



Alexandria City Public Schools

Social, Emotional and Academic Learning (SEAL) Update

School Board Presentation
April 11, 2024

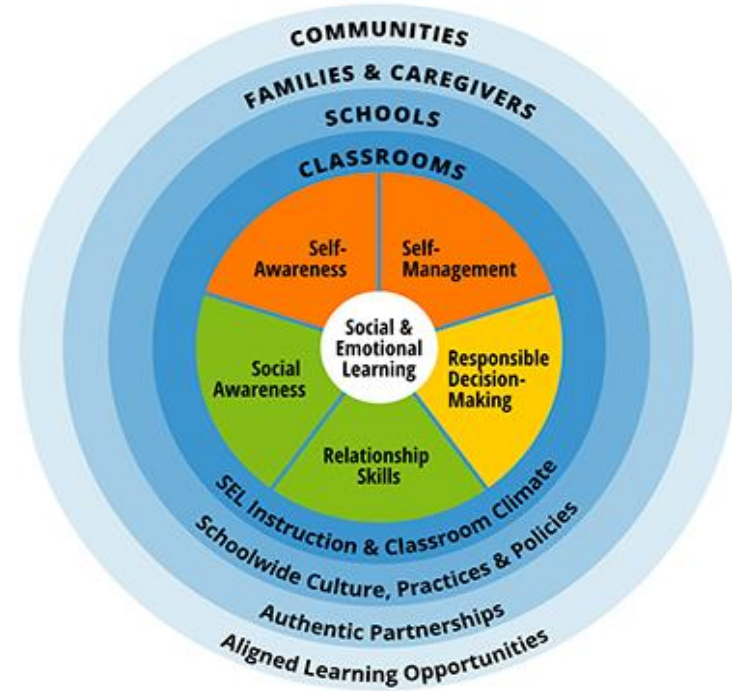




Essential Questions

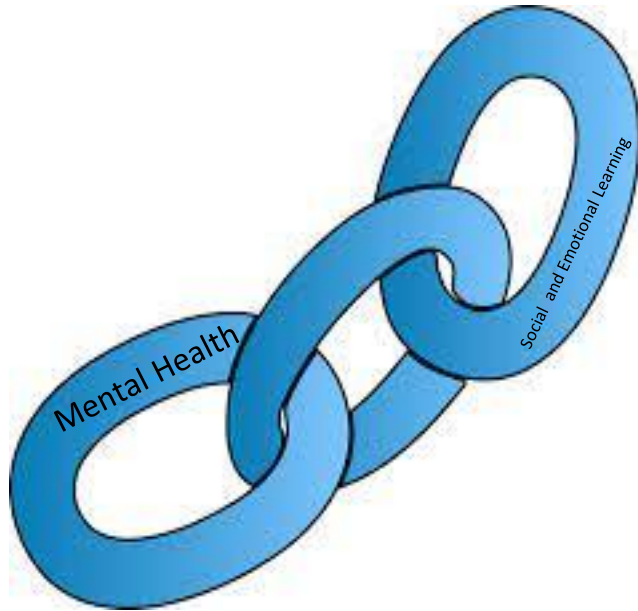
- How does social emotional learning (SEL) support mental health?
- What new steps are we taking to continue to align our SEAL program to the CASEL framework?
- How are we collecting data that shows evidence of students learning the SEL competencies?
- What is our plan to continue teaching SEL competencies that strengthen academics and promotes wellness?

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





SEL and Mental Health Supports



SEL and Mental Health are not the same, but SEL can be a vital support in the promotion of positive mental health, **by promoting responsive relationships, emotionally safe environments, and skills development, SEL cultivates important “protective factors” to buffer against mental health risks. (CASEL)**



Mental Health

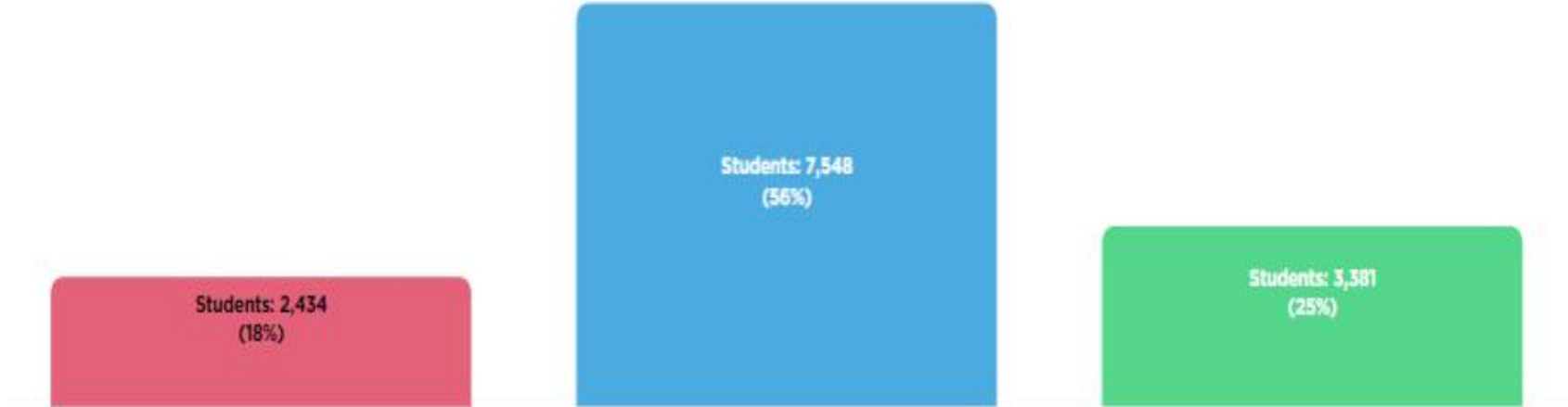
- The Substance Abuse and Mental Health Services Administration (SAMHSA) defines mental health as our emotional, psychological, and social well-being. It affects how we think, feel, and act, and helps determine how we handle stress, relate to others, and make choices.
- Mental health is addressed in our schools by our Student Support Team (SST) of school counselors, psychologists, social workers and nurses.





