RED WING PUBLIC SCHOOLS EDUCATIONAL PLAN IN ACTION

Fostering Curiosity

TECHNICAL SKILLS

Career Pathways (10-12)

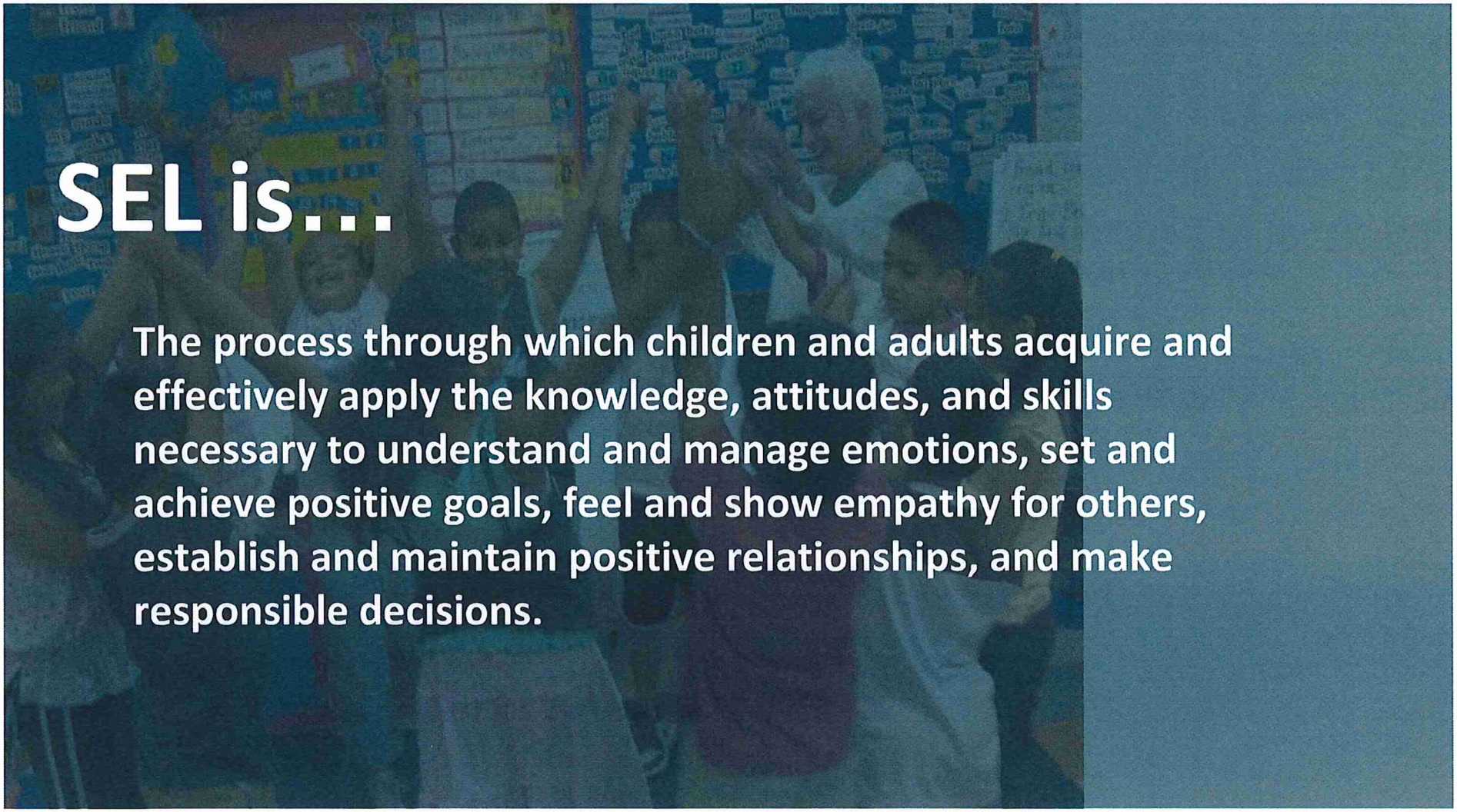
Alignment K-9

21st Century Skills + Academic Skills

STUDENT LEARNING

FAMILY - COMMUNITY - EARLY CHILDHOOD

Embracing Diversity


SEL is...
The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Why Social-Emotional Learning Matters

