



SPPS Achieves Initiative Status Report

Initiative: Implement culturally responsive social emotional learning (SEL) districtwide aligned with Positive Behavioral Intervention & Supports (PBIS)

Sponsor: Dave Watkins/Andrew Collins, Chief of Schools

Owner: Kathy Kimani, Director, Office of School Support

Milestones/Deliverables Review (complete, feasible to complete by 8.1.21, reset timeline, pause)	Status
Support school capacity to fully implement and monitor a PBIS framework	In Progress
Integrate SEL strategies, Restorative and Trauma Informed Practices with the data-based PBIS framework	In Progress
Provide resources for staff to implement district expectations for social emotional learning curricula (for example: Zones of Regulation, IGF Kids, Second Step Middle School, Daily Connect activities for secondary SEL)	Complete
Provide continuum of professional development for licensed and non-licensed staff that recognizes the role of adult mindset and culturally responsive engagement	Complete

2020-21 Performance Indicators Review (feasible to complete by 8.1.21, reset target or timeline, pause)			
Outcome	Measure	Target	Status
Social emotional learning is integrated with PBIS	SEL inventory	80% of schools have implemented SEL resources from a menu of district options	Complete
PBIS is implemented at schools with fidelity	PBIS Tiered Fidelity Inventory (TFI)	100% of schools have a TFI Tier 1 score of 70% or higher	Did not meet due to distance learning Link to end of year TFI Data
Students report that their school is physically and emotionally safe and healthy	Student survey	80% of students reporting that their school is physically and emotionally safe and healthy	Paused due to distance learning
Staff report that an educational, preventative and restorative approach to behavior and discipline is most effective	Staff survey	80% of licensed and paraprofessional staff report that an educational, preventative and restorative approach to behavior and discipline is most effective	Paused due to distance learning

Celebrations and Progress for 2020-21 (Strategic Plan year 3)

- The COVID-19 pandemic and distance learning shined a spotlight on the importance of SEL and relationships for both staff and students. Due to this, there was an increase in the understanding of the definition of SEL and ways to integrate this into both staff (PD sessions and meetings) and student (morning meetings, academic content) learning spaces.
- A series of professional development and wellness opportunities were offered for staff throughout the 2020-21 school year.
- New SEL resources were introduced to schools for use with in-person instruction and/or in distance learning. These new resources include IGF Kids & Keep Playing.
- The Middle School Foundations course continued during distance learning. District SEL staff ensured all Second Step lessons could be delivered and viewed asynchronously.
- The Office of School Support launched a PLC for Intervention Specialists that focused on defining their role, building relationships, PBIS and practical interventions.
- The Office of School Support created and sent biweekly newsletters to administrators and staff. These newsletters included topics such as community-building activities, self-care and wellness tips, and mental health resources.
- Successfully adapted systems for use in distance learning and virtual spaces:
 - A SEL Daily Connect activity for **every day** of the school year was created and posted in Schoology for educators to deliver to students during synchronous or asynchronous instruction
 - PBIS Elementary and Secondary Toolkits were shared with school administrators and PBIS teams. Toolkits were developed and revised as instruction moved from distance learning to in-person learning. [PBIS Elementary Toolkit](#); [PBIS Secondary Toolkit](#)
 - The Restorative Practices team created virtual grade-level affinity spaces for RP coordinators, facilitated various circles of support for staff and adapted PD opportunities to take place virtually

Coming next in 2021-2022 (Strategic Plan year 4)

1. Support staff SEL
2. Foster a welcoming, engaging return to school that emphasizes relationships
3. Address individual student needs for social emotional support using a multi-tiered system of support (PBIS)
4. Ensure SEL and PBIS systems are equitable and trauma responsive