

# Rise Up!



**Kids Who Own Their Learning and Behaviors, and the Supports Which Made it Happen**

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Hampton Elementary School, Henry County Schools

# Learning Objectives

- Participants will understand the alignment of SEL and academic structures
- ☒ Participants will learn how to leverage SEL and academic structures to improve school climate
- ☒ Participants will learn how to monitor and measure SEL and academic progress



# Overview of Hampton Elementary School

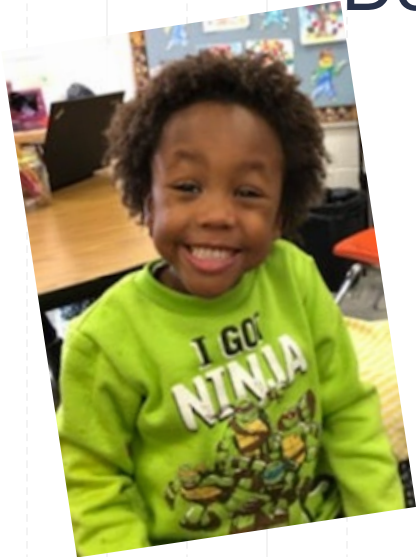
- Pre-K - 5th grade students
- 422 students
- PBIS school 5 yrs
- Title I school
- FRL 86%
- CCRPI score of 71.1
- Small community
- High needs

