

**SOCIAL AND EMOTIONAL LEARNING
SIX-YEAR INSTRUCTIONAL PLAN
June 9, 2008**

ABSTRACT

Social and Emotional Learning (SEL) is the process through which we learn to recognize and manage behavior and emotions, develop consideration for others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors.

It is the process through which students enhance their ability to integrate thinking, feeling, and behaving in order to achieve important life tasks. This effort is in direct response to what businesses and community leaders are looking for in graduating students in regards to their job readiness and citizenship skills.

Within the school setting, SEL can best be accomplished through a layered approach of skills lessons, infusion into the curricula and classroom practices, and an environment of safety, respect, and caring which models SEL values.

During the next six years the Social and Emotional Learning department, in conjunction with Safe and Drug Free Schools will:

- Inventory, align and correlate existing school program and efforts according to the social and emotional learning standards that are met.
- Collaborate with all ASD curriculum areas in aligning SEL standards and benchmarks with appropriate curricula content areas.
- Develop curriculum guides in all subject areas that incorporate SEL standards, pacing and model lessons.
- Work with added school communities each year to begin implementation of SEL standards and benchmarks.
- Network with national and state efforts in this area to improve upon our practices.
- Include SEL standards and benchmarks in student report cards, providing the necessary professional development so that teachers feel confident in assessing SEL in their students.
- Support existing SEL friendly programs, and work to build more as necessary (i.e., SLC's, advisories, student facilitation, etc.)
- Develop evaluation techniques to gather data on the effectiveness of SEL programming and practices.

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Year 1 FY 2006 - 2007	Year 2 FY 2007- 2008	Year 3 FY 2008 - 2009	Year 4 FY 2009 - 2010	Year 5 FY 2010 – 2011	Year 6 FY 2011 - 2012
<p>Goal 1:</p> <ul style="list-style-type: none"> ▪ Increase achievement of all students ▪ Reduce achievement gap 					
<p>Work towards sustainability to support school district-wide SEL. in all pilot SEL schools.</p>	<p style="text-align: center;">—————></p>	<p style="text-align: center;">—————></p> <p><i>Work with national researchers and ASD’s <u>Assessment and Evaluation to develop measures to assess progress.</u></i></p>	<p style="text-align: center;">—————></p> <p><i><u>Implement research measures.</u></i></p>	<p style="text-align: center;">—————></p> <p style="text-align: center;">—————></p>	<p>Sustainability factors in place to support school-wide SEL in all intentional SEL high schools:</p> <ul style="list-style-type: none"> -collegial coaching model is in place to the third layer. -schools are using School Climate and Connectedness data to action plan. -there is existence of an SEL department head and site based SEL leadership. - there is visible integration into the Social Studies and Language Arts curricula and classroom instruction. -communication to parents focuses on SEL building (at least 2 articles in the schools’ newsletter.)
<p>Mini-grants are used in schools to increase the SEL skills and achievement of their students using proven practices.</p>					

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<p>All SDFS mini-grants are based upon School Climate and Connectedness (SCCS) data and SEL standards in order to produce outcome data.</p>	<p>Continue to base SDFS mini-grants on SCCS results and require outcome data to determine effectiveness in improving student achievement of SEL skills.</p>	<p>Schools use outcome data from previous mini-grants to assure effect on student achievement and SEL skills as they plan for the use of their SDFS mini-grant.</p>	<p>SDFS to provide 'proven practices' online to all schools as a guide for activities effective in increasing student achievement and SEL skills based upon outcome data.</p>	<p>Refine proven practices online.</p>	<p>—————→</p>
<p>SEL skills and strategies begin being implemented into the Freshmen Academy and school advisory programs at the high school pilot schools.</p>	<p>The SEL curriculum is revised and taught first semester in the Service High School Freshmen Academy. Second semester SEL is actualized through service learning and other hands-on activities.</p> <p>SEL coaches work with the pilot high schools to develop specific SEL supports to aid transitions to 10th grade at Service and East High Schools.</p> <p>A one-credit course on Advisories is taught for East High School.</p>	<p>Freshmen Academy SEL classes are partnered with student leaders who help facilitate the lessons.</p> <p>—————→</p> <p>SEL supports are in place to aid in students transitioning from the ninth grade into the upper grades at East and Service.</p> <p>Provide on-going professional development to East for staff advisories.</p>	<p>—————→</p> <p>SEL supports are in place to aid in students transitioning from the ninth grade into the upper grades at East and Service.</p> <p>Advisory teachers will intentionalize their teaching of the SEL standards within their advisory lessons with the support of two SEL coaches.</p> <p>Number of advisories taught per year at East will increase.</p>	<p>Additional schools adapt the SEL lessons to fit into their school settings.</p> <p>At least 2 additional schools will adopt SEL intentional Advisory programs.</p>	<p>High schools integrate SEL into the environment of the school and students are involved in self-assessment in regards to their SEL skills.</p>
<p><u>SEL support teacher for the middle schools is assigned Romig as an SEL pilot school.</u> (Moved)</p>	<p>Relevant Middle School electives are being aligned to the SEL standards and benchmarks.</p>	<p>—————→</p>	<p>Relevant Middle School electives are aligned to the SEL standards and benchmarks.</p>	<p>—————→</p>	<p>Middle Schools infuse SEL programming through their elective programs, AVB, and climate work.</p>

