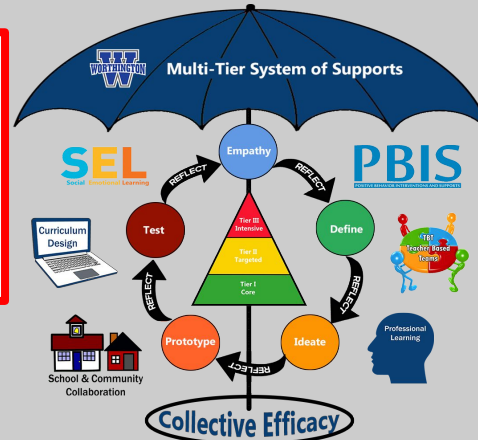# Social Emotional Learning In Worthington Schools

**Report to the Board of Education**
**Monday, February 25, 2019**

*Angie Adrean, Kim Brown, Beth Reyna-Williams and Lara Ruffing*

## What is SEL?

**Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.**
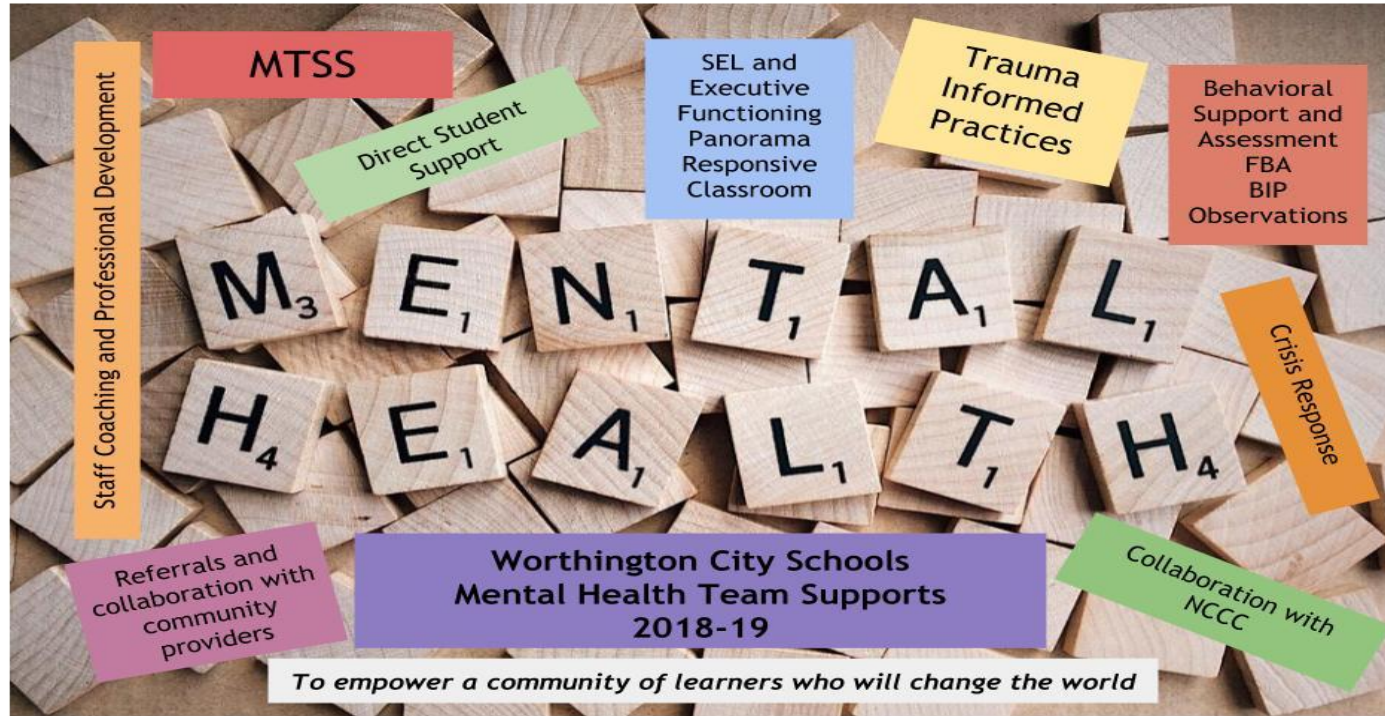
# Worthington Mental Health Specialist Team



Amanda Cooksey
Sarah Detling
Lara Ruffing
Brandy Wells
Martha Wessell
Betsy Youse
Erin Zelinski-Righter

# Worthington Mental Health Specialist Team

# Worthington School Counselor Team

## ELEMENTARY

*9 Preventative lessons per class

*Small Group Intervention Sessions (Grief, Social Skills, Conflict Resolution)

