



Alexandria City Public Schools

Social, Emotional, and Academic Learning (SEAL) Update

School Board Presentation November 2, 2023





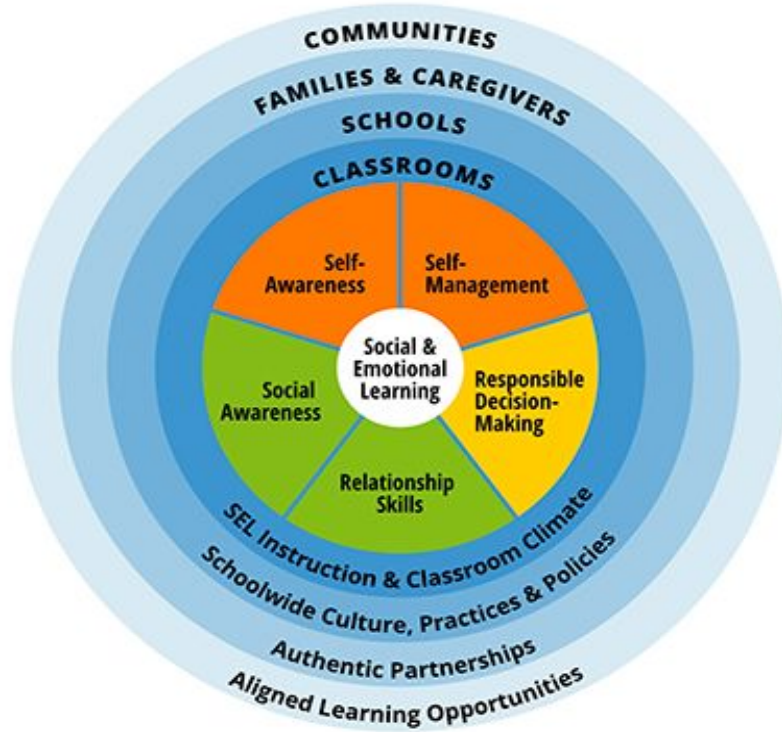
Essential Question

How are we monitoring the implementation and measuring the impact of our SEAL work?





Division Priorities and SEAL



CULTURE AND SCHOOL EXPERIENCE

To fulfill our core values of being welcoming and equity-focused, we must stay committed to identifying innovative ways to create a culture and school experience that provides students, staff and families a sense of belonging when they visit our schools and offices. The aim is to develop programs and initiatives to reignite the love of learning for our students and a renewed enthusiasm to serve our students.

- All Staff
- students
- community partners



ABSENTEEISM & STUDENT ENGAGEMENT

In recent years, divisions across the country have seen an increase in absenteeism and the need for more targeted student engagement efforts and supports to address learning loss and social and emotional well-being. To that end, it will be pivotal to lead additional initiatives to address this critical need for our students.

- Students
- Staff



ACADEMIC ACHIEVEMENT

Taking greater strides to enhance our academic program is pivotal over these next few years with a keen focus on recovery and learning loss. Using data-based decision-making and instituting effective systems and processes across the school division is paramount to support all students to achieve academic success.

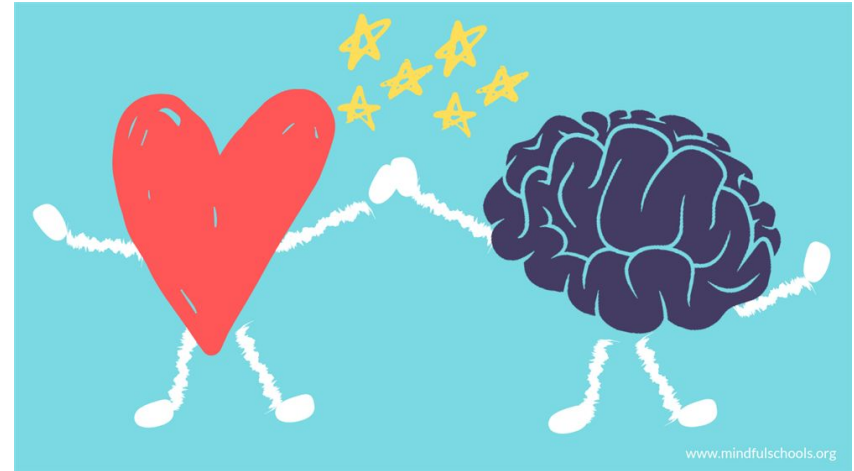
- Students
- Future students





SEAL Implementation

- ❖ CASEL Competencies
- ❖ SEAL Time
- ❖ SEAL Resources





CASEL Competencies



SELF-AWARENESS

Accurately recognizing internal emotions, thoughts, and values and how they influence behavior; accurately assessing one's own strengths and limitations; and holding a well-grounded sense of confidence, optimism, and a "growth-mindset."



SELF-MANAGEMENT

Successfully regulating emotions, thoughts, and behaviors in different situations; effectively managing stress, controlling impulses, self-motivating, and setting and working toward personal and academic goals.



SOCIAL AWARENESS

Demonstrating and practicing perspective-taking and empathizing with others; understanding appropriate social behavior; and recognizing support resources such as family, school, and the community.