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	<u>SEL Support teacher takes on a second pilot school.</u>	<u>Professional development is offered to the pilot schools and elective teachers on SEL strategies and practices.</u>	→	→	
Five ASD schools pilot school-wide implementation of SEL standards and benchmarks.	Pilot schools adopt an SEL program that uses direct instruction (RCCP, PATHS, Second Step), to infuse SEL into the curriculum and to build a school culture that values SEL skills.	SEL pilot schools see a positive correlation between SEL programming, and such indicators as School Climate Connectedness results, standardized test scores, and failure and drop-out rates. →	3-5 additional schools have adopted school-wide implementation. →	→	<u>Elementary schools teach SEL skills through direct instruction, infuse SEL into the curriculum and build a school culture that values SEL skills.</u>
SEL coach is hired for the elementary pilot schools. SEL support teacher for the middle schools is assigned Romig as an SEL pilot school. (Moved to a different strand)	<u>Health/SEL specialists are hired and provide pull-out training on SEL skill-building.</u> SDFS staff provide consultation and coaching to SEL pilot schools in teaching SEL curriculum and building an SEL friendly school culture.	<u>Professional Development activities support the growth of the Health/SEL specialists in their teaching of SEL skills.</u>	→	→	→
SEL Curriculum Coordinator and SEL coaches offer specific trainings to school communities that elect to intensify the adoption of ASD SEL standards and benchmarks. SEL coach is hired for the elementary pilot schools <u>programs.</u>	SEL pilot schools and network schools have 100 teachers complete	<u>Professional Development is provided to elementary teachers to increase their</u>	→	Teachers in the SEL pilot schools and network schools use best practices in their teaching in order to support the SEL growth of their students. →	→

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	<p><i>professional inquiry training to support SEL practices.</i></p> <p><i>Develop a Training of Trainers cadre to teach the professional inquiry class.</i></p> <p><i>Work with American Institute of Research to develop on-line self-assessment tool to chart change in teachers' professional practice for SEL and to gather data on effectiveness of SEL professional development.</i></p>	<p><u>capacity to teach and assess students' SEL.</u></p> <p style="text-align: center;">→</p> <p><i>SEL training cadre provides professional development and additional teachers take the professional inquiry class and utilize the data gathering system to monitor their professional practice. (moved)</i></p> <p>Online self-assessment tool is in place and used by SEL Standards-Based Report Card field-testing teachers.</p> <p><i>Data gathered will be used to inform professional development on SEL.</i></p>	<p><i>SEL training cadre provides professional development and additional teachers take the professional inquiry class and utilize the data gathering system to monitor their professional practice. (moved)</i></p>		
<p>SEL standards are posted online and in the schools. <i>SEL standards are aligned with the Houghton Mifflin reading program.</i></p> <p><i>SEL Curriculum Coordinator researches curriculum, courses, and interventions aimed at meeting needs of those needing more intentional support In building SEL skills.</i></p>	<p><i>SEL standards infused into existing curriculum guides in K-12 K-6 Language Arts.</i></p> <p style="text-align: center;">→</p>	<p><u>SEL standards are infused into existing curriculum guides in Math.</u></p> <p><i>SEL standards are infused into existing curriculum guides in Social Studies.</i></p> <p style="text-align: center;">→</p>	<p style="text-align: center;">→</p>	<p><i>SEL standards are infused into existing curriculum guides in Science.</i></p> <p style="text-align: center;">→</p>	<p>SEL standards and benchmarks infused into all relevant K-6 curriculum guides.</p> <p>Interventions are in place to support top 20 percent of the students needing SEL skill-building.</p>