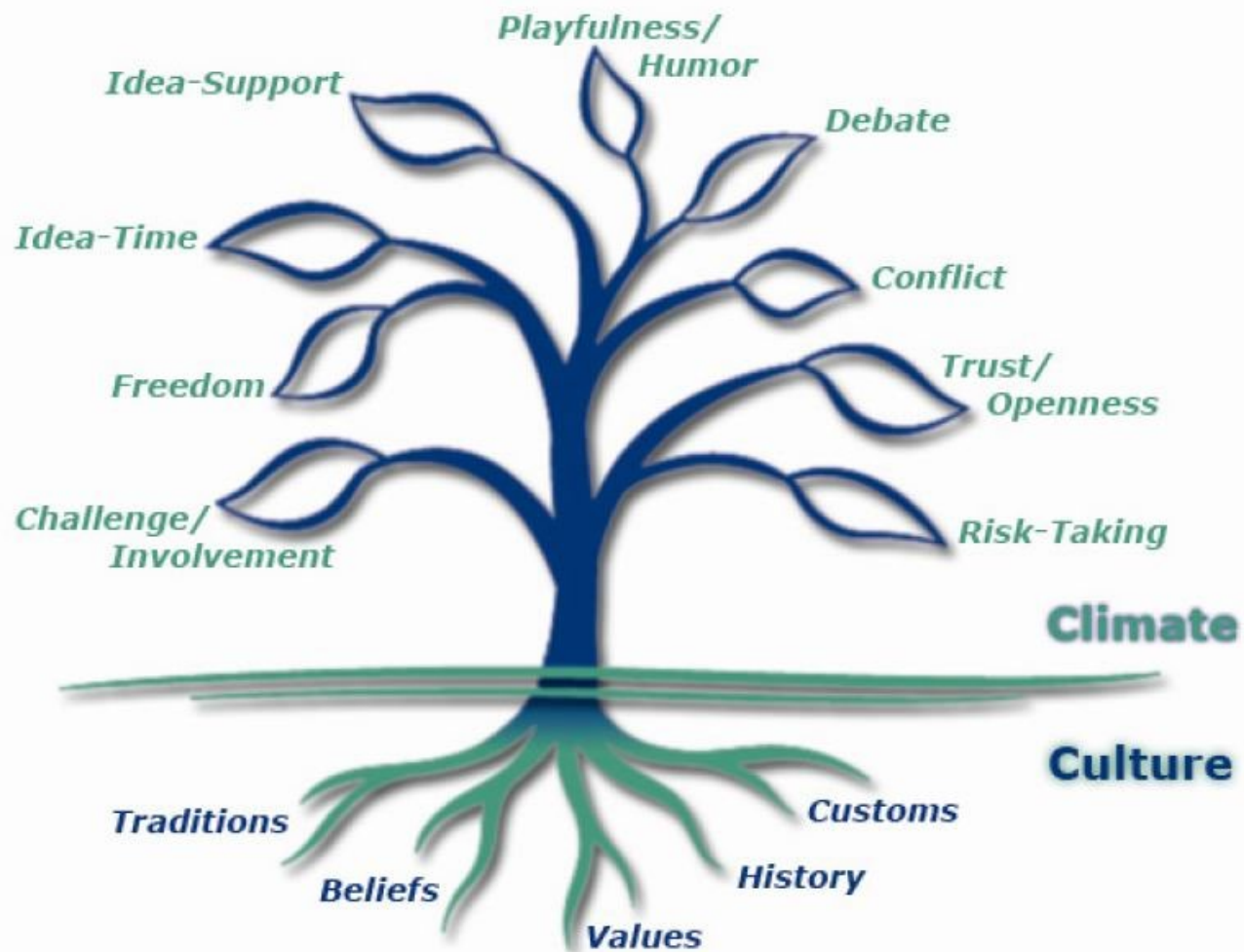


# Culture vs. Climate

What is your definition of culture and climate?

Does your culture drive your school?



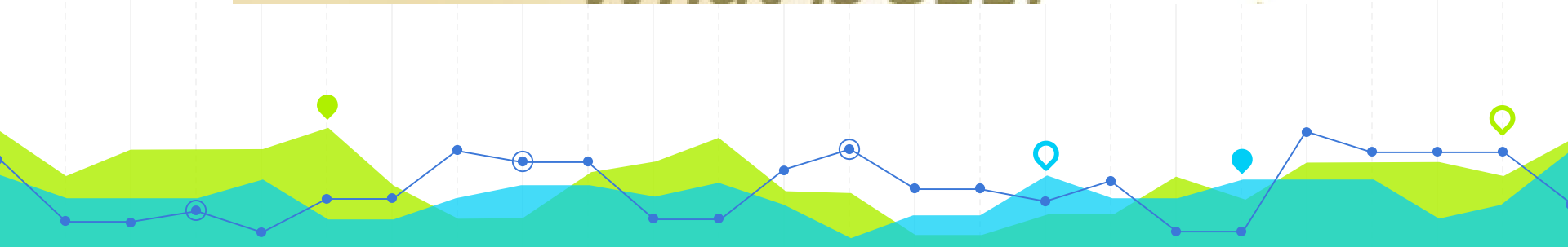


# Culture, Climate & Conduct



SEL is a process for helping children and adults develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically.