RELATIONSHIP SKILLS

Creating and maintaining healthy relationships; communicating and listening effectively; cooperating with others; resisting harmful social pressure; managing conflict constructively; and seeking or providing help when needed.



RESPONSIBLE DECISION-MAKING

Making ethical, constructive decisions with a realistic understanding of consequences; and considering the well-being of oneself and others.

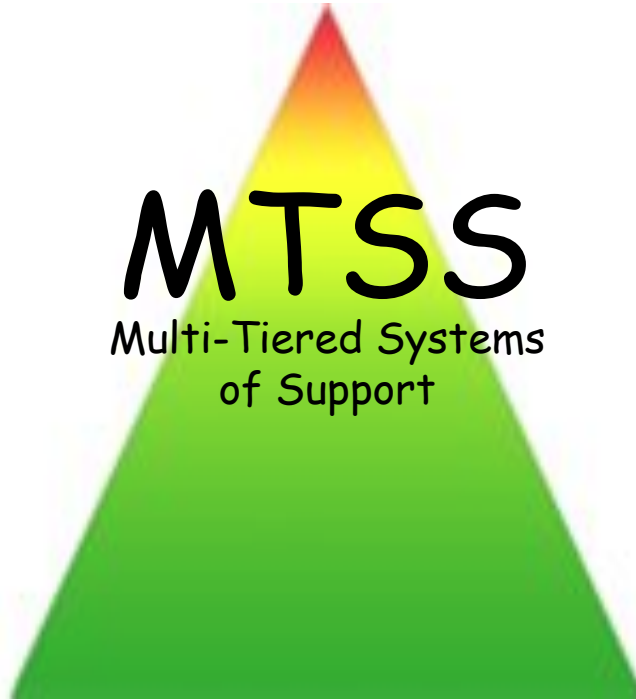


SEAL Lesson Components

 **RULER**



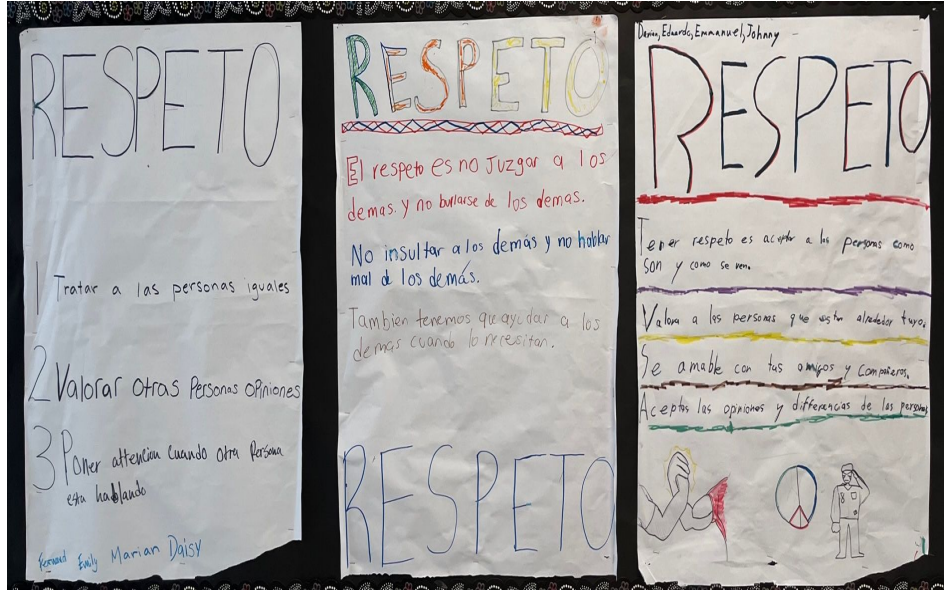
MTSS
Multi-Tiered Systems
of Support




PBIS
Positive
Behavioral
Interventions
&
Supports



SEAL Time





SEAL Resources



Department of Student Services and Equity

October Elementary K-5 Calendar SEL/RULER Lessons 2023-24

Month/	Themes/Events	CASEL Competency Alignment	RULER Focus	Essential Questions:	RULER Lessons (Click each grade level for slide deck)																														
<p>October</p> <table border="1"> <tr> <td>M</td> <td>T</td> <td>W</td> <td>T</td> <td>F</td> </tr> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>NOV</td> <td>NOV</td> <td>NOV</td> <td>NOV</td> <td>NOV</td> </tr> <tr> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> </tr> <tr> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> </tr> <tr> <td>TH</td> <td>FR</td> <td></td> <td></td> <td></td> </tr> </table>	M	T	W	T	F	2	3	4	5	6	NOV	NOV	NOV	NOV	NOV	16	17	18	19	20	23	24	25	26	27	TH	FR				<p>See below for additional resources</p> <p>Focus on: Growth Mindset</p>	<p>Self Awareness</p> <ul style="list-style-type: none"> Examining prejudices and biases Experiencing self-efficacy Having a growth mindset Developing interests and a sense of purpose 	<p>Community, Safety and Climate & Emotional Safety w/The Mood Meter</p>	<p>Students will consider: Why do MY emotions matter?</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> Can identify what's valuable/important Classify emotions as either high energy or low energy. Identify strategies that allow students to stay calm. 	<p>Kindergarten</p> <p>First Grade</p> <p>Second Grade</p> <p>Third Grade</p> <p>Fourth Grade</p> <p>Fifth Grade</p>
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RULER Curriculum Links
 Kindergarten: [Unit 3: Self and Social Awareness](#): The Mood Meter
 First Grade: [Unit 3: Self and Social Awareness](#): The Mood Meter
 Second Grade: [Unit 3: Self and Social Awareness](#): The Mood Meter
 Third Grade: [Unit 3: Self and Social Awareness](#): The Mood Meter
 Fourth Grade: [Unit 3: Self and Social Awareness](#): The Mood Meter
 Fifth Grade: [Unit 3: Self and Social Awareness](#): The Mood Meter