K-12 DESSA SEL Competencies

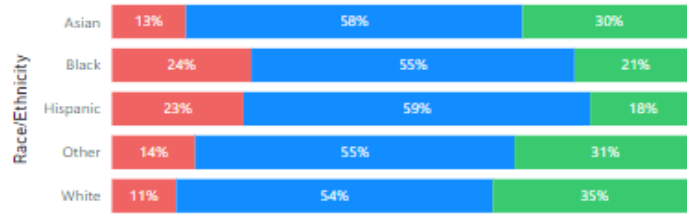
● Need ● Typical ● Strength



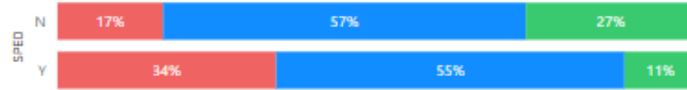
SEL competencies include self-awareness, optimistic thinking, self-management, social awareness, relationship skills, goal directed behavior, personal responsibility, decision-making



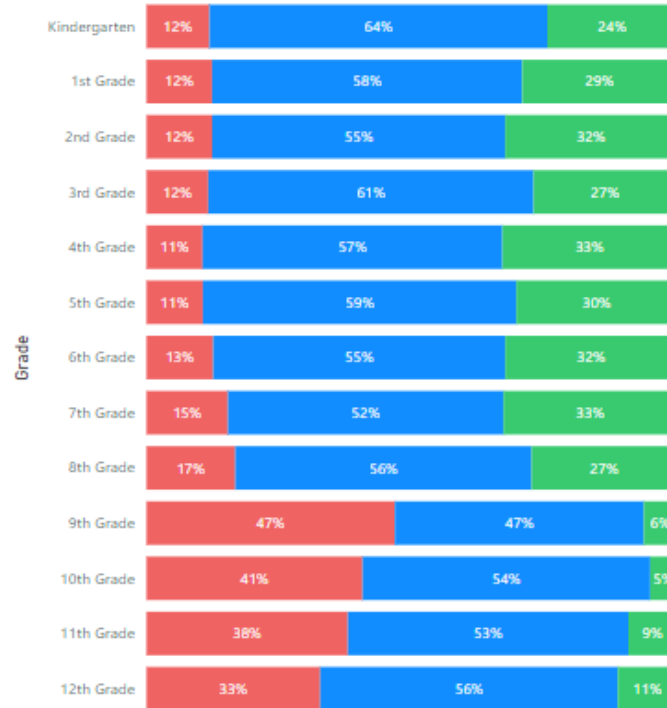
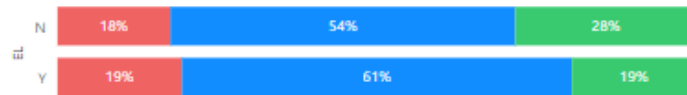
SEL Competencies Across Subgroups and Grade Levels