*What is SEL?*





# *The Emotional Keyboard*



## Taught

Humility  
Forgiveness  
Empathy  
Optimism  
Compassion

## Hardwired

Sadness  
Joy  
Disgust  
Anger  
Surprise  
Fear

## Taught

Sympathy  
Patience  
Shame  
Cooperation  
Gratitude

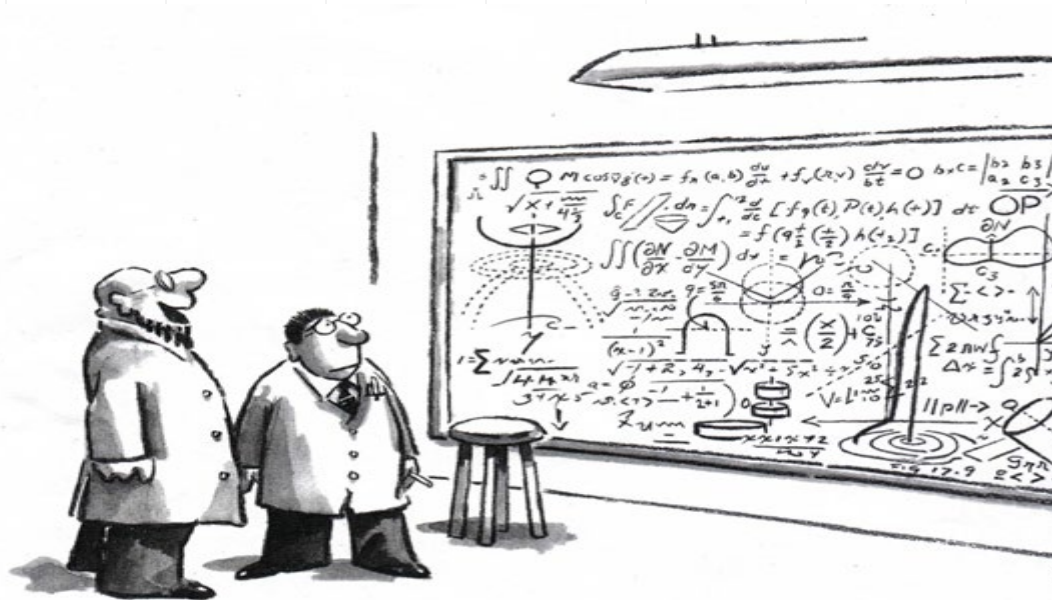
Some students come to us with less keys.

We are “hardwired” with only 6 emotions, the rest must be taught.





# What Does Research Say?



"Hey, no problem!"

# Why Social-Emotional Learning Matters



WE are TEACHERS

**29%:**

Students who feel like their school provides a supportive, encouraging environment

**83%:**

Students who made academic gains when participating in an SEL program with an academic component

**11%:**

Average gained on standardized tests by participating in an SEL program

**11%:**

Average increase in GPA for participants in one SEL program

SEL programs improve **behavior & attitudes** toward school and prevent substance abuse.



Source: Collaborative for Academic, Social and Emotional Learning ([www.casel.org](http://www.casel.org))

# SEL Core Competencies

## Self-Management

- Regulating one's emotions
- Managing stress
- Self-control
- Self-motivation
- Stress management
- Setting and achieving goals

## Self-Awareness

- Labeling one's feelings
- Relating feelings and thoughts to behavior
- Accurate self-assessment of strengths and challenges
- Self-efficacy
- Optimism

## Social Awareness

- Perspective taking
- Empathy
- Respecting diversity
- Understanding social and ethical norms of behavior
- Recognizing family, school, and community supports

## Relationship Skills

- Building relationships with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resolving conflicts
- Seeking help



## Responsible Decision-Making

- Considering the well-being of self and others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social and ethical considerations
- Evaluating realistic consequences of various actions
- Making constructive, safe choices for self, relationships and school

Sources: CASEL, Acknowledge Alliance



Social and  
Emotional  
Skills

Cooperation  
Assertiveness  
Responsibility  
Empathy  
Self-Control



Academic  
Skills

Academic Mindset  
Perseverance  
Learning Strategies  
Academic Behaviors

# What's Needed

How do we move from here...