Additional Resources (click underlined resource below):

- [Hispanic Heritage Month Book List](#)
- [Red Ribbon Week Lesson Plans \(4th-12th Grade\)](#)
- [Bully Prevention and Social Emotional Learning](#)
- [Move to Learn Introduction: Lesson 1](#)

STEP 1

Each monthly, school-wide SE(A)IL Calendar aims to teach all students explicit social, emotional and behavioral skills to enhance student's: **self-awareness, self-management, social awareness, relationship skills and responsible decision making** (CASEL SEL Competencies).

In creating a SE(A)IL Calendar, it is vital to gather a team of diverse voices of staff members that support social, emotional and behavioral frameworks and practices such as:

- PBIS Coach
- Restorative Practice Liaison
- SST Members
- RULER Team Teachers
- Equity Liaison

STEP 2

The SE(A)IL calendar is an opportunity to anchor Tier 1 social, emotional and behavioral support and intervention. School-wide data allows those supports to be specific to each school. Some data points that the team can analyze include:

- Attendance data
- Special Education referrals
- Discipline/Behavior Referrals
- DESSA results/data

As a team, explore which CASEL competency could support current data findings that would strengthen students understanding of social, emotional and behavioral skills.

STEP 3

Each SE(A)IL lesson aligns with current ACPS Tier 1 social, emotional and behavioral frameworks: PBIS, RULER and Restorative Practice.

What does this month's school-wide data say about students' social/emotional/behavioral needs?

PBIS

Which behavioral expectations should be the focus this month?

Behavioral Expectations: **RESPECT**

EXAMPLE

Data shows an increase in student conflict

↓

Behavioral Expectations: **RESPECT**

RULER

Which emotional skill or strategy can support students' understanding of the expectation?

Focus on: Relationship Skills Empathy/Conflict Resolution

RULER TOOL: Meta Moment

↓

Community Circle: what are some ways you show respect for those who have different interests/opinions from us?



Measuring Impact

What we learned in 2022-2023

- ❖ Reviewed Key Data
 - SEAL Implementation Feedback
 - DESSA Data
 - Equity Climate Survey