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<p><i>SEL support teacher and SEL Curriculum Coordinator work to design a middle school elective course to support the SEL Middle School Social and Emotional Learning Intensive for behavior intervention.</i></p> <p><i>Teachers at Service High School are trained in HINT (Harassment Is Not Tolerated).</i></p> <p><i>ASD will provide support to Volunteers of America for delivering Prime for Life drug/alcohol prevention and intervention program to middle and high schools.</i></p>	<p><i>Elective Course is ready to be piloted for the Middle Schools SEL intensive.</i></p> <p><i>HINT runs at Service High School as an alternative to suspension for kids referred for harassment or bullying issues.</i></p> <p style="text-align: center;">→</p> <p><i>Safe and Drug Free School's Peer Education Coordinator explores schools' interested in piloting Prime for Life in mainstream classrooms.</i></p>	<p><i>Seek vehicle for high school SEL intensives (grant, community partnership, and ASD financial support).</i></p> <p><i>HINT runs at one more high school.</i></p> <p style="text-align: center;">→</p>	<p><i>Peer Education Coordinator trains 10 student Prime for Life facilitators. Prime for Life is aligned with the SEL standards.</i></p>	<p><i>Students begin facilitating Prime for Life trainings in two high schools.</i></p>	<p>Student cadres are involved in best practices drug/alcohol prevention and intervention work among their peers in two high schools.</p>
<p>Goal 2: Supportive and Effective Learning Environment</p>					
<p><i>Transitions Class becomes a part of the High School Program of Studies and incorporates SEL standards.</i></p> <p><i>Transitions class is taught in two schools.</i></p>	<p><i>SEL Curriculum Coordinator, Transitions class teachers, and Channel 14 work together to make an informational video on Transitions class to help high schools understand the potential of the Transitions program.</i></p>	<p><i>Two additional high schools offer Transitions class.</i></p> <p><i>Additional avenues to implement student facilitation efforts are sought, supported, and implemented.</i></p>	<p><i>One additional high school offers Transitions class.</i></p> <p style="text-align: center;">→</p>	<p><i>Two additional high schools offer Transitions class.</i></p> <p style="text-align: center;">→</p>	<p>Transitions classes are offered Student empowerment initiatives are present in all the high schools as a way to increase school connectivity and enable students to take an active role in breaking down barriers and bias in their</p>

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					schools in order to support and SEL friendly school climate and academic achievement for new students and traditionally disenfranchised students.
<p>Three high schools offer Change of Heart to all freshmen.</p> <p>Change of Heart training is aligned with the SEL standards and trainers intentionally teach to those SEL standards. 'Be the Change', a media literacy follow-up to Change of Heart, is piloted at East.</p>	<p>Change of Heart (COH) Coordinators are assigned for three COH schools. They spend 2 days in professional development trainings.</p> <p>The three COH schools review if additional trainings should be held for students outside the freshmen class, and provide that training if warranted.</p> <p>→</p> <p>'Be the Change' is revised and implemented again at East, training all tenth grade students.</p>	<p>One new Trainer of Trainers for COH will be added to each COH school. Capacity is built to sustain and increase COH offerings in the high schools.</p> <p>Training cadres at the three COH schools will reach 35 students.</p> <p>→</p> <p>One additional school pilots 'Be the Change' training.</p>	<p>Capacity is built to increase the COH schools from three to five.</p> <p>→</p> <p>COH trainers will train students in feeder middle schools.</p> <p>→</p>	<p>→</p> <p>→</p>	<p>Additional schools offer COH trainings.</p> <p>All students in the COH schools have been through COH training and take an active role in breaking down barriers and bias in their schools in order to support an SEL friendly school climate.</p> <p>→</p>
	<p>Pilot online course Service Learning for Student Facilitators.</p>	<p>Increase the amount of students taking the online course by five students.</p> <p>Train one additional teacher to teach the online course.</p> <p>Design an on-line compendium course to support students' own</p>	<p>→</p> <p>Increase the amount of students taking an SEL online course by five</p>	<p>Create and implement student recruitment training. Students take an active role in recruiting new students to take on-line SEL Service Learning courses.</p>	<p>Youth cadres are built of students doing Service Learning projects and mentoring younger students in order to improve the culture and climate of their schools.</p>

