

SEL Crosswalk

12/2017 update

3/23/18 update

4/16/18 update

5/31/18 update

11/4/18 update


1/9/19 update

1/27/19 update

3/11/19 update

6-14-19 update



6/9/2020(gold)


STEPS	CURRENT PRACTICE	RESPONSIBLE	IMPLEMENTATION PLAN	2017-2018	2018-2019	2019-2020	2020-2021
<p>District will establish a district level SEL team</p> <ul style="list-style-type: none"> Share SEL Crosswalk and its development 	<p>DLT has a functioning SEL subgroup</p> <ul style="list-style-type: none"> Purpose of district team Role of group to assist with setting up bldg. teams Establish criteria for membership on both district and building teams (CASEL resources) How to plan for and help support the building teams with SEL Monday focus (self-management) Choose middle school curriculum 	DST	<ul style="list-style-type: none"> Review membership of current subgroup and determine any additions/deletions. Suggested membership <ul style="list-style-type: none"> Individuals who participated in out of district events. Michelle Chiaro, Initial meeting to see if these people will serve and how to move forward. Initially, the team will meet monthly District team will determine the characteristics of building SEL members as well as their roles District team will determine building representative on the district team. Finalizing District Team with guidance from Linda Lanteri 	<p>January, 2018 (updated crosswalk)</p> <ul style="list-style-type: none"> Feb. 5 Waiver Day choose district team member and determine criteria for building teams ✓ Letter drafted for building BLT's to select members of SEL team ✓ Determine focus for SEL work Establish lines of communication Establish timelines and what training will be needed for the district and building teams (SSC and SEL) Trauma training for specific members of each building 	<p>Adult SEL with the focus on equity (grade levels?)</p> <ul style="list-style-type: none"> DLT driving equity next steps for district. DLT gaining understanding of equity. SEL strengthening continues as focus for PK-5, 2nd Step Curriculum being implemented 6-8 and School Connects for 9-12. 6-12 looking at academic integration and beginning the work in equity, beginning with student voice Lanterie visit 10/10-10/11/18 Climate/environmental walkthrough's K-8's, Round table discussions at HS. Will replicate environmental walks in each of the PK-8 bldgs Trauma training for specific members of each building. Begin meeting with team as district, design plan of implementing skills learned for meeting needs of students. Continued PD for adults with SEL 	<ul style="list-style-type: none"> We Survey's (Lead, Teach, Learn, Support) <p>Jan 2020 (Instructional Rounds)</p> <p>Legal Update 2/2020 Trauma informed practices</p> <p>Weekly SEL Focus bldg. capacity</p>	
<p>Each building will establish an SEL team. Members to consider:</p> <ul style="list-style-type: none"> K-4 administrator 5 -8 Administrator Guidance counselor/liaison Certified teacher (K-4, 5-8)) who has been involved with SEL Academic Coach 	<p>SEL/SSC are functioning as one in the same.</p>	CBT	<p>After the DLT SEL is functioning the building teams will be formed.</p> <ul style="list-style-type: none"> Buildings will submit a prospective list of names to the district SEL based on the criteria prepared by the district team. District team, in conjunction with building administrators, will make the final appointments Role of each team needs defined Training for each team will look different and needs to be discussed 	<p>March, 2018</p> <ul style="list-style-type: none"> Rationale for splitting the SSC/SEL teams (2 different functions) ✓ Carry out the focus/purpose of the district SEL team Planning for and training – summer 2018. Training did not occur over summer. 	 <ul style="list-style-type: none"> SEL Teams need established <ul style="list-style-type: none"> Purpose Defined -Look @ bldg. date -Support teachers/grades/pods with authentic integration -bldg relationship critical 		