*Individual Support Plans

*MTSS Process

*Interface/Coordinate community support services

## MIDDLE SCHOOL

*High School Planning

*Mental Health Support

*Academic Support

*MTSS Process

*Individual Support Plans

*Community Connections

*Small Group Intervention Sessions

*504 Plans

## HIGH SCHOOL

*Mental Health Support

*College/Career Advising

*Academic Support

*Tracking Graduation

*504 Plans

*Individual Support Plans

*Community Connections

# Worthington School Psychologist Team

Our School Psychologists work collaboratively with their school building teams to help create safe and supportive learning environments for all students.

- ○ MTSS (Multi-Tiered Support System)
  - ■ Interventions and progress monitoring systems .
- ○ Educational Disabilities
  - ■ Evaluation team reports for special education services and 504 .
- ○ SEL Activities
  - ■ Den of Ten/Family Groups/Cougar Pride Groups
  - ■ Phonemic awareness groups/social skills
  - ■ HOPS (Homework, Organization and Planning Skills)
  - ■ After school clubs

# Building a Professional Learning Network with Neighboring Districts



Mr. Poynter 🐘
@MrPoynter

Follow

Here in @wcsdistrict working with Panorama to better understand & grow SEL programming and school climate while Tami Cole-Santa presents. #OhioSEL @arbaldwin @MrsHanby #WCSWhereUbelong

# Grades 3-5 Highest and Lowest % Questions on the Fall 18-19 Survey

**Teacher-Student Relationships**

90% **(+2)** How respectful is your teacher towards you?

65% **(0)** If you walked into class upset, how concerned would your teacher be?

**Sense of Belonging**

83% **(+2)** How much support do the adults at your school give you?

64% **(+5)** How much respect do the students at your school show you?

# Grades 6-12 Highest and Lowest % Questions on the Fall 18-19 Survey

**Teacher-Student Relationships**

89% **(+2)** How many of your teachers are respectful towards you?

56% **(+5)** If you walked into class upset, how many of your teachers would be concerned?

55%**( +4)** How many of your teachers would you be excited to have again in the future?

**Sense of Belonging**

57% **(+2)**Overall, how much do you feel like you belong at your school?

39% **(+1)**How connected do you feel to the adults at your school?

# A Learning Environment Where Every Student Thrives: How Worthington Schools Focuses on Students' Social and Emotional Needs

For Worthington Schools (OH), the commitment to support student learning depends on providing a **safe environment** where every student can grow **intellectually, emotionally, socially,** and **physically.** "In our community, students' physical safety and emotional safety are a major focus point for us," said Trent Bowers, Superintendent of Worthington Schools. "This is why our district has a passion around meeting our students' social and emotional needs."

As part of this commitment to building a safe learning environment, Worthington Schools partners with Panorama Education to measure social-emotional learning (SEL) using the Panorama Social-Emotional Learning Survey. In particular, the district uses Panorama to understand students' sense of belonging in the school community, the strength of the connection between teachers and students, and how students are developing social-emotional skills such as self-management, social awareness, and growth mindset.

## A District-Wide Focus on Sense of Belonging and Teacher-Student Relationships

To understand how students feel about their connectedness with school and their teachers, Worthington Schools chose **Sense of Belonging** and **Teacher-Student Relationships** as areas of focus for their twice-yearly SEL assessments. In the district's second year of using the survey, Worthington has seen an uptick in students' perceptions of their sense of belonging.

### Sense of Belonging

Based on **3,142** responses
How much students feel that they are valued members of the school community.

How have results changed over time?

Percent Favorable

90%

80%

70%    70%         68%              72%
                                    Sense of Belonging

60%
       Fall 2017   Spring 2018      Fall 2018

"When we first saw our results for Sense of Belonging, we were surprised," said Angela Adrean, Chief Academic Officer of Worthington Schools. "Now, we are taking action to build connections, because **we recognize that emotions drive how much and how deeply students learn**."

## How Worthington Incorporates SEL into School Improvement Plans
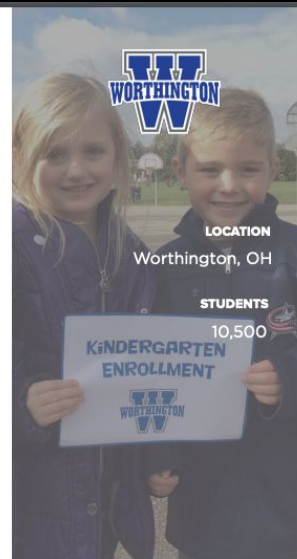
### Example Worthington Middle School Goals

➔ Improve **Sense of Belonging**
➔ Fully implement PBIS
➔ Participate in health, wellness, and suicide prevention program

Each of the 19 schools in Worthington is using SEL data from Panorama to set goals for their school improvement plans.