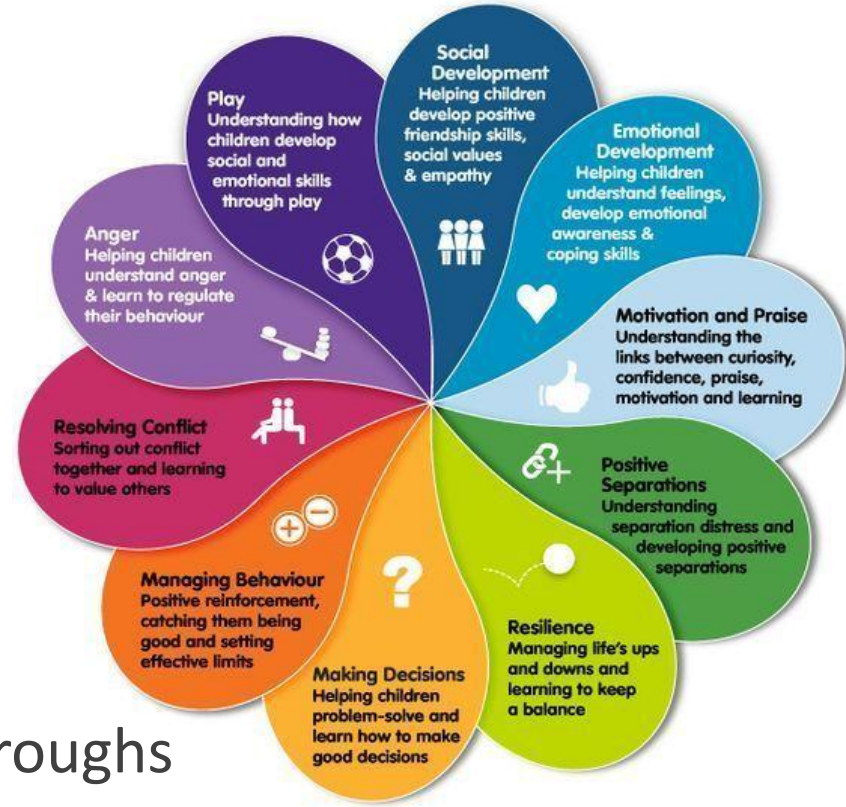


- ❖ Above data informed SEAL Monitoring for 2023-2024



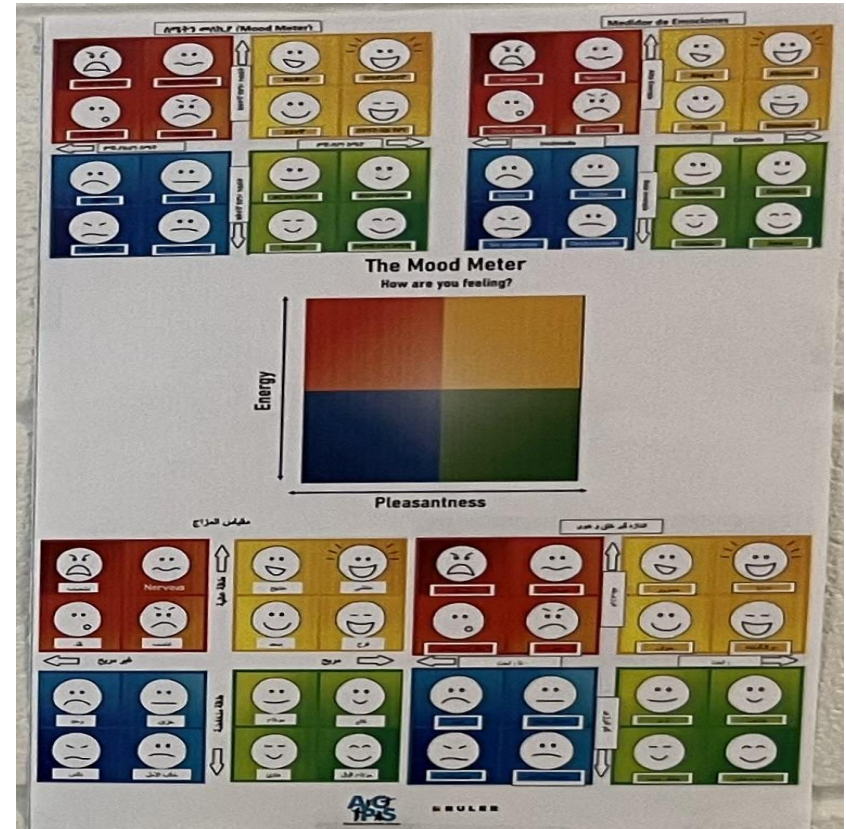
SEAL Monitoring

- ❖ SEL Walkthroughs
- ❖ Assessing CASEL Competencies
- ❖ Hazel Health Implementation
- ❖ Academic (Instructional) Walkthroughs



