

SEL Crosswalk updated July 2021, June 2023, March 2024, August 2024

STEPS	CURRENT PRACTICE	RESPONSIBLE	IMPLEMENTATION PLAN	2022-2023	2023-2024	2024-2025
<p>Climate Workgroup established in 22-23SY to advance areas of the Whole Child Framework including Behavior Intervention, Attendance, Wellness, and Social Emotional Learning (SEL).</p>	<p>DLT has a functioning Climate-focused subgroup which addresses climate goals found in the District's 3-year plan (OnePlan).</p> <p>Quarterly meetings to review data, implementation, and share new learning.</p>	<p>District Support Team</p> <p>District Leadership Team</p>	<p>Six meetings of the full Climate Work Group per academic year</p> <p>Additional and/or ad hoc meetings held as necessary</p> <p>Sub-group work related to behavior intervention, attendance, survey work conducted on-going as needed.</p> <p>Membership committed to the goals of the workgroup, additional professional learning and facilitating staff development activities.</p> <p>Membership comprised of a cross-section of the school community including administration, teachers, liaisons, school counselors, SSC staff, and food service.</p> <p>Membership expected to service on their respective building-level climate teams.</p>	<p>SEL accelerations Team will continue work with CASEL in participating in monthly meetings, annual workshops, and advisement from our CASEL consultant Deidre Farmbry who WCS hosted for a site visit at each building with admin.</p> <p>Focused on "agency" & "belonging" through the administration of student surveys, and interviews.</p> <p>Throughout the pandemic WCS was featured in several CASEL Soundbites sharing how student and staff needs were met. Most recently featured in Sept. 2022</p> <p>Climate Workgroup engaged in extended process of assessing the district needs related to behavior intervention at the three tiers of support. Recommendations were also presented to the DLT.</p> <p>Climate Workgroup created, administered, and analyzed staff "Collective Care" surveys to assess staff wellness and identify their needs. CWG also lead rollout to results to DLT.</p>	<p>Directly support buildings in academic & behavior goals through monthly data observation and recommendation of practices/structures identified in summer 2023 PD offerings</p> <p>Adopt vendor-based SEL screener, and climate survey tool to become more strategic and efficient in these areas.</p> <p>Team of admin attended CASEL SEExchange in Atlanta (Nov. '23). SEL & Academic Integration.</p> <p>Team of admins and school counselors attended NYAR Conference in Savannah, GA (Mar. '24). TIC & SEL Integration</p> <p>CASEL Acceleration Team attended CDI Meeting in Minneapolis (Apr. '24). Collaborative problem solving.</p> <p>June '23 hosted Attendance Workshop for admin, liaisons, teachers, & secretaries.</p>	
<p>Each building will establish a climate team to advance areas of the Whole Child Framework including Behavior Intervention, Attendance, & Wellness.</p>	<p>Admin and SSC leads work to provide on-going professional support to teachers in classroom management / behavior response as well as monitoring intervention practices.</p> <p>Building attendance teams comprised of liaisons and other staff work on monitoring attendance, incentives, and creating data culture focused on belonging and early intervention for all staff.</p> <p>WCS engaged in journey to become a Trauma Informed District as defined by the Ohio Department of Education</p>	<p>Core Building Team</p> <p>Building Leadership Team</p>	<p>Annual climate goal setting with building administration.</p> <p>Identify professional development opportunities to support those leading the climate work in the building's One Plan.</p> <p>Utilize Waiver Day, after-school meeting time, and morning meeting time to build staff understanding and practice.</p> <p>Recommended staff as well as building goals are to be shared annually.</p>	<p>Building SEL teams will continue to support of work of direct instruction in SEL. This includes, review of content, supporting staff, and providing feedback as to areas of need in regard to social emotional learning.</p> <p>Developed action steps based upon results from the Student Wellness Survey and staff Collective Care survey.</p> <p>Assessed building behavior interventions in operation at each</p>	<p>Willard PK-8 initiated Lighthouse Project in collaboration with Keeth Matheny.</p> <p>Each building monitored attendance/absenteeism data in 20 day cycle in building attendance teams.</p> <p>Buildings implemented use of Ripple Effects SEL behavior intervention program.</p> <p>Buildings began to lead STOIC/CHAMPS work.</p>	