			<ul style="list-style-type: none"> ● Create a memo explaining the difference between the work each team will focus on 				
<p>Prepare supports necessary for refocusing operationalizing the functions of the SEL team and the SSC, including but not limited to PD.</p> <ul style="list-style-type: none"> ● SEL Monday should focus on Self-Management from 2/2018 – 5/2018 <p><i>DLT, informing and taking deep dive with DLT members as district leadership with SEL Competencies/Equity and personal awareness working toward student success</i></p>	The SEL and the SSC are functioning as one unit.	District SEL Advisory Team	<ul style="list-style-type: none"> ● SEL teams and SSC will function as two groups. ● District SEL team will shift and repurpose the functions of the two groups by delineating the focus and responsibilities of SEL and SSC. <ul style="list-style-type: none"> ○ SSC - (will include partnerships with agencies in the community) ○ SEL - academic and environment ● The transition will be done in steps. 	<ul style="list-style-type: none"> ● Planning for the transition, spring, 2018 	<p>Transitioning, training.</p> <ul style="list-style-type: none"> ● SSC trying to support students with elevated behaviors (Tier 2 and Tier 3) ● Trauma trained staff to work on specific needs of high need students ● SEL building team to monitor and reinforce skills and practice of SEL skills based on curriculum and relationships between stakeholders ● Climate Grant submitted based on SEL specific to individual buildings ● <i>DLT deep dive</i> 	<p>Full implementation</p> <ul style="list-style-type: none"> ● VCS w/ K-3 Focus Room to address Tier 3 behaviors and replacement skills ● VCS as well as a few SSC staff (Zones of Regulation) ● Feb – Equity/SEL focus with DLT (Jan data/1st semester) ● Climate Grant awarded for each PK-8 with focus on PBIS. Retooling and training building teams to roll out beginning of year 	
Identify and educate out-of-district key stakeholders	<p>Stakeholders that are involved:</p> <ul style="list-style-type: none"> ● Valley counseling (SEL trained) ● PsychCare ● Homes for Kids ● Oakwood Counseling ● Akron Children’s Hospital 	Director of Special Education Supervisor of Community Outreach	<ul style="list-style-type: none"> ● Identify/name stakeholders <ul style="list-style-type: none"> ○ City nurse ○ Lead SRO ○ Behavioral support agency?? ● Provide training regarding SEL 	Plan for training for out of district stakeholders in order to build a common language	<p>Plan for training for out of district stakeholders in order to build a common language</p> <p>*behavioral specialist to work with most intensive, Tier 3 @ 1 PK8 April/May 2019</p> <p>*all PK8 focus K-2 for Tier 2/3 identified behaviors</p>	*Social worker, two behavioral interventionists, case manager and therapist at each PK8, while also maintaining SSC support personnel to transition extended care back to gen.ed setting	
Developing community and family connections	<p>Current stakeholders</p> <ul style="list-style-type: none"> ● 21st Century ● Inspiring Minds ● Upward Bound ● EEOP ● PTA ● Early Learning Resource Center ● Back to School Celebration 		<p>Embed SEL into the following:</p> <ul style="list-style-type: none"> ● Provide frequent communications to families regarding SEL ● Continue Peace in the Family events ● Connecting social services to families ● Follow-up 		<ul style="list-style-type: none"> ● TC Admin Conference August 2018 WCS presented and panel discussion on SEL ● CASEL Soundbites 9/2018 featured WCS for SEL focus, October 2018 featured WCS with Equity work 	<p>*TC Admin conference WCS presenting on SEL</p> <p>*Hector Nogera to lead the WCS admin retreat with SEL and tying it with “Fish Sticks”</p> <p>Weekly counselor meetings in house to support needs of students/families via Zoom during Gov “shelter in place” order. Counselors held virtual meetings with students they were seeing in school.</p> <p>Some teachers holding SEL sessions with students.</p>	Will be a focused plan with counselors and teachers to provide SEL to students/parents whether in person/blended or virtual school
Integrate SEL components into academics and school environment.	<ul style="list-style-type: none"> ● Mondays - administrators work with PreK -12 staff. ● K-5 incorporates weekly from the old 4 Rs curriculum (reading, writing, respect, and resolution-conflict).. ● 6-8 exploring SEL with adults 		<ul style="list-style-type: none"> ● Establish expectations and outcomes for adults that will be monitored at PreK-12 based on focused SEL components. Administrators will collectively determine the focus. 	<p>Building adult knowledge around SEL.</p> <ul style="list-style-type: none"> ● 4R’s Curriculum updates grades K-5 ● Adopt a 6-8 Curriculum 	<p>Implement 6-8 Curriculum</p> <p>✓</p> <p>Michelle Chiaro and Jill Merolla attending year long training on Transformative</p>	<p>Ongoing practice PreK-12.</p> <p>Full integration</p> <p>Admins who attended SEL confirmed (M. Chiaro, Raptis,</p>	

