

# East Tenet 5 Transition Planning

[DTSDE Tenet 5](#)

[Tenet 5 SEL Strategic Plan](#)

Topic	Pillar	East current	RCSD current	Questions	Recommendation (approved to Core Transition Team)
School Wide Practices - School Wide Approach	5A	<p>Lower School - Leader in Me Upper School - Character Strong Family Group - + 30 minutes/daily</p> <p>Family Group lessons are provided by FG TOAs with weekly schedules (<a href="#">linked here</a>)</p>	<p>Some schools currently using LiM, some 2nd step, and some EL format; most HS do not have explicit SEL instruction</p> <p>2nd Step - Grades K-8, identify school counselor and school social worker needs as leads in each school</p> <p>NYS mandate - Monique Burr's Foundation Child Safety Matters, Teen Safety Matters - partner with Bivona on Child Abuse Prevention and Bullying Prevention, Train the Trainer</p>	<p>What are new RCSD Middle Schools using? 2nd Step, Monique Burr curriculum</p> <p>How is that going? Not currently implemented.</p> <p>What decisions are being made that SEL is not being explicitly taught? Where does it fit in?</p> <p>Are there SEL lessons in School Links (Counselor Platform)? College/Career Platform, limited lesson plans specific to SEL, but all lessons aligned</p> <p>Is there a place for affinity groups/ club time during Family Group time?</p>	<ul style="list-style-type: none"> <li>Continue contract w Leader in Me (currently \$30K - 10 additional coaching days; future projected costs: \$11/student ~\$5K + optional coaching)</li> <li>Continue contract w Character Strong (\$3,000 per year for school wide licenses, includes LoHi) <a href="#">Character Strong homepage</a></li> <li>Continue with 30 min of Family Group at Upper School, expand from 25 to 30 min of Family Group at Lower School</li> <li>Strengthen connection with School Counselor curriculum/ push in support (<a href="#">RCSD Comprehensive School Counseling Plan</a>)</li> <li>Continue to support integration of SEL Core Competencies in Core Instruction Learning Targets</li> <li>Consider how student choice/affinity groups/ clubs may be built into some Family Group time</li> <li>Consider continuing with release time for FG teachers on assignment (.4 FTE/US, .5/FTE LS)</li> <li>Ensure alignment with NYS CRRSP for SEL curriculum moving forward</li> </ul>

					<b>Transition Team Notes:</b> <ul style="list-style-type: none"> <li>● CC supportive of SEL curriculum for 9-12</li> <li>● RCSD interest in learning more about Character Strong</li> <li>● Character Strong licenses shared with CC &amp; LE</li> <li>● Critical analysis of Character Strong - Cultural Responsiveness</li> </ul>
School Wide Practices - School Wide Approach	5A	<b>Professional Learning</b>  New Staff/ New Teacher Orientation includes professional learning in SEL approach; onboarding for 7 Habits; pairing new staff with veteran staff for Family Group; ½ day support for SEL PL for Upper School/FG Block; LS Principals Meetings focused on LiM; LiM push-in to IDCPT for SEL goal development  RP Team leads (Halsdorfer, Beaty-Gladney, Bliss-Walker, Kankam) , certified PiRi trainers - Training w SSOs, all staff?  TLI students to be trained through PiRi for RP facilitation and weekend retreat for certification (18 hrs of training) - Youth Roc	RCSD Goal is to increase education for staff about SEL and MH, PL implemented throughout the school year and during new teacher orientation (RP/MH).  4-6 offerings district wide for RCSD and MH training for teachers; restorative practice as well.  SW/Counselors training in CASEL and Intro to RP (ongoing)  Goal of 500 teachers training in SEL  Mobile Mental Health Team  Roc Restorative HUB/ Roc Restorative Coaching	Unclear about what the district standard for SEL professional learning is...need more information in this area  Is there a focus from RCSD in SEL Benchmarks? (moving in that direction)  How do we increase buy-in into Family Group?  What level of autonomy will East continue to have in planning for professional learning at the school level?	<ul style="list-style-type: none"> <li>● Continue new teacher/new staff support for PL and onboarding (East to supplement RCSD NTO)</li> <li>● Upper School: continue to move SEL Professional Learning in school-wide ½ day, min. 6-8 hours/year</li> <li>● Lower School: need dedicated time to unpack Family Group lessons with co-parent - where can this happen? 25-30% proportionately to all PL</li> <li>● Ensure opportunities for staff to experience openers that are repeated in Family Group to increase comfort and awareness of warm openers.</li> <li>● Strengthen connection with ROC Restorative Coaching/Training &amp; East RP Team</li> <li>● Building teacher capacity to promote SEL in core lesson planning - connecting with Tenets ¾ &amp; 6</li> <li>● Choice sessions during ½ days focused on SEL</li> </ul>