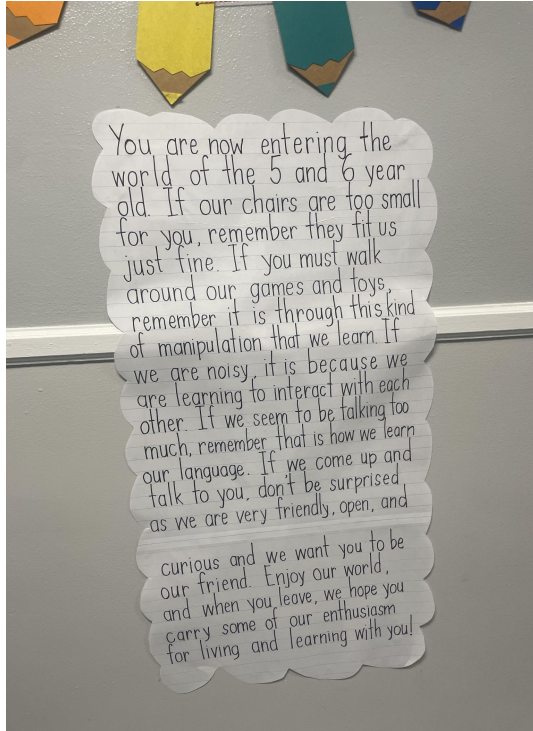


SEL Walkthroughs

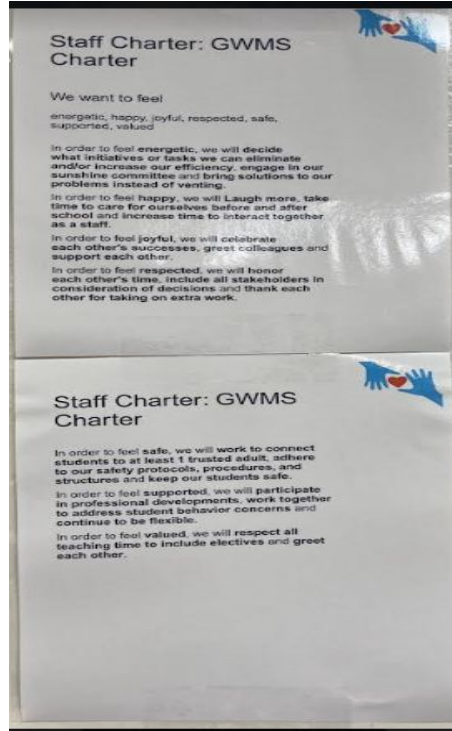




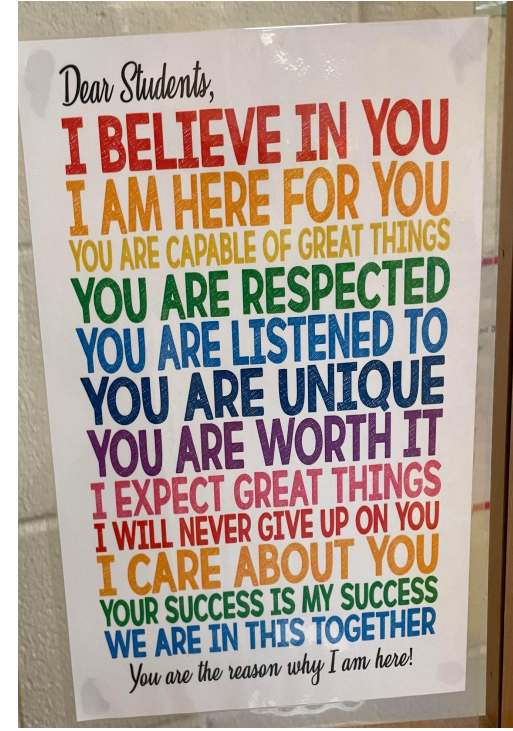
Naomi L. Brooks Elementary School



George Washington MS Charter



Samuel Tucker Elementary School





Assessing CASEL Competency - Elementary School



Department of Student Services and Equity

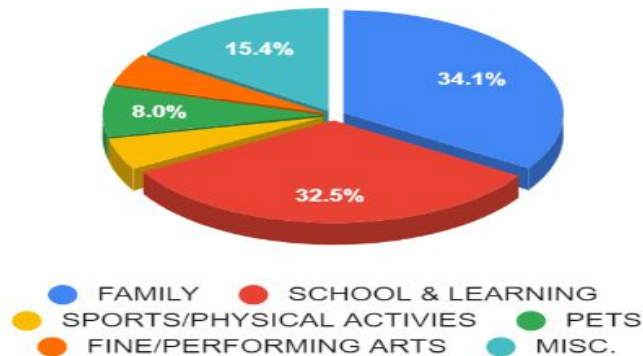
Self-Awareness Competency Assessment

202/340 students participated:

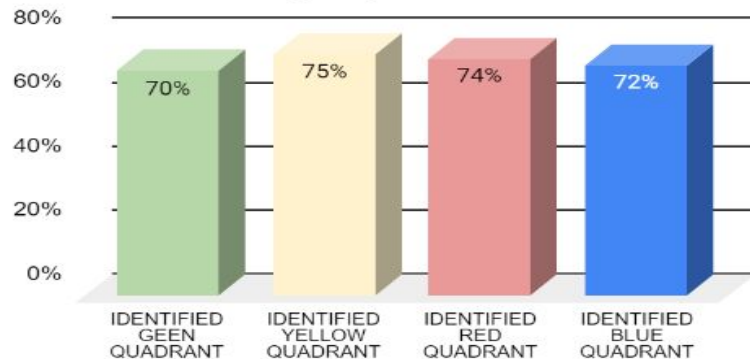
59.4% Participation

Grades 3: 25.2%
Grade 4: 32.9%
Grade 5: 41.9%

Students can name something of value or interest



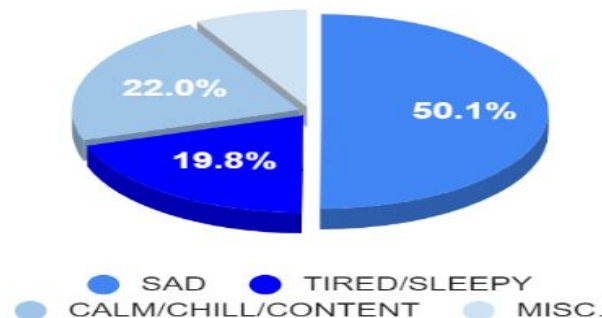
Students can match energy and pleasantness based on Mood Meter



Students can identify strategies to use when experiencing unpleasant emotions.