Special Education

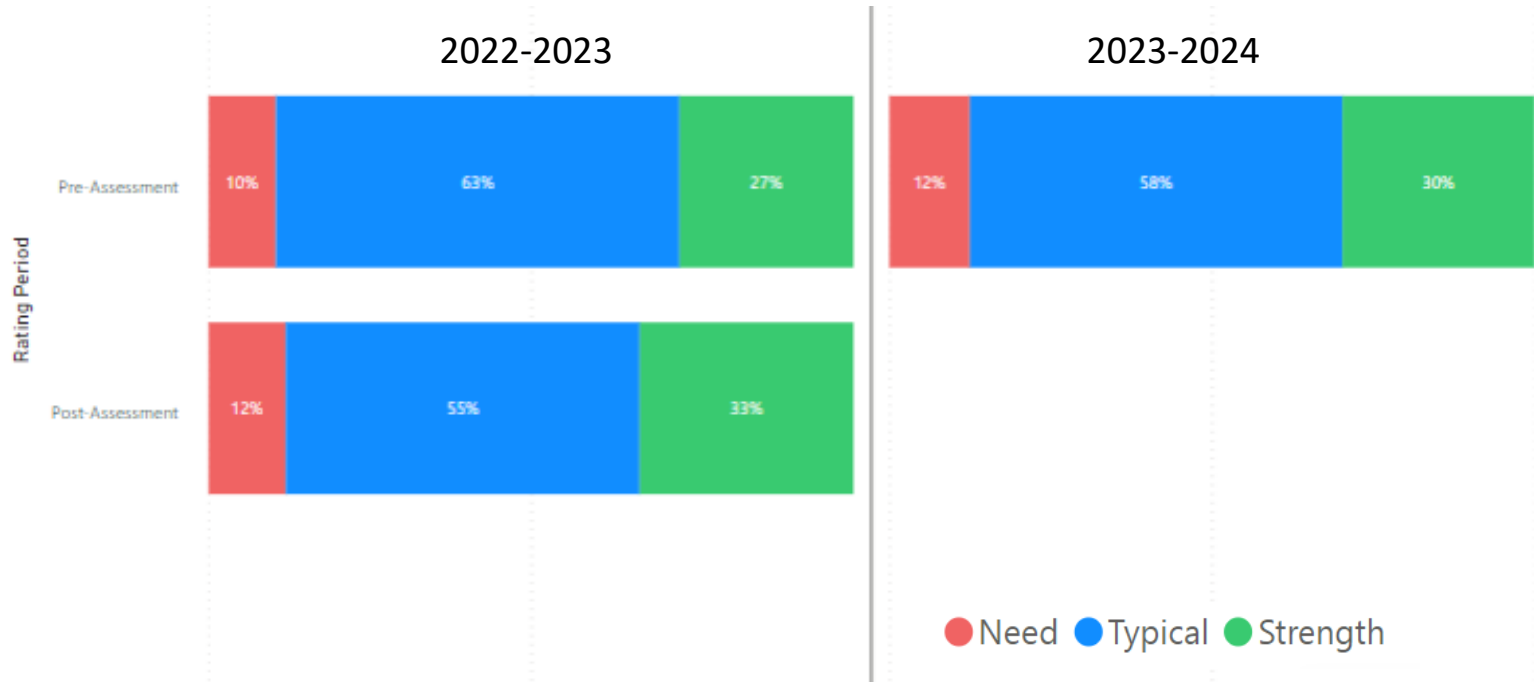


English Learners



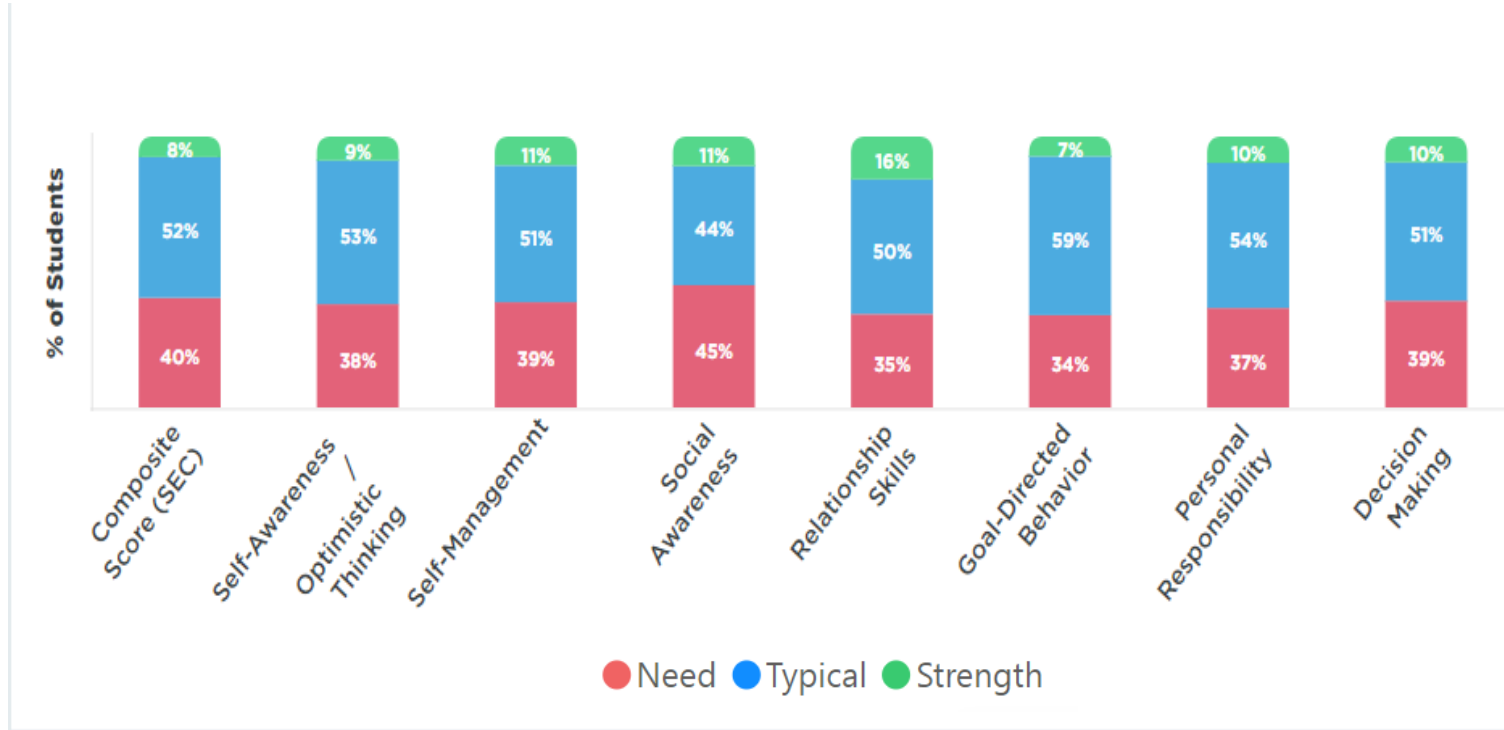


Multi-Year DESSA SEL Competencies (Grades K-8)



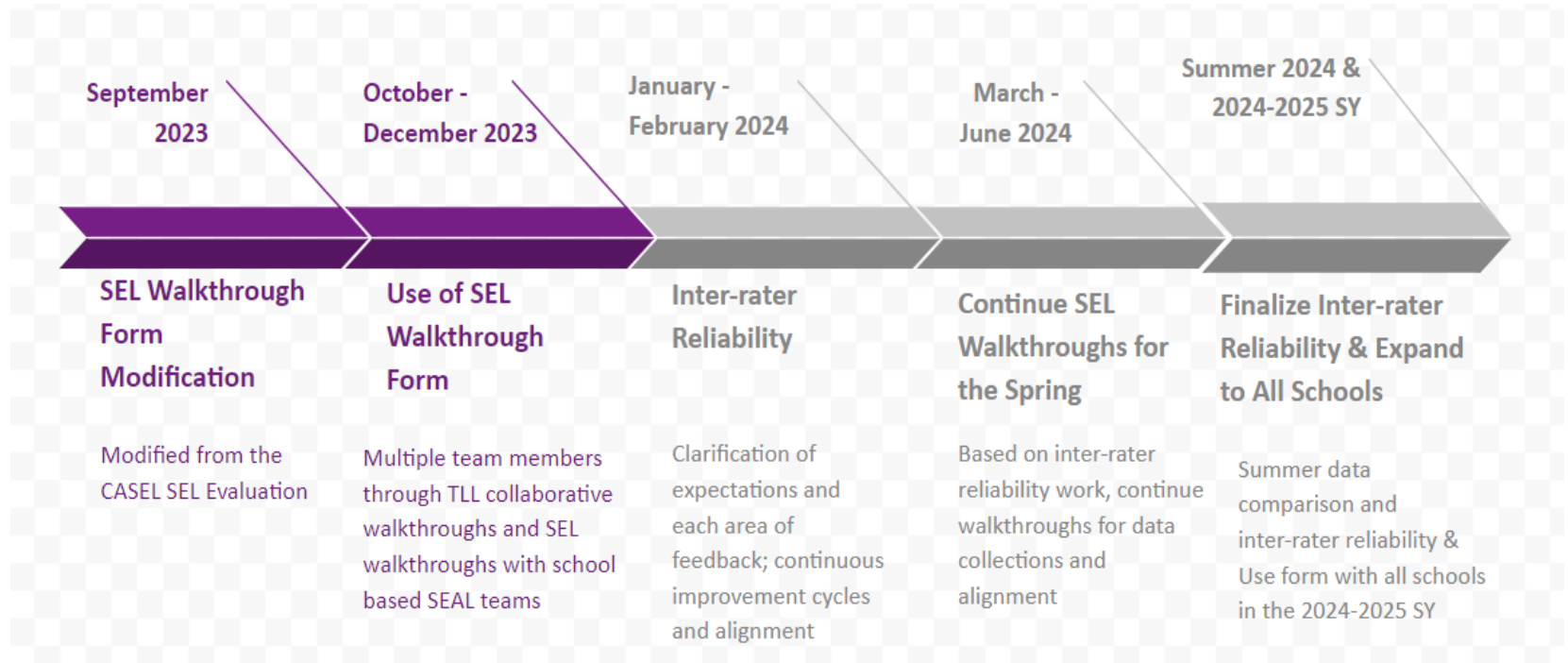


Fall 2023 DESSA Self-Report (Grades 9-12)





SEL Walkthrough Timeline 2023-2024





SEL Walkthrough Data (K-12)

Teacher-student relationships
(Address students by name, Positive teacher language affirming student efforts.)

