

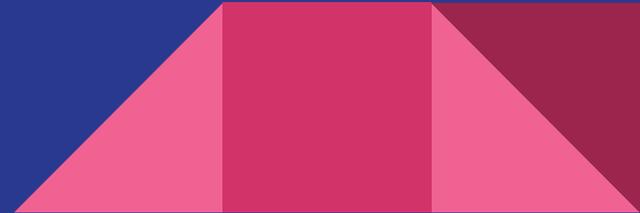
# Social and Emotional Learning in the Belmont Public Schools

May 23, 2017

# Strategic Plan Initiative, year 2

## Continue district-wide implementation of Social Emotional Learning framework

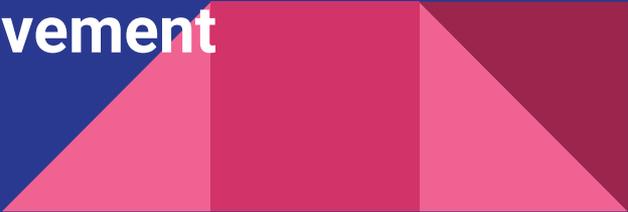
- School SEL Steering Committees
- District SEL Steering Committee
- Professional Learning and Implementation in classrooms, preK-12



# Measuring the Impact → Climate Surveys

- Is our school environment conducive to SEL?
- Is there evidence that SEL skills and principles are being demonstrated in the environment?
- What is the experience in our schools for students, educators, and parents/guardians?

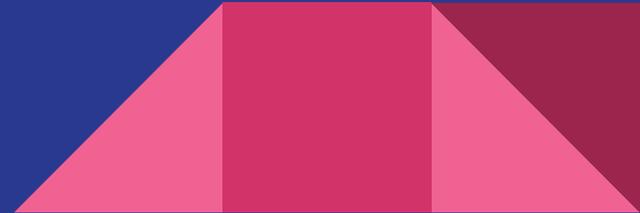
**Goal: Use the data as a tool to determine broad trends and patterns of successes and areas for improvement**



# Developing the Climate Surveys

Created Belmont surveys from various sources:

- U.S. Department of Education school climate survey
- Russell Quaglia surveys (author, *Student Voice*)
- American Institutes for Research
- Alliance for the Study of School Climate (CalState/LA)



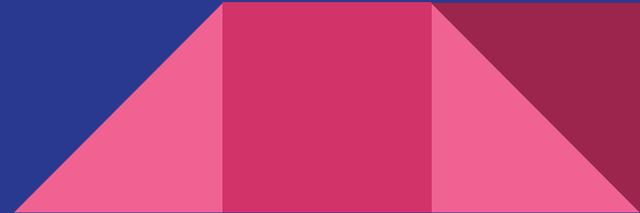
# Categories of Questions

## Engagement

- Cultural and linguistic competence
- Relationships
- School participation

## Safety

- Emotional safety
- Physical safety
- Bullying, cyber-bullying
- Substance abuse (students only)
- Emergency readiness, management

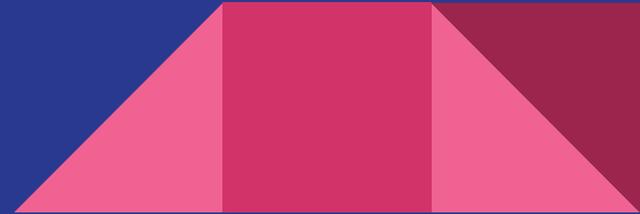


# Categories of Questions

## Environment

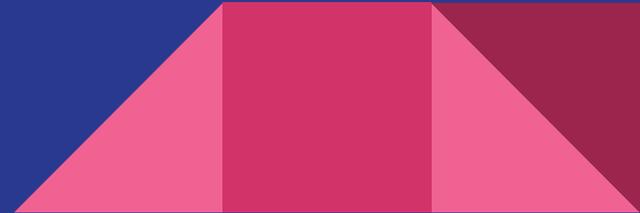
- Instructional environment
- Mental health
- Discipline

## Identifying questions



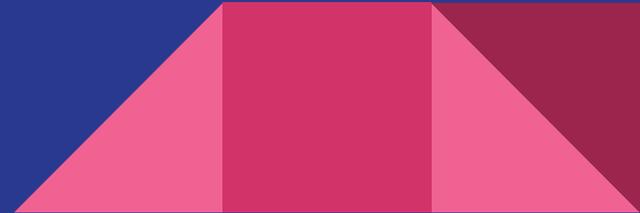
# Parent/Guardian Climate Survey

- Administered January 30-February 10
- 37 climate survey questions, 2 identifying questions (elementary)
- 39 climate survey questions, 2 identifying question (secondary)
- 460 responses



