



# Welcome!

Lees Corner ES  
PTA Parent Coffee  
February 7, 2024

# Agenda



- Wellness-SEL SCREENER
- Behavior-Curriculum
- Tier 1 Strategies for Preventing and Correcting Behaviors



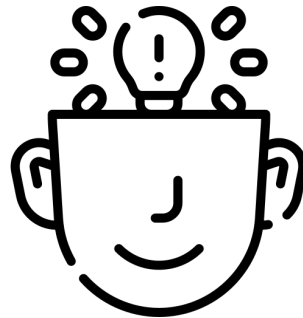
# **SEL Screener Grades 3-6:**

**Partnering to Support  
Our Students**

# Inclusive Welcome

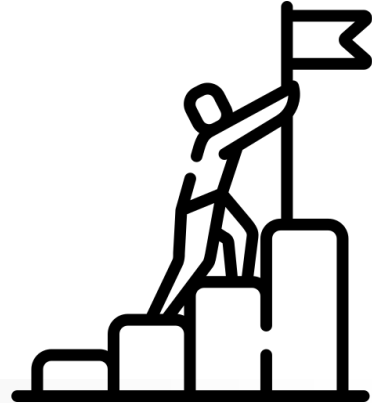


What are your hopes and dreams for your child and/or the children in our community?



# Our Time Together

- Define SEL
- Review the what/why of the SEL Screener
- Understand Individual Student Results
- Understand Our Schoolwide Results
- Share Current School Supports for SEL

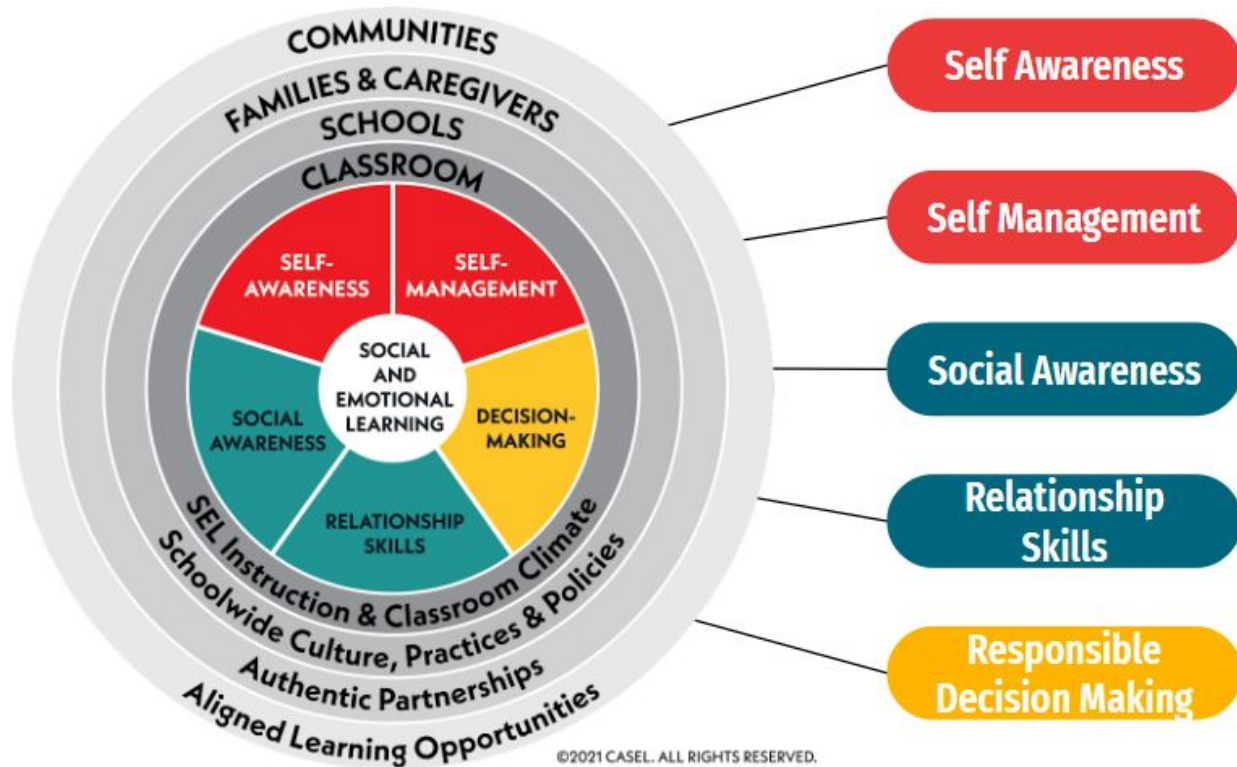


# What is SEL?

Social-emotional learning (SEL) is the process through which **all young people and adults** acquire and apply the knowledge, skills, and attitudes to:

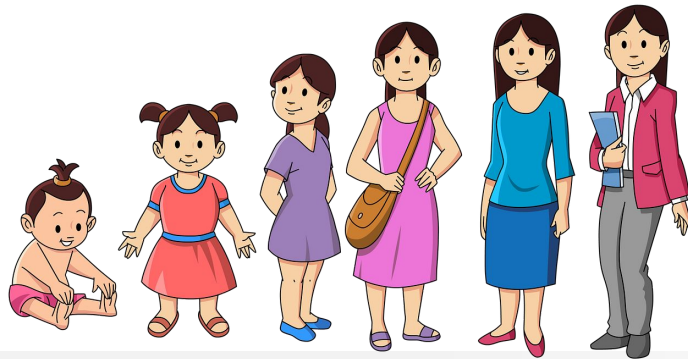
- develop healthy identities
- manage emotions
- achieve personal and collective goals
- feel and show empathy for others
- establish and maintain relationships
- make responsible and caring decisions