3.5

Community-building
Opportunities for students to connect with each other using Restorative Practice community building circles

2.6

Cultural responsiveness
Are the student's experiences and identities reflected in the classroom and in the teaching materials?

3.2

Classroom routines and expectations:
Explicit use of Positive Behavior Interventions and Supports and/or RULER such as: visual reminder, Charter, etc.

3.6

Youth Voice
Evidence of students' participation and contributions to/leadership in the classroom, student voice and/or choice in learning activities, and - Opportunities for students to share their opinions and devise strategies for classroom improvement

2.6

Explicit SEL instruction
Evidence of a RULER Rollout (e.g., posters of the charter, related student work, and/or structured RULER Lessons).

1.8

Student Relationships
Student interactions that are respectful, friendly, and all voices are included.

2.2

Student Feedback
Are the student's experiences and identities reflected in the classroom and in the teaching materials?

2.8

Legend

Strong Evidence (4)

Making Good Progress (3)

Starting to Make Progress (2)

No Evidence (1)



SEL in the Academic Content Areas

Self-Awareness

- Name/Identify the feeling the main character was feeling/characters in the story.

Self-Management

- Explain how the character handles comfortable and/or uncomfortable emotions in the story?

Social Awareness

- What events lead to the character feeling- happy? angry? sad? frustrated?

Relationship Skills

- List ways the character showed they were being a good friend? Follow-up: How do you show you're being a good friend?

Responsible Decision-Making

- How did the character demonstrate expected and unexpected behaviors?

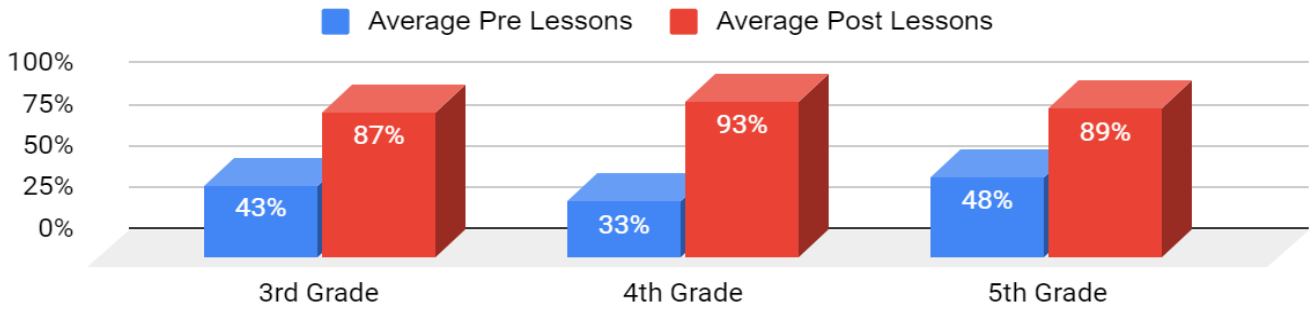




SEL Student Feedback

**Self Management
Competency
Feedback
Elementary 3-5**

SEL Competency Self Management Student Feedback



Averages are based on students who scored 90% or higher on Self-Management Competency

Data below is compiled from three elementary schools: Ferdinand T. Day, Mount Vernon Community School and Cora Kelly Science and Technology Elementary. Amongst these three schools, 483 students participated in the pretest and post test:

- 3rd Grade Students: 203
- 4th Grade Students: 126
- 5th Grade Students: 154

Self-management competency questions:

1. Which emotion has high energy and low pleasantness?
2. Which Mood Meter definition BEST describes the emotion word **calm** ?
3. Which face shows **courage**?
4. What does your teacher do to **engage** or get you interested in learning?
5. Which activities below **motivate** you?



SEL Student Feedback

Self-Management Competency Feedback Middle-School

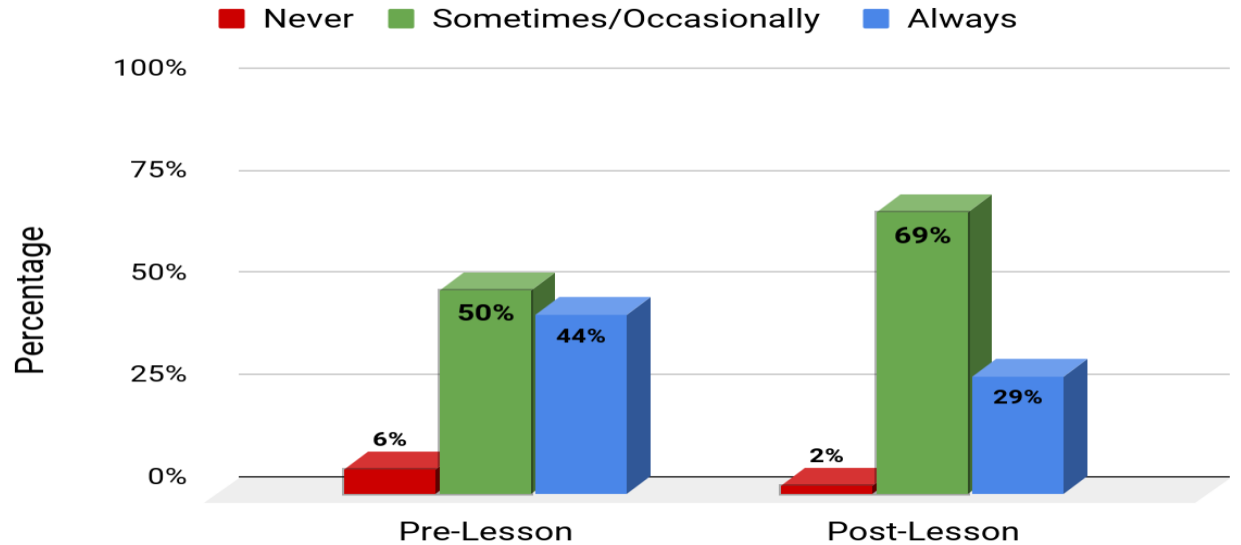
By School:

- FCHS student participation: 648 students
- GWMS* student participation: 559 students
- JH student participation: 42 students
- PH student participation: 5 students

By Grade:

- 6th grade: 437
- 7th grade: 419
- 8th grade: 398

SEL Competency Self-Management Student Feedback



Self-management competency questions:

1. I can recognize when I'm stressed and know how to handle it.
2. I can follow my study plan consistently and complete my homework on time.
3. I am good at planning my time and keeping things organized for schoolwork and activities.
4. I am confident in my leadership and teamwork skills, allowing me to work collaboratively.
5. I actively contribute ideas and take part in making decisions for group activities or projects.



SEL Student Feedback

SEL Competency Self-Management Student Feedback

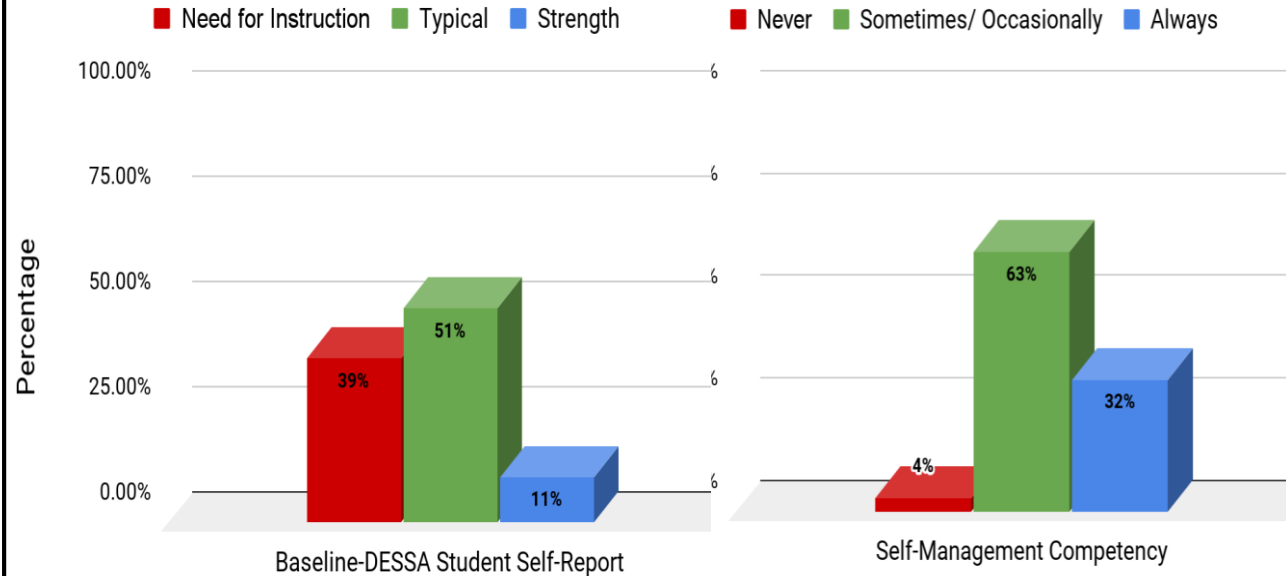
Self-Management Competency Feedback High-School

By Campus:

- Satellite student participation: 13 students
- CFC student participation: 9 students
- ACHS-King St. student participation: 392 students
- ACHS-MH* student participation: 187 students

By Grade:

9th: 189
 11th: 142
 10th: 148
 12th: 122



Self-management competency questions:

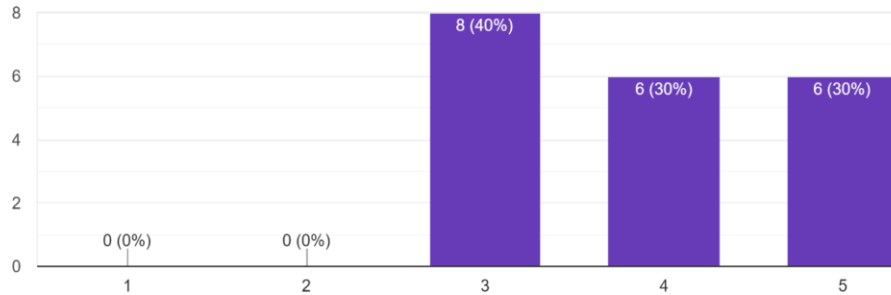
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*HS Pre-data was based on the DESSA Student Self-Report Survey (809 students)

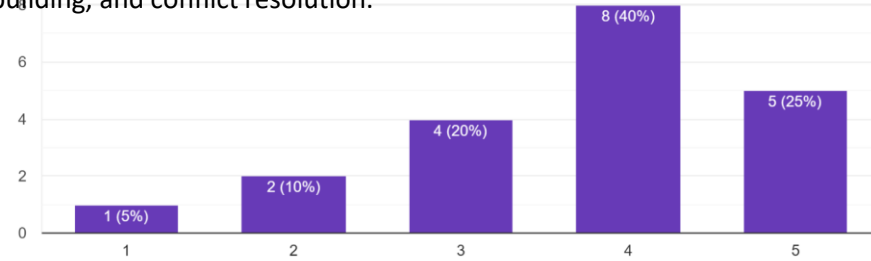


Restorative Practices Midyear Assessment (K-12)

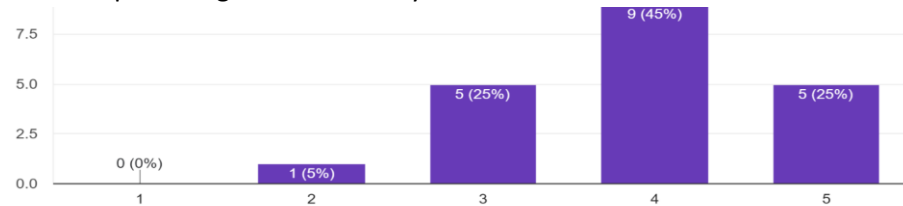
There is now a general acceptance of the benefits of restorative practices by our staff.



Staff uses restorative practices to promote social and emotional skill development by teaching students' self awareness, empathy, communication skills, responsible decision making, relationship building, and conflict resolution.



Students have regular opportunities in their classrooms to participate in community circles or other proactive restorative practices that promote relationship building and community.



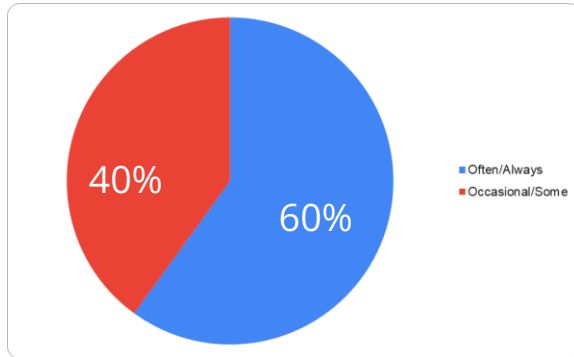
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

**20 Responses from RP Liaisons & Administrators*

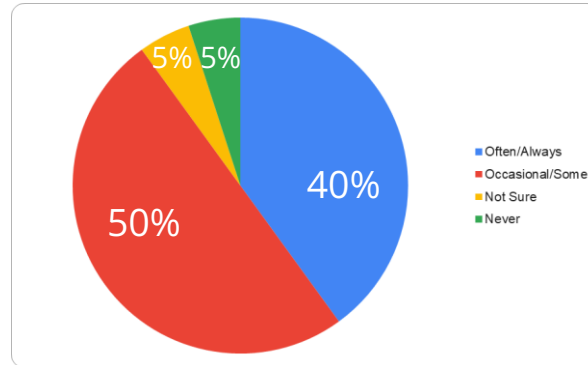


Restorative Practices Midyear Assessment (K-12)

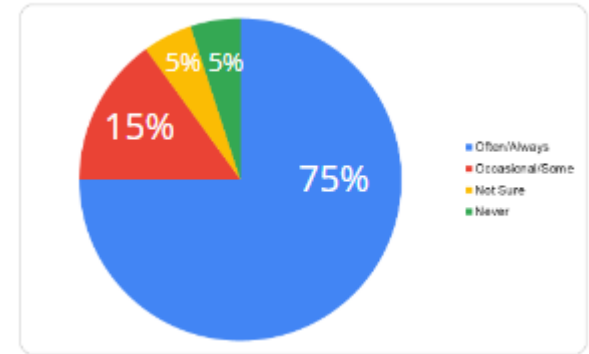
How often do you believe your school staff use community building circles?



How often do you believe your school staff use restorative and/or harm circles?



How often do you believe your school staff use the SEAL calendar and the restorative practices activity embedded in it?