By identifying SEL goals alongside behavior and academic goals, educators at Worthington are committing to the idea that all of these areas contribute to a safe environment where all students can learn and grow.

Recently, Worthington Schools hosted a convening for Ohio districts to discuss **approaches to supporting SEL and school climate.** They started the day with a Responsive Classroom activity used in Worthington classrooms, and participants discussed how to understand and take action on SEL and school climate data.

**LOCATION**

Worthington, OH

**STUDENTS**

10,500

KINDERGARTEN ENROLLMENT

" We make **a commitment to our students and their families** that we will constantly evaluate our practices and utilize our resources **to do whatever is necessary to help them learn and grow.**"

**Trent Bowers**
*Superintendent*
*Worthington City Schools*

**TRUSTED BY 900+ DISTRICTS NATIONWIDE, INCLUDING IN OHIO:**

## Worthington Hills Elementary

All students are engaged and active learners who have a sense of belonging, positive teacher-students relationships, growth mindset, the ability to self-regulate, and are self-aware. Educators, students, and families work together to create a culture of empathy and support that scaffolds all students' academic, social and emotional success.

➢ **Responsive Classroom Practices** - morning meetings, interactive modeling, teacher language, academic choice, interactive learning structures, energizers, closing circle, use of signals etc.

➢ Teach, Monitor, Model and Support the **PBIS Expectations** through the **7 Virtues** and the **'Hawkeye Way'**

➢ Implement the **Executive Functioning Curriculum** in all classrooms

**High School Example** ✓

Resource #4

# PROBLEM SOLVING ACTIVITY WORKSHEET

There is a new student in school. I noticed that some people I knew were posting really mean comments about his ethnicity and the fact that he does not speak English online. The posts by one group is particularly vicious. They are acting like bullies.

There's a girl in my class that everyone picks on and I want it to stop. But when I stand up for her they make fun of me too! How can I make sure we both don't get picked on? We've tried everything! Some other girls even told a teacher but it didn't help!*

**Middle School Example**

✓

| KMS CULTURE OF EMPATHY | Students' Names | Next Steps (Action Plan) |
|---|---|---|
| Students I feel **CONNECTED** to | | What do you do to make strong connections with students?<br><br>What do you do to maintain these strong connections? |
| Students I feel **DISTANT** from | | Strategies to (re)connect with these students:<br><br>With information gathered, what will you do on Friday? |
| Students who academically **STRUGGLE** in my class | | How will you support any of these students on Friday?<br><br>What additional strategies / support will you try to help these students for the remainder of the year?<br><br>(Are you connected with them?) |
| Students who are **"FINE"** | | These are students who fly under the radar … decent grades, no behavior issues, etc. Kids in the middle. Talk about how to take these students from "fine" to "connected". |

- Monthly activities to create a sense of belonging
- Monthly "No One Eats Alone Tables" in the cafeteria
- Announcements and service projects led by student leaders
- Alignment of work with 7 Core Virtues and Responsive Classroom structures



Character Ambassadors
LEAD by EXAMPLE for Self-Improvement

Stepping up as a Character Ambassador means that you serve as an example of PERSEVERANCE in your school by your words and actions. Ambassadors identify something that they would like to IMPROVE or COMMIT TO DOING in order to show the qualities of an excellent student.

1. Think of 2-4 ways you could improve your school work or school behavior
2. Write a statement about what the RESULT will be when you carry through.
3. Identify 1-2 things that COULD stand in your way of being a success.
4. Make a plan to accomplish your goal; check in with a trusted adult.

1. 1-4 ideas I have...

2. The good result that I will achieve when I carry through.

3. 1-2 things that could stand in my way

4. My plan: what I will commit to doing

At our school, **PERSEVERANCE**
Looks like this:
When work gets hard: Try hard! Always give your best effort.
Show what you know! See it through.
Ask for help! We're in this together.
Help someone up, Hold someone up, **NEVER GIVE UP!**

At our school, we

Sandy Hook PROMISE
START with Hello
WORTHINGTON

- **Staff focus on Culture, Climate, and Social-Emotional Growth included on each building CIP**
- **Wilson Hill's "Den of 10" implemented in most schools to facilitate adult connections with a small group of students**

"HEY DAY" -- each school member wore this name tag in order to build a sense of connection by calling people by their names.

