


Universal Social- Emotional Learning at JTHS 204



Tuesday, June 15, 2021



What are we trying to accomplish?

- Universal SEL at the High School Level
 - Must develop common language
 - Cannot be put into one content
 - Flexibility for individual teachers and differing contents
- Identify the evidence based programs that fit our district/students/teachers
- Gradual Rollout begins 2021-2022 SY
 - Participate in meetings as needed
 - Implement with fidelity to training
- Collect data and feedback from staff, students, and parents
- Prepare a proposal for full staff adoption (2022-2023 SY)
- Present proposal to a variety of stakeholder groups

JTHS SEL Implementation Team

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Why are we talking about schoolwide, classroom based SEL implementation?

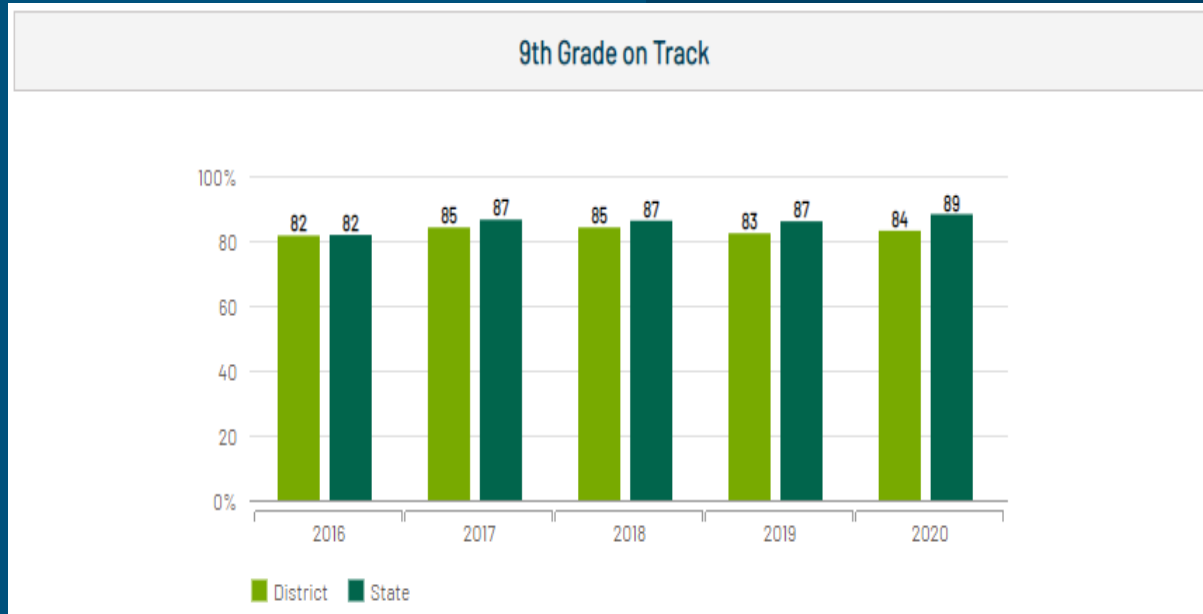
Academics: Graduation Rate and 9th Grade On Track Rate stagnant since the 2015-2016 SY

Attendance: Since 2017-2018 SY, Rate of Chronic Absenteeism at JTHS ranges between 18-27% higher than state average

Discipline/Behavior: Over 20,000 Office Discipline Referrals each of the last two years

