for summer planning for mid-course tweaking and changes we needed to make after year one.*

Overall, this was a very strong area of progress this past year. Unlike many compartmentalized top-down district-driven or site-centered initiatives, our cross-district collaboration has not only inspired our participants to build SEL awareness but caught the attention of other district leaders who saw this strategic roll-out as something to replicate with other efforts. During a recent visit with the SEL Core Leadership Team, American Institutes for Research's Vice President David Osher commented that over the past year "SCUSD has created a culture of collaboration across district departments and schools infusing SEL."

#### **VI. Results:**

Social and Emotional Learning (SEL) was an unfamiliar term to most individuals participating in training and professional learning sessions even if it had been present in their work all along. Developing a common vision and language this past year helped district staff and partners to see that while we had some practices and competencies embedded in current work and habits, we had not, until now, developed a strategic district-wide approach that everyone could articulate and own. Deeper exploration of the five core competencies provided staff and parents with a "name" and greater intentionality to their work. This new understanding led to significantly increased participation in SEL orientation sessions, work group clusters and leadership meetings as the year progressed. LPC Associates, Inc. conducted a professional learning (PL) analysis on current SEL programming, practices and policies at all levels in SCUSD and found that district PL fell into one of two categories: 1) those that

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were explicitly SEL-focused and addressed all of the SEL competencies, and 2) those that addressed some aspect of social and emotional learning by including at least one of the SEL competencies. In the past year, the District offered a wide variety of trainings to a multitude and varied audience. While LPC found that there were 91 trainings that addressed some components of social and emotional learning, reaching up to 2,228 District and school staff, parents, and community members, our key focus were on the 22 trainings specific to social and emotional learning, reaching up to 801 District and school staff developed and launched through six unique ways:

- 1) ***SEL: An Essential Component of High Quality Education*** - designed for Board, Cabinet, District Leaders, and the SEL Leadership. This workshop first occurred in October 2012 reaching 75 participants.
- 2) ***SEL Ambassador Sessions: Introduction to Social and Emotional Learning (SEL) for District, School, and Community Members in SCUSD*** – basic orientation offered monthly providing a clear and concise introduction to SEL competencies, supporting research, what SEL looks like in the school and classroom, and roles and engagement opportunities for parents and community representatives. SEL leaders also offered this training at various community meetings with partners like PTA and the Parent/Teacher Home Visit Project as well as requesting sites. Since March of 2012 we've trained over 85 individuals in small group forums.
- 3) ***SEL Ambassador: Train-the-Trainer (TOT) Sessions***- for facilitators in delivering the SCUSD one-hour Introduction to SEL workshop to district and school leaders and staff and community representatives. With the guidance of our CASEL consultants, we developed these sessions and have held three TOT sessions. To date, we have identified a cross district pool of eight skilled ambassadors who are on board to lead ambassador sessions moving forward. Additionally, we are moving these sessions under the umbrella of community outreach and engagement next year with dedicated SCUSD staff time coordinating the effort.
- 4) ***SEL Cohort I sites: Professional Learning*** - The McClatchy CKM Network site leaders (representing the four schools in Cohort I), with the help of CASEL consultants, led the work providing SEL professional learning opportunities to staff, piloting SEL-approved strategies, collaborating, and cross-training with other District sites and staff on SEL practices. SCUSD SEL leaders and CASEL consultants participated in multiple school and classroom visits each month to observe SEL practices. Several of the individuals they observed were later videotaped and their work is highlighted on our SEL district website. In August of 2013, the Cohort I staff development day included over 200 faculty and staff from the McClatchy Network, central office staff and Superintendent Jonathan Raymond. The Network is also focusing on a common site survey developed at Floyd Elementary School and specific instructional practices. The CKM Network will continue to meet monthly.
- 5) ***SEL West Coast Regional Cohort Meeting: Sacramento City USD, Oakland USD, and Washoe County SD*** – designed to supplement CASEL cross-district meetings and provide an opportunity regionally to share what works about systematic district-wide SEL implementation and address common challenges related to our key activities of the CASEL District Theory of Action. Two meetings were held in December 2012 (Oakland) and May 2013 (Sacramento).
- 6) ***SEL SchoolKit: CASEL Pilot***– these sessions were designed for one to six hours and provided for district leaders and key department staff members as well as the Cohort I and II sites in SCUSD.



