



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.1

Meeting Date: October 18th 2012

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: Family and Community Engagement (FACE) Office

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 creating a system that will monitor SEL-related processes and outcomes. Additional feedback from the Cabinet, other district staff, principals, teachers, students and parents were used to inform the Planning Team in developing a three-year Implementation Grant proposal submitted to the NoVo Foundation on September 15, 2012.

We are pleased to announce that our grant proposal for \$750,000.00 over three years, to support district-wide implementation of social and emotional learning at SCUSD has been approved by the NoVo Grants Committee.

Financial Considerations:

The grant will begin on November 1, 2012, to be distributed in three equal amounts of \$250,000.00 over three years, contingent upon the receipt of a grant report detailing satisfactory progress at the completion of each year.

Documents Attached:

1. Executive Summary
2. CASEL Fact Sheet
3. Appendix A – SCUSD Proposed 3-Year SEL Implementation Work-plan

Estimated Time of Presentation: 60 Minutes

Submitted by: Koua J. Franz, Chief Family and Community Engagement Officer

Approved by: Jonathan P. Raymond, Superintendent

Board of Education Executive Summary

Social and Emotional Learning:

An Essential Component of High Quality Education

Family and Community Engagement Office

October 18, 2012



I. Overview

Sacramento City Unified School District was selected to be part of CASEL's Collaborative District Initiative (CDI) and awarded a Planning Grant of \$125,000 back in January 15, 2012. The CASEL's CDI focuses on the invaluable work of integrating and promoting explicit and systematic social and emotional learning for all students within eight large urban school districts across the United States. With the Planning Grant, we were able to establish a Management Team that met weekly from February through the end of August 2012. The team consisted of the district's Chief Family and Community Engagement Officer, SEL Coordinator, Research Specialist, Grants Coordinator, and an outside evaluation consultant. The role of the Management team was to facilitate the Planning Team meetings and move the SEL work forward in the district. The Planning Team met for two-hour bi-monthly meetings from February through the end of August 2012. Planning Team members consisted of the above Management Team representatives as well as the Assistant Superintendent for Curriculum and Instruction; Area Assistant Superintendent; Elementary School Principal; Youth Development Support Services Director; School, Family, and Community Partnerships Trainer; Bullying Prevention Specialist; Linked Learning/High School Reform Coordinator; and Communications Manager. The Planning Team provided recommendations to the Cabinet around the development of a district-wide implementation plan.

The planning process provided the beginnings of an outline for the district's vision for systemic SEL and provided the very first step of an inventory of SCUSD's existing SEL programs, practices, and policies. 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 creating a system that will monitor SEL-related processes and outcomes. Additional feedback from the Cabinet, other district staff, principals, teachers, students and parents were used to inform the Planning Team in developing a three-year Implementation Grant proposal submitted to the NoVo Foundation on September 15, 2012.

II. Driving Governance:

Pillar I: Career and College Ready

Pillar II: Family and Community Engagement

Pillar III: Organizational Transformation

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:

We are pleased to announce that our grant proposal for \$750,000.00 over 3 years, to support district-wide implementation of social and emotional learning at SCUSD has been approved by the NoVo Grants

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Committee. The grant will begin on November 1, 2012, to be distributed in three equal amounts of \$250,000.00 over three years, contingent upon the receipt of a grant report detailing satisfactory progress at the completion of each year.

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 the elementary, middle, and high schools 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 this proposal, the Planning Team has outlined a 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 a 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, the Planning Team 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.

The Planning Team was intentional about the pace and rollout of SEL across the district. 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 will be accomplished 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, will be formed to focus on 1) Vision/Resources, 2) Standards and Assessment/Monitoring, 3) SEL Professional Learning (PL), 4) Communications/Engagement, and 5) SEL Network of Schools. Targeted professional learning sessions conducted by CASEL consultants will help build staff expertise and awareness of the five core competencies among district and school site staff, students, parents and community partners.

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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 a 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's 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 SEL Board 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 Academic and SEL capacity development for all staff.

