

# Social Emotional Learning in CSISD

Spring 2019 Board Report

# Social Emotional Learning (SEL) In CSISD Overview

- Description of Program
  - Program Scope
  - Budget
  - Staffing
- Major Goals/Activities of the Program
- Performance Data
- Program Challenges
- Needs, Changes, or Growth for Program

Description of the Program

Major Activities

Performance Data

Challenges

Needs/Growth

# Why Social Emotional Learning? Research Says:

- **better academic performance:** achievement scores are an average of 11 percentile points higher than students who did not receive SEL instruction;
- **improved attitudes and behaviors:** greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior;
- **fewer negative behaviors:** decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals;
- **reduced emotional distress:** fewer reports of student depression, anxiety, stress, and social withdrawal.

Description of the Program

Major Activities

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Challenges

Needs/Growth

# The Research Behind SEL in K-12

Collaborative for Academic, Social, and Emotional Learning (CASEL)

CASEL utilizes the most current research, policy, and practice in social emotional learning to collaborate with school districts and research institutions across the United States.

Their mission is to develop evidenced based social emotional learning strategies to be integrated throughout K-12.

Description of the Program	Major Activities	Performance Data	Challenges	Needs/Growth
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# 5 Focus Areas Recommended by CASEL



Description of the Program

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# How SEL fits in CSISD

## CSISD Learner Profile

Communicate &  
Collaborate

Personal Wellness

Socially Engaged Citizen

**College Station ISD Learner Profile**

- 1. Communicates and Collaborates Effectively**
  - a. Speaks and writes with clarity and purpose
  - b. Listens with understanding and compassion to support others
  - c. Assumes shared responsibility with a reciprocal positive attitude
  - d. Utilizes effective correct and ethical communication on all platforms, including digitally
  - e. Works flexibly as leaders and contributors
- 2. Pursues Personal Wellness**
  - a. Engages in self-reflective practices to support continuous personal improvement across settings and throughout life
  - b. Displays empathy to build relationships by understanding perspective of others
  - c. Evaluates situations to make responsible decisions
  - d. Maintains a healthy sense of self to support a balanced lifestyle
- 3. Seeks Knowledge and Understanding**
  - a. Exhibits intellectual curiosity and enthusiasm for learning
  - b. Grows through reflection and self-assessment
  - c. Develops academic and digital skills grounded in historical, cultural and global perspectives
  - d. Prepares to pursue post-secondary opportunities
- 4. Contributes as a Socially Engaged Citizen**
  - a. Enriches the world through selfless service
  - b. Demonstrates mutual respect for all
  - c. Values the diverse perspectives of others
  - d. Exhibits responsible digital citizenship
- 5. Demonstrates Critical Thinking and Innovative Problem Solving**
  - a. Adapts to situations and change
  - b. Takes initiative
  - c. Exhibits perseverance and resilience in challenges
  - d. Explores answers beyond the obvious
  - e. Utilizes technology to enhance intellectual capabilities

Description of the Program	Major Activities	Performance Data	Challenges	Needs/Growth
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# DESCRIPTION OF PROGRAM – CONT.

- Budgets
  - SEL monies are utilized from both Title 2, Part A & Title 4 federal budgets
  - Funds are used to pay for the following
    - Consultant Fees & Teacher Training Costs
    - Substitute Teachers
    - Related Travel Expenditures (If employees travel outside of CSISD)
    - Needed Technology and Materials

# DESCRIPTION OF PROGRAM – CONT.

- Budgets
  - Total Title 2, Part A Budget = \$272,594
  - Total Title 4 Budget = \$124,500
  - Percent of Budgets to be spent on SEL Related Activities during FY19
    - Title 2 = 20%
    - Title 4 = 60%

Description of the Program

Major Activities

Performance Data

Challenges

Needs/Growth



# DESCRIPTION OF PROGRAM – CONT.

- Staff Involved
  - Teacher Teams from each campus
    - Size varies by campus (8-15 members)
  - Administrators and Counselors from each campus
  - Mental Health Counselors & Directors from Central Office

# MAJOR ACTIVITIES

- Ongoing Conscious Discipline & CHAMPS Training for Campus Teams
- First Year of Restorative Practices Training/ Implementation/ and Follow up for:
  - SWV, FR, GP
  - PT, AMCMS
  - AMCHS, CSHS
- Digital Citizenship Resources now available for K-8
- Development of Teacher Resource Website

# Major Activities

All campuses utilize SEL in their relationship building strategies and practices with students.

All campuses have SEL teams that consist of members from across the campus.

All campus SEL Teams meet at least twice a semester to discuss needs, concerns, observations, data analysis, and trainings if needed.

# Performance Data

Currently We Are Revamping the SEL Program in CSISD

Will Use:

- Teacher Feedback / Input
- Administrator & Counselor Feedback / Input
- Mental Health Counselors Feedback / Input
- Discipline Data
  - Behavior Data
  - Electronic Communication Data
- Digital Citizenship Program Usage

# PROGRAM CHALLENGES

- Time
- Space
- Coordination and planning of professional development sessions for all campuses

# PROGRAM NEEDS/GROWTH

- Consider additional online (Schoology) /on-demand options
- Balance of addressing needs and time
- Completion of the SEL District Handbook

COMMENTS/QUESTIONS?