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Sessions provided an overview and breakdown of CASEL's School Theory of Action with accompanying tools and resources for guiding high quality and systemic school-wide SEL. In August and September of 2013, CASEL consultants Hector Montenegro and Susan Keister worked diligently with key SEL leaders in SCUSD to deliver these sessions to approximately 260 educators at 13 Cohort I and II sites in small group settings. Cohort II includes 16 elementary, middle and high schools.

Perhaps most significantly, for the long term district integration of SEL in professional learning, after a year-long process of building meaningful foundational support, we held our first day-long cross-training on September 27<sup>th</sup> with 50 of the Academic Office Common Core training specialists and SCUSD Department Leaders. CASEL consultants, along with Chief Academic Officer Dr. Olivine Roberts and Assistant Superintendent Dr. Iris Taylor, facilitated the day-long session dedicated to identifying the opportunities for integrating The Common Core State Standards and SEL in our instructional practices. Academic Office Leaders and SEL rollout leaders are planning several follow-up sessions for 2013-2014.

#### **Communicate SEL Through CKM Network Efforts and District-wide SEL Vision**

In the last two years, SCUSD has launched two major teaching and learning initiatives to improve the quality of classroom instruction and the climate for learning at our schools: The California Common Core State Standards and Social and Emotional Learning. These initiatives are about providing a "whole child" education to the students we serve. Whole Child means every student: learns in an environment that is physically and emotionally safe for children and adults; learns about and practices healthy living; is actively engaged in learning and connected to school and the community; and, is challenged academically and prepared for success in college and careers.

In order to help share this vision and the integration and importance of SEL, the District spent a significant amount of time this past year identifying, creating and launching our message and connected community engagement and outreach efforts. For example, our communications office created a graphic on the district website's home page regarding whole child education linking SEL and Common Core linked to key resources and materials for staff and families. Superintendent Raymond regularly highlighted SEL at SCUSD board meetings and in his printed Board updates, in his weekly email blasts to all district staff (see attached sample), and in his August back-to-school letter to SCUSD families. Additionally, there were multiple SEL presentations and activities with District leadership this past year. Finally, with the help of LPC Associates, SCUSD conducted an extensive audit of our district's Board policies to SEL sustainability.

#### **Develop SEL learning standards and assess evidence-based SEL programs and practices**

In order to begin work on the SCUSD SEL learning standards, workgroup leaders and members began by reviewing existing examples of SEL standards nationally and ultimately settled on the Illinois SEL standards as the best resources for our draft framework. Following the drafting and vetting of the SCUSD SEL standards with the district leadership team, the workgroup then began the process of cross-walking the draft standards with the developing draft Graduate Profile, our key composition of competencies and benchmarks that address the academic, technical, plus 21st century knowledge and

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skills required. The Graduate Profile will serve as a barometer for measuring the preparedness of our students; therefore, it was critical that we aligned the SEL standards and included SEL goals in the Graduate Profile.

SEL Standards and Assessment workgroup leaders also focused efforts on insuring that SEL metrics will be included in the district's new *Guide to Success* (balanced accountability framework). The *Guide to Success* will provide a set of qualitative and quantitative outcomes designed to reflect a school's student achievement. The overall goals of this Guide are to promote continuous improvement and excellence in teaching and learning, as well as provide students with the necessary knowledge, skills, mindsets and experiences to be college and career ready.

Regarding evidence-based programming, Cohort I sites, Leataata Floyd and Sutterville Elementary Schools both use evidence-based programming (Second Step, Steps to Respect, etc). CK McClatchy High School has their "ROAR" program (Positive Behavioral Intervention Support). Finally, the evaluation team at LPC Associates, Inc. also conducted and produced a summary of the Program Inventory with seven schools who will be part of Cohort II to gain a baseline understanding as our work with this second cohort of sites moves forward.