WE are TEACHERS

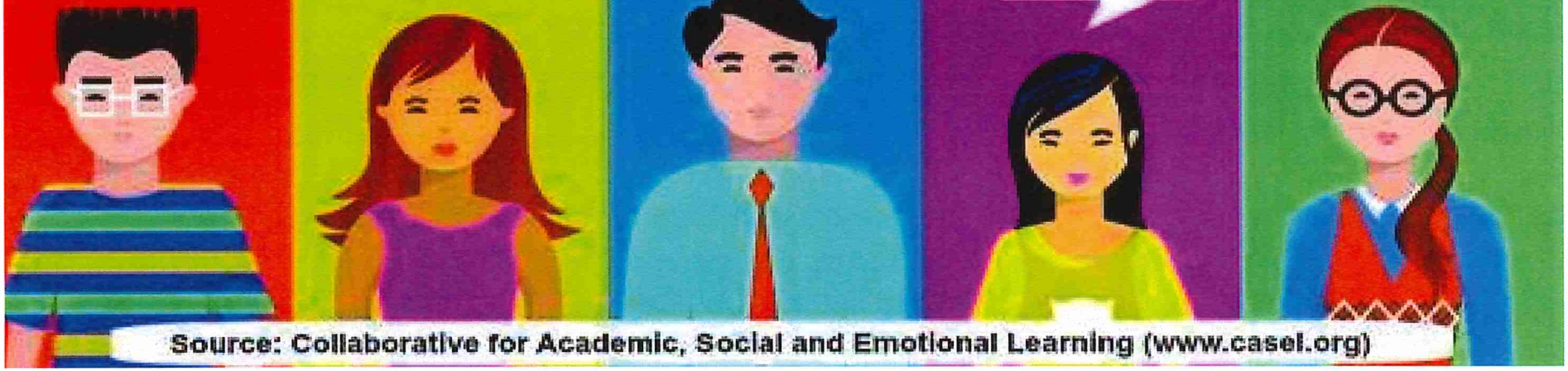
29%: Students who feel like their school provides a supportive, encouraging environment

83%: Students who made academic gains when participating in an SEL program with an academic component

11%: Average gained on standardized tests by participating in an SEL program

SEL programs improve **behavior & attitudes toward school** and **prevent substance abuse.**

11%: Average increase in GPA for participants in one SEL program

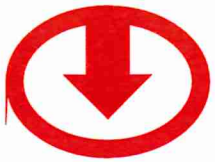


Source: Collaborative for Academic, Social and Emotional Learning (www.casel.org)

SEL works:
Compelling national evidence

Science Links SEL to Student Gains:

- Better social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized



- Fewer conduct problems
- Less emotional stress
- Lower drug use

...and adults benefit too

Teachers who possess social and emotional competencies are **more likely to stay in the classroom longer** because they're able to work more effectively with challenging students —one of the main causes of burnout.

Statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of **education, employment, criminal activity, substance use, and mental health**.

Employers value SEL

Of surveyed executives say skills such as problem-solving and communicating clearly are equally or more important than technical skills

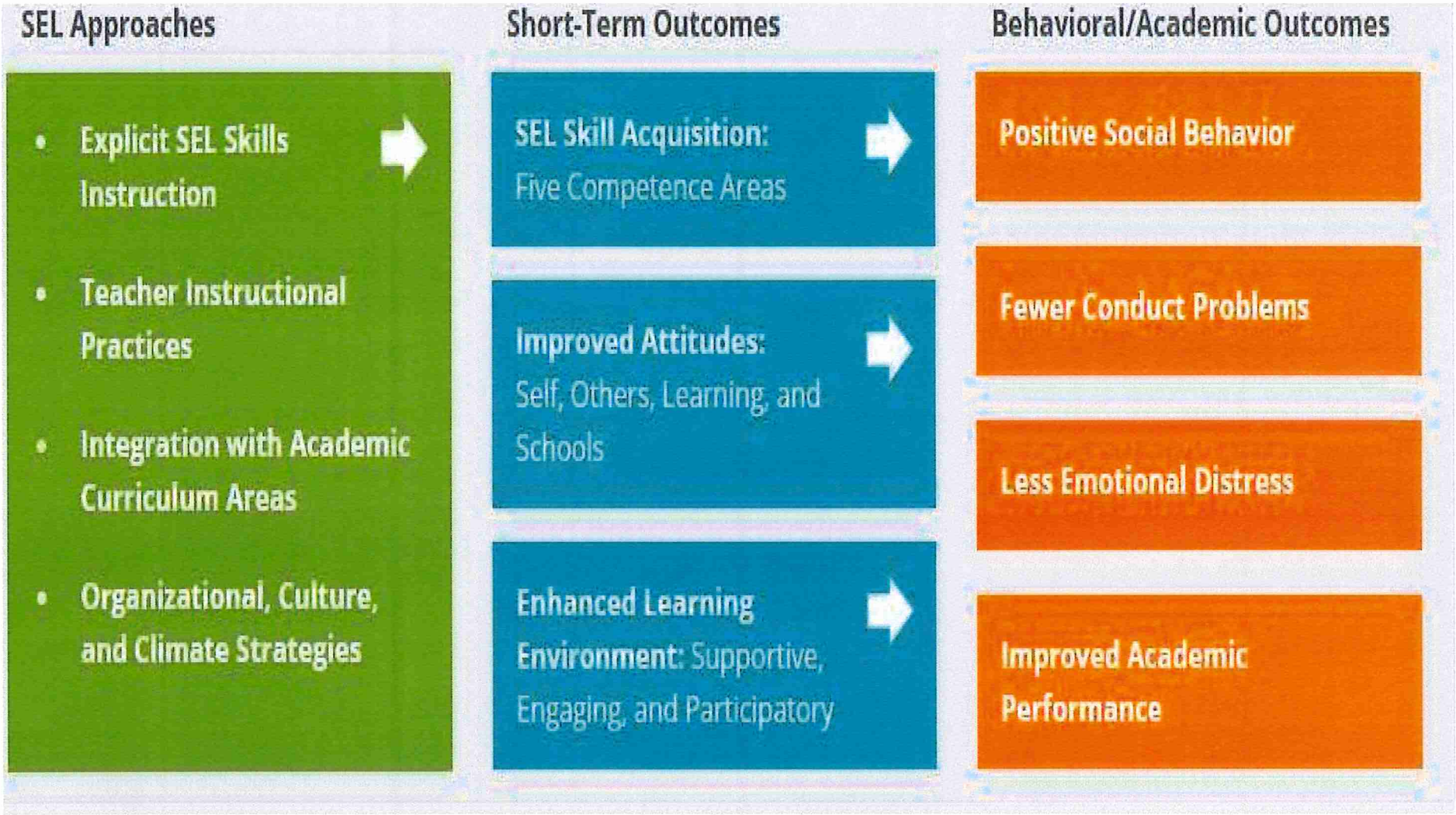
National Bureau of Economic Research, 2015