				<p>tier and submitted feedback to the Climate Workgroup</p> <p>The SEL focus will be maintained by a focus group who will continue to support direct instruction of SEL, and building-wide integration through SEL “theme” work started by Keeth Matheny with 6-8 admins in May 2023</p>		
<p>On-going Professional learning to align classroom level, SSC, and admin moves related to behavior response with the tenants of the Whole Child Framework including social emotional learning (SEL) competencies, trauma informed care (TIC), positive behavior interventions (PBIS), and restorative practices.</p>	<p>Focus on professional development, examining practice, and monitoring implementation at the district and building levels.</p> <p>Intentionality with aligning our core principles to be reflected in how proactively set the conditions for expected behavior, and in how we correct and intervene in mis-behavior.</p>	<p>Assoc. Superintendent, Student Services, Student Wellness & Success</p>	<p>Professional learning and capacity building:</p> <ul style="list-style-type: none"> - Classroom Management - Behavior Intervention - Alternatives to Suspension <p>Monitoring Progress</p> <ul style="list-style-type: none"> - Disaggregated removal data - Stakeholder surveys - Evaluating intervention resources <p>Staff/District-wide PD</p> <ul style="list-style-type: none"> - Waiver Days - Morning Meetings 	<p>Continue the alignment of behavior response and support from our behavior health agency partners.</p> <p>Align the work of this team with Trauma Informed Care through the work of TIC specialist hired for the 22-23SY.</p> <p>Associate Superintendent of Student Services, Student Wellness & Success selected to be TEL fellow for the 22-23 class. Jill Merolla previously participated.</p> <p>TIC Specialist contracted to work with administrators, school counselors, new teachers, and behavior support staff on TIC modules to raise awareness and identify strategies.</p>	<p>Partnered with Safe & Civil Schools for Classroom Management/Behavior Intervention training in June & August '23.</p> <p>Waiver Day STOIC/CHAMPS overview</p>	
<p>Collaboration among out-of-district key stakeholders</p>	<p>Key stakeholders include:</p> <ul style="list-style-type: none"> - Behavioral Health Agencies - Medical Health / Akron Children’s Hospital, vision, & dental - Substance Use (SUD) partners - Homelessness Partners - Juvenile Courts - Lead School Resource Officer - United Way / Second Harvest Food Bank (Pantries) - Adopting churches - Children Services Board 	<p>Supervisor of Community Outreach</p>	<p>Engage stakeholders in information / strategy collaborative meetings.</p> <p>Identify partnerships enabling WCS to achieve goals related to the One Plan.</p> <p>On-going assessment of current and potential partnerships to support needs of students and staff.</p>	<p>Increase cooperation with behavior health partners to align their work and that of our behavior response.</p> <p>Will hold event to align our work with Trauma Informed Care with the work their agencies do.</p> <p>Awarded Ohio Department of Health grant to have School Based health Clinics available to students throughout WCS. Includes Nurse Practitioner, Medical Assistant, and a Social Worker available to students 5 days per week.</p>	<p>Community stakeholder meeting on Trauma informed care and meeting needs of school community.</p>	
<p>Developing community and family connections</p>	<p>Current stakeholders</p> <ul style="list-style-type: none"> ● Parents ● 21st Century ● Inspiring Minds ● Upward Bound 	<p>Supervisor of Community Outreach</p>	<p>Embed SEL into the following:</p> <p>Provide frequent communications to families regarding SEL</p>	<p>Back to School Celebration</p> <p>Monthly SEL spotlight in school newsletters</p>	<p>Back to School Celebration</p> <p>Monthly SEL spotlight in school newsletters</p>	