#### **SEL Integration Began: Focus on Networks of Schools and Other Immediate Opportunities**

As the 2012-2103 school year began, SEL leaders in our district thought that the most effective route for integrating SEL into existing district networks would be through our principal network of schools. However, as the year progressed, school closures and other pressing and time-sensitive challenges before the network principals led us to decide that it would be better to reconnect with the revamped networks in the fall of 2013. In the meantime, three unexpected but highly successful pathways for SEL opened up.

The first pathway opened up as a result of our learning in the one-to-one conversations with department leaders, where additional and immediate opportunities for integration with SEL surfaced including: 1) Chronic Absenteeism and Parent/Teacher Home Visit Project Pilot Program; 2) Bullying Prevention Professional Development; 3) Restorative Justice Task Force; and, finally, 4) Afterschool Programs at both SEL Cohort and non-SEL Cohort sites.

The second pathway has been the very fast SEL growth working with SCUSD youth through both the Youth Development Department's Conference in the spring of 2013 and the successful outreach through the District-wide Student Advisory Council. Forty student leaders received SEL information and decided to join the SEL work in the workgroups and at the Leadership team meetings. Student leaders are also interested in beginning work as district-wide SEL Ambassadors.

The final pathway blossomed in the late spring and summer of 2013 when another opportunity for integration surfaced with SEL and the Common Core State Standards. In July, a group of 21 SCUSD staff attended Peter Senge's *System Thinking Camp Snowball* in North Carolina. Mr. Senge voiced his support for SEL and concluded that school districts can't do systems thinking without the combination of the Five SEL Core Competencies and 21st Century Skills.



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### **VII. Lessons Learned/Next Steps:**

#### **Looking Ahead to Year Two of the Grant: Five Priorities for Integrating SEL**

The first year of our implementation grant focused on building district awareness of SEL and the foundational support to begin full integration. As summarized above, we met or exceeded our key goals. As the second year of our grant begins, SCUSD/SEL leaders have already made mid-grant adjustments to further maximize our grant outcomes with a revamping of our SEL organizational structure that allows us to effectively build upon our foundation. As a result, we will focus our efforts on the following priorities:

#### **Continue to Develop SEL Vision**

In order to carry forth the work of developing the SEL vision, the leadership team streamlined their membership and duties for the coming year. This new work includes reviewing and forwarding workgroup recommendations to members of the community for feedback and then to Superintendent Raymond and SCUSD board members for final approval. One of the first actions will be the adoption of the proposed SEL Standards. Another action will be the expansion or changes needed for SCUSD Board Policy based on the policy audit conducted and findings shared this past year. A third key action will be to fully develop SEL Graduate Profile metrics, a key piece of our work. Finally, we will continue to develop the SEL vision by insuring that SEL is clearly addressed in the new SCUSD Strategic Planning Process and Outcomes.

#### **Collect and Share Data and Learning from CKM network**

There are several examples of the CKM Network learning that are informing our work as we move into year two of this grant. One example rests in the leadership role of the CKM network principals as they provided testimony and outreach to the interested principals at sites exploring participation in Cohort II. While the first cohort did not have the benefit of colleagues in the District guiding this work, the second cohort began their decision making process with a breakfast meeting. At that time, the four Cohort I principals shared their past experiences and their pledge of support moving forward as sites considered what it meant to be an "SEL" school in our district. A second example of "learning" points to the dramatically reduced suspension and expulsion data at two of the Cohort I sites which they attribute to their SEL work. A third example of the learning can be seen in the role of the CKM Network Coordinator's role as session planner and presenter at the first Common Core/SEL professional learning day in September. A final example of collecting and sharing the data and learning from the CKM network is the use of the SEL survey. Developed and implemented by the Resource Teacher at one of the sites, Floyd Elementary School, the survey has been shared with all the CKM Network sites and will also be shared with Cohort II site leaders.

#### **Continue Stakeholder Engagement and Communication around SEL**

While SCUSD successfully engaged key stakeholders in the SEL awareness work this past year, partner groups, parents and other community members are asking for information about SEL. In order to share the real work of SEL that is developing in our district, particularly at the workgroup and leadership committee level, SEL leaders will host four community forums in October, January, March and June, co-

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sponsored by PTA and other key community partners. The first community forum took place on October 29, 2013 from 6-7 p.m. at Health Professions High School- one of the Cohort II sites- located in the CKM network geographic region. The forum was organized by members of the communication and engagement workgroup, along with PTA leadership. The forum provided a framing for SEL in SCUSD, offered parent/teacher/student testimony on SEL, and provided pending workgroup recommendations and accompanying data with an opportunity for community member feedback. We expect at least 150 participants at each of our future community forums.