		<p>Responders</p> <p>Choice sessions during ½ days focused on SEL</p> <p>SEL Strategic Action Plan</p>	<p>Partnerships with local hospitals, MH and SEL as well</p> <p>Identify SEL Team at each RCSD School</p> <p>SSO: RP, Youth Mental Health, Suicide Prevention,</p>		<p><b>Transition Team Notes:</b></p>
School Wide Practices - School Wide Approach	5A	<p>Core Competencies</p> <p>implementation of NYSED benchmarks &amp; SEL competencies are areas of focus for Family Group Lessons</p> <p>Implement CASEL SEL 3 Signature Practices throughout core instructional lessons.</p>		<p>Is RCSD planning to expand Second Step to Grades 9-12?</p> <p>Will the SEL lessons in School Links become the Tier 1 SEL support for Grades 9-12?</p> <p>RCSD MS are incorporating EL Crew into their master schedule, how does this compare with East's current practice?</p>	<ul style="list-style-type: none"> <li>Continue to support integration of SEL Core Competencies and CASEL 3 Signature Practices in Core Instruction Learning Targets</li> <li>Implementation of LiM and Character Strong would encompass all of the SEL Core Competencies</li> <li>Consider spiraling and differentiated focus on core competencies based by survey/observation at Lower School, and stagger by year at the Upper School.</li> </ul>
School Wide Practices - School Wide Approach	5A	<p>Restorative Practice training was a common focus in the early years of the EPO, walkthroughs were happening, and a leadership team was established.</p>	<p>All schools have access to ROC Restorative HUB as a link.</p> <p>ROC Restorative team goes into schools to support</p>	<p>Who will be guiding and supporting this work? ROC Restorative Team and ROC Restorative Hub will support; Dr. Turner and</p>	<ul style="list-style-type: none"> <li>Continue annual restorative practice training for new and continuing staff</li> <li>Strengthen the East Restorative Practice Team and connect with ROC Restorative to support embedded professional learning throughout the school year &amp; peer mediation training.</li> </ul>

		<p>SEL team trained in RP, SSO RP training during ½ day sessions.</p> <p>Family Group lessons were run in peace circle format in the past; this has changed.</p> <p>Restorative Walkthrough was conducted 23-24 SY.</p> <p>East Lower School has completed annual training for peer mediators; Lighthouse scholars are being trained by PiRi for Upper School in 24-25 SY; desire to expand this.</p>	<p>Student-led/ student voice teams and peer mediation training.</p> <p>Circle Champions are run in Elementary and Middle School.</p> <p>ROC restorative team is training HS scholars to run restorative circles.</p>	<p>J. Nordquest can support.</p>	<ul style="list-style-type: none"> <li>● Revisit Student-Parent-School Compact</li> </ul>
School Wide Practices - School Wide Approach	5A	<p>Staffing to Support SEL - CAST; lower ratios; Freshman Academy; Family Group (30 min/day)</p> <p><b>Family Group</b> - numbers have grown over years All staff do not have a family group assigned Available rooms drive the number of scholars in each FG. Would like to keep numbers &lt;12. Logistics are interfering with implementation fidelity.</p> <p><b>CAST</b> - one counselor, social worker and admin are</p>	<p>Every elementary school has one SW and one counselor.</p> <p>HS allocation varies per school.</p>	<p>Are there ways to increase the number of carents, thereby decreasing the number of scholars in each FG?</p> <p>What are standard allocation ratios for SW, counselors and admins in other Middle and High Schools?</p> <p>What are ways to enhance 6th grader recruitment? Will we continue to maintain a 6-8 structure in LS?</p>	<ul style="list-style-type: none"> <li>● Maintain the current ratio of CAST to scholars. (\$)</li> <li>● Continue Freshman Academy Model (\$)</li> <li>● Strengthen transition to Lower School and from Lower School to Upper School.</li> <li>● Enhance 6th grade recruitment and transition, if to in East LS will continue to run Grade 6-8. If yes, then process should mirror standard RCSD student placement process and SOC.</li> <li>● Continue Family Group structure and inclusion in MS.</li> </ul>

