



Social Emotional Learning Annual Report

What were the indicators of success for the past year's progress (agreed upon at last year's annual report)?	What progress has been made on each indicator?
SEL Curriculum will be in place Early Childhood - High School.	<p>Early Childhood, elementary, and junior high schools have implemented the social emotional learning (SEL) Second Step Curriculum.</p> <p>In collaboration with both high schools, planning has started on a high school social emotional learning instructional plan.</p>
SEL Intervention resources are cataloged and gaps identified.	The K-12 SEL Design team cataloged SEL strategies and interventions for Tier 1, Tier 2 and Tier 3.
District leadership team is trained in Restorative Practices for Educators and begins to develop a multi-year implementation plan.	Discussion regarding a multi-year restorative practice implementation plan for leaders and staff has started and training is scheduled for 2nd semester.
All Schools will establish, teach and positively reinforce common behavioral expectations and review behavioral data regularly with a consistent data review process	<p>All buildings, Early Childhood - Transition, have developed and posted common behavior expectations districtwide.</p> <p>The Behavior Design team evaluated the impact of Tier 1 behavioral data integration with the new School Information System.</p>
Fully implement Signs of Suicide programming annually at Jr. High and HS. Implement a training plan for staff.	Fully implemented Signs of Suicide lessons for grade 6, grade 8 and grade 9.
Implement student educational programming for mental health.	Implemented Second Step Curriculum for Early Childhood - Grade 8, SEL Standard 1 integration into

	Freshman Seminar, Tier 2 counseling for grades 9-12.
Review data from Illinois youth survey to identify areas of need.	Reviewed Illinois Youth Survey with Secondary Leaders in January to correlate data to current instructional practice.
Implement training scenarios (live, table top, virtual, etc.) for administration and staff for enhanced safety drills designed to practice effective emergency responses	<p>Building based staff completed ALICE eLearning modules during the first semester.</p> <p>Building leaders facilitated staff through training scenarios on safety situations with their staff during first semester school improvement days.</p> <p>The District Threat Assessment Team members completed the standardized threat assessment training using the Comprehensive School Threat Assessment Guidelines (CSTAG) model.</p>

What are the indicators of success that will be reported on at next year's annual report?
Social Emotional Learning Tiered Interventions are in place Early Childhood - High School with methods to monitor effectiveness.
Administration and Staff are trained in Restorative Practices and restorative practices are implemented.
Mental health data programming is reviewed and areas of focus are identified.
Training scenarios are implemented for administration and staff that includes post-crisis procedures and reunification.

What are highlights/connections of this work to finance, student learning, support for student learning, and/or community partnerships?
<p>Finance</p> <p>Our continual district focus on adult and student social emotional learning deepens relationships, enhances trust, creates a sense of belonging and develops protective factors which strengthens mental health. Social Emotional Learning yields higher learning growth and overall adult job satisfaction. The connection of budget in Social Emotional Learning to programming resources and support personnel increases the wellbeing of our students and staff.</p>

Student Learning

In order to support academic achievement in all academic classes, the Director of Social Emotional Learning taught self-management and study strategies lessons (SEL Standard 1) to all English 1 students at Oswego High School.

Weekly Adult SEL professional development and SEL instructional strategies are shared with leaders and teachers.

Support for Student Learning

Facilitated K-12 student focus groups in order to gather student voice and needs regarding SEL.

Provided Social Emotional Learning professional development for elementary, junior high, high school and district leaders.

Community Partnerships

In partnership with Elyssa's Mission, we fully implemented Signs of Suicide for grade 6, grade 8 and grade 9.

In partnership with Referral GPS, we provided training for all leaders and Student Services staff on the Columbia Screener and how to access local mental health providers.

In partnership with Family Counseling Services they provided 1:1 counseling for students in K-12 and small group counseling for students at both high schools.