Social and Emotional Learning Investments Six Years Later

Cleveland Metropolitan School District
Meet One CMSD Student

Child of Single Mother
Takes Care of Siblings
African American Male
Translates English for Parent
Learning Disability
Attended Three Schools during SY2011
Receives Free Breakfast and Lunch
Given Food Backpack for Weekend
Dental & Vision Services Provided
Uniform Provided and Laundered

District Data

40,727 Students
67.2% African American;
14.7% White;
14.1% Hispanic
100% Poverty Level
High Violent Crime Exposure
High % Lead Poisoning
High Mobility Rate (31.1%)
22.0% with Disabilities
6.7% Limited English
2,877 Homeless Students
Strategies have been integrated with the Academic Achievement plan using a three tiered approach:

- Universal promotion and prevention
- Early intervention
- Intensive intervention
Key findings include:

Social-Emotional Learning
- 26% of schools (5 high schools and 17 elementary/middle schools) showed increases in the percentage of students who reported adequate or excellent social-emotional learning
- 28% (4 high schools and 20 elementary/middle schools) showed decreases

Safety
- 24% of schools (1 of 17 high schools and 19 of 68 elementary/middle schools) showed increases in the percent of students who reported adequate or excellent school safety,
- 38% of schools (3 high schools and 29 elementary/middle schools) showed decreases

Student Support
- 19% of schools (3 high schools and 13 elementary/middle schools) showed increases in the percentage of students who reported adequate or excellent levels of support
- 14% (2 high schools and 10 elementary/middle schools) showed decreases

Challenge
- 24% of schools (4 high schools and 16 elementary/middle schools) showed increases in the percentage of students who reported adequate or excellent challenge
- 21% of schools (2 high schools and 16 elementary/middle schools) showed decreases

Jennifer Sable, Senior Researcher Sandra Eyster, Managing Researcher, Jeffrey Poirier, Senior Researcher, David Osher, Vice President
Humanware Team Support Today!

CAO Leadership Team
Dr. Michelle Pierre-Farid, Chief Academic Officer
Academic Superintendents & Deputy Chiefs Assessment & Curriculum & Instruction

Denine Goolsby
Executive Director
Humanware

Bill Stencil
Flexpert- Internal Programs, Paths, Planning Centers and Crisis Desk

Eugenia Cash
Flexpert-SST’s, External Partners, and Quality Standards

CTAG Support
Autumn Wilson, Manager

Deborah Aloshen
Nurse Manager- Nursing, Vision, Dental services & Health-Wellness Outreach

Humanware Executive Team

External Support
- AIR Support Team
- CASEL/NOVO Support Team
- PATHs Support Team
- Class Meeting Support Team

Internal Support
- CTU Leadership Team
- Executive Director FACE
- Manager Student Hearings & Appeals
- Manager ADM/Attendance

Humanware Advisory Team- meets bi-monthly includes everyone above as well as others below:

* School Psychologist
* Intervention Flexpert
* Transformation Flexpert
* Manager Safety and Security
* Flexpert SIG Extended Day
* Flexpert Foundations
* President CCAS
* Eric Gordon-CEO
WHAT WE DO FOR ALL

• **Assessment:** *Conditions for Learning Surveys*
  – *Implemented in May 2008; administered annually*
  – *New for 2012-2013 CFL benchmarks Early Fall, Late Winter*

• **Social & Emotional Learning:** *PATHS*
  – *Implemented in 2009-10 school year in PreK-2*
  – *Implemented in 2010-11 school year in 3-5*
  – *Current 2012-13 school year PreK-5*

• **Social & Emotional Learning Standards:** *SEL*
  – *embedded into Scope & Sequence curriculum 2011-12 school year & revised SS for 2012-13 school year*
  – *Creation of SEL/Academic grade level lessons 2012-13 school year*

• **Social & Emotional Learning:** *Class Meetings*
  – *Implementation via freshman seminar course*
  – *Developing a Train the Trainer Plan for 2012-13 school year*
Prerequisite knowledge needed: SEL by virtue of its difference, necessitates a different type of mindset and prerequisite knowledge to write a lesson.