START with Hello

# #EachChildOurFuture

In Ohio, each child is *challenged*, *prepared* and *empowered*.

## Vision

In Ohio, each child is *challenged* to discover and learn, *prepared* to pursue a fulfilling post-high school path and *empowered* to become a resilient, lifelong learner who contributes to society.

## Four Learning Domains

**Foundational Knowledge & Skills**
Literacy, numeracy and technology

**Well-Rounded Content**
Social studies, sciences, languages, health, arts, physical education, etc.

**Leadership & Reasoning**
Problem-solving, design thinking, creativity, information analytics

**Social-Emotional Learning**
Self-awareness & management, social awareness, relationship skills, responsible decision-making

WHOLE CHILD

## One Goal

Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

## Three Core Principles

- Equity
- Partnerships
- Quality Schools

## 10 Priority Strategies

1. Highly effective teachers & leaders
2. Principal support
3. Teacher & instructional support
4. Standards reflect all learning domains
5. Assessments gauge all learning domains
6. Accountability system honors all learning domains
7. Meet needs of whole child
8. Expand quality early learning
9. Develop literacy skills
10. Transform high school/provide more paths to graduation

**Ohio Strategic Plan For Education: 2019-2024**

Ohio | Department of Education

Each **Child** Our **Future**

---

WORTHINGTON

1. Self-Management

2. Social Awareness

3. Teacher-Student Relationships

4. Growth Mindset

5. Sense of Belonging

**Worthington Schools**
**DRAFT**

DRAFT

## Our Philosophy: Social Emotional Learning

The Worthington School District seeks to empower a community of learners who will change the world. We believe that all students are capable of success. Success is determined based on each child's individual needs; success may look different for every child. The whole child approach to learning redirects educator efforts from a narrow focus on academic achievement to an all-encompassing focus on physical, social, emotional, and cognitive learning structures and supports.

### What is SEL?

Social emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL is promoted across multiple contexts every day. SEL is more than just a program or a lesson. It is about how teaching and learning happens, as well as what you teach, and where you learn.

- CASEL

The Worthington Schools will incorporate SEL at a systems level to build a foundation that supports academic and lifelong achievement for all students. Our framework is based on extensive research, which includes;

1. The five competencies identified by the Collaborative For Academic, Social, and Emotional Learning (CASEL): self-management, self-awareness, responsible decision making, social awareness, and relationship skills.
2. Ohio's Strategic Plan for Education: Built by Ohioans for Ohioans
3. Panorama Education: The Panorama SEL surveys help schools and districts collect valid and reliable feedback about a wide range of topics that matter most - from engagement and communication, to school climate and culture.

| 5 Areas Essential to Student Success | | | | |
|---|---|---|---|---|
| Self-Management | Teacher-Student Relationships | Social Awareness | Sense of Belonging | Growth Mindset |

### How do we make this happen?

We care for **teachers and staff** & provide ongoing professional learning including:

- Multi-tier System of Supports (MTSS)
- Positive Behavioral Intervention and Supports (PBIS)
- Crisis Prevention Institute (CPI) - Crisis and de-escalation training
- Trauma Informed Care
- Disrupting Poverty
- Culturally Responsive Practices
- Implicit Bias Training
- Panorama Education

We partner with **families and community.**

- Worthington Resource Pantry
- Worthington Cares Speaker Series
- North Community Counseling
- Curriculum Liaison Council
- Parent Teacher Advisory Council
- Key Communicators
- Circle of Grandparents
- Project MORE
- Hands and Voices of Hope
- Building-based Family Engagement
- Multilingual Support

We create a culture of empathy and support among **students.**

- Comprehensive School Counseling Program
- Mental Health Specialist Team
- Sandy Hook Promise
- Responsive Classroom
- Peer Collaboration
- Mentorship Programs
- Executive Functioning Skills
- Den of Ten/Family Groups
- Character Traits and Virtues
- Zones of Regulation
- Small Group Counseling
- Signs of Suicide (SOS)

**"To empower a community of learners who will change the world."**

# What's in a NAME?

"I like my name because I like what's means, but I feel different because I'm the only one have the name in the school but in my country a lot people have my name."

*-Worthington Student*

"In my country Nigeria my name is pronounced right until I came to USA. I feel sad whenever my name is pronounces wrong and sometimes I even wish I had a simple name."

*-Worthington Student*

"A name is everything.  It gives us our identity."

*-Worthington Student*

"When students feel safe and supported, they are truly ready and able to learn."
— Laura Weaver & Mark Wilding

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