V. Major Initiatives:

- Conduct SEL-related resource and needs assessment (District Strength Inventory) across the district and schools.
- Develop a district-wide vision that prioritizes academic, social, and emotional learning for all students.
- Develop expertise in academic, social, and emotional learning theory, research, and practice at the central office level.
- Design and implement effective professional development programs to build internal capacity for developing academic, social, and emotional learning.
- Align resources to support academic, social, and emotional learning programming.
- Communicate about academic, social, and emotional learning with a variety of stakeholders.
- Establish Pre-Kindergarten through 12th grade learning standards for students' social and emotional competence.
- Adopt and implement evidence-based programs for academic and SEL in all schools.

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- Integrate SEL programming with other existing initiatives, including academic improvement, at the district and school levels.
- Establish systems to continuously improve academic, social, and emotional learning programming through inquiry and data collection.

VI. Results:

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.

VII. Lessons Learned/Next Steps:

- Continue to develop the SEL vision, framework and support District's SEL development.
- Continue to engage our stakeholders (Parents/Families, Students, Staffs, and Community Partners) and increase their level of awareness and understanding around our District SEL Framework.
- Collect and share data, best practice and incorporate our learning from the SEL CKM Network of Schools.
- Integrate and align SEL into Professional Learning for all our district work.
- Align resources to sustain SEL.
- Learn with and from our partner school districts in the Collaborative District Initiative.



CASEL's Collaborating Districts Initiative (CDI)

As schools face the challenge of preparing students to participate in a complex, global community and workforce, successful systemic reform must involve building an array of academic, social, and emotional competencies among young people. Such an approach also fosters positive behaviors and environments conducive to learning.

Based on strong scientific evidence about the impact of social and emotional factors on students' success in school, career, and life, the Collaborative for Academic, Social, and Emotional Learning (CASEL) supports districts in developing the capacity to incorporate high-quality, evidence-based social and

emotional learning (SEL) as an essential component of school improvement. Currently, CASEL's Collaborating Districts Initiative (CDI) engages eight large school districts to plan, implement, and monitor systemic changes that will impact schools and classrooms in ways that influence students' social-emotional development and academic performance.

CASEL connects its partner districts together, documenting and collectively sharing lessons learned. We are generating knowledge that can inform similar efforts in our current collaborating districts and, ultimately, across the country.

Social and Emotional Learning is Critical

Social and emotional learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary 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.

Through collaboration, CASEL, NoVo Foundation, and district leaders create systemic changes in a variety of district-level activities and procedures relevant to the implementation of social and emotional learning district-wide. CASEL's *inputs* to collaborating districts provide needed support for key district *activities* that are expected to achieve crucial district-level *outcomes*. These outcomes will leverage changes at the school and classroom level that lead to positive social, emotional, and academic outcomes for all students.

CASEL and NoVo Foundation expect the CDI to catalyze changes in a variety of district-level activities and procedures relevant to SEL implementation.

Social & Emotional Learning Core Competencies



Districts Receive

- *District systems development consultation* – each district receives a senior systems development advisor
- *Staff development consultation* – assistance developing coherent, sustainable professional development plans
- *Action research framework* – to continually gather information; reflect on the impact of policies, programs, and practices; and make decisions based on available data
- *Connections to evidence-based SEL program providers and other external partners* – to implement coordinated, sustainable SEL programming
- *Planning and implementation tools* – resources to help district leaders and staff organize their SEL efforts
- *Opportunity for grant funding from NoVo Foundation* – planning grant of \$125,000 and implementation grants up to \$750,000 over three years

Districts Commit To

- Assess the district's SEL-related needs and resources
- Develop a clear SEL vision and detailed long-term plans for SEL
- Develop and adopt SEL learning standards and assessments
- Adopt evidence-based SEL programs
- Design professional development programs to build internal capacity
- Integrate SEL with existing district initiatives
- Align budgets and staffing to support SEL
- Monitor SEL implementation process and outcomes
- Establish a plan for communicating with stakeholders about SEL
- Participate in a cross-district evaluation and learning community with other districts

Districts achieve

- Student success with positive academic and behavioral outcomes
- SEL school program implementation
- Integration of SEL with academic content and pedagogy
- Quality SEL-related professional development
- Systems for accountability and continuous improvement
- Stakeholders' commitment to SEL as a priority
- Positive system-wide and school-wide climate
- Strong student-parent-teacher relationships

Collaborating Districts

Of the eight collaborating districts, three have received implementation grants of up to \$750,000 over three years:

- Anchorage School District, AK
- Austin Independent School District, TX
- Cleveland Metropolitan School District, OH

The remaining five districts have received planning grants of \$125,000 and are eligible to apply for implementation grants in fall 2012:

- Chicago Public Schools, IL
- Metropolitan Nashville Public Schools, TN
- Oakland Unified School District, CA
- Sacramento City Unified School District, CA
- Washoe County School District, NV

All collaborating districts are among the 200 largest school districts in the country.