Other stakeholder expansions in year two will include more SEL Ambassador Sessions, inclusion of SEL in the intensive Parent Leadership Academy Program, and continued exploration into other opportunities for SEL presentations in the greater Sacramento community.

#### **Deepen SEL Integration Into Professional Learning and Other Work**

While we made more progress in year one than expected, SCUSD plans to continue building Professional Learning entry points and opportunities for SEL. In the summer of 2013, SCUSD will hold an SEL-themed summer institute for Cohort I, II and the yet-to-be identified members of Cohort III sites. We will continue our cross-district professional learning with special attention to the developing sessions with the Academic Office on the Common Core/SEL cross-over trainings as noted earlier. Additionally, our recent round of one-to-one outreach with department leaders surfaced new department training opportunities including, but not limited to, the newly-hired staff via the Human Resources department, the afterschool providers connected to the Youth Development department, preschool providers through our Early Childhood department and the inclusion training specialists through our Special Education department. Finally, we will work closely with our CASEL Consultants in their SchoolKit roll out as sites enter into the process of choosing specific evidence-based Programs.

#### **Align Resources To Sustain SEL**

We will look within the site and District infrastructure to determine key opportunities to leverage staff time, department resources and new opportunities for SEL integration and expansion. Externally, year two will include renewed attention to building relationships and philanthropic interest in SEL with our local business and community partner through invitations to the community forums. Our Superintendent and key district leaders will conduct strategic outreach to key policy and business leaders in the geographic areas where the forums will occur and then plan a follow-up funder half-day conference to be held in the spring of 2014 with the NoVo Foundation. Board members from our 501(c)3, Sacramento Unified Education Foundation, will also assist with reaching out to the community for financial resources to support sustaining SEL.

#### **Increase the Selection and Implementation of Evidence-Based Programming**

The District supports the full implementation of existing evidence-based programs currently being used at elementary school sites as well as the selection of evidence-based programs for schools that have none. The interest in evidence-based programs at the secondary level is especially high but the availability of CASEL-approved programs is limited. Consequently, we are waiting on the release of the Secondary Guide in order to begin the process of choosing curriculum for middle and high schools.

### Appendix A: SCUSD Proposed 3-Year SEL Implementation Work-plan

Activity	Year 1	Year 2	Year 3
Conduct SEL-related resource and needs assessment (District Strength Inventory) across the district and schools.	<p><b>September 2012 to December 2012</b></p> <p>Perform a gap analysis regarding current SEL programming, practices, and policies at all levels, particularly middle and high school, to identify the evidence-based programming offered, the grade levels and percentage of students receiving explicit SEL skills instruction, the percentage of teachers using instructional practices that promote SEL, and the degree to which key policies in the school align with SEL. (CASEL will provide a tool for this purpose.)</p> <p><b>January 2013 to March 2013</b></p> <p>Collect and summarize information from the gap analysis</p> <p><b>April 2013 to August 2013</b></p> <p>Share findings from the gap analysis to develop the SEL implementation plan at the district and school levels.</p>	<p>Based on the gap analysis findings, McClatchy network implements the SEL plan to systematically increase the percentage of students receiving evidence-based SEL programming; the percentage of teachers using instructional strategies that promote SEL, and incorporation of SEL into key district and school policies, such as discipline, bullying, etc.</p> <p>At least one new vertical network conducts a needs and resources assessment.</p>	<p>McClatchy Network and year 2 Networks revisit needs and resources assessment annually to continuously inform, revise, and improve the SEL implementation plan to meet the emerging needs of young people in the district.</p> <p>Continue to track the number of students at all grade levels and schools who are receiving evidence-based programming, teachers who are using instructional strategies that promote SEL, and integration of SEL into the core curriculum content.</p> <p>Gear up to add three comprehensive high school vertical networks in year 4 by conducting a needs and resources assessment.</p> <p>SEL Team will update the SEL Resources Inventory and include a component to measure the degree of implementation at each school site</p>
Develop a district-wide vision that prioritizes academic, social, and emotional learning for all students	<p><b>September 2012 to October 2012</b></p> <p>Conduct an audit of the district's Board Policies to determine where SEL is included</p>	<p>Integrating SEL into the district's work will be the goal of year two of the grant. As the McClatchy network expands its work, the SEL Team and workgroups will collect and share data and incorporate</p>	<p>Implement and refine the new policy and administrative regulations that prioritize SEL as a key element of the new district strategic agenda.</p> <p>SEL is explicitly articulated</p>