Knowledge needed:

- Having a vision of your class as a learning community and the skills and steps to create that clear understanding of child development (Yardsticks);
- Understanding how that influences decisions needed for identifying activities being designed/learning strategies being used;
- The social and emotional skills needed to be part of a learning community and knowledge of cooperative structures to enable students to practice those skills (Think/pair/share; fishbowl; accountable talk; heads together).

PPTS\Sample_SEL_LPGR11Late2.pdf
Building Blocks for Conditions Intervention at CMSD

• Screening for Risk Factors: Schoolnet
  o Implemented in 2008-09
  o New for SY2013 will be implementing an RTI tab on Schoolnet

• Behavior: Planning Centers
  o Implemented in 2010-11 school year
  o Implemented Ripple Effects Early Intervention model in 2011-12 school year
  o Incorporated monthly PICA meeting
  o Redesigned School Counselors monthly meetings to include SEL focus in the AM/career college readiness in the PM for 2012-13 school year

• Attendance: Target 11
  o Implemented in 2010-11 school year and 2011-12

• Graduation Rate:
  o Linkage Coordinators, Career-College Readiness & Web-Based Credit Recovery /AP strategy
**Ripple Effects** software program is a curricula for systematic, positive behavioral training in many areas:

- social-emotional skill building, suspension alternatives, character education, violence prevention, diversity appreciation, pregnancy prevention, AIDS/HIV awareness, bullying, and more.

- skills are broken down into bite-size, learnable elements, and combined them in different ways to solve behavioral, health, and social challenges.
• **Graduation Rate:** *Linkage Coordinators, Career-College Readiness & Web-Based Credit Recovery/ AP strategy*

  o *Linkage coordinators implemented in 2008-09 school year*
  o *For the 2011-12 school year a determination was made to hire two additional linkage coordinators with experience in working with Hispanic male youth who are not*
  o *For 2012-13 school year four diversity coordinators have been hired, adding professional development opportunities around culturally relevant pedagogy (CRP) to our CMSD educators.*
  o *Increase opportunities for students during the school year to engage in credit recovery*
  o *Implementation of AP academies as well as on-line AP coursework to service students*
  o *On-Track graduation reports 2012-2013 school year*
Building Blocks for Wrap Around Support at CMSD

• **High Risk Behaviors:**  *Student Support Team*
  o Implemented in 2009-10 school year
  o Begin implementing electronic data collection tool for 2012-13 school year
  o Building bank of interventions connected to RTI tab SchoolNet

• **Imminent or Crisis Behaviors:**  *Crisis Response Team*
  o Implemented in 2008-09 school year

• **Mental Health:**  *Dealing with Death*
  o Implemented in 2008-09 school year

• **Individualized Classroom Intervention:**  *PRIM Pre-Referral Intervention Manual*
  o Implemented in 2010-11 school year
  o 2012-13 Expansion of Ripple Curriculum for classroom center being explored
Why We Know It Works

- 36% Decrease in CMSD Safety Incidents over 4 years
- 15% Reduction in CMSD Suspensions
- CMSD 2008-2011 Climate Survey’s Show Kids in Grades 5-8 Feel Safer
- Version 2.0 Social & Emotional Learning Standards as part of the Scope & Sequence SY2012-13
- SEL Lesson Project
- National Funding Received from NoVo Foundation
- Not On Our Watch Bullying Summit
• FALL 2012-district wide anti-bullying initiative entitled "Not on our Watch." (N.O.W.)
  - Effort was organized in collaboration with “Facing History and Ourselves.”
  - Each school selected five to ten students in grades 8-12 to serve as the N.O.W. leaders
  - Students viewed the movie "Bully"
  - Students attended a one day Summit -workshops from various organizations.
  - Students developed a work plan for their building that will be shared with their school Academic Achievement Team.
  - The initiative was a huge success and was documented by CNN and local media.
CMSD’s Next Steps-Glows/Grows

**GLOWS**
- Continue to refine District Strategy Map
- Humanware Team roles and priorities established
- Clear Departmental Goals with metrics to chart progress
- Stability in leadership

**GROWS**
- Continued fiscal challenges
- Continue to mesh academic and humanware priorities
- Continue to refine our AAP tool to support CFL priorities