



Wisconsin Social and Emotional Learning

Case Study: Oshkosh Area School District

Date
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District Name: Oshkosh Area School District

Introduction/Background:

Oshkosh Area School District is a 4K-12 urban district located in the 10th largest city in Wisconsin comprised of 20 schools (13 elementary, 5 middle, 2 high schools-3 charter schools) with a school population of just under 10,000 students. Over 42% of the student population identify as economically disadvantaged. The 20 schools throughout Oshkosh Area School District serve over 2,000 students with minority status.

HISTORY

In the past few years, the OASD has become more focused on addressing our students' social, emotional and mental health needs. Historically, SEL lessons were a school-based decision which were delivered by the school counselor or through a monthly PBIS lesson. Concerns regarding disproportionality, increased disrespect and aggressive behaviors led to the formation of a group to action plan next steps to implement an evidence based SEL curriculum. The team wanted to intentionally focus on addressing students' social, emotional, and mental health needs in a way that could be infused into already established classroom practices. The implementation of a district-wide SEL curriculum is currently being explored through a field study with 5 elementary buildings.

THE MODEL

- DPI SEL Standards and Competencies
- CASEL SEL competencies
- PBIS Universal practices
- OASD began a field study with 5 schools to implement the Sanford Harmony Curriculum in grades K-5 in 2019.

THE PLAYERS

OASD is working under the guidance of our Director of Pupil Services. The PBIS Coordinator and PBIS Systems Facilitator/Behavior Interventionist have taken the lead to perform monthly fidelity walks and follow up collaborations. A team consisting of 5 field study elementary counselors, district behavior interventionists, an elementary principal, PBIS and Pupil Services evaluated potential programs through rigorous research, utilized the tool: Reviewing Evidence-based SEL programs from CASEL to view the DPI provided webinars through the same lens, conducted meetings with their top three companies, informed planning of the SEL structure and roll out, continue to review data, and monitor implementation of the curriculum. This group supports the classroom teachers in our 5 field study elementary buildings in their implementation of an evidence-based SEL curriculum, as well as assisting in their growing capacity to increase both their adult SEL competencies and the SEL competencies of their students.

Big Ideas from

INSTRUCTION

Traditionally, the PBIS teams at each individual school created and delivered SEL lessons. The OASD knew that in order to make a greater impact in developing the SEL competencies in both our students and adults, an evidence-based curriculum would be needed to explicitly teach those lessons within the classroom setting, delivered by the classroom teacher. OASD looked for a layered approach of skills lessons by infusing this into already established classroom practices, school environment and curriculum. Positive school-wide expectations had already been identified, but now a process to deliver and embed explicitly taught SEL lessons throughout the school year was needed. A district-wide SEL curriculum also provides consistent instruction to our transient student population.

Data from various sources is being utilized to monitor the effectiveness of the Sanford Harmony program. Major office referrals, attendance, behavior screening through SAEBRS and mySAEBRS, academics, and counselor visits are being monitored. Using this combination of data gives the ability to look at the whole child, to be proactive instead of reactive, build positive relationships, and to get ahead of the behavior before it escalates.

ADULT

All K-5 staff at the five elementary schools participating in the field study were trained in the Sanford Harmony curriculum. Ongoing training throughout the school year is provided as requested. The PBIS Coordinator, along with the PBIS Systems Facilitator/Behavior Interventionists perform monthly fidelity checks, along with the school counselor and principal. Follow up collaborations with staff and administrators are then held after the fidelity checks.

SUSTAINABILITY

Sustainability was a major factor in the selection process of an SEL curriculum. The OASD looked for a curriculum that was engaging for students, had ease of lesson prep and implementation, aligned with the WI SEL competencies, was able to be embedded into PBIS Universal practices, was affordable without additional add-ons, and resulted in positive outcomes.

EQUITY

42.15% of OASD students are economically disadvantaged, 16.26% are students with disabilities, and one-third of our minority population are immigrants or children of immigrants. Utilizing an evidence-based curriculum with units on Inclusion/Diversity, Empathy, Communication, Problem-Solving and Peer-Relationships, along with the district's work in Equity, Culturally Responsive practices, and Trauma Informed Care align our efforts at the universal level to promote positive and healthy SEL competencies.

What have the outcomes been?

Universal SEL instruction that is evidence-based

Increased student engagement

More positive school culture and climate

Common language and themes throughout the buildings

How are things different for kids?

Reduction in ODRs

More academic instructional time

Utilizing the behavior screener, SAEBRS and mySAEBRS, through FastBridge to be more proactive with skill deficits in SEL competencies.

Students are becoming more independent in utilizing strategies to self-regulate.

Conclusion

The OASD is committed to establishing and maintaining a safe and effective school environment that maximizes the academic achievement and social-emotional-behavioral competence of ALL students. The OASD will continue to focus on building and sustaining a positive school climate by providing teachers with a common language, goals, and strategies to promote SEL. Data collected from the field study will drive the decision to expand the Sanford Harmony curriculum into the remaining 8 elementary buildings. Next steps will involve moving evidence-based SEL programs into our middle and high schools.