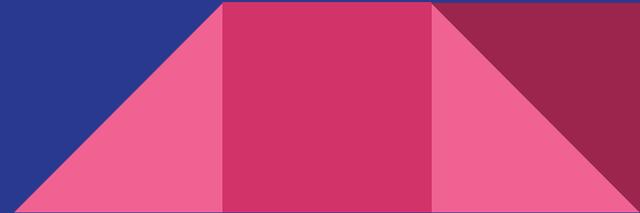
# Student Climate Survey

- Administered in classes, February 27-March 10
- All students in grades 5, 7, 9, and 11
- 73 climate survey questions, 5 identifying questions
- 1,185 responses



# Climate Survey for Unit A (all educators)

- Administered February 27-March 10
- 63 climate survey questions, 1 identifying questions
- 239 responses



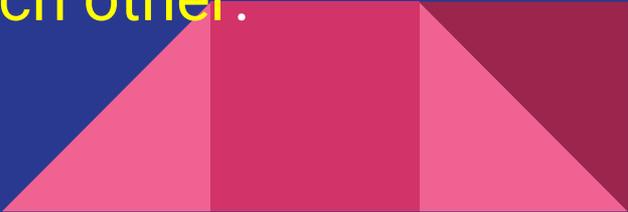
# What did we learn?

## Bright Spots

- Parents/guardians feel **welcome at the schools**, and students corroborated that **their families feel comfortable visiting** the school.
- Parents report that their student feels **like he/she belongs** at school.
- Parents/guardians believe that **staff really care** about their child, and that the school is **a friendly place** overall, although this feeling decreases somewhat at our two largest schools, Chenery and the high school.

# What did we learn?

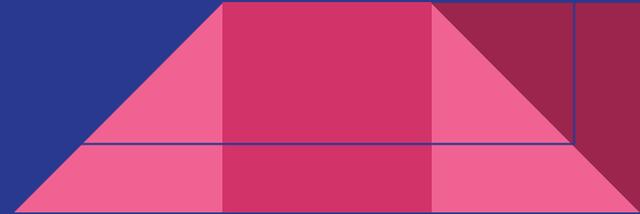
## Bright Spots

- Educators also report **feeling like they belong** at their school.
  - They believe that their **school inspires them to do their very best** at their job, and that they are **growing as a professional**.
  - Educators report that staff **get along well** and that they demonstrate **trust and confidence in each other**.
- 

# What did we learn?

## Bright Spots

- Students and staff report **knowing what to do in an emergency or dangerous situation**, and staff have confidence that **their administrators know what to do**.
- They also report **feeling safe** at school.
- Most students are **optimistic about their future**.



# What did we learn?

## Areas for Improvement

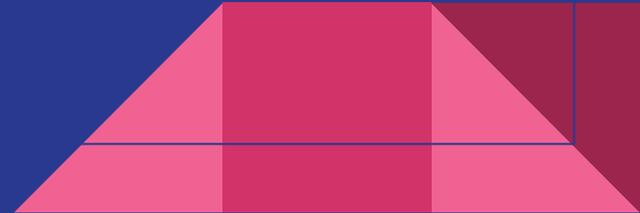
- While nearly all **educators report that they care** about students, not just their academic work, **some students disagree** (more at high school than middle school).
- 70-75% of students believe **a teacher would notice** they were absent or in a slump.
- $\frac{1}{3}$  of middle school students and nearly  $\frac{1}{2}$  of high school students are **afraid to try something if they think they might fail**.



# What did we learn?

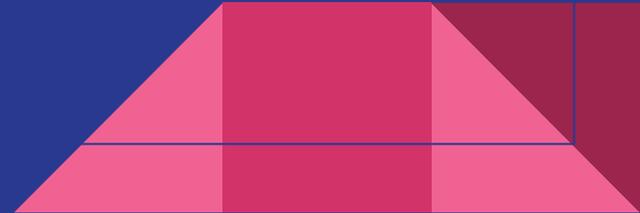
## Areas for Improvement

- High school students report **concerning levels of risky behaviors** (smoking, drugs, alcohol).
- Some students and staff report **levels of stress** that affect their sleep and cause physical problems.
- $\frac{1}{3}$  of staff feel like they have to **hide their challenges** from colleagues and supervisors.



# Focus Areas for 2017-18: Elementary

- Build a stronger adult culture
- Continue to broaden the work in the elementary schools
  - Classroom practices
  - Schoolwide practices
  - SEL Infusion into literature



# Focus Areas for 2017-18: Secondary

- Build a stronger adult culture
- Increase focus on community and relationship-building with middle and high school students.
- Focus on reducing stress for students and staff.
  - Schoolwide practices
  - Classroom practices
  - Curriculum infusion