- Fragmented efforts
- Piecemeal implementation
- No common language

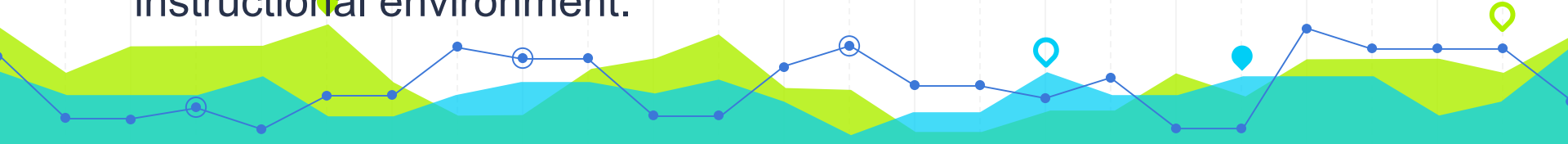


## So What's the Plan?

### Clear School Vision

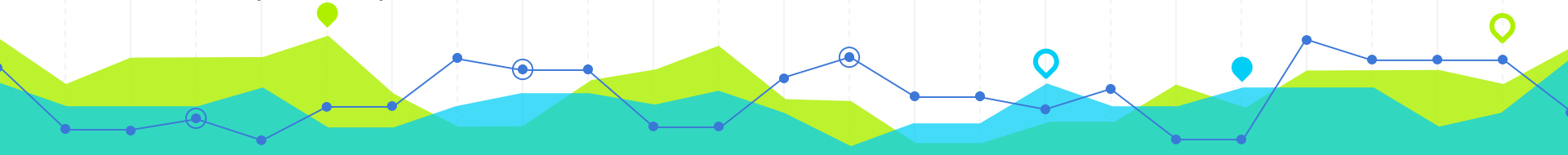
How do we get everyone on the same page?

- Identifying a framework/protocol
- Effective professional development: PBIS training (especially focus on early childhood)
- Responsive Classroom training for staff to incorporate “morning meetings and afternoon meetings”
- How do these steps support SEL and connect to academics?
- Modeling desired behavior begins with the adults. Clear expectations set the stage and with positive behavior, providing an avenue for a safe instructional environment.



# Hampton Elementary SEL Journey

- Student AND STAFF perception surveys conducted 3 times a year and analyzed by staff and admin (all 5 years)
- PBIS framework Schoolwide (Years -3)
- Peace Corners (Year 3)
- Implemented paperless rewards program for students and teachers (Year 4)
- Rewarded good behavior more frequently Accountability (Year 4)
- Implemented Responsive Classroom techniques that are focused on building relationships (Year 5)
- 2nd Step Curriculum integrated into culture (year 5)
- PD using Responsive Classroom woven into monthly staff meetings (Year 5)





## PBIS School Approach

- PBIS Ambassadors about 20 students in grades 3-5th grade
- PBIS Ambassadors are role models who participate in a interview process
- PBIS Ambassadors participate in a PBL focused on bullying
- PBIS Ambassadors teaching 2nd Step lessons to all grade levels





## SEL as a Coordinating Framework

...to a better place for kids

- Built on student strengths
- Academic *and* life success
- Coordinated efforts
- Systemic integration



# Hampton Elementary Academic Journey

- Set clear expectations for what we teach and when we teach
- Daily collaborative planning schedule that is designed to purposefully support teachers, with purposeful collaborative planning
- Academic connection: aligned Henry Teaching and Learning Standards and Henry Teaching and Learning Progressions
- Data protocol implementation
- Set clear expectations for what instruction looks like at HES
- **PD on Goal Setting and Student Reflection**
- Hold teachers and students accountable with weekly common formative assessments and Data Talks



# Hampton Elementary Academic Journey

## Formative Instructional Practices Cycle

### 1 HTLS Aligned Instruction

- Monday-Thursday
- Teaching aligned to HTLS, Learning Progressions, and Learning Targets
  - Monitored by Instructional Leadership Team via Walkthroughs
  - Students monitor own progress via goal tracking binder

### 4 Feedback/ Conferencing

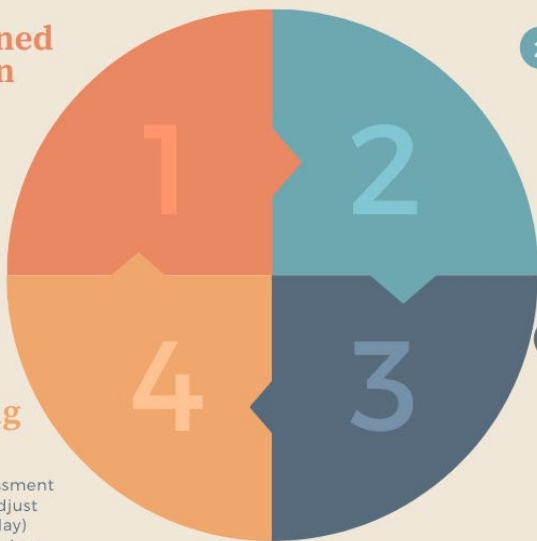
- Monday
- Teachers and Instructional Leadership Team review assessment and walk-through data and adjust instruction accordingly (Monday)
  - Teachers conference with students to review data and adjust learning targets and goals (Monday)