	<p><b>October 18, 2012</b></p> <p>Facilitate a thorough orientation for the SCUSD School Board members to build their SEL knowledge and competence, and to explore the importance and benefits of establishing SEL as a foundation for high quality education in the district.</p> <p><b>October 2012 to December 2012</b></p> <p>Create a workgroup tasked with drafting a SEL vision statement. Provide thorough orientation to SEL for all workgroup members.</p> <p>Create a policy around SEL implementation district wide. This will include elements such as SEL evidence-based programming for all students at all grade levels, instructional practices that promote SEL, learning climate that supports SEL, integration of SEL standards into the core academic curriculum, and policies that align with SEL. This will be done in conjunction with the district's new strategic plan. At the same time, incorporate SEL into SCUSD's existing mission/vision statement.</p> <p><b>October 2012 to December 2012</b></p> <p>Conduct stakeholder focus groups to gauge SEL understanding and buy-in.</p>	<p>learning from the network to add another cohort of schools.</p> <p>The SEL Team will continue to integrate the SEL vision and policy around SEL implementation district wide. This work will be timely if the district decides to update its strategic plan. Once it has been articulated, SCUSD will communicate the district SEL vision and policy, specifically its role in academics.</p>	<p>in the revised vision and mission statements of the district.</p>
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	<p><b>By June 2013</b></p> <p>Present the proposed SEL policy to the School Board for approval and adoption and begin creating Administrative Regulations.</p>		
<p><b>Develop expertise in academic, social, and emotional learning theory, research, and practice at the central office level.</b></p>	<p><b>October 2012</b></p> <p>SEL Team and workgroup members will participate in Professional Learning opportunities (provided by CASEL consultants and co-facilitated with selected SCUSD district staff ) to deepen their knowledge of SEL in order to provide support for school and classroom SEL development</p> <p><b>October 2012</b></p> <p>SCUSD Cabinet members, including the Chief Academic Officer, Assistant Supt. of Curriculum and Instruction, Area Superintendents, and Chief of Staff will attend a Professional Learning Session facilitated by CASEL.</p> <p><b>October 2012 and ongoing</b></p> <p>SEL Team and CASEL consultants (remotely) will attend Common Core Professional Learning sessions in the district to develop a better understanding of Common Core implementation in SCUSD.</p>	<p>The SEL Team and workgroup members will continue to participate in ongoing Professional Learning opportunities (provided by CASEL consultants) to deepen their knowledge of SEL in order to provide support for school and classroom SEL development</p> <p>CASEL Consultants will provide targeted trainings to department leaders at the district office in order to increase their capacity and knowledge of SEL</p> <p>CASEL consultants will continue to conduct Training of Trainers program for selected district and McClatchy staff members</p>	<p>District and CKM Network staff provide training, guidance and support for school and classroom academic and SEL development. SEL</p> <p>SEL Coordinator's position is fully funded by the district by year 4.</p> <p>CASEL consultants will continue to conduct Training of Trainers program for selected district and participating network staff members</p>
<p><b>Design and implement effective professional</b></p>	<p><b>September 2012 to November 2012</b></p>	<p>Begin the work of designing a strategy for SEL Professional Learning</p>	<p>SCUSD creates a coordinated PL program that provides PL to address</p>