		assigned to each group of approx. 200 scholars; this is 1:100 in Freshman Academy. Lower School ratios: 1:120			
School Wide Practices - School Wide Approach	5A	<p>Multi-Tiered SEL Supports</p> <p>Tier 1- Family Group, Counselor Curriculum (LS), College/Career Readiness curriculum (9-12), Lighthouse Team/ Student Government; RCSD HS Counselor Curriculum + more; LS has counselor push-in lessons (designed by East)</p> <p>Tier 2 - Resiliency (Blanding), Girls Group (Rosedahl, CFY), Peer Mediator Training, Boyz to Men, Student Support Referrals, Lunch Bunches; LS Action Teams, College and Career Ready FG</p> <p>Tier 3 - Mental Health Team (URMC, CFY Substance Prevention)</p>	<p>Mobile Health Clinics in place with UR partnership at elementary schools.</p> <p>Tier 1 - Elementary - Morning Meeting; Middle Schools - Crew</p> <p>Tier 3 - Mobile Mental Health Crisis Team (RCSD Social Workers) that support students in crisis (Dr. Rufin &amp; Dr. Tibe)</p>	<p>What are Tier 1 supports in RCSD High Schools?</p> <p>What does RCSD do in terms of providing training and support for students?</p>	<ul style="list-style-type: none"> <li>Continue Lower School strategic, tiered supports; possibly expand the number of Lower School Action Teams</li> <li>Strengthen Upper School strategic, tiered supports</li> <li>Vertical Alignment of Lower School and Upper School support models</li> <li>Expand to consider Panorama as a tool for tracking SEL interventions and monitoring student progress</li> <li>Expand and support resource allocation related to scholar training for peer mediation and Teen Mental Health</li> </ul>
School Wide Practices - Goals & Data	5A	<p>Annual goals &amp; benchmarks</p> <p>LiM: explicit goals in strategic plan, measurement by MRA, instructional goals for Lighthouse certification</p> <p>School climate survey data (Chicago Consortium &amp; East</p>		How will East capture culture & climate data in the future, beyond East EPO survey?	<ul style="list-style-type: none"> <li>Increase staff accountability for implementation of SEL, consider focused walkthroughs for FG, monitoring implementation data</li> <li>Continue with campus wide efforts to support family engagement &amp; community coordination</li> <li>Certified teacher each in ISS at Lower School and Upper School (2.0 FTE) (\$)</li> <li>Revisit/discontinue administration of UR Culture and</li> </ul>

		<p>EPO Survey)</p> <p>Family group survey data</p> <p>Transparent goals for increased attendance, reduced chronic absenteeism, decreased suspensions, increased family engagement, community referral data (CMTT)</p> <p>SEL Implementation data: How many teachers are explicitly teaching SEL in Family Group?</p>			<p>Climate Survey -</p> <ul style="list-style-type: none"> <li>• Ensure that building specific data is available regarding climate survey data, if using RCSD standard approach.</li> <li>• Coordinate SEL focus with campus-wide learning walks.</li> </ul>
School Wide Practices - Goals & Data	5A	<p>Data Sources - Surveys, rubrics, observations</p> <p>Universal Screening for SEL Pilot (Rosedahl - Strengths &amp; Difficulties Questionnaire, Hope screener)</p> <p>School climate survey data Family group survey data</p> <p>Continue and extend implementation &amp; development of the SEL Strategic Plan</p>	<p>DESSA will be used for K-8 Universal Screening</p> <p>RCSD School Climate Survey (NYSED)</p>	<p>Is the Youth Risk Behavior Assessment administered? How is information communicated? Who has access to the results?</p>	<ul style="list-style-type: none"> <li>• Align survey instruments related to school climate and scholar/parent satisfaction with LS/US and reduce duplication.</li> <li>• Gather RP/SEL implementation data in school wide learning walks</li> <li>• Continue with goal setting related to ABCD (Attendance, Behavior, Course Credits/Grades, Dialogue/Parent Engagement)</li> <li>• If Universal Screening is continued, we need to strengthen link to follow up support.</li> <li>• Continue and extend implementation &amp; development of the SEL Strategic Plan into Years 3-5</li> </ul>