9th Grade On-Track

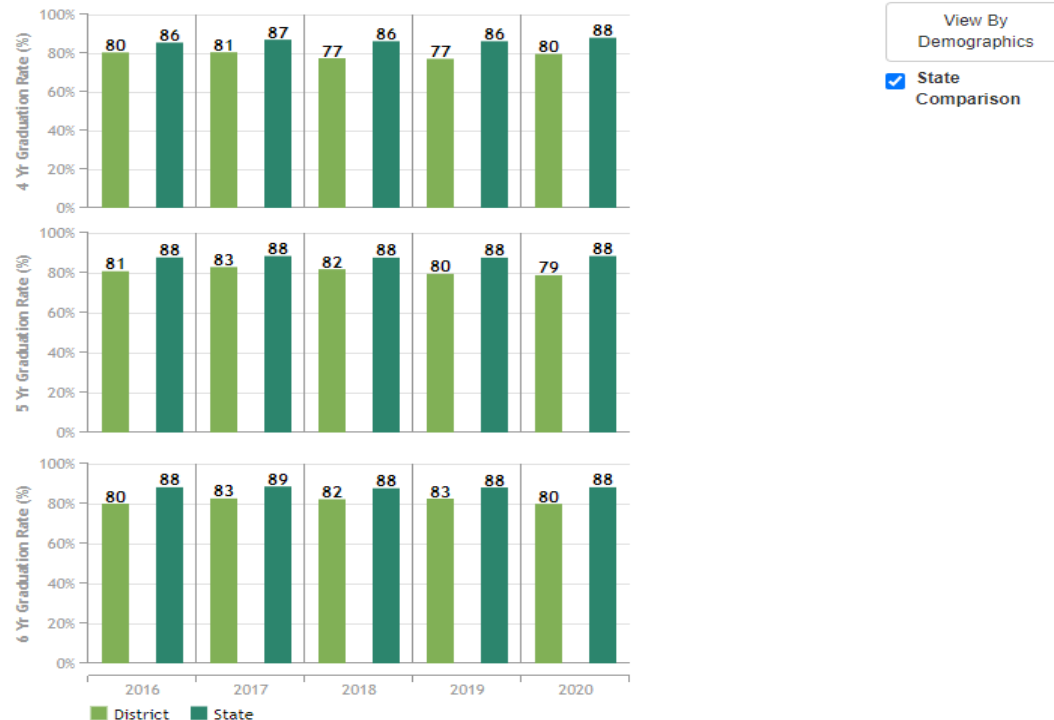
5 Year Trend



Graduation Rates - 5 Year Trend

Graduation Rate

This display shows the percentage of graduating students who entered 9th grade for the first time four, five or six years prior to the year being reported. The default display shows those students who graduated in 4 years. [Learn More](#) ▼



JTHS Chronic Absenteeism Is Much Higher Than State Average

Absenteeism and Class Avoidance at JTHS:

- District percentages are far higher than state average
- Accounted for 57% of total ODR during 2018-2019 SY
- Accounted for 62% of total ODR during 2019-2020 SY

Chronic Absenteeism

This graph shows the percentage of students who miss 10% percent or more of school days per year either with or without a valid excuse.

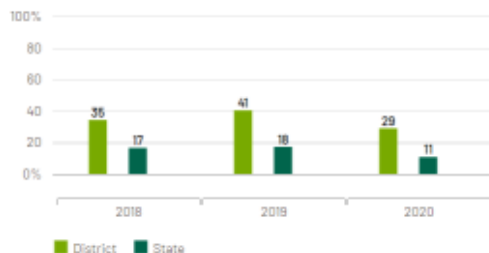
[Learn More](#) ▼

SELECT

All Students

By Demographics

All Students - 2018-20



Attendance Survey - Central SIP Committee

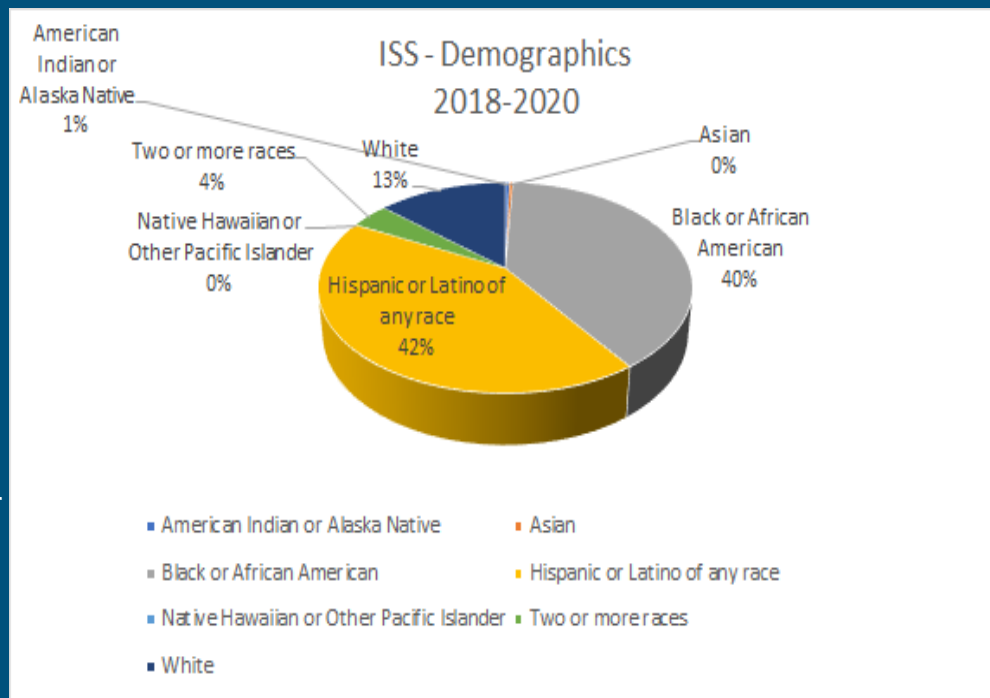
- Administered during 2019-2020 SY
- 2,269 Responses