Students can name emotions based on corresponding color quadrant

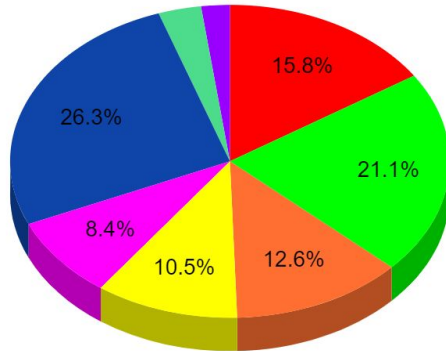




Assessing CASEL Competency - Middle School

CASEL- Self-Awareness Pre-Assessment

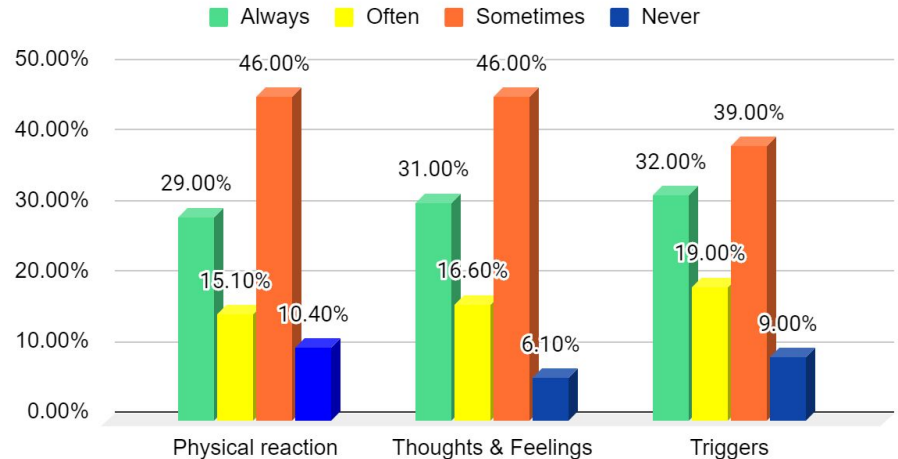
- Relaxation Techniques:
- Physical Activities
- Distracting with Hobbies
- Entertainment and Social Media
- Coping through Creativity
- Communication and Support
- Avoidance or Procrastination
- Unique or Unusual Coping Mechanism



Pre-Assessment Question:

When I am stressed or overwhelmed, I ...

CASEL- Self-Awareness Summative



Pre- Assessment: George Washington Middle School (616 respondents) 45.2 % of the student body

Summative: George Washington Middle School (548 respondents) 40% of the student body.

Summative questions:

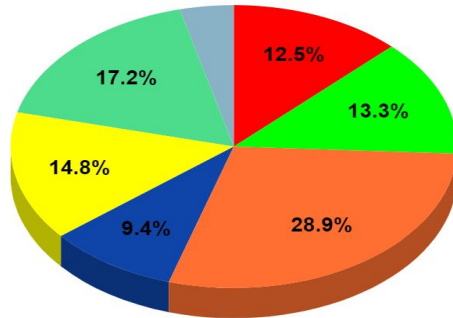
1. When I am stressed, I can recognize how my body feels (i.e., pit of my stomach, sleepy, etc.)?
2. I can recognize and understand my thoughts and feelings when I am stressed?
3. When I am stressed, I can recognize my triggers (i.e. school work, peer pressures, etc.) and my behavioral reactions to them?



Assessing CASEL Competency - High School

CASEL- Self-Awareness Pre-Assessment

- Relaxing Activities
- Physical Activities
- Distracting with Hobbies
- Seeking Social Support
- Mindful and Self-Care Activities
- Non-Responsive or Negative Reactions
- Identify Specific Stressors

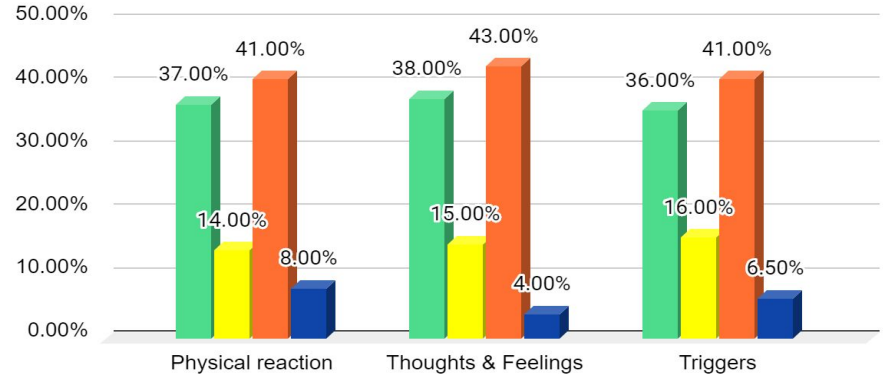


Pre-Assessment Question:

When I am stressed or overwhelmed, I ...

CASEL- Self-Awareness High School

- Always
- Often
- Sometimes
- Never



Pre- Assessment: Alexandria City High School- Minnie Howard Campus (569 respondents) 60.7 % of the student body.

Summative: Alexandria City High School- Minnie Howard Campus (253 respondents) 27% of the student body.

Summative questions:

1. When I am stressed, I can recognize how my body feels (i.e., pit of my stomach, sleepy, etc.)?
2. I can recognize and understand my thoughts and feelings when I am stressed?
3. When I am stressed, I can recognize my triggers (i.e. school work, peer pressures, etc.) and my behavioral reactions to them?



Hazel Health Implementation

❖ 39 Referrals as of October 18, 2023

School Level	Number of Referrals	Actively Enrolled
Elementary	8	4
Middle	25	6
High	6	3

