

# Social Emotional Learning

The basic building block for safety and learning!

Portage Township Schools-  
An inquiry by  
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# Background

Portage Township Schools has grown over the past decade. This growth has resulted in more diversity. Portage has been a successful district in terms of its state issued grade as a district. As a district, we have noticed students entering school less prepared socially, emotionally and academically. Historically we have focused on addressing the academics in terms of remediation and other supports. However, we have noticed a decrease in the effectiveness of these remediation processes and are experiencing an increase of behavior referrals that resulted in suspensions and expulsions. Portage Township Schools recognizes the importance of educating the whole child and thus believes that Social Emotional Learning (SEL) is detrimental to academic success in terms of readiness for academic learning.

# Demographic Evolution

2005-2006

White- 77.6%

Hispanic- 11.7%

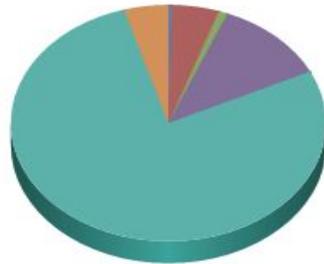
Black- 4.9%

Multi-Racial- 4.6%

Asian- .9%

American Ind. .3%

Enrollment 2005-06 by Ethnicity



American Indian  
Black  
Asian or Pacific Islander  
Hispanic  
White  
Multiracial

2018-2019

White- 56.1%

Hispanic-24.7%

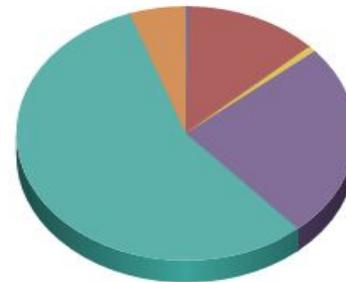
Black-12.8%

Multi-Racial-5.4%

Asian-.8%

American Ind- .2%

Enrollment 2018-19 by Ethnicity



American Indian  
Black  
Asian  
Hispanic  
White  
Multiracial

# I Wonder.....

If implementing SEL/Mental health practices inside the curriculum will have a positive effect on student achievement and culture.

Does social emotional adeptness = success?

# Purpose of Inquiry

Portage Township Schools is committed to reaching and teaching the “whole” child. We believe that meeting social, emotional and physiological needs of the students is paramount to student achievement and success. While we have historically been considered a successful district, we felt we were falling short of our vision and mission of educating the whole child.

# Actions

1. Train- with Mind-Up! curriculum
2. Plan- the delivery and dissemination
3. Implement- with Fidelity at each building
4. Analyze- data as we move through the year
5. Revise- practices/process as necessary
6. Re-implement and spread

# mindjump

a product of The Hawyn Foundation



## Elementary (k-5) Social Emotional Curriculum Dissemination Plan for PTS Schools



Personnel	Role/Duty Action	Target	Rationale	What does this look like?	How do we know it is working?
Central Administration (Mr. Robert Wilson)	To support and encourage each building in embedding the curriculum and practices into everyday practices shifting the culture and positively adjusting the climate of PTS.	<b>Principals</b> , teachers, parents, students and all faculty and staff.	Strong support and willingness to partake in the journey instills buy-in and heightens pride. Ultimately this leads into more time on task and less redirection.	Training, resources, collaboration, celebrations and acknowledgement Attendance and support at faculty meeting etc.	<ol style="list-style-type: none"> <li>1. Student Achievement increases.</li> <li>2. Culture and Climate survey results.</li> </ol>
Building-level Administration	To be a champion of embedding the Mind Up curriculum. Change “yeah but...” conversations into “yes and...”	<b>Teachers</b> , Parents, students and all involved in the education process.	A healthy social emotional environment is the foundation of all learning.	This should not be expressed as an additional item. Rather a supportive tool.	<ol style="list-style-type: none"> <li>1. Student Achievement increases.</li> <li>2. Culture and Climate survey results.</li> <li>3. Reduction in discipline</li> <li>4. Adults show more sensitivity to student needs.</li> <li>5. All stakeholders are solutions based</li> </ol>