The Top 10 skills identified by the World Economic Forum all involve social and emotional competence.

1. **Complex problem solving**
2. **Critical thinking**
3. **Creativity**
4. **People management**
5. **Coordinating with others**

6. **Emotional intelligence**
7. **Judgment and decision-making**
8. **Service orientation**
9. **Negotiation**
10. **Cognitive flexibility**

And research shows that social and emotional skills and attitudes also contribute to the other skills such as critical thinking.


SEL Approaches
Short-Term Outcomes
Behavioral/Academic Outcomes
Explicit SEL Skills Instruction
Teacher Instructional Practices
Integration with Academic Curriculum Areas
Organizational, Culture, and Climate Strategies
SEL Skill Acquisition: Five Competence Areas
Improved Attitudes: Self, Others, Learning, and Schools
Enhanced Learning Environment: Supportive, Engaging, and Participatory
Positive Social Behavior
Fewer Conduct Problems
Less Emotional Distress
Improved Academic Performance

RWPS SEL 2019-2020 Recap

- Hired two PBIS Coaches to improve Social Emotional Learning Strategies at Elementary and Secondary
- Hired an additional counselor. 3 full-time @ RWHS and 2 full-time @ TBMS
- Fernbrook school-linked mental health therapists in 3 schools
- District-Wide Teacher Professional Development on CASEL's SEL Competencies E-12 including individual self-assessments
- Support Staff Professional Development in February

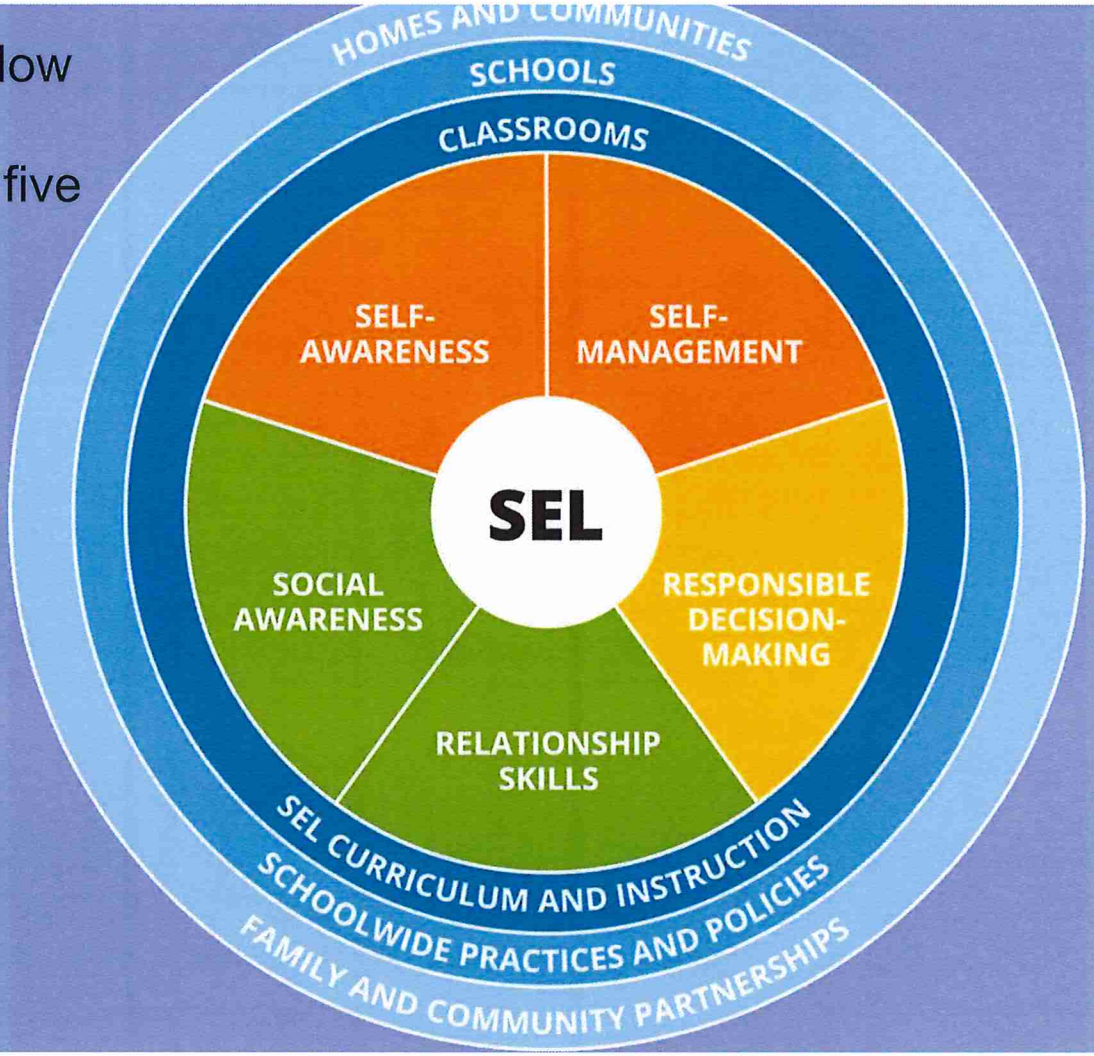
RWPS SEL 2019-2020 Recap continued...

