

HOPE Note

February 5, 2019

Today's HOPE Note is a bit longer than usual, but it is very important that I share the full picture of our Social and Emotional Learning (SEL) Initiative at this juncture in our journey. As promised, we held our 4th Annual All HOPE Teams meeting on January 14th. A team of approximately 35 members, including professional staff, support staff, administrators and a member of the school board attended the day-long meeting to review our progress in deploying our Social Emotional Learning (SEL) Initiative. We also reviewed our Leadership Model to track our progress since last year's meeting:

January 11, 2018 (HOPE Teams):

- Identified discipline as a district-wide concern
- Conducted root-cause analysis to determine why discipline has negatively impacted our school climate
- Replaced the term *discipline* with *behavior* to ensure that our solutions focused on the root of the larger issue

January 30, 2018 (Leadership Team):

- The Leadership Team consolidated the list of more than 50 root causes to develop the Top 5 Root Causes:
 - Lack of shared NORMS for behaviors and discipline among parents, team members, and students
 - Lack of a pro-active, systematic PROCESS to prevent and address behavior issues impacting all areas of the learning environment
 - Lack of trusting RELATIONSHIPS across the educational community (parents, team members, and students)
 - Lack of effective two-way COMMUNICATION about available resources, changes and processes around behavioral issues
 - Lack of a STUDENT-CENTERED educational model

February 22, 2018 (HOPE Teams):

- All HOPE Teams met to identify action steps, resources, and processes needed to address each of the five root causes
- Prioritized and sequenced deployment of our action items to guide the work of a smaller sub-committee (this team became known at the SEL Committee)

March 20, 2018 (SEL Committee):

- Identified quick fixes (things that could be addressed by the end of the school year)
- Agreed that NORMS must take priority in order to address the remaining 4 root causes

March 26, 2018 (SEL Committee):

- Refined the list of NORMS for acceptable behavior for students and adults
- Developed action items to address communication, process, and relationships. Delayed action items related to the development of a student-centered model based upon the *significant* and *urgent* need to establish a foundation utilizing the other three root causes.

April 18, 2018 (Focus Groups)

- Held two focus groups to gather feedback on behavioral Norms
 - **Focus group #1:** Parents, Students (MS and HS), teachers (SEL Committee), administrators
 - **Focus group #2:** Parents, teachers (SEL Committee), administrators

June 8, 2018 (All District)

- Shared behavioral norms during Closing of School Celebration Day; sought staff feedback
- Shared process through the lens of Leadership Model
- Provided preview of summer training on PATHS, HS/MS programming (program was not identified at this point in the year), and plans for the 18-19 school year

Summer 2018 (Various Staff: teachers, SEL Committee, and administration)

- Finalized behavior norms
- Developed SOAR matrices, K-12
- Prepared PBIS Lesson plans
- Revised Code of Conduct (renamed Student Success Manuals)
- Designed district-wide SOAR banners
- PATHS training (K-2; cohort training, 3-5)
- Developmental Designs (cohort training, 6-12)

Fall 2018

- District-wide launch of SEL Initiative

September 21, 2018 (SEL Committee and members of HOPE Team 4.1- Data):

- Finalized measures to gauge effectiveness of SEL deployment. Staff, student, and parent surveys identified as primary measure.

December 6, 2018 (SEL Committee)

- Met to share status updates on deployment
- Discussed and reviewed parent communication – SEL Leaflet

Why the recap?

I share this review for the benefit of our new team members, and also to serve as a reminder of the work that went into the planning, development, and eventual deployment of our approach to address a systemic issue that we identified as a district-wide team. I share this because it is critical that we understand the significant investments that we have made to turn our district around.

We are not finished. We have so much more to do. We have only just begun the journey. We must continue to follow our Leadership Model to ensure that the changes are sustainable for years to come. **YOU have helped lay the groundwork. Now we stay the course, address the OFI's, and continue to strive for excellence. This is the meaning of World Class. We are not perfect, but we will not settle for mediocrity. World class. Every day. In every way.**

In partnership,

Tamara Willis, Ph.D.
Superintendent

Piece of the Puzzle

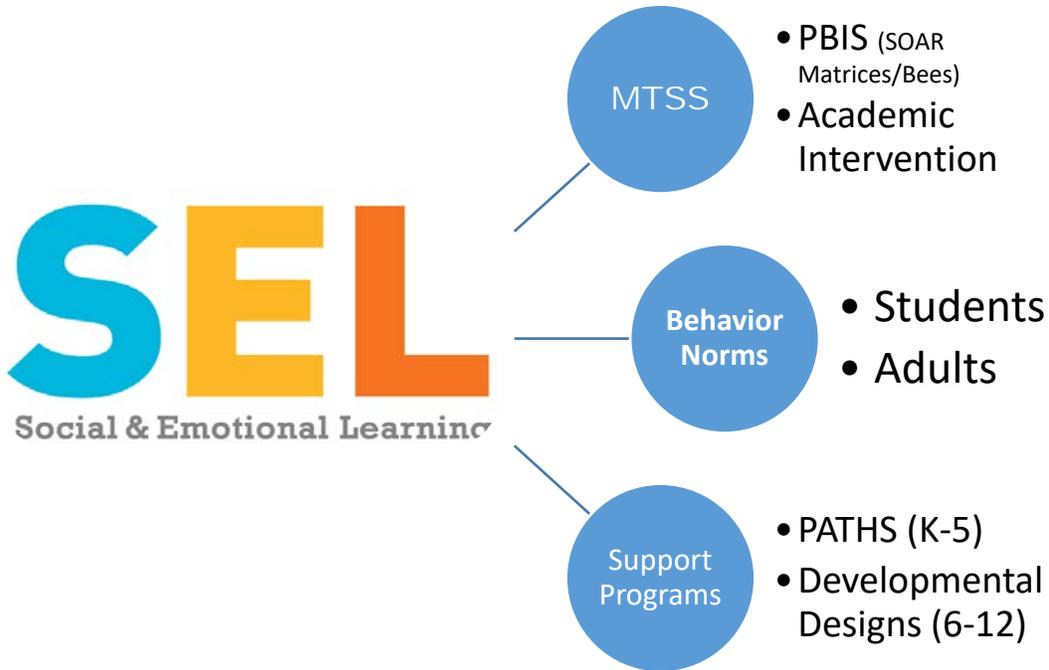


Please join me in recognizing Amanda Salter, teacher at the Middle School, for rolling up her sleeves and helping a fellow co-worker remove snow at the Middle School. She saw a team member in need and pitched in, voluntarily. Her co-worker wanted to express his appreciation to her, and so do I. We appreciate her act of kindness.

I would also like to recognize the MTSS Teams in each of our buildings. Thank you for helping lead the charge in providing a solid foundation for all of our students. Much of our SEL Initiative rests on the work that you have started. Thank you for staying the course. We have received very positive feedback from our partners at the Capital Area Intermediate Unit and PaTTAN. Keep up the great work!

Putting it All Together

(Please retain for your reference)



Members of the District-wide SEL Committee:

Sara Lindemuth/Anna Carter Primary School

Ashia Phillipe
Jill Debrouse
Cara Klinger
Amanda Pressley

High School

Jaime Marshall
Megan Hamsher
Vince Harper
Micki Stoneking

Thomas W. Holtzman Elementary

Claudette Evans
Lindsay Lester
Patty Frye

District-Wide

Rebecca Slavinsky
Takia Colston-Krow
Tamara Willis

Middle School

Jillian Fletcher
Kristi Prime
Dyana Cooper
Jessica Jacobs