Personnel	Role/Duty Action	Target	Rationale	What does this look like?	How do we know it is working?
School Advisors	Leads the efforts to unveil and deliver curriculum to students in the classroom on a weekly/biweekly basis. Collaborate with teachers on the structure of delivery. Welcome teacher involvement and participation. Lead discussion on how to infuse this into all aspects of the climate and culture, ie PBIS, CIP etc. This person supports and coaches the building on best practices and procedure.	<b>Teachers,</b> students, parents and all staff including support staff.	The more embedded this program is the more it begins to become part of the PTS culture. Social/Emotional training helps a student self regulate which increases instructional time on task and increases the child's focus. Providing on-going monitoring and support increases buy-in which leads to overall positive changes in academic data which highlights the PTS culture of excellence.	Delivering weekly/bi-weekly lessons to all classes. Coaching and providing support and strategies to help prepare students for learning. Professional development for teachers and all faculty and support staff. Parent trainings etc.	<p>Student behavior is respectful.</p> <p>Teachers are actively embedding SEL within their classroom environment</p> <p>Evidence of SEL exhibited throughout building</p> <p>Parents supporting in SEL curriculum and interested in how to assist at home.</p>

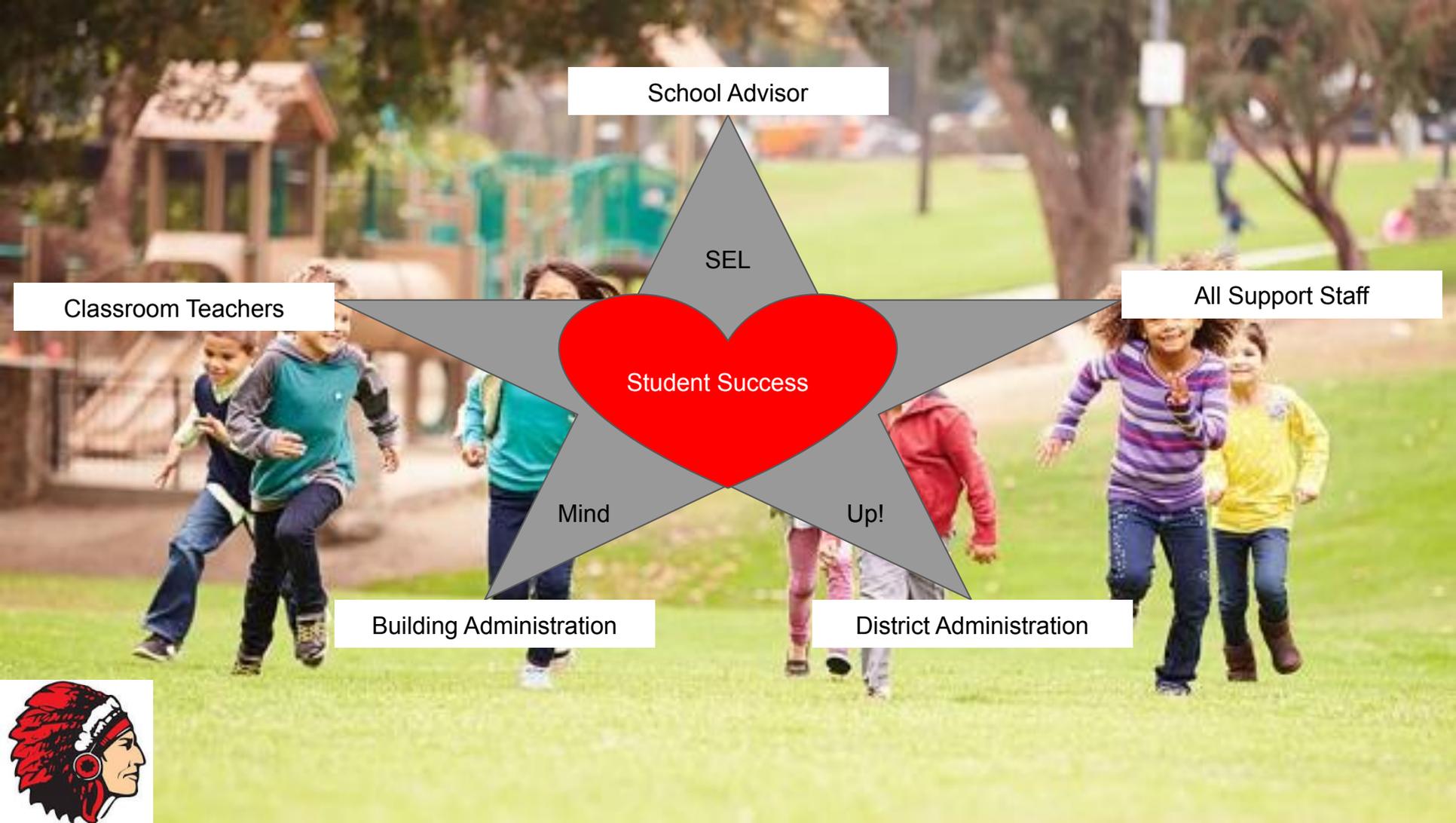


Personnel	Role/Duty Action	Target	Rationale	What does this look like?	How do we know it is working?
Elementary Teachers	<p>Be present while the lesson is being led by the School Advisor. You may wish to discuss lesson plans before delivery and may feel free to add to or just participate.</p> <p>Teachers will be asked to highlight the lesson objectives and embed these learned practices thought daily practices.</p> <p>You are their social emotional coach helping you set the environment for learning.