<p>development programs to build internal capacity for developing academic, social, and emotional learning.</p>	<p>Conduct an audit of Profession Learning (PL) opportunities that are offered during the 2012-13 school year</p>	<p>through Common Core for year 3.</p>	<p>Academics+SEL capacity development for all staff.</p>
	<p><b>October 2012 to January 2013</b></p> <p>CASEL consultants and the SEL Team develop a Training of Trainers (TOT) process to prepare selected district and CKM staff members to offer CASEL's SEL-based professional development.</p>	<p>SCUSD trainers will provide training sessions for school site staff focused on building positive culture and climate, adult competencies, and SEL methodologies for use in classrooms and meetings. This Professional Learning will be targeted to staff that have had initial SEL training (such as the 4-day summer institute) and want to begin integrating the work on their campuses. These staff members will become SEL leaders on their school sites.</p>	<p>SEL Team will focus on refining programs, institutionalizing SEL Professional Learning, and aligning SEL vertically over all grade levels by create a menu of SEL PL offerings that address all aspects of SEL implementation and integration, with topics such as climate, core curriculum, instructional rigor using SEL strategies, evidenced-based programming selection and adoption, family engagement, assessment, and adult SEL competence.</p>
	<p><b>October 2012 to May 2013</b></p> <p>CASEL consultants and SCUSD trainers will hold monthly SEL awareness sessions open to all district office staff, school site staff, parents, and community partners</p> <p>PL Workgroup will identify where and how SEL Professional Learning can be integrated with Common Core Professional Learning</p>	<p>Professional Learning Workgroup creates a menu of onsite and webinar SEL PL sessions in consultation with CASEL consultants.</p>	<p>Design a strategy to implement Schoolkit Training at the three additional comprehensive high school vertical networks</p>
	<p><b>March 2013 to May 2013</b></p> <p>CASEL consultants and SCUSD trainers will hold additional training sessions for targeted groups</p> <p>McClatchy Network receives Schoolkit training from CASEL consultants.</p>	<p>Begin the work of designing a strategy for SEL to be integrated into other district Professional Learning opportunities, such as PBIS, Inclusive Schools, Youth Development, Child Development, Physical Education, Linked Learning/Small Learning Communities and site level professional learning opportunities.</p> <p>At least one additional network of schools receives Schoolkit training.</p>	<p>SCUSD, in consultation with CASEL, creates menu of SEL PD offerings that address all aspects of SEL implementation and integration, with topics such as:</p> <ul style="list-style-type: none"> <li>• Climate</li> <li>• Integration with core curriculum,</li> <li>• Instructional rigor using SEL strategies,</li> <li>• EBP selection and adoption,</li> <li>• Family Engagement</li> <li>• Assessment, and</li> <li>• Adult SEL</li> </ul>
	<p><b>July 2013 to August 2013</b></p> <p>Hold a 4-day summer PL institute for teachers interested in learning about</p>	<p>McClatchy Network selected staff and district staff will participate in the</p>	



	SEL	Training of Trainers Program to offer the CASEL SchoolKit Workshop in the district to new SEL network schools and other interested schools	competence
<b>Align resources to support academic, social, and emotional learning programming.</b>	<p>SCUSD's budget for 2012-13 has been adopted and allocated. Year 1 SEL funding will be allocated for McClatchy Network activities and district-level support.</p> <p>District and school-site representation on SEL Team is 100% match by SCUSD</p> <p>1.0 FTE SEL Coordinator is funded 50% by SCUSD; 1.0 FTE Bullying Prevention Specialist is funded 70% by SCUSD</p> <p>Plan for allocating resources to the McClatchy Network for a designated time in the school day to explicitly teach SEL</p>	<p>SCUSD Cabinet leverages current district partnerships for SEL work and supporting resources.</p> <p>Superintendent, School Board, and staff members such as the District Grants Coordinator seek and identify additional funding opportunities.</p> <p>CASEL consultants assist SCUSD in leveraging funds for SEL.</p> <p>Allocate resources for a designated time in the Networks school day to explicitly teaching SEL, e.g. morning meeting advisory, SEL class, etc.</p> <p>Include line item in the Networks and SEL budget for evidence-based SEL Program training and materials</p> <p>The SEL budget will include a line item for school level support for SEL, such as SEL Coaches, SEL Lead Teachers, etc.</p>	<p>Build capacity so that the SEL Coordinator is funded 100% by SCUSD by year 4</p> <p>Design a strategy for the district to allocate resources so that SEL is explicitly taught in all schools to all students during a designated period of time in the school day.</p> <p>Participating network schools have staff trained at each school to serve as a SEL coach or SEL Lead Teacher.</p> <p>A line item is in the budget for ongoing EBP training and materials.</p> <p>Time is allocated in the school day for teacher planning and reflection on SEL practice and assessment. through Common Planning Time (CPT)</p>
<b>Communicate about academic, social, and emotional learning with a variety of stakeholders.</b>	<p><b>Oct. 2012 to August 2013</b></p> <p>Communications Workgroup guides the SCUSD Communications department in messaging the work being done by the McClatchy Network.</p>	<p>Develop a district wide SEL framework and vision that will create a cohesive communications message</p> <p>Integrate the SEL communications plan into the district communications</p>	<p>The district communications plan has SEL embedded into the core messaging to all stakeholders, including a prominent section on the website dedicated to SEL</p>