	<ul style="list-style-type: none"> ● Academic Achievers ● EEO ● PTA ● Early Learning Resource Center ● Back to School Celebration 		<p>Continue Peace in the Family events</p> <p>Connecting social services to families</p>	<p>December Wellness “Coffee Chats” presentation on student wellness & supports – Capers & Brugler.</p> <p>Inspiring Minds After School program at Lincoln & McGuffey.</p> <p>Community presentations at School Counselor meetings, (ACH, CSB, Warren City Health, Legal Aid, Full Spectrum, Compass, Mobil Response).</p>	<p>Community presentations at School Counselor & Liaison meetings</p> <p>PK Family Programming</p>	
<p>Integration of SEL competencies into academics and school environment.</p>	<ul style="list-style-type: none"> ● PK-12 incorporates weekly direct instruction in SEL (reading, writing, respect, and resolution-conflict). ● Weekly meeting time dedicated to Whole Child Initiatives ● Reinforce staff SEL practices and alignment for integration in monthly district-wide communications 	<p>Supervisor of Community Outreach</p> <p>School Counselors</p>	<p>School Counselors provide weekly direct instruction in SEL using Second Step Curriculum in grades K-8</p> <p>School Connect lessons delivered to High School Freshman weekly</p> <p>Grades 10-12 receive targeted reinforcement of School Connect lessons</p> <p>SEL themes reinforced K-12</p> <p>Lighthouse work with Keeth Matheny at WCS campuses</p>	<p>6-12 staff to work with SEL leader Keeth Matheny during September Waiver Day on how to leverage SEL practices in the classroom.</p> <p>Purchased book ExSELEnt Teaching for 6-12 staff as a resource for teachers and leadership to support SEL integration into academics.</p> <p>Matheny conducted instructional rounds during SEL direct instruction and consulted with 6-8 admins on a plan for SEL integration in 23-24SY</p> <p>Members of Acceleration Team and Willard and Jefferson schools attending CASEL convening on using Collaborative Problem Solving to integrate SEL into instruction.</p> <p>D. Farmbry (CASEL) site visit and feedback</p>	<p>Matheny Lighthouse SEL Integration project at Willard PK-8</p> <p>TIC/SEL workshop with classified staff.</p> <p>Matheny workshop with SSC staff.</p> <p>Matheny workshop with bus drivers</p> <p>Continued alignment with CHAMPS/STOIC framework with the SEL & TIC competencies.</p> <p>SEL on-boarding for first and second year teachers.</p>	
<p>Establish a school climate that is in alignment with the needs, perspectives, and values of the school community to be achieved by the on-going assessment of school climate through lens of various stakeholders.</p>	<p>Climate surveys for students, staff and families administered to evaluate the experiences of each. Focus areas are informed by results.</p> <p>Elevate student voice around tenets of the Whole Child Framework in each building through the designation of student teams.</p> <p>Culturally responsive approach to providing programming, intervention and support to students and families.</p>	<p>Assoc. Superintendent, Student Services, Student Wellness & Success</p> <p>Supervisor of Community Outreach</p> <p>Climate Workgroup</p>	<p>Select a vendor who is able to meet our survey and early warning needs</p> <p>Maintain student/develop parent panel to provide on-going feedback regarding climate as measured by survey</p> <p>Continue to build capacity around cultural competence to effectively connect with students and families.</p>	<p>Student surveys will be administered in September, December and May of 22-23 school year.</p> <p>Student voice will be gathered as it was last year, with a goals to have district-level student panels to also discuss findings.</p> <p>Student food service engagement group at each building initiated.</p>	<p>School Climate surveys administered to staff and students.</p>	

<p>School wellness program that engages students, and facilitates a healthy lifestyle, while satisfying federal nutrition guidelines</p>	<p>Provide Nutrition services that provide for healthy food options, nutrition education, and engagement around healthy living and choices</p>	<p>Assoc. Supt., Stu. Services, Student Wellness & Success Wellness Committee SRWC Administrator Athletic Director Food Service Admin</p>	<p>Work along with Wellness Committee, Athletic Department, Food Service, and the Student Recreation and Wellness Center Administration to work collaboratively to improve wellness outcomes of students.</p>		<p>Student feedback on school lunch offerings and engaged participation around menu selections and lunch program decision making.</p>	
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