	<ul style="list-style-type: none"> 9-12 is doing a book study building wide School Connect is being used in grade 9. 		<ul style="list-style-type: none"> Select an appropriate 6-8 curriculum. ✓ 	<ul style="list-style-type: none"> Training for 6-8 curriculum implementation (summer 2018)-2nd Step ✓ Plan for more thorough use of School Connects at HS – academic integration 	Educational Leadership through CASEL. They will provide insights of learning to administrators throughout the year through admin meetings.	Zagorec) presented out @ Admin mtg --Sept 2019 3 hour in service on SEL w/ all food service and bus drivers	
Develop structures and systems to ensure consistent reinforcement of practices throughout the school environment.	<ul style="list-style-type: none"> Matrices have been established for all areas (ie classroom, restrooms, hallways) based on the Warren acronym. 		<ul style="list-style-type: none"> Implement and monitor to ensure that the matrices are being used. 		<ul style="list-style-type: none"> Monitor implementation with an SEL tool Create the tool for monitoring Monitoring piece exists within 2nd Step using unit assessments too Academic integration authentically occurring throughout environments, purposefully making connections to explicitly taught lesson with counselor support in K-8 	<ul style="list-style-type: none"> Monitor implementation with an SEL tool *PBIS teams each PK8 training with Amie Dean on reformatting and strengthening the understanding and implementation of PBIS, Tier 1. *Additional visits with Amie Dean Nov/2019, May 2020 to walk looking for evidence of implementation *1 PK8 received SQIG for climate (4 year grant) Revisit SEL bldg Teams & Role/Use for PD in bldg. to help shift culture 	
Develop a system to provide student voice.					<ul style="list-style-type: none"> *Focus planning with topics and hosting student round table discussions * Nov 2018 L. Lanteri worked with staff and student focus leadership groups at HS regarding Round Tables. * January 29-Feb 1, 2019 St. Louis, Missouri - HS admins, teacher and 2 students participating in national panel discussions Raising Youth, Rising Youth and Demonstration of Practice Inclusive of Youth Voice. 	<ul style="list-style-type: none"> HS – Round Tables Raider Days (based on needs of students via survey) 1 MS began process of a restorative practice Student equity panel training for MS. 25 student leaders trained by L. Lantieri 2/25-2/27/2020 to share their stories Summer 2020 CASEL Institute (virtual) with Merolla, Capers, Ulicny 	
Implement equity around SEL through culturally responsive teaching.				CASEL Equity Work (identify actionable steps how SEL can be enhanced due to a deepened awareness of equity)	<ul style="list-style-type: none"> REI Training for all administrators in the district November 19-20, 2018.- (16 hours) 	<ul style="list-style-type: none"> Hacking School Discipline Hacking School Leadership 	<ul style="list-style-type: none"> Book studies w/ admins preparing for 2020-2021