	<p><b>October 20102 to December 2012</b></p> <p>Communications workgroup creates a district SEL communications plan.</p> <p><b>November 2012</b></p> <p>Hold a ½ day SEL conference hosted by the Superintendent and the NoVo Foundation for potential funders and partners</p>	<p>plan.</p> <p>Communicate district SEL vision and policy in all communications, specifically its role in academics, to all stakeholders.</p> <p>SEL information will be included on the agenda of SCUSD's Board of Education meetings as the Board and public will be informed about the ongoing activities of the SEL Team</p> <p>Make available documents created during the planning period (SEL Governance Structure, 3-Year Plan chart, Benchmark chart by year) through various communication vehicles including the district and school networks' websites</p> <p>Hold a ½ day SEL conference open to all internal stakeholders (teachers, principals, parents, etc.) hosted by the Superintendent</p>	<p>activity in the district.</p> <p>Hold a ½ day SEL conference open to all external stakeholders (city and county organizations, school districts)hosted by the Superintendent</p>
	<p><b>Establish Pre-K–12 learning standards for students' social and emotional competence.</b></p> <p><b>October 2012 to December 2012</b></p> <p>Standards and Assessment/Monitoring Workgroup tasked with creating draft SEL standards</p> <p><b>October 2012 to December 2012</b></p> <p>Workgroup will partner with Chicago Public Schools to learn how to develop, adopt and align SEL content standards with Common Core skills</p>	<p>Adopt SEL standards</p> <p>Identify and integrate SEL standards explicitly in the Common Core Standards and 21<sup>st</sup> Century skill sets</p>	<p>Design a strategy for SEL/Common Core standards to be integrated into SCUSD's work in year four</p> <p>Design a strategy for evaluating, rethinking and reflecting on student mastery of SEL learning standards through a district report card</p> <p>Integrate the SEL standards with the academic core curriculum.</p>

	<p>standards</p> <p><b>November 2012</b></p> <p>Work with Linked Learning Department to incorporate SEL standards into SCUSD's High School Graduate Profile</p> <p><b>January 2013 to August 2013</b></p> <p>Create draft SEL standards to be reviewed by a stakeholder focus group and revised as needed</p>		
<p><b>Adopt and implement evidence-based programs for academic and SEL in all schools.</b></p>	<p><b>September 2012 to December 2012</b></p> <p>Perform a gap analysis regarding current SEL programming at all levels, particularly middle and high school, to determine the (see first benchmark above for details)</p> <p><b>January 2013 to March 2013</b></p> <p>Collect and summarize information from the gap analysis to take back to the SEL Team</p> <p>Elementary schools in the McClatchy Network adopt and/or implement evidence-based SEL programs, as needed, to create a positive school climate and offer explicit skills instruction to all students at all grade levels. New teachers are trained in the program.</p> <p>The middle school and high school in the McClatchy Network select</p>	<p>Elementary schools in the McClatchy network continue to expand implementation of the evidence-based program for all students and into all venues of the schools.</p> <p>Middle and high schools in the McClatchy Network begin to pilot the implementation of the selected and adopted evidence-based program.</p> <p>In the Fall of 2013, the SEL Team will extend an invitation to schools interested in participating and learning more about the McClatchy Network. In the Spring of 2014, the SEL Team will select the next cohort of schools (which could be a Network or individual schools) based on the level of readiness, interest and capacity). SCUSD should have the capacity to add up to 10-15 schools in this next phase of SEL</p>	<p>Elementary schools in the McClatchy network are fully implementing evidence-based SEL programs for all students at all grade levels with full integration of the program into all venues of the school.</p> <p>Middle and high schools in the McClatchy network implement evidence-based SEL programs and continue to expand outreach to all students at all grade levels to create a positive school climate and offer explicit skills instruction to all students and all grade levels.</p> <p>Additional networks from year 2 begin the pilot implementation of the evidence-based SEL program.</p> <p>The three comprehensive high school vertical networks in year 3 begin the selection and adoption process for evidence-based programming.</p>