**20 Responses from RP Liaisons & Administrators*



K-12 Restorative Circles

Total number of circles **480** *(As of February 2024/Mid-year Check-in)*

- Restorative Circles are Tier 2 & 3 interventions to restore community when harm has occurred.
- Restorative Circles are reported and facilitated by:
 - School-based Administrators
 - Members of SST
 - RP Liaisons
 - Other trained school-based staff





Student Support Team (SST)





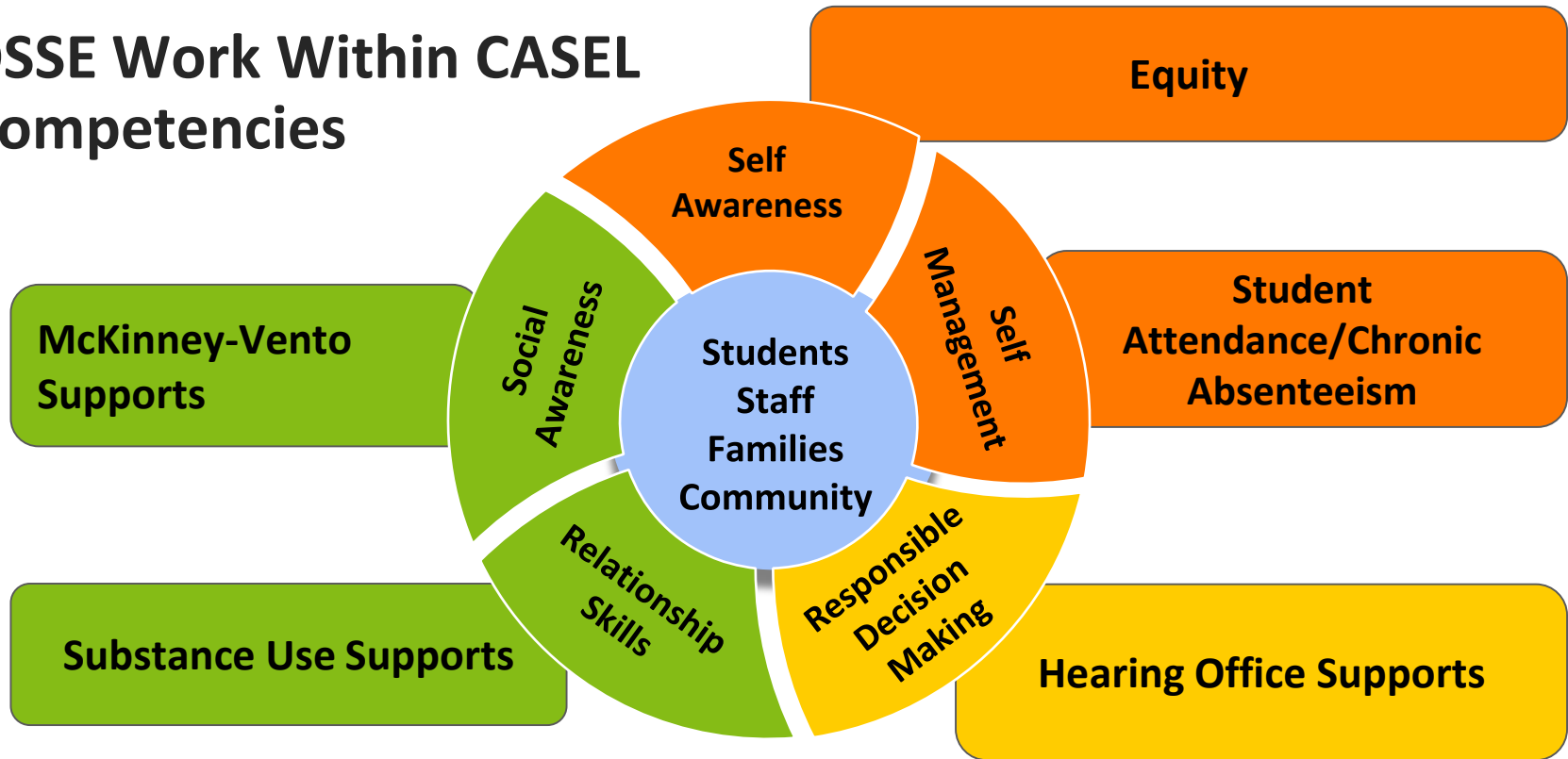
Hazel Health

School Level	Number of Referrals as of 10/18/23	Number of Referrals as of 4/03/24
Division-Wide	39	339
Elementary	11	136
Middle	21	125
High	7	64





DSSE Work Within CASEL Competencies





Next Steps

- Long range planning with TLL for deeper academic integration of SEL with instruction
- Consultation on school master schedules for SEAL time
- Expand CASEL Competency Feedback
- Strategic professional learning opportunities on SEAL targeted to staff, students, families and community
- Data collection and analysis of Spring DESSA
- SEAL Program Evaluation
- Enhancement of student specific strategies of support
(e.g. division-wide mentoring program, student affinity groups, student equity summit, student success skills program)





Alexandria City Public Schools

Questions?

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