</p>	<p><b>Students</b>, parents and colleagues.</p>	<p>Child development does NOT occur in nicely organized silos. As educators we develop the “whole child.”</p> <p>Learning is optimized in safe secure environments - this includes social emotional well being. Research shows this is a key component to academic success.</p>	<p>Greeting students upon entrance into the school and classroom.</p> <p>Observing the students affect and asking them “how they feel”. Sharing strategies for managing emotional IQ.</p> <p>Developing a rapport with child through sharing and coaching</p>	<p>Disruptive behaviors in the classroom are reduced.</p> <p>Students time on task and internal work ethic has increased.</p> <p>Every member in the building speaks the same language and supports and promotes the SEL curriculum.</p> <p>Students begin to promote a positive climate and culture through self monitoring as well as peer monitoring.</p>



Personnel	Role/Duty Action	Target	Rationale	What does this look like?	How do we know it is working?
Parents	Reinforce learning targets and practices of the curriculum at home. Support this instruction through attendance of Mind Up meetings held by School Advisors.	<b>Child</b> , community	Parents set the tone in terms of relations and support to the school. Collaboration and continued support will help secure a student who is self regulated and understands self advocating.	Casual conversation, follow up and reinforcement of lesson and skills taught. Verbal redirection, and praise as needed. Attendance to parent workshops.	Students behaviors at home demonstrate self-motivation, empathy and students demonstrate a stronger work ethic.  Community members speak the common language and promote the skills

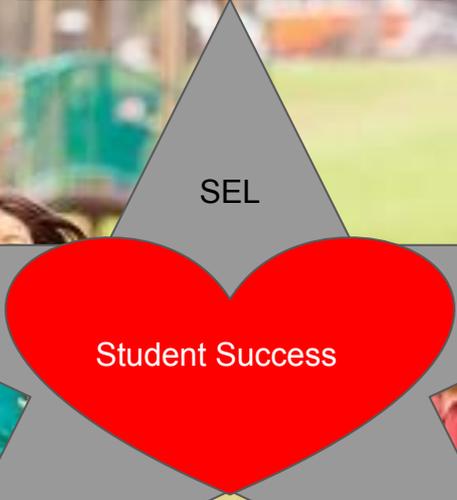




School Advisor

Classroom Teachers

All Support Staff



Student Success

SEL

Mind

Up!

Building Administration

District Administration



# Data Collection

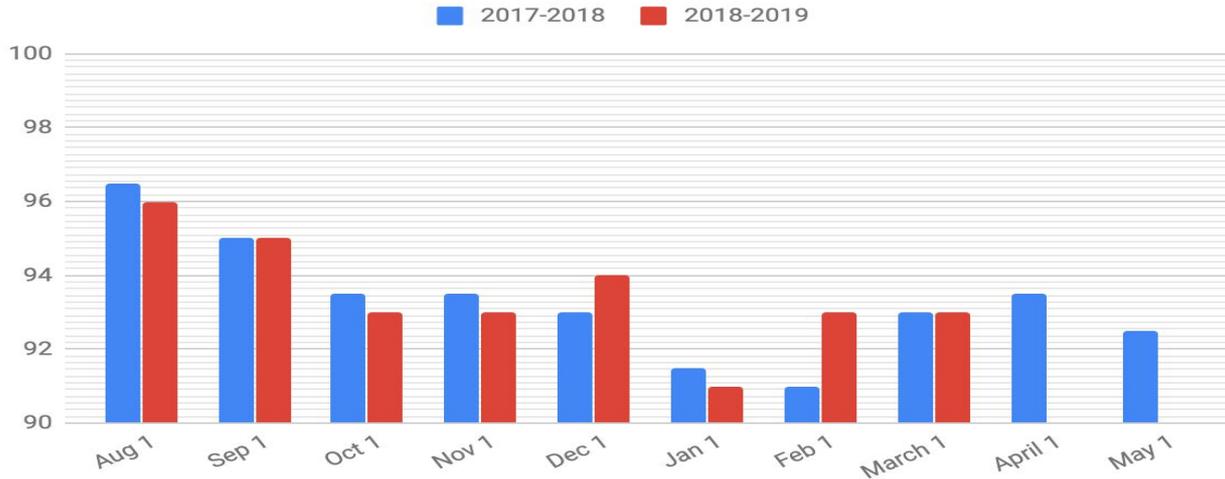
## Collection Plan-

Monitor the “Triple “A’s”