### 2 Assessment

- Friday AM
- Weekly CFA administered in Math or ELA (alternates weeks)
  - Daily formative assessments aligned to daily instruction
  - Assessment Validation Protocol implemented to ensure alignment to instruction

### 3 Data Analysis

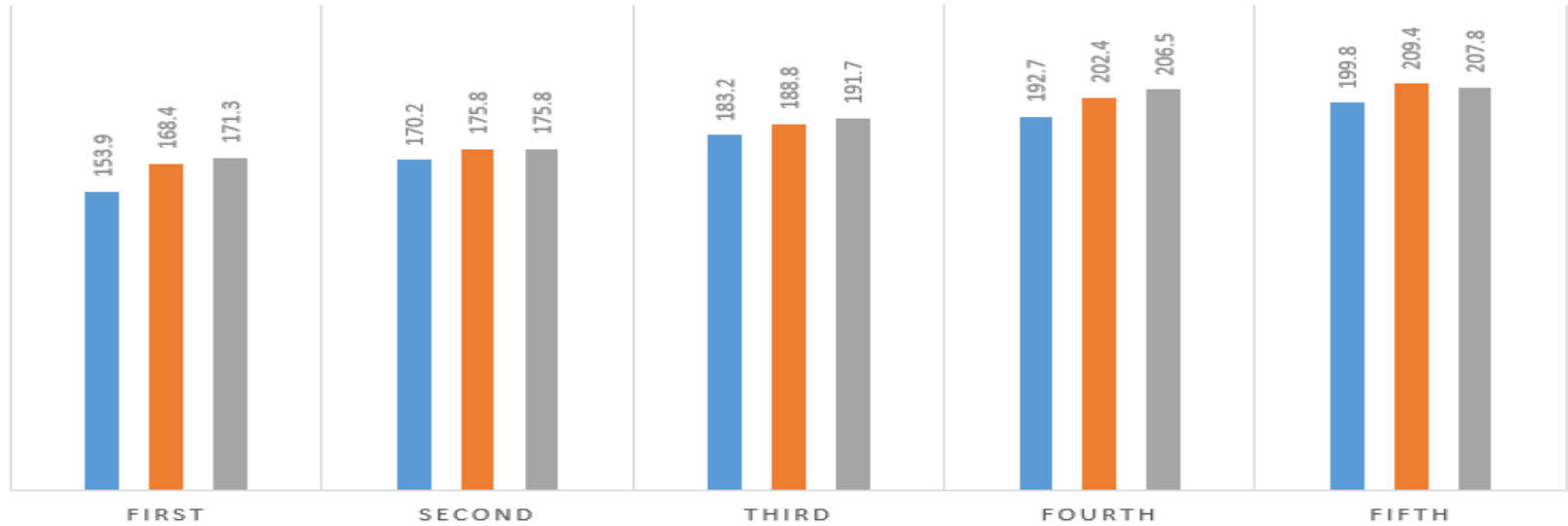
- Friday PM
- CFA and daily formative assessment data reviewed collaboratively by grade level team
  - Plan developed for following week identifying small group needs and aligned instructional strategies