				<ul style="list-style-type: none"> • 2 HS admins and 1 central office admin attended <p>Race, Equity and Inclusion (WEAN Training) Discussed the history of racism, identified problems that currently exist, and began discussing "what is the work?"</p> <ul style="list-style-type: none"> • 7 admins (Supt, Assoc, HS principal, 6-8 principals) • 6 teachers from HS <p>Equity Conference in New Orleans to deepen understanding and practices around equity. Dante, Janis, Jill attending June 2018.</p> <p>2 administrators from central office attending a 2 day workshop in Cleveland – titled, Deep Equity , June 2018 to gain better understanding how this fits within schools/classrooms/culture</p>	<ul style="list-style-type: none"> • Janis Ulicny, Dante Capers, Jill Merolla continue year two of equity training begun in Seattle, Washington. • HS doing book study, Culturally Responsive Teaching by Zaretta Hammond. HS looking for micro affirmations as part of their building plan • Student/staff equity groups to vet topic for round table discussions in the HS. • Jan 14-16, 2019 Assoc. Supt, Jill Merolla and HS Guidance counselor to CASEL work session and to present the work in WCS in San Antonio, Texas • Monthly admin meetings Supervisor of Community Outreach and elementary principal will share out the work they are doing through the year long study with CASEL for Transformative Educational Leadership • St. Louis trip (teacher, 2 admins, 2 students presenting round tables)with Equity • Supt attending SEL conference in Washington DC, Jan 14-15, 2019 • National Youth at Risk Conference (NYAR) in Savannah, Georgia team of MS/HS administration and guidance to attend • Amie Dean, Behavioral Specialists, to work with 	<p>Planning for more embedded approach with alignment of SEL/PBIS supporting the expectations and Trauma Informed Care to support student needs.</p> <ul style="list-style-type: none"> • June 2019 – CASEL Equity work group in New Orleans (DC/JU) • July 2019 – TEL @ Omega (Jill/M. Chiaro) • Sept/Oct/Dec – Skills for Life SEL PD for all new K-5 staff and admins • Sept SEL for staff with 21st Century • Oct 2 CASEL Exchange in Chicago (Supt, Jill, Michelle) • Nov 4-6 CASEL Prof Learning Conf in San Antonio (Zagorec, Raptis, M. Chiaro, Jill) • Jan 2020 Equity Work Group in Tulsa, OK (Jill, Janis, Wendy) • Feb 2020 L. Lanteri in WCS working with MS students/admin (Equity) • April 2020 CASEL Convention virtual due to COVID-19 • June 2020 Virtual CASEL Equity Work Group (Janis, Dante, Jill) 	
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					<p><i>K-8 staff March 6, 2019 on Tier II and III practices around Trauma and behavioral practices</i></p> <ul style="list-style-type: none"> CASEL Conference Sacramento, CA April 9-11, 2019 <p>*TEL mtgs with small group of admins</p>		
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Identify in each building a student SEL/Equity team. (Initial training occurred in February with 5 students per building)			<ul style="list-style-type: none"> Identify students for the team in each building Provide training for the students Activities ???? 		<p>Part of this will be determining the focus, purpose and work of a bldg. SEL team</p> 		
Transformative Educational Leadership (TEL)					<p>3/7/19 small group of 5 Admins studying The Mindful Leader and foundations of TEL</p> <p>Key staff identified to monitor the implementation of SEL/Equity practices (counselors and bldg. teams) *25% of counselor time spent supporting, planning and coteaching the integration and implementation of SEL in MS.</p>	<p>Key staff identified to monitor the implementation of SEL/Equity practices (counselors and bldg. teams) *25% of counselor time spent supporting, planning and coteaching the integration and implementation of SEL in MS.</p>	
Adult Learning with SEL/Equity					<p>*Sept 2019, PD with 1 K8 building re: implicit bias</p> <p>*August 1&2, 2019 WCS admins and Supt presenting at the TC Admin conference on SEL (panel discussion 6-12 and their approach in equity)</p> <p>* Sacramento, CA trip April 9-11 (Supt, Assoc, Grant Deve) CASEL</p>	<p>HS admins begin mentoring 6-8 principals to develop a process of round tables with MS students for voice (move to 2020-2021)</p> <p>District Climate Goal of SEL;PBIS is a component to explicitly teach expectations and allows a framework of celebrations</p> 	

					networking/onboarding with focus of Student voice *June 4-7, 2019 New Orleans, HS admin continue work in equity	*4 PK8 received Climate Grant *PBIS retooling each building (move to summer 2020) *Amie Dean, national presenter, coming to train building PBIS teams to focus on year 1/Tier 1 implementation. WCS received the NOVO Grant for \$20,000 to focus on Girls at Risk Application for Climate Grant for 2020-2021 (authentic integration in academic areas)	
Trauma Informed Care						W. Hartzell/J. Lacy attended legal update and session from ACH Jan 2020.	* train administrators with alignment of supports Tier I, Tier II, Tier III) *PD for bus drivers, food service, educational assistants, teachers (how do we use the skills/foundation of SEL with students experiencing trauma? What does this look like/sound like?)
CASEL Soundbites	Monthly communication from CASEL representing the CDI districts and the work in which they are participating.				Sept 2018: Challenging Staff to Make a Difference (equity key note) Oct 2018: Promoting Equity through SEL (Round Tables at HS and Equity Survey/Walks in PK-8's) Jan 2019: Meeting Student needs through Small School SEL Programming May 2019: Professional Learning Inspires District Teamwork (two leaders attended CASEL conference in San Antonio, then came back and explored equity through lens of self reflection and implicit bias with DLT)	Sept 2019: SEL Retreat for District/Bldg Admins aligning 5 Core Competencies and Fish Philosophy (Hector Montenegro) Nov 2019: Girl Power/ Men of Distinction Jan 2020: Mtg Needs of students through small scale SEL Programming (Missing you during the holidays, Men of Distinction, Branches Reading Friends) Feb 2020: Unconventional SEL Strategy Supports for students and Staff (therapy dogs) April 2020: Diversity Panels Provide Opportunities for Student Voice (Equity traing for MS with L. Lantieri) June 2020: Responding to Student Needs During Pandemic, Recognizing Graduating Seniors and Peaceful Protests	