	<p>and adopt evidence-based program. Teachers are trained in the program.</p> <p><b>March 2013 to August 2013</b></p> <p>Initiate systematic process for selecting and adopting EBPs for all students at all grade levels at the elementary, middle and high school levels</p>	implementation.	
<p><b>Integrate SEL programming with other existing initiatives, including academic improvement, at the district and school levels.</b></p>	<p><b>August 2012 to August 2013</b></p> <p>Integrate SEL programming through the McClatchy network of schools.</p> <p><b>October 2012 to June 2013</b></p> <p>In the Fall of 2012, SEL Team will extend an invitation to schools interested in participating and learning more about the McClatchy Network. In the Spring of 2013, SEL Team will select the next cohort of schools (which could be a Network or individual schools) based on the level of readiness, interest and capacity). SCUSD should have the capacity to add another 10-15 schools in this beginning phase of SEL awareness and readiness assessment.</p>	<p>Evaluate and reflect on lessons learned from the McClatchy network of schools.</p> <p>The Standards and Assessment/Monitoring Workgroup will map the scope and sequence of SCUSD's SEL programming to determine the alignment of programs from elementary to middle to high school.</p> <p>In the Fall of 2013, the SEL Team will extend an invitation to schools interested in participating and learning more about the McClatchy Network. In the Spring of 2014, the SEL Team will select the next cohort of schools (which could be a Network or individual schools) based on the level of readiness, interest and capacity). SCUSD should have the capacity to add up to another 10-15 schools in this next phase of SEL implementation.</p>	<p>Develop a plan to implement SEL district wide with staggered implementation for inclusion of all schools at all grade levels.</p> <p>In the Fall of 2014, the SEL Team will extend an invitation to schools interested in participating and learning more about the SEL Networks. In the Spring of 2015, the SEL Team will select the next cohort of schools --the three comprehensive high school vertical networks-- based on the level of readiness, interest and capacity. SCUSD should have the capacity to add up to another 10-15 schools in this phase of SEL implementation.</p>
<p><b>Establish systems to continuously improve academic, social, and</b></p>	<p><b>SCUSD is targeting to achieve the following outcomes by the end of</b></p>	<p>Monitor and evaluate district SEL benchmarks</p> <p>Collect data on SEL</p>	<p>Monitor and evaluate district SEL benchmarks</p> <p>Review SEL Data</p>

<p>emotional learning programming through inquiry and data collection.</p>	<p><b>August 2013:</b></p> <p>Standards and Assessment/Monitoring Workgroup will create a SEL monitoring and evaluation system</p> <p>Identify and develop a data collection and analysis system for the McClatchy Network</p> <p>Determine how SEL data can be incorporated into each school site's School Accountability Report Card</p> <p>Develop procedures for monitoring and evaluating district SEL benchmarks as outlined by NoVo</p> <p>Use the AIR report to help inform the district's continuous improvement process</p>	<p>program implementation, student social and emotional competence, and school climate for all SCUSD schools (as applicable)</p> <p>Use the AIR report to help inform the district's continuous improvement process</p>	<p>Outcomes and use Evaluation Data to adjust and plan for district wide SEL implementation</p> <p>The Standards and Assessment/Monitoring Workgroup will design a strategy for evaluating, rethinking and reflecting on student mastery of SEL learning standards through a district report card</p> <p>Use the AIR report to help inform the district's continuous improvement process</p>
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