1. Attitude (behavior)
  - a. Use the monthly discipline report and record the number of referrals per month.
2. Attendance
  - a.  $1 \text{ minus total number of absences each month over the average monthly attendance multiplied by the days of class} = \text{monthly attendance average}$
3. Academics
  - a. Run a “D” and “F” report for each grading period beginning with the 2017-2018 school year. Highlight students who are on this list multiple times.

# Attendance Data

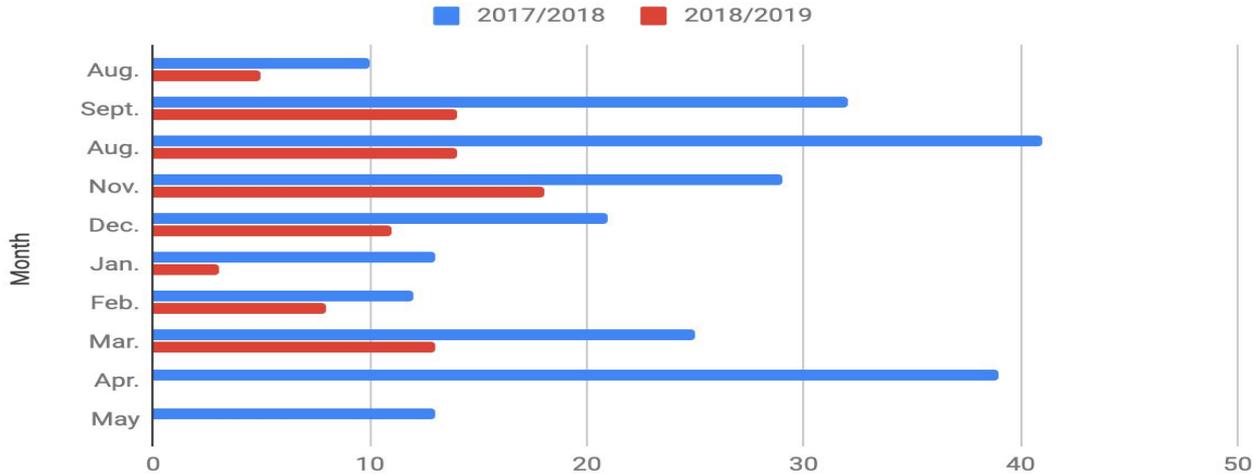
Monthly Attendance Rates



# Attitude Data

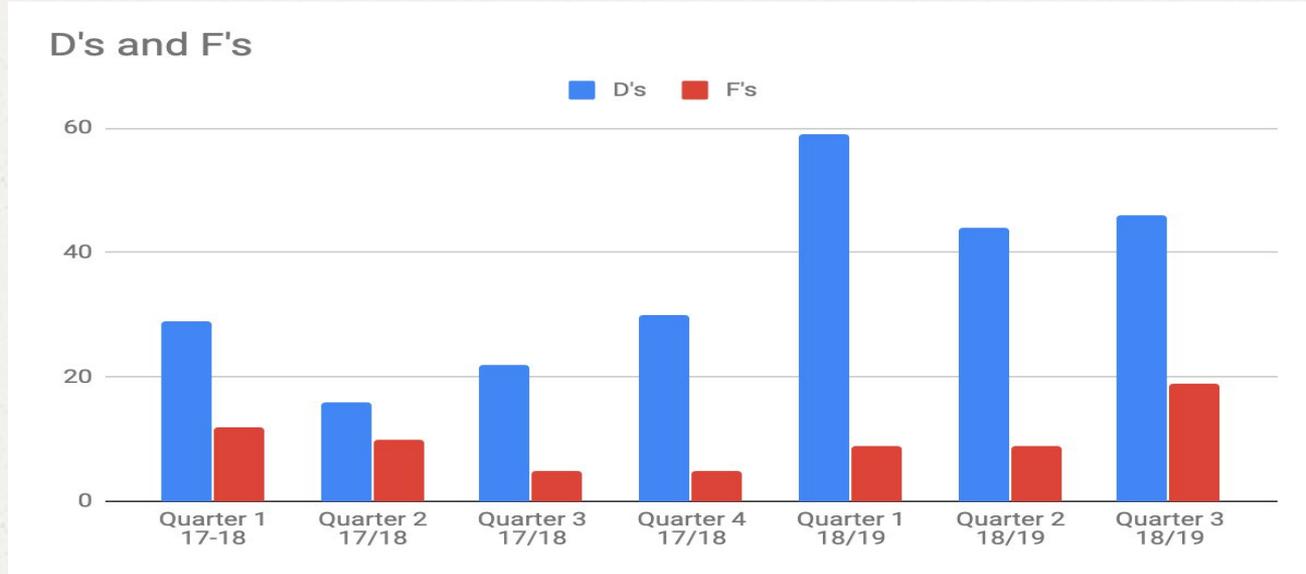
## (Behavior Referrals)