# Outcomes

## HECS MAP READING SCORES

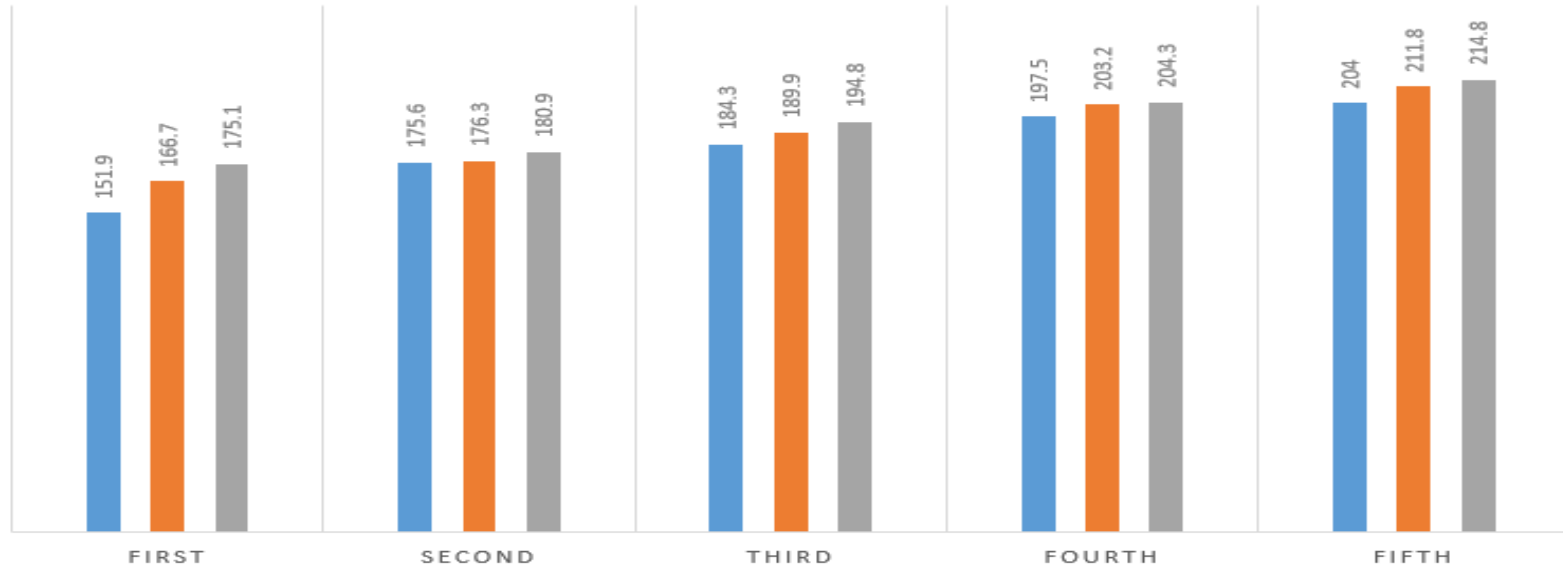
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# Outcomes