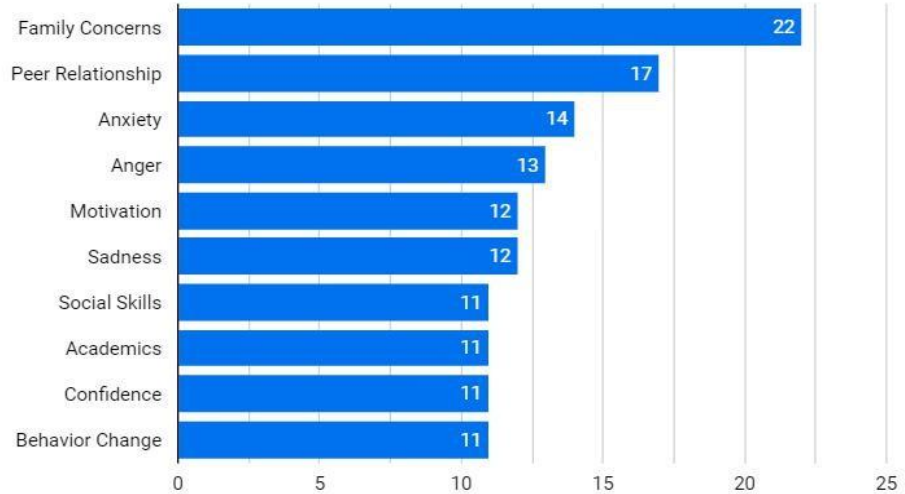




Hazel Health Implementation

Top 10 MH Referral Reasons

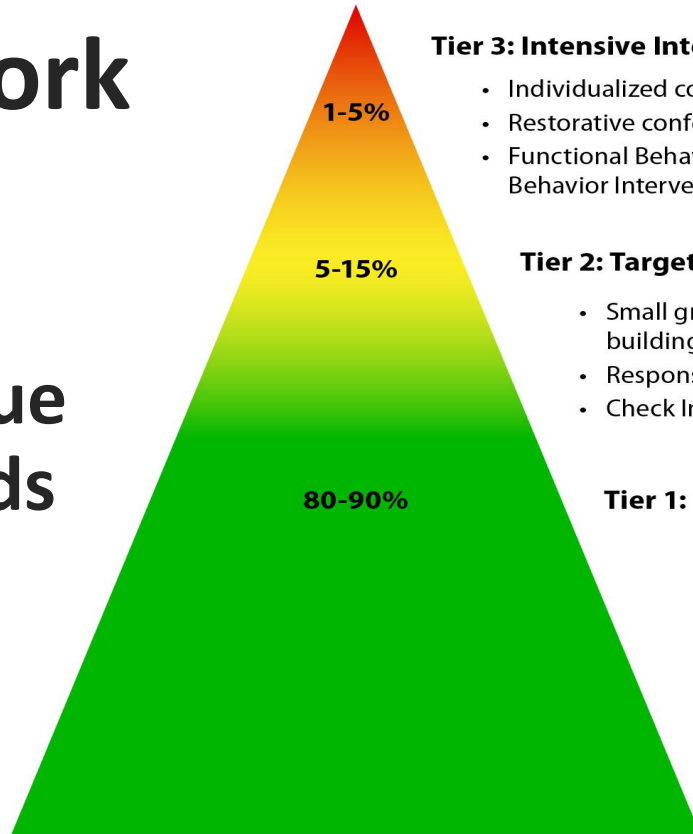
Referral Reason	# Referrals	% Students
Family Concerns	22	56.41%
Peer Relationship	17	43.59%
Anxiety	14	35.90%
Anger	13	33.33%
Motivation	12	30.77%
Sadness	12	30.77%
Social Skills	11	28.21%
Academics	11	28.21%
Confidence	11	28.21%
Behavior Change	11	28.21%





MTSS Framework

Student Support Teams (SST) continue to address the needs of our students.



Tier 3: Intensive Interventions for a FEW

- Individualized counseling services
- Restorative conferences
- Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)

Tier 2: Targeted Interventions for SOME

- Small group counseling (social emotional skill building)
- Responsive and Restorative Circles
- Check In/Check Out

Tier 1: Universal Proactive Supports for ALL

- SEAL strategies embedded into core curriculum
- Weekly SEAL lessons, facilitated by classroom teachers
- Common language to identify and manage emotions
- Positive Behavioral Interventions and Supports (PBIS) lessons
- Community Circles



Academic Walkthroughs

- Visited 11 out 18 schools since September
 - HS: King Street and Minnie Howard Campuses
 - Middle School: Francis C. Hammond and George Washington Middle
 - K-8: Jefferson-Houston and Patrick Henry
 - K-5: Naomi L. Brooks, Samuel Tucker, Cora Kelly, Ferdinand T. Day, George Mason, Charles Barrett

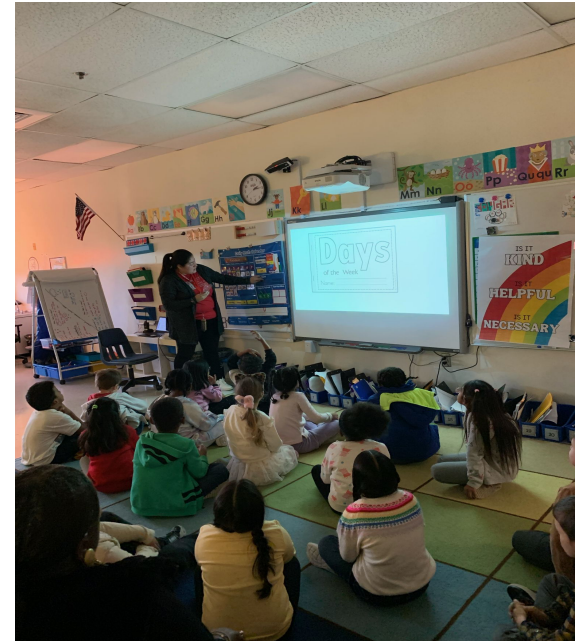
- Pre-conferences held with principals, assistant principals, and/or instructional leadership teams