- Incorporated the Reset/Reflect Room @ Burnside
- SEL support added to Burnside in February
- Began the REACH program @ RWHS
- Continued school-within-a-school Pathways ALC program @ TBMS
- Took the year old Climate Committee and turned it into a district-wide SEL committee
- New behavior codes added along with definitions for K12. Following the Rochester model.
- Bus behavior policy followed and revisions adopted by Admin Team. Will go to Legislative Committee next.

Developed District Meeting Norms

- Stay Engaged
- Experience Discomfort
- Speak Your Truth
- Accept and Expect Non-closure

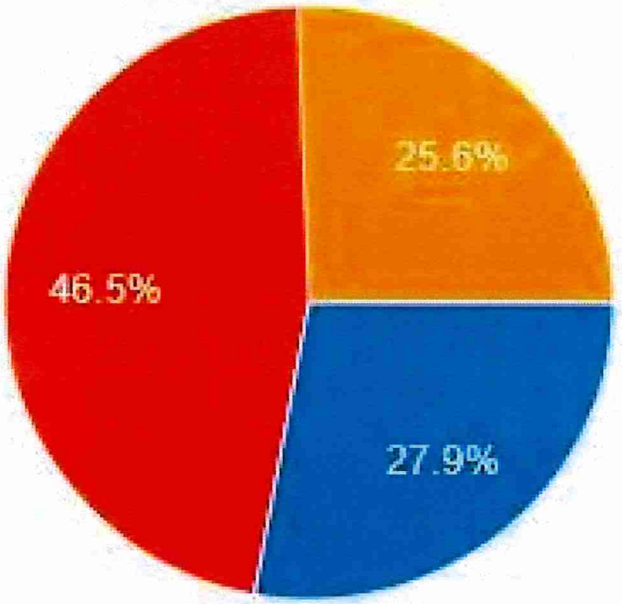
RWPS & MN follow CASEL's research-based five competencies