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<p><i>Three high schools have Teen Mentor programs, where high school students are assigned to work with elementary school students in their areas on SEL and academic skills.</i></p>	<p><i>An additional high school is added.</i></p> <p><i>A Teen Mentor Advisory Group is convened to guide in the direction and development of Teen Mentors.</i></p>	<p><u>growth and personalization of their SEL skills.</u></p> <p><i>An additional high school is added.</i></p> <p><i>A Teen Mentor recognition program is created.</i></p>	<p><u>students.</u></p> <p><i>An additional high school is added.</i></p>		
<p><i>ASD hosts an Adult Assets Fair to highlight and celebrate the activities in the district that promote SEL and positive school climates.</i></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>
<p><i>All new to district staff who take the SDFS Drug/Alcohol/Violence trainings are trained in Developmental Assets Framework and how SEL standards support the assets.</i></p>	<p>—————></p>	<p><u>Teachers and staff are trained to understand the Developmental Assets Framework and their role in building on the strengths of students and developing the SEL skills of students. (i.e New to District, Counselor training, etc.)</u></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>
<p><i>In collaboration with the Culturally Responsive Committee, SDFS, and the SEL Curriculum Coordinator, training is provided to expand staff's SEL skills in working with children of different cultures and socio-economic backgrounds, offered at the Totem training.</i></p>	<p><i>In collaboration with the Culturally Responsive committee, a training plan is developed and operationalized that will systematically expand staffs' skills in working with children of different cultures and socio-economic backgrounds in order to enhance their students' SEL skills and academic achievement,</i></p>	<p><i>Two additional staff are trained in culturally responsive teaching practices.</i></p>			<p>Teachers and schools are working toward optimizing the Culturally Responsive Continuum in order to provide a safe, supportive learning environment that enhances SEL teaching in all schools.</p>

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<p><i>In collaboration with the Bilingual/Multi-cultural program, a survey instrument is written and field-tested to determine how welcoming and culturally responsive the school's climate is, and its teaching practices.</i></p>	<p><i>offered to four schools.</i></p> <p><i>Data from the Culturally Responsive Survey is disseminated and schools take an active role in improving upon weaker areas.</i></p> <p><i>Ways to incorporate this survey into the SCCS are explored.</i></p>	<p style="text-align: center;">→</p> <p><i>All students take a version of the Culturally Responsive Survey, not just the bilingual students.</i></p>	<p style="text-align: center;">→</p>	<p style="text-align: center;">→</p>	<p style="text-align: center;">→</p>
<p><i>SDFS hires a peer education coordinator to develop media literacy lessons aimed at building SEL skills, developmental assets, and prevention.</i></p> <p><i>Create an advisory committee of youth and adults to guide media literacy efforts.</i></p>	<p><i>Peer education coordinator hosts a catalyst training to re-energize media literacy efforts.</i></p> <p><i>Peer Education Coordinator work with two schools to incorporate media literacy.</i></p> <p><i>SEL curriculum coordinator works with Peer Education coordinator to align media literacy efforts with the SEL standards.</i></p>	<p><i>Continue professional development for staff at the ASDSA and during the school year. (Digital Storytelling is used as a precursor to helping students produce the media.)</i></p> <p><i>One school is added.</i></p> <p><i>Schools begin to adopt and integrate media literacy into their curriculum.</i></p> <p><i>Media Literacy standards are written and aligned with the SEL standards to increase the impact of the media literacy/SEL efforts.</i></p>	<p><i>One school is added.</i></p> <p style="text-align: center;">→</p> <p><i>Media literacy efforts explored and implemented at the elementary level.</i></p>	<p><i>One school is added.</i></p> <p style="text-align: center;">→</p>	<p style="text-align: center;">→</p>
<p><i>Educational training is offered to ASD administrators on SEL at the Fall Advance.</i></p>		<p><i>ASD administrators will have opportunity to deepen their understanding of SEL through multiple venues (ie. Leadership Academy, Administrators Advance, Principal Meetings, etc.)</i></p>	<p style="text-align: center;">→</p>	<p style="text-align: center;">→</p>	<p>All ASD administrators best practices surrounding school-implemented SEL. (moved)</p>