a) Define, in specific detail, your change idea. b) Kickup c) How long will each classroom visit last? 15 minutes d) How many classrooms should each person visit? Approximately 4-5 classes per group e) What protocol(s) will we use to analyze the quantitative and qualitative data?	
Change Idea (aspirational) What is your ideal classroom? What do students see, hear, and feel in the classroom? What are teachers doing? What are students doing?	
Intended Result	To identify instructional and classroom climate trends that may impact student outcomes
Plan (Problem of Practice) Learning Questions What questions do you and your team may have that might be answered during walkthroughs?	
Predictions	When we enter classrooms... We will see
Do Actual Result from Walkthroughs What did we observe? (Complete after the walkthroughs)	



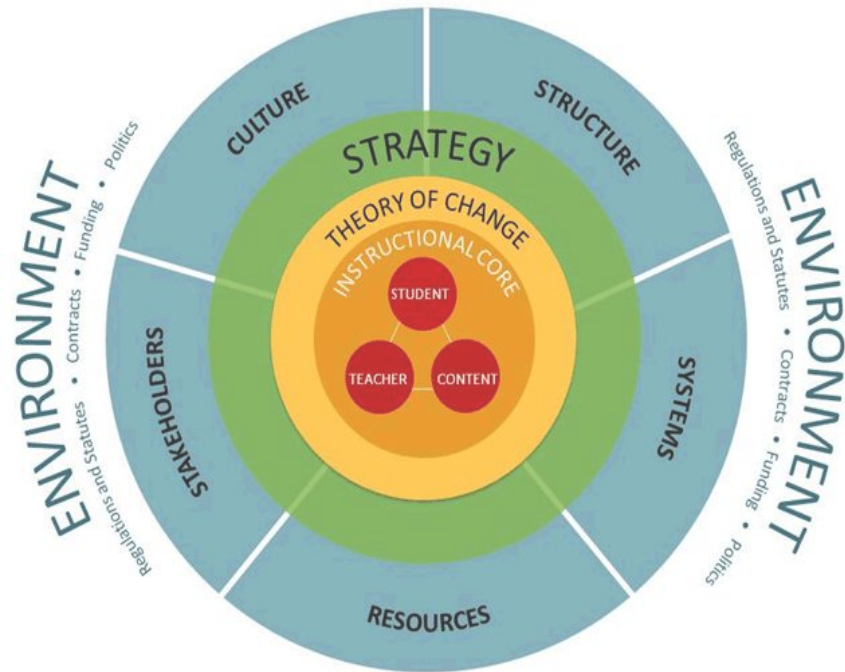
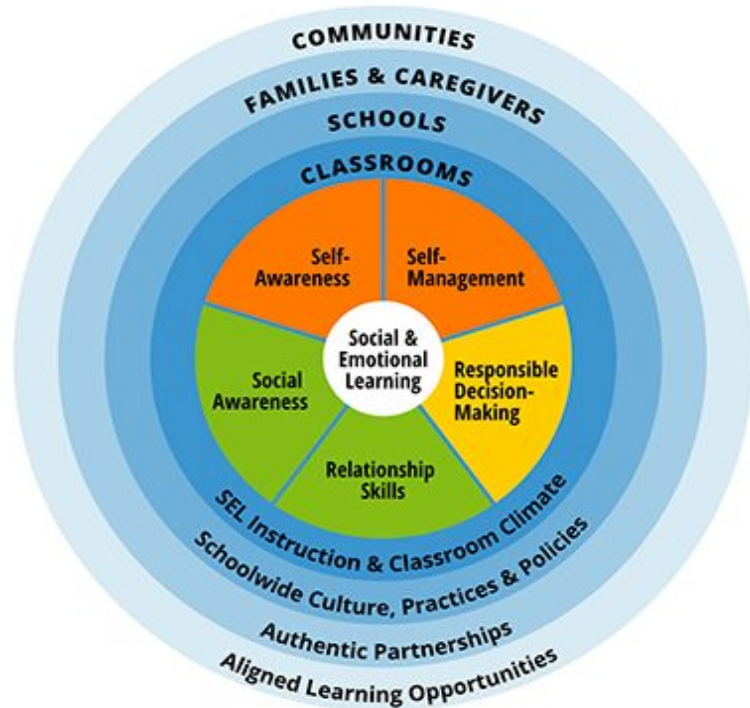
Academic Walkthroughs

- Focus of walkthroughs are to examine tier 1 instructional priority areas of curricular alignment, engagement, and rigor
- Using instructional walkthrough data to celebrate areas of strength and to target coaching and professional learning by school, content, and student population





Integrating SEL and Academics





Next Steps

- ❖ Ongoing SEAL Monitoring
- ❖ Continued Walkthroughs
- ❖ DESSA Data Collection
- ❖ Ongoing Hazel Health Monitoring
- ❖ SEAL Program Evaluation





Alexandria City Public Schools

Questions?

Ms. Kennetra Wood, Executive Director

kennetra.wood@acps.k12.va.us

Ms. Carmen Sanders, Executive Director

carmen.sanders@acps.k12.va.us



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