# What is SEL?



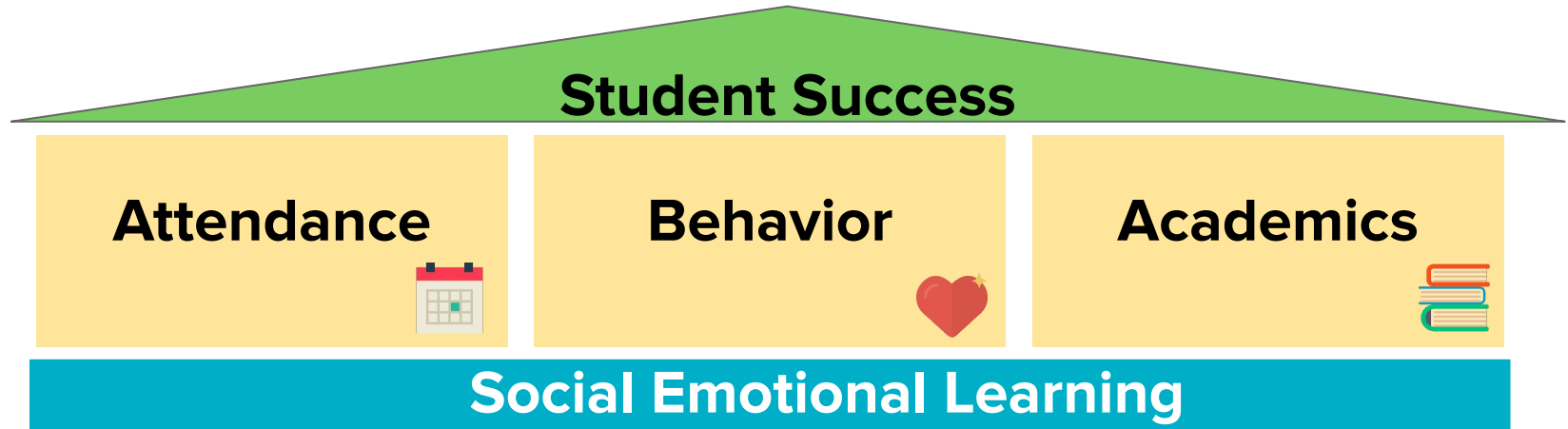
# Social and Emotional Learning Across a Lifetime

- Families are our students first SEL teachers.
- SEL skills develop across a lifetime.
- Schools and families can partner to support the growth of SEL skills and wellness for all students.
- Every child progresses at their own pace.





# Why Focus on SEL?



- SEL leads to **improved academic outcomes** and behaviors
- SEL benefits are **long-term** and global
- Social and emotional skills **help improve lifetime outcomes**

# What Does the Screener Measure?



## Supports & Environment

Supportive Relationships

Belonging

Cultural Awareness & Action\*

\*Grades 6-12 only



## Skills & Competencies

Self-Management & Responsible Decision-Making

Social Awareness & Relationship Skills

Emotion Regulation



## Well-being








Challenging Feelings

Topic

Item

EX: “Overall, how much do you feel like you belong at your school?”

Topic: Belonging

Topic	How We Define It
<b>Supportive Relationships</b> 	<p>How supported students feel through their relationships with friends, family, and adults at school.</p>
<b>Self-Management and Responsible Decision-Making</b> 	<p>How well students manage their emotions, thoughts, and behaviors in different situations.</p>
<b>Challenging Feelings</b> 	<p>How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions.</p>
<b>Social Awareness and Relationship Skills</b> 	<p>How well students consider the perspectives of others and empathize with them.</p>
<b>Sense of Belonging</b> 	<p>How much students feel that they are valued members of the school community.</p>
<b>Emotion Regulation</b> 	<p>How well students regulate their emotions.</p>
<b>Cultural Awareness &amp; Action</b> <i>*6-12 only</i> 	<p>How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school.</p>

# Considerations

*The SEL Screener is...*

- a report of your student's experiences at *a particular moment in time*
- a display of student strengths as they relate to SEL

*The SEL Screener is not...*

- a stand-alone assessment
- an evaluation of mental health

# Understanding Your Student's Screener Results



# SEL Screener Parent/Guardian Report

## Report includes:

- Name of Topics with a Description
- Average Ratings by Screener Topic

Ratings	Description
4.30-5.00	High Strengths
3.50-4.29	Strengths
2.00-3.49	Medium Strengths
Below 1.99	Low Strengths
“No Rating”	Student did not respond to questions for the topic.

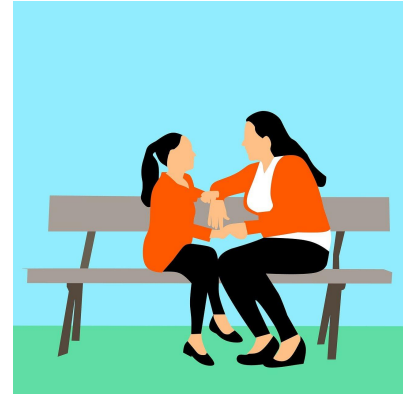
Screener Topic	Topic Description	Your Student's Average Rating
Self-Management & Responsible Decision-Making	How well my school and community help me...form decisions that help me to be successful at my goals, cope with my thoughts and feelings, and behave in ways that help me manage different situations successfully.	

# Questions



# Talking With Your Student about the Screener

- Focus on strengths
- Follow your student's lead
- End on a positive note
  - What did your student learn about themselves?





# Supportive Conversations

Check out the [FCPS Family Guide](#) for:