School Wide Practices - Goals & Data	5A	<p>Outcome Data Analysis - Attendance, Academics, Disciplinary, Suspension</p> <p>Receivership Metrics and SCEP reflect school-wide goals and progress monitoring related to SEL</p>		<p>What does RCSD currently use to monitor this data?</p> <p>How does the SMS PowerSchool work for teacher referrals?</p>	<ul style="list-style-type: none"> <li>Continue with goal setting related to ABCD (Attendance, Behavior, Course Credits/Cohort Tracking/Grades, Dialogue/Parent Engagement)</li> <li>Strengthen use of Panorama as a tool to monitor this data</li> <li>Continued use of the Case Management Tracking Tool to track student support, behavioral? And community referral (\$ TA annually ~\$1500)</li> </ul>
School Wide Practices - Staff Collaboration	5A	<p>System for sharing information about SEL needs - CAST and Mental Health Team, Collaborative Community Partners Team, IDCPT for LS &amp; FA (Scholar Support Cycle Meetings)</p> <p>Currently exploring equitable student grading practices in US</p>	SEL Days - ½ days includes staff collaboration lessons to focus on SEL	Will East be utilizing RCSD MTSS Problem-Solving Team structure? Who will coordinate from RCSD? What will that look like at East?	<ul style="list-style-type: none"> <li>Continue with system for support and sharing information through IDCPT (LS/FA) in every other day, Scholar Support Meeting (every 4 days), CAST (2X week), Mental Health Meeting (2 x month), collaborative meetings, SW &amp; Counselor CPT (1 x weekly), Collaborative Community Partners Meeting (1/mo), Tier III Attendance Team Meeting (1/mo)</li> <li>Consider use of Panorama to support Individualized Intervention Plan development and progress monitoring</li> <li>Continue exploration of Equitable Student Grading to include a Habits of Work “grade”</li> <li>Strengthen alignment, progress monitoring, and communication with scholars &amp; families about progress toward <a href="#">Vision of the East Graduate</a>. (p.3).</li> </ul>
School Wide Practices - Staff Collaboration	5A	<p>SEL Supports &amp; strategies</p> <p>Campus wide Tenet 5 Leadership Team, with school-level sub groups (Lighthouse Team, RP)</p> <p>(see Tiered Supports above)</p> <p>Use of CASEL 3 Signature SEL</p>			<ul style="list-style-type: none"> <li>Continue with Tenet 5 Leadership teams and sub-groups</li> <li>Continue focus on strengthening practices for staff collaboration</li> <li>Continue expectation for staff collaboration in RTA MOU / Election to Work Agreement?/ School-Level Living Contract</li> </ul>

		Practices for staff collaboration			
School Wide Practices - Staff Collaboration	5A	Vertical communication, year to year consistency in interventions			<ul style="list-style-type: none"> <li>Expand training and use of Panorama to support this</li> <li>Use of counselor &amp; CTE tracking tool in School Links</li> </ul>
Supportive Environment - Belonging	5B	Validate, affirm, build; asset-based approaches for			
Supportive Environment - Belonging	5B	Restorative and growth-focused approach to discipline			
Supportive Environment - Belonging	5B	Collaboration Tenet 3 & 4 Focus			
Supportive Environment - Belonging	5B	Welcoming new students; supporting isolated students			
Supportive Environment - Independence & Autonomy	5B	Voice & choice in learning			
Supportive Environment - Growth	5B	High expectations			
Supportive Environment - Growth	5B	Effort, goal-setting, & reflection			
Supportive Environment - Growth	5B	Revision & Feedback			
Supportive Environment -	5B	Project based learning			



Growth					
Supportive Environment - Relevance & Purpose	5B	Authentic learning			
Supportive Environment - Relevance & Purpose	5B	Service learning			
Supportive Environment - Relevance & Purpose	5B	Real-world, learning beyond school walls			
Enhancing Family & Community Partnerships - Collaboration	5C	Collaboration with outside partners			
Enhancing Family & Community Partnerships - Collaboration	5C	Connection with after-school programs			
Enhancing Family & Community Partnerships - Collaboration	5C	Partners & Families receive training on SEL competencies			
Enhancing Family & Community Partnerships - Collaboration	5C	Families & staff connect about SEL skills, needs, and supports			
Enhancing Family & Community Partnerships - Collaboration	5C	Multi-lingual & accessible communication with families about SEL needs			
Enhancing Family & Community Partnerships - Linking Students to Supports	5C	System for identifying scholars & families for support			
Enhancing Family &	5C	Families & students know how			

Community Partnerships - Linking Students to Supports		to access additional support			
Enhancing Family & Community Partnerships - Linking Students to Supports	5C	Connection with role models/ mentors			
Enhancing Family & Community Partnerships - Linking Students to Supports	5C	System for linking to outside programs & activities (scholarships, internships, summer work, extracurricular) for opportunities beyond the classroom.			

School Wide Practices - School Wide Approach (5A)	
Areas of Strength	
Opportunities for Continued Growth	
Ideas for Exploration	

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