Behavior Referrals



# Academic Data

## (Fail Rate)



# Discoveries

1. The Sigmoid curve is real! - <https://youtu.be/1jPE9pqbO4M>
  - a. What goes up will eventually come down
  - b. Break what is working to achieve continued success.
2. The Portage community still see themselves as a small farming community.  
Not the case!
3. We have secured resources...but we need to utilize them and advertise their availability
4. Unregulated individuals cannot help regulate others.
5. While we know about Adverse Childhood Experiences (ACES) and have identified those with these, we are not responding to their needs as we are not aware of all resources and some are not comfortable offering these resources.
6. When offering services our families often deny them for one of the following;
  - a. pride and embarrassment
  - b. Avoidance, denial (don't want others to know)

# Discoveries (cont.)

7. We have a growing number of students with special needs..not just special education students!
8. The “triple A’s” are actually an indicator suggesting need for additional support.
  - a. We need to monitor all three data points
9. Long term ACES usually require additional supports in SEL and Academic
10. Building a rapport with students is important but building that rapport with parents is just as important.
11. We need to understand that everyone has mental health -- Mental health includes our emotional, psychological and social well being. It affects how we think, feel, and act. It needs to be treated and monitored like our physical health.
12. All employees of Portage Township School need training in order to promote and model the Indiana SEL Competencies (SEL).

*Next*



*Steps....*

# Next Steps...SEL it is!

1. Continue to deliver Mind Up! curriculum in every elementary school.
2. School advisors will ensure all classroom teachers are trained with this curriculum.
3. Install SEL curriculums across the district k-12
  - a. MS will implement the Botvin Lifeskills program
  - b. HS will adopt and implement an SEL curriculum to 9th and 10th graders in the Looping Cohort.
4. Continue to seek community partners and resources that can be assist students and families in overcoming barriers to learning.
5. Realign policies and procedures to be more trauma informed and socially, emotionally and psychologically based. Solutions NOT Punishment based.

# Next Steps (cont.)

6. All employees of Portage Township School system need training in order to promote and model the Indiana SEL Competencies (SEL).
7. Continue to utilize Academics, Attitude, and Attendance histories are data points that may indicate a need for support.
8. Develop reporting sheet that presents level of student competencies. This should be done “I CAN” statements to mimic HRS standards based report cards. **(Note see *Lost At School* pgs. 75-77 for Assessment of Lagging Skills and Unsolved Problems ALSUP)**
9. Continue to develop SEL into part of an MTSS system
10. Develop Celebrations for each of the competencies we focus on as a district. **(note look into a “Five Star Program”)**

# Bibliography

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Jensen, E. (2009) *Teaching with poverty in mind: What being poor does to kid's brains and what schools can do about it*. Alexandria, VA :ASCD

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\*Resources for inquiry brief development:

- Chapter 3 of *Leading with Passion & Knowledge*
- Chapter 4 of *The PLC Book*

- Purpose: To create a learning environment that is safe, secure and welcoming to all stakeholders. Portage Township Schools was looking to increase its ability to overcome barriers to learning and increase success academically, socially, emotionally and psychologically. We needed to find the “why” to our increased need for remediation and our decrease in the effectiveness of the remediation. Portage Township Schools is committed to reaching and teaching the “whole” child. We believe that meeting social, emotional and physiological needs of the students is paramount to student achievement and success. While we have historically been considered a successful district, we felt we were falling short of our vision and mission of educating the whole child.
- Question (Wondering): How can my project transfer from one school to another? After the 2018-2019 summer session, I took a new position in a new district. This meant that I would be starting new and would not have survey results related to my new district. After many discussions, interviews and looking at many data points, I quickly realized that my original project would still apply. Even moreso, Portage Township Schools is in the midst of many changes regarding curriculum but also there was a big push for addressing the students social,emotional and psychological well being. With this stated, my question became;

I wonder if implementing SEL/Mental health practices inside the curriculum will have a positive effect on student achievement and culture.