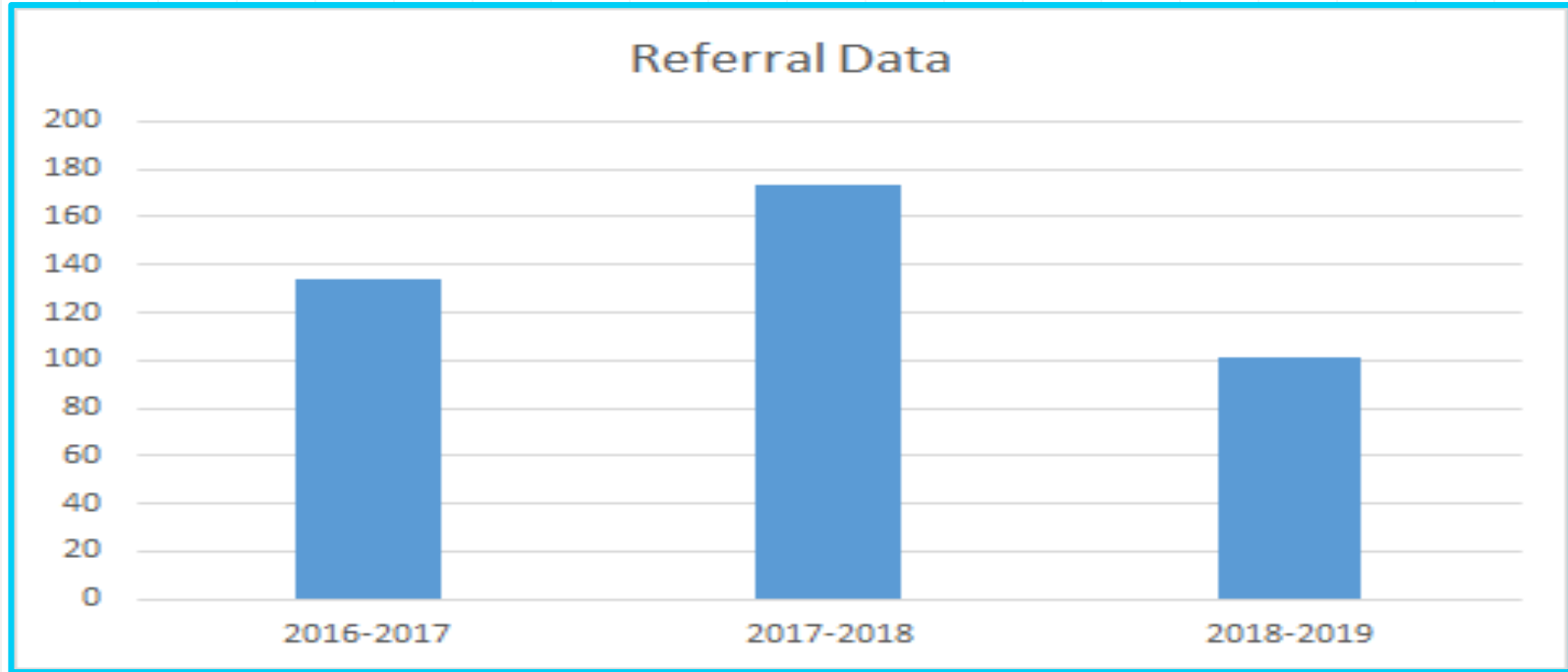
## HECS MAP MATH SCORES

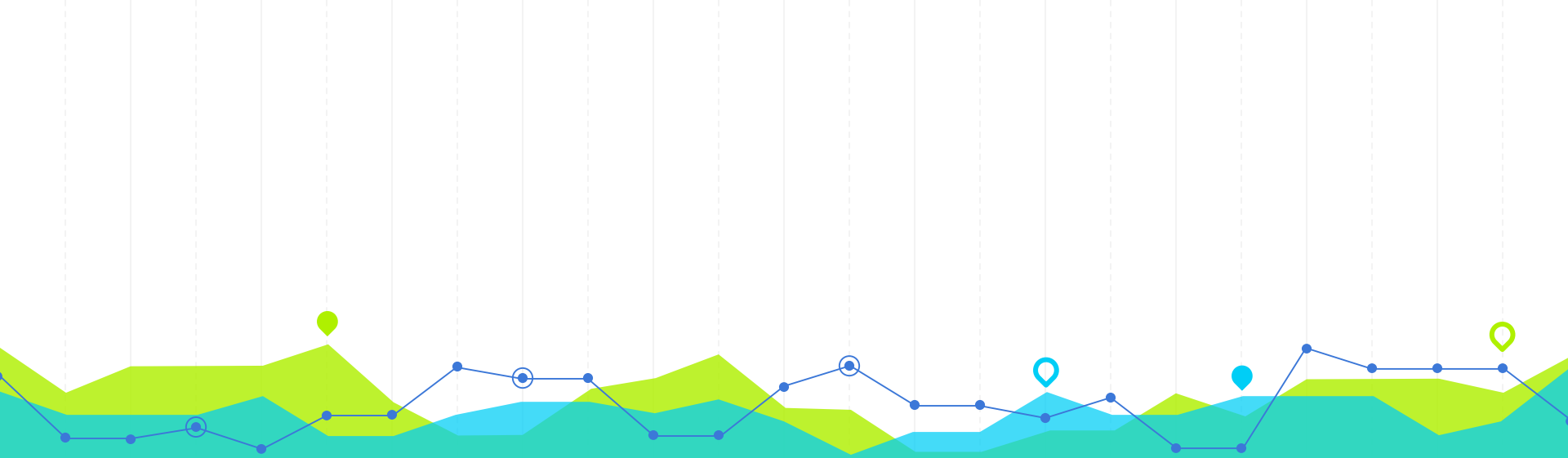
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# Outcomes





What are your next steps when  
you return to your building?



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