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	<i>Professional Inquiry and coaching classes are offered to principals to support SEL leadership.</i>	<i>Professional Inquiry classes are expanded to include additional principals..</i>	→	→	→
Goal 3: Public Accountability					
<i>SEL Curriculum Coordinator works to develop a Standards Based Report Card (SBRC) for the SEL standards and benchmarks.</i>	<p><i>The SBRCSBAR is field tested by teachers in the pilot school and at least 20 educators outside the pilot schools.</i></p> <p><i>Professional development is offered to support the pilot.</i></p>	<p><i>All teachers in the pilot schools field test the revised SBRC. 20 Additional teachers are added.</i></p> <p><i>Experienced SBAR field-testers write assessments and create curriculum maps to assist in the district-wide implementation of SEL SBAR.</i></p> <p><i>A new cadre of pilot teachers begin working with the SBAR.</i></p> <p><i>2 training modules are held during in-services to support district-wide SEL SBAR implementation.</i></p> <p><i>Professional Development is designed to assist with the roll out of the SBRC SEL standards.</i></p>	<p><i>Professional development on teaching and assessing SEL competencies offered to all teachers implementing SEL Standards-Based Report Cards.</i></p> <p><i>The current left side of the report card for elementary school students is replaced by SEL standards.</i></p>	<p>Standards-Based Report Cards Standards Based Assessment and Reporting, including SEL competencies are used by teachers trained in the teaching and assessing of SEL.</p>	<p>Standards-Based Report Cards including SEL competencies are used by teachers trained in the teaching and assessing of SEL. (Moved)</p>

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<p>SDFS staff provide consultations and training with school staff regarding School Climate and Connectedness Survey (SCCS) results.</p>	<p><i>SDFS staff provide 15 on-site consultations to school facilities regarding SCCS results and plans for improvement.</i></p>	<p><u>School Climate and Connectedness Results will inform practice and programming in schools.</u></p>	<p>—————></p>	<p>Schools using intentional SEL and including SCCS data in their plans for improvement, see a positive correlation between their efforts and the results of the SCCS scores.</p>	<p>—————></p>
	<p>SCCS tied to AYP and SBAs – meaning that a positive correlation is shown between SEL implementation and motivation to learn and academic achievement as seen in the SCCS.</p>				
<p><i>Convene work on the development of a parent publication explaining the SEL standards and activities parents can do at home to aid in the development of their students’ SEL skills.</i></p>	<p>Written materials developed for parents/guardians detailing student SEL standards and benchmarks for each grade level.</p>	<p><i>A compendium to the Standards Based Report Cards is designed that will offer suggested skill-building activities for parents to use at home.</i></p> <p>A section for SEL included in the ASD Parent’s Guide Publication.</p>	<p>As parents receive SEL information on the Standards-Based Report Cards, they are also offered a compendium detailing activities they can do at home to build the SEL skills.</p>	<p>—————></p>	<p>—————></p>
<p><i>Safe and Drug Free Schools (SDFS) and SEL coordinator work with other youth serving agencies to support SEL standards and benchmarks.</i></p> <p><i>ASD serves as an active member of the Anchorage Youth Development Coalition (AYDC).</i></p>	<p>—————></p> <p>—————></p>	<p><i>Training provided by SDFS for two youth-serving community agencies on the SEL standards.</i></p> <p><i>AYDC partners with the ASD to develop a version of the SCCS for students in partner agencies.</i></p>	<p><i>AYDC collaborates with ASD to explore implementing SEL skills through partner agencies.</i></p>		<p><u>Through SDFS and SEL personnel, the ASD will stay in consort with the community to refine our efforts to build on the developmental assets of our youth to maximize the efficiency of our resources to do so.</u></p>

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<i>SEL coordinator networks with CASEL and other schools and organizations nationally working on implementing intentional SEL.</i>	→	→	→	→	→