Top 6 Reasons Overall for Students With Many Absences

1. I felt anxious or depressed
2. I couldn't wake up
3. I didn't think anyone at school would care that I was absent.
4. I was seriously ill.
5. I had to work the night before.
6. It was too cold to walk to school.

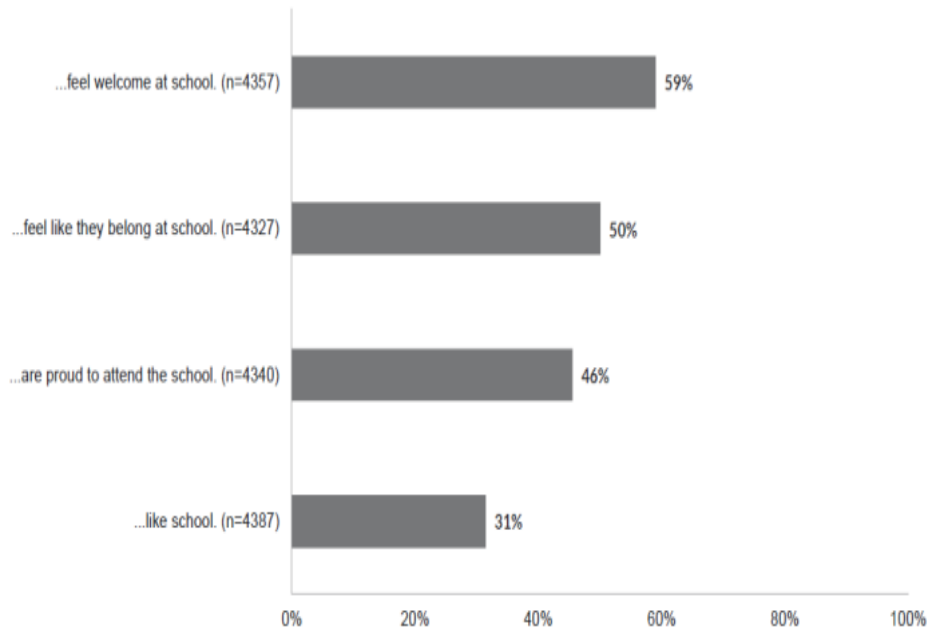
Discipline Action Data

- **Dean Actions - Heavy Reliance on Exclusion**
 - 2018-2019 - 59% of Dean Action involved exclusion
 - 2019-2020 - 37% of Dean Action involved exclusion
- Exclusions tend to disproportionately represent students who are Black/African American when compared to district enrollment
 - White and Hispanic or Latinx students are under-represented in exclusionary discipline outcomes