Subquestion: Does social emotional adeptness = success?

- Method (What will we be doing?)
  - Train- with Mind-Up! curriculum
    - A program dissemination/implementation plan was developed to

include all stakeholders.

- As part of the adoption, were provided with a Mind Up Trainer who trained all of our principals, assistant principals, deans and school advisors.
  - school advisors, during the installment year, planned and delivered the curriculum throughout the year in every classroom. This served as ongoing training for the regular classroom teachers who, through gradual release will take over the curriculum delivery next year.
  - Personnel throughout the building were to model, support and promote the SEL competency of the month. This is an attempt to make this part of the school climate and to shift the schools culture.
- Plan- we created a thorough delivery and dissemination plan that was shared with everyone in the building.
  - Implement- Myself, my teacher leaders supported the building principals, school advisors and teachers with implementing the curriculum. We assisted the principals and school advisors in infecting the school personnel in supporting and promoting SEL
  - Collect and Analyze- data as we move through the year. What does the data tell us?
  - Revise- practices/process as necessary
  - Re-implement and spread
  - SEL competencies posted and promoted throughout the building.
  - Creation of SEL committee to help develop supports, processes and monitor and react to data points. This team is in addition to the school advisors.
- Data Collection: Monitor the “Triple “A’s”
    1. Attitude (behavior)

Use the monthly discipline report and record the number of referrals per month.
    2. Attendance

1 minus total number of absences each month over the average monthly attendance multiplied by the days of class = monthly attendance average
    3. Academics

Run a “D” and “F” report for each grading period beginning with the 2017-2018 school year. Highlight students who are on this list multiple

times.

#### 4. Meeting notes with SEL committee- Principals, School Advisors and teachers.

- Calendar (timeline): This began at all elementary schools during the 2018-2019 academic year.
- Data Analysis: Two of the three data pieces show an initial negative reaction to this process.
  - It appears that the attendance has not improved...in some cases this data has worsened. An explanation may be the new attendance policy that was adopted and enacted by the district this year. This new policy was enacted to be in compliance with the new city and county ordinance.
  - It also appears that the number of D's and F's has increased when compared to the previous year. This can be explained as this is our initial year of implementing standards based report cards as part of our being a Marzano High Reliability School. Many of the same children are on this list multiple times which suggest:
    - remediation efforts have not been as effective as needed
    - we recognize a students academic struggle and provide academic remediation without looking deeper into this cause
    - we need to incorporate SEL strategies into this process and embed this into a MTSS continuum.
  - Attitude or behavior referrals to the office has decreased by 50% on average, when comparing this monthly totals this year to last.
- Next Steps: Portage Township Schools is dedicatied to this transformative process and realize that many changes have been made in terms of curriculum and SEL. Through these changes we realize that SEL is the foundation of all learning thus reinforcing the value of SEL and the importance of Climate and Culture. We also are committed to doing the following:
  - Continue to deliver Mind Up! curriculum in every elementary school.
  - School advisors will ensure all classroom teachers are trained

with this curriculum.

- Install SEL curriculums across the district k-12
  - MS will implement the Botvin Lifeskills program
  - HS will adopt and implement an SEL curriculum to 9th and 10th graders in the Looping Cohort.
- Continue to seek community partners and resources that can be assist students and families in overcoming barriers to learning.
- Realign policies and procedures to be more trauma informed and socially, emotionally and psychologically based. Solutions NOT Punishment based.
- All employees of Portage Township School system need training in order to promote and model the Indiana SEL Competencies (SEL).
- Continue to utilize Academics, Attitude, and Attendance histories are data points that may indicate a need for support.
- Develop reporting sheet that presents level of student competencies. This should be done “I CAN” statements to mimic HRS standards based report cards. **(Note see *Lost At School* pgs. 75-77 for Assessment of Lagging Skills and Unsolved Problems ALSUP)**
- Continue to develop SEL into part of an MTSS system
- Develop Celebrations for each of the competencies we focus on as a district. **(note look into a “Five Star Program”)**