For more information

Contact Dr. Libia Gil, Vice President for Practice and Knowledge Use at lgil@casel.org.



CASEL's mission is to establish social and emotional learning as an essential part of education. We are committed to advancing the science of social and emotional learning (SEL); expanding integrated, evidence-based SEL practice; and strengthening the field and impact of SEL.

For more information on CASEL, the CDI, or SEL, please visit
www.casel.org

The CDI is funded with a grant from NoVo Foundation

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

Activity	Year 1	Year 2	Year 3
<p>Conduct SEL-related resource and needs assessment (District Strength Inventory) across the district and schools.</p>	<p>September 2012 to December 2012</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>January 2013 to March 2013</p> <p>Collect and summarize information from the gap analysis</p> <p>April 2013 to August 2013</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>
<p>Develop a district-wide vision that prioritizes academic, social, and emotional learning for all students</p>	<p>September 2012 to October 2012</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>October 18, 2012</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>October 2012 to December 2012</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>October 2012 to December 2012</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>By June 2013</p> <p>Present the proposed SEL policy to the School Board for approval and adoption and begin creating Administrative Regulations.</p>		
<p>Develop expertise in academic, social, and emotional learning theory, research, and practice at the central office level.</p>	<p>October 2012</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>October 2012</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>October 2012 and ongoing</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>Design and implement effective professional</p>	<p>September 2012 to November 2012</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>October 2012 to January 2013</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>October 2012 to May 2013</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>March 2013 to May 2013</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>July 2013 to August 2013</p> <p>Hold a 4-day summer PL institute for teachers interested in learning about</p>	<p>through Common Core for year 3.</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>Professional Learning Workgroup creates a menu of onsite and webinar SEL PL sessions in consultation with 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>McClatchy Network selected staff and district staff will participate in the</p>	<p>Academics+SEL capacity development for all staff.</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>Design a strategy to implement Schoolkit Training at the three additional comprehensive high school vertical networks</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"> • Climate • Integration with core curriculum, • Instructional rigor using SEL strategies, • EBP selection and adoption, • Family Engagement • Assessment, and • Adult SEL
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	SEL	Training of Trainers Program to offer the CASEL SchoolKit Workshop in the district to new SEL network schools and other interested schools	competence
Align resources to support academic, social, and emotional learning programming.	<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>
Communicate about academic, social, and emotional learning with a variety of stakeholders.	<p>Oct. 2012 to August 2013</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>October 2010 to December 2012</p> <p>Communications workgroup creates a district SEL communications plan.</p> <p>November 2012</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>Establish Pre-K–12 learning standards for students' social and emotional competence.</p>	<p>October 2012 to December 2012</p> <p>Standards and Assessment/Monitoring Workgroup tasked with creating draft SEL standards</p> <p>October 2012 to December 2012</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 21st 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>November 2012</p> <p>Work with Linked Learning Department to incorporate SEL standards into SCUSD's High School Graduate Profile</p> <p>January 2013 to August 2013</p> <p>Create draft SEL standards to be reviewed by a stakeholder focus group and revised as needed</p>		
<p>Adopt and implement evidence-based programs for academic and SEL in all schools.</p>	<p>September 2012 to December 2012</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>January 2013 to March 2013</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>March 2013 to August 2013</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>	<p>implementation.</p>	
<p>Integrate SEL programming with other existing initiatives, including academic improvement, at the district and school levels.</p>	<p>August 2012 to August 2013</p> <p>Integrate SEL programming through the McClatchy network of schools.</p> <p>October 2012 to June 2013</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>Establish systems to continuously improve academic, social, and</p>	<p>SCUSD is targeting to achieve the following outcomes by the end of</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>August 2013:</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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