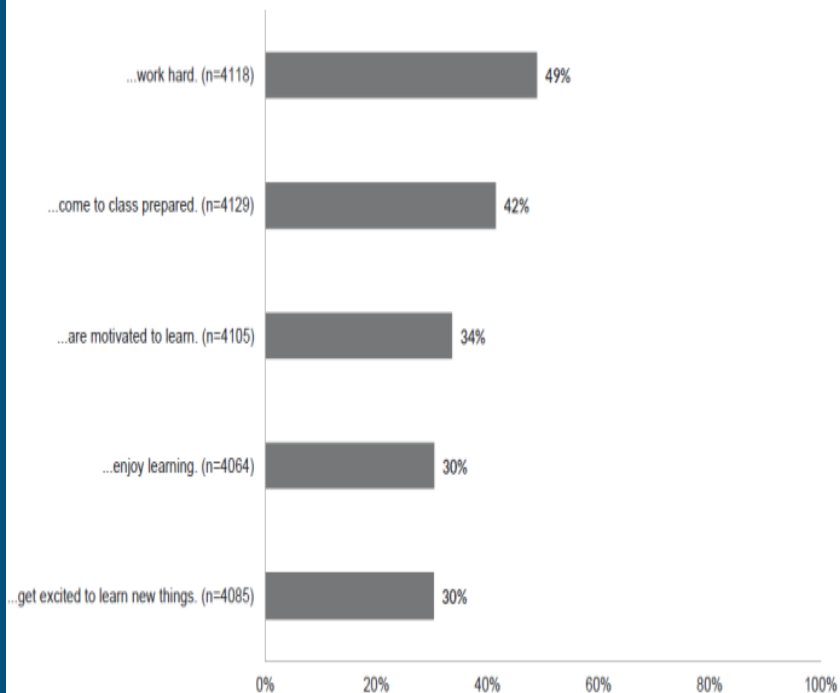


Hanover Culture Climate Data - Student Response

Please indicate how much you disagree or agree with the following statements:
Students at my school...
% Agree or Strongly Agree



Please indicate how much you disagree or agree with the following statements:
Most students at my school...
% Agree or Strongly Agree



Defining SEL & SEC

Social Emotional Learning (SEL)

"SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attributes to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions."

--CASEL Advisory Panel 2020

Social Emotional Competence (SEC)

"SEC is the capacity to coordinate cognition, affect, and behavior that allows individuals to thrive in diverse cultures and contexts and achieve specific tasks and positive developmental outcomes."

--Mahoney et. al 2020

The CASEL 5...

Five broad and interrelated areas of competence:

- *Self-awareness*
- *Self-management*
- *Social awareness*
- *Relationship skills*
- *Responsible decision-making*



Systemic SEL - Organize, Implement, Improve



Results Based on Survey

Program	Average
Mindful Practices-Class Catalyst	14.4
Facing History & Ourselves	14.2
Calm Classroom	12.7
School Connect	12.1
BASE	11.9

Calm Classroom

- Mindfulness Strategies
 - Breathing
 - Meditation
 - Physical Movement
- Trauma-Informed
- Self Awareness/Self Regulation
- Short Lessons
- Multiple PD Sessions
- Teacher-led activities

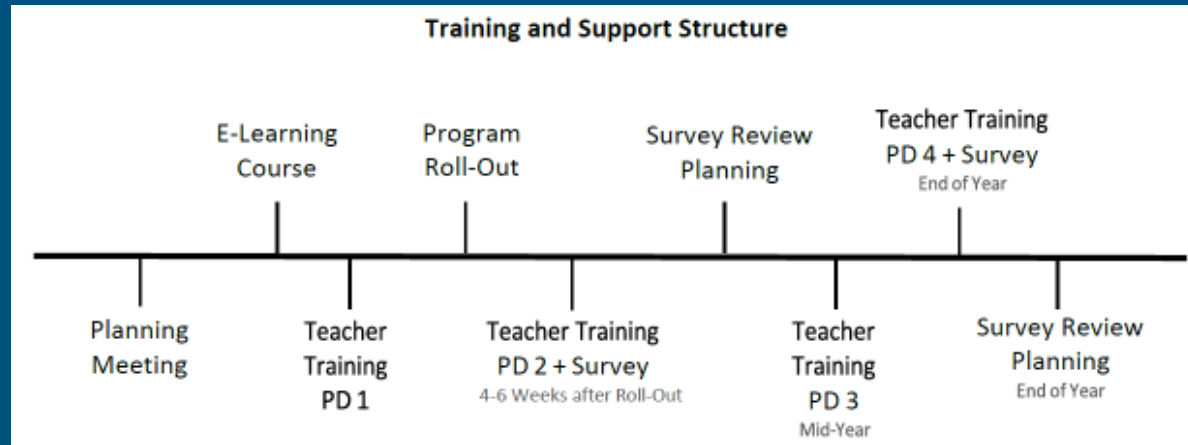


Calm Classroom Research

- Test group demonstrated:
 - 23% decrease in misconducts
 - 81% reduction in student stress
 - 74% increase in engagement
 - 71% reduction in teacher stress

Calm Classroom Proposal

- 10-15 Teacher Pilot
- Ongoing PD & Planning Meetings
- Program Cost 2021-2022 SY - \$3,805
- Funding Source: ESSER II



Mindful Practices - Class Catalyst

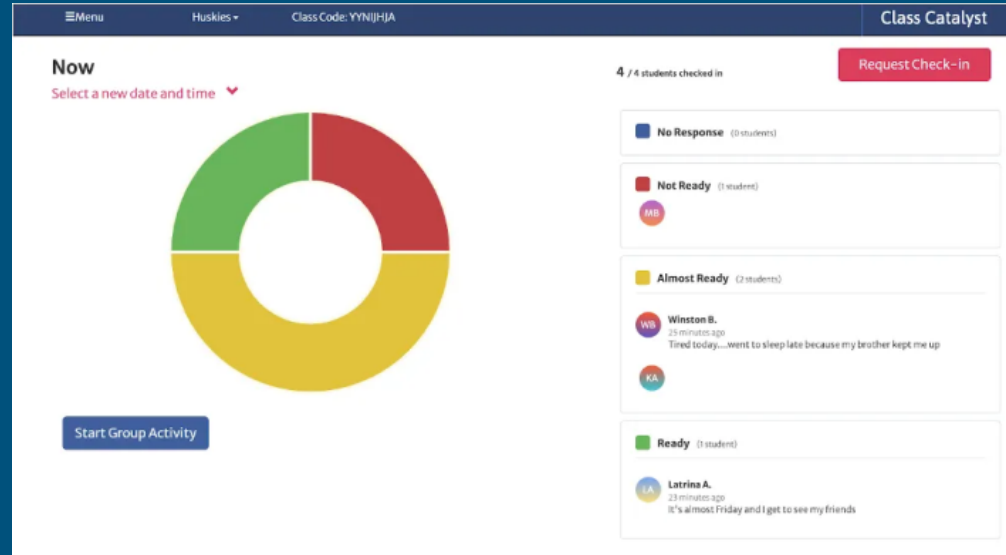
- Computer-based program
- 3-5 minute check-ins
- Monitor readiness to learn
- Activities paired to check-in responses
- Teacher monitoring
- Fire-word monitoring
- Significant Data Collection
- Minimal PD (2 Hours)
- Additional Support Available as needed
- Adult Self-Care Supports



MINDFUL
PRACTICES

Class Catalyst Research

- Build trust between student and teacher
- Empower each student to reach out privately when needed
- De-escalate tense moments and interpersonal conflicts
- Pinpoint specific problems before they occur
- Increase focus, drive, and the willingness to learn
- Foster self-awareness, self-regulation, and personal responsibility.



Class Catalyst Proposal

- 15-20 Teacher Pilot
- Access to on-demand PD and Support
- Monthly Data Review
- Program Cost 2021-2022 SY - \$27,750
- Funding Source: ESSER II

Facing History and Ourselves



- Professional Development on Instructional Practices
- Centered in Identity work (Awareness)
- Perpetrator vs. Bystander vs. Upstander
- Based on inclusive, equitable, and engaging classroom instruction
- Disrupts the deficit-focussed narrative
- Culturally Responsive Practices and resources
- Curricular Materials Available (English and Social Studies)
- Resources updated to relate to current events (Free)

FHAO Research

Student Outcomes:

- Greater prosocial behaviors, empathy, perspective-taking skills, and participatory citizenship beliefs
- Fewer conduct problems
- High positive classroom and school climate
- Great student-teacher respect and interpersonal relationships

Study also found that:

- Teacher practices improved
- Increase of practices that promote civic engagement
- Respectful classroom climate

Facing History Proposal

Phase 1: August - October 2021

- Establish Leadership Team
 - 20 Members
 - English & Social Studies
- Attend Two Trainings
 - Building Learning Communities through SEL, Equity, and Civic Education
 - Teaching for Equity and Justice
- 90-Minute Consultation & Planning
- Phase 1 Cost - \$2,000
- Funding Source ESSER II

 **EXPLORATIONS and Teaching for Equity and Justice**



PAGE

**Professional Development |
Explorations Workshop:
Introducing Facing History:
Building Learning
Communities through SEL,
Equity and Civic Education**



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**Teaching for Equity and
Justice**

Facing History has designed a professional development model to help educators address historically rooted disparities in equity and justice.

Next Steps...

Gradual Rollout Review:

- Monthly Implementation Team Meetings
- Monitor Data/Effectiveness
- Create communication plans for all stakeholder groups for system-wide roll out

Plan for future:

- Analyze SEL Survey data for students in initial rollout classrooms
- Continue to Research Evidence-Based programs for High School Students
- Collaborate with Curriculum teams to embed ISBE SEL Standards into content areas.