District PD Schedule for the Year

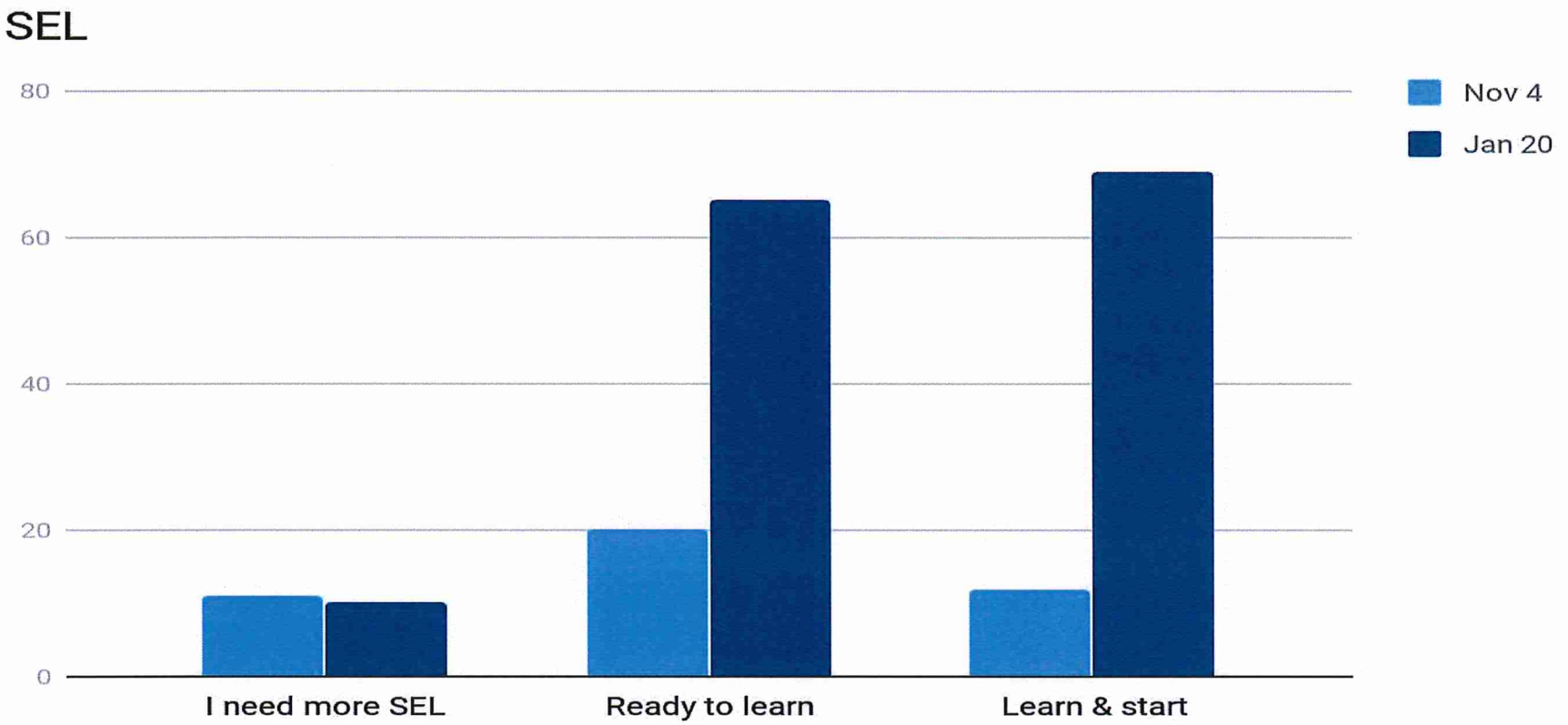
Nov. 4	Jan. 20th	Feb. 17th	Apr. 9th
SEL Introduction Horizontal Content PLCs Horizontal Alignment of Curriculum Guides Math Training	Continue with SEL Flight Paths Update Science Teacher Training Ongoing Curriculum Alignment through PLCs	Continue with SEL Flight Paths Update Based on Curriculum Guides, Common Summative Assessments that you are using now. Math Training (Google Docs)	In the Gym where E-12 will post what we expect kids to leave RWPS with. Based on your common summative assessments, answer: What percentage of students get a 3 or 4 (are proficient) on everything you assessed them on this year?

Why continue with SEL?

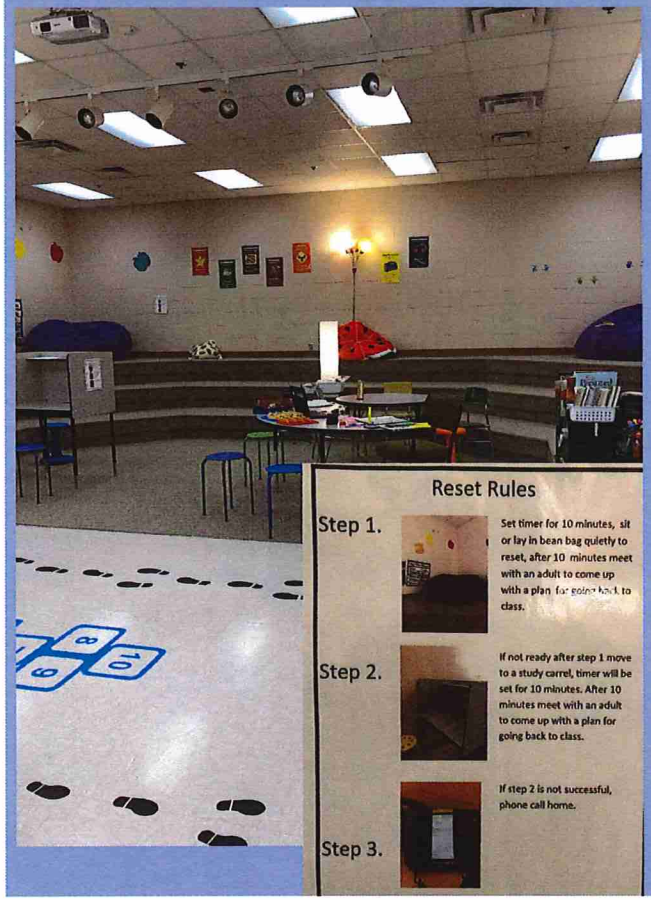


- I am both ready to learn about the state competencies and start grade level standards based off of them
- I am ready to learn about the five state competencies
- I need more learning on SEL before moving onto the state competencies

SEL Feedback



Reset/Reflect Room



- Reset Reflect is primarily for the use of students who are not able to self-regulate and exhibit emotional upsets that are disruptive to the learning environment
- Students who have a need for scheduled breaks beyond what can be provided in the classroom through take a break and buddy room
- Students who benefit from check-ins/check outs during the school day
- When a student comes for reactive reset, they follow the 3 step rules before we send back with a ready-to-learn plan
- When in school, 85% of reset students were meeting their daily goals

Next Years Focus

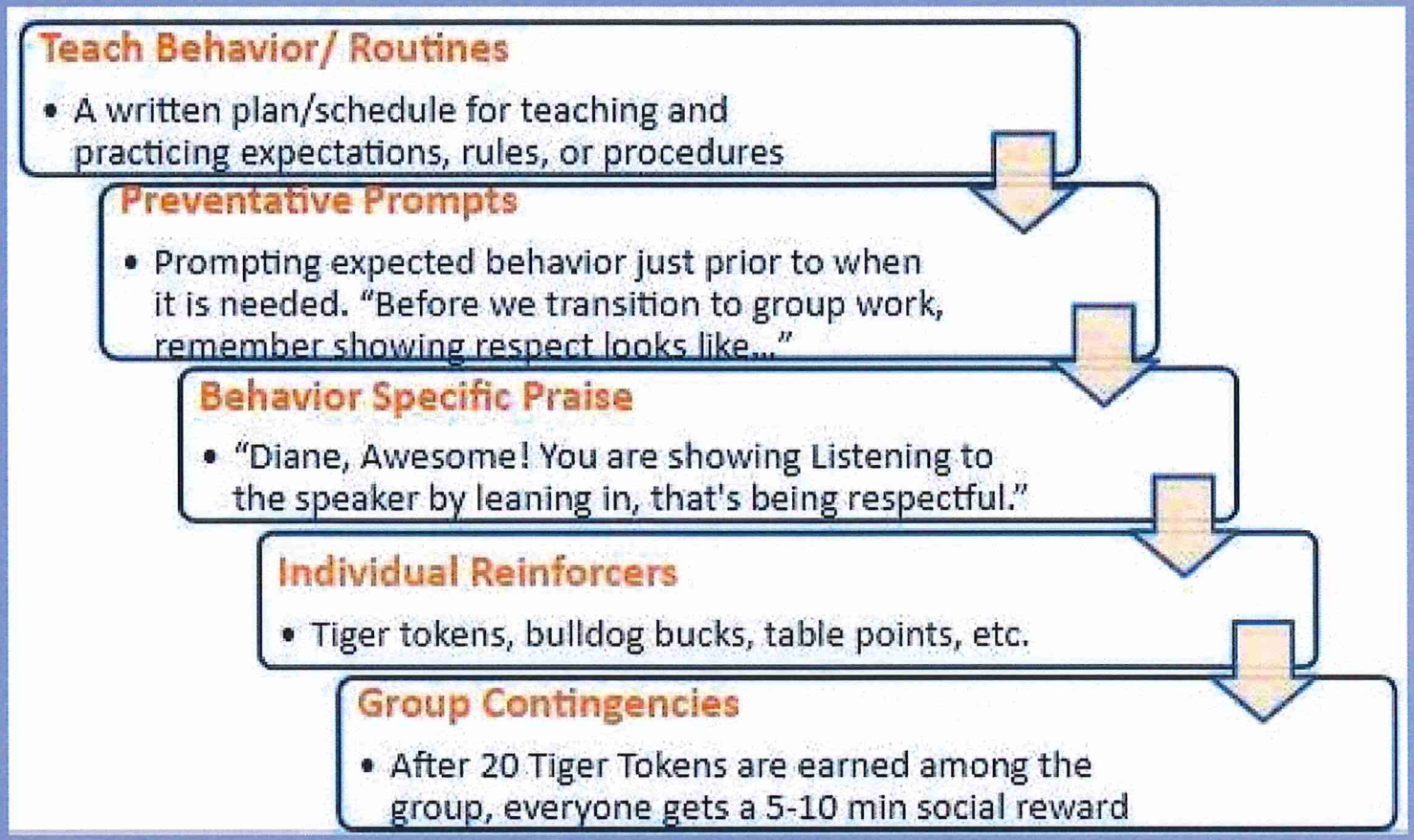
(assuming in-person learning)

- ARISE
- Co-Taught
- Active Supervision
- SEL Screener
- Behavior Specific Praise

Encouraging Appropriate Behavior

A set of Strategies that encourage appropriate behavior by instructing what is expected, communicating positive examples, giving specific feedback, and motivating students with reinforcers designed to promote a growth mindset and community inclusion

Class and School Wide Strategies



Behavior Specific Praise

- Builds positive sense of self for students
- Teaches new skills
- Allows for sense of control
- Promotes brain development
- Creates predictability
- **4 to 1 ratio**
- **6 to 1 ratio for students who have experienced trauma**
- Research indicated that you can **improve behavior by 80%** just by pointing out what someone is doing correctly

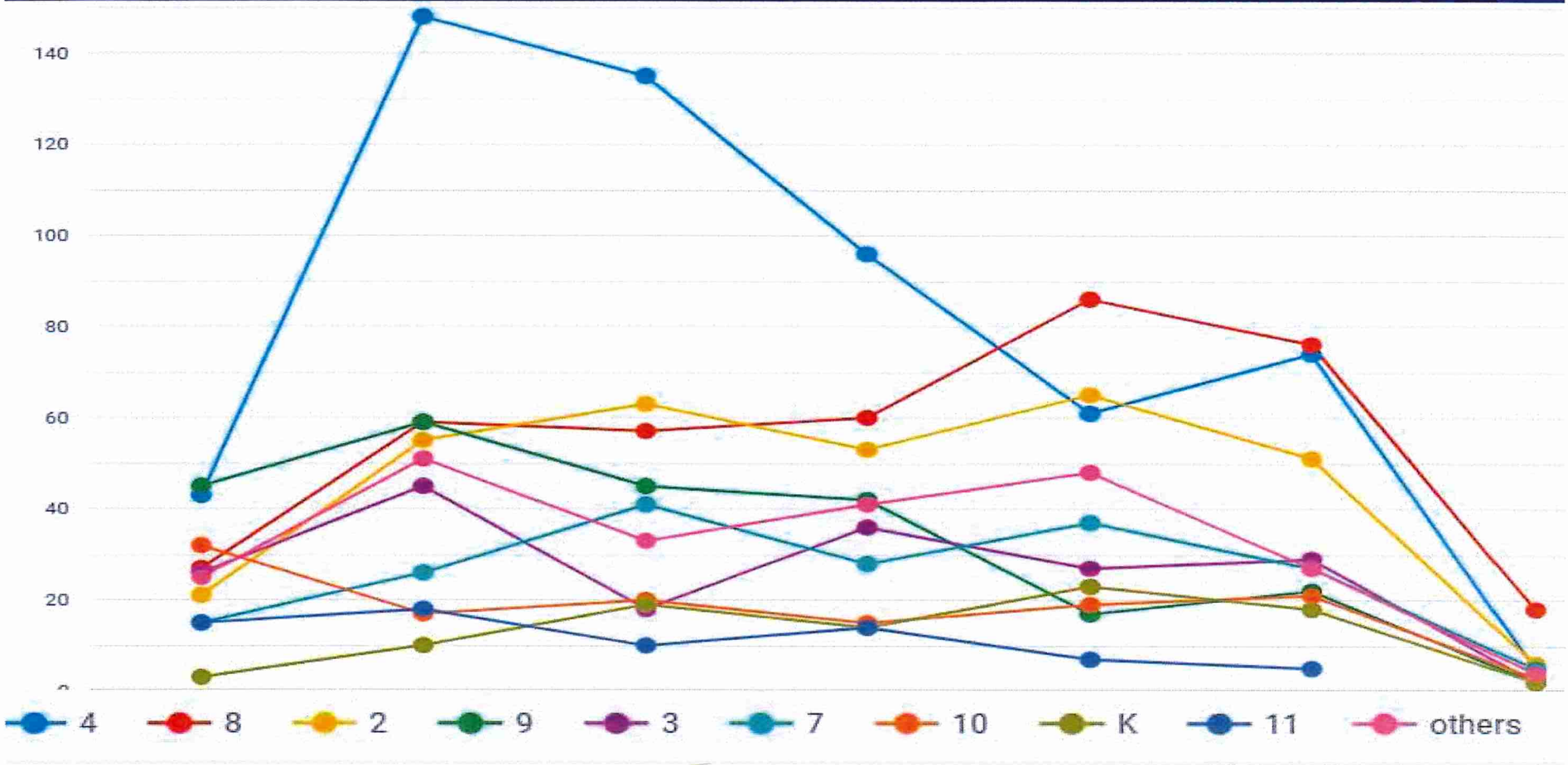
Behavior Specific Praise Rationale

- Create **positive climate**, interactions, rapport, and relationships with students by focusing the adults and students on positive social behaviors and actions.
- It makes that behavior more likely to occur in the future, and is one of the most powerful tools for shaping or changing behavior.
- Spending time on acknowledgements focus the attention on positive behaviors, minimizes attention to negative behaviors, and reinforces a **growth mindset** toward learning
- It increases instructional time, and minimizes time students are out of the classroom.
- Decreases inappropriate behavior and therefore, reduces the need for correction.
- Enhances understanding of self, and helps build internal focus of control.

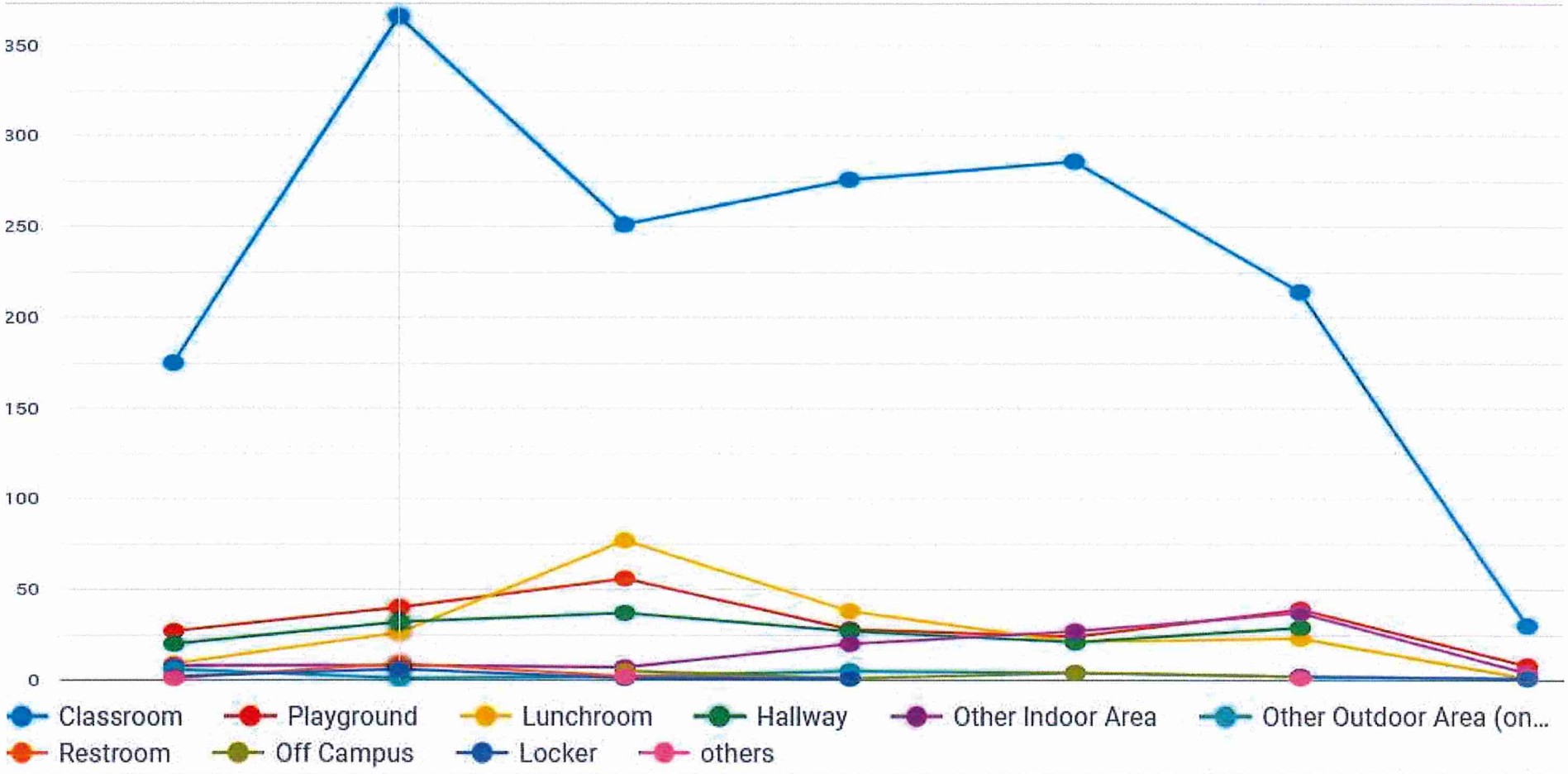
Overall Discipline Data RWPS

Bus Discipline Data RWPS

GRADE LEVEL Data RWPS



LOCATION Discipline Data RWPS



TYPES of Discipline Data RWPS

iscipline Incident Referral-Minor	522	Teasing & name-calling	28
ailure to follow instructions	507	Assault	25
appropriate physical contact with another person	232	Other	20
eft class without permission	228	Illegal Drugs	19
appropriate Language	196	Tobacco	18
ell Phone/Electronics Violation	189	Theft	16
isruption	178	Left building without pass	12
iscipline Incident Referral-major	155	Vandalism/Property Related	10
ee Documentation	130	Alcohol	9
efiant	114	Bullying (all forms except cyber bullying)	8
isruptive/Disorderly Conduct/Insubordination	111	Attendance	8
nysical Aggression	88	Discipline Incident Referral-Unknown	8
ghting-Scuffle	86	Misuse of computer or software	7
isrespect	84	Dishonesty	7
kipping Classes	76	Weapon	6
subordination	69	Academic Dishonesty	5
appropriate Behavior	65	Harassment	5
isuse of property	64	Inappropriate dress	4
ardies	57	Verbal Abuse	3
reat Intimidation	44	Nuisance devices	3
orseplay & play fighting	39	Over-the-Counter Medications Against School Policy	2
ghting-Serious	35	Terroristic Threats	2

Questions to think about

- What are we missing at RWPS?
- What do we need at RWPS?
- In regard to SEL what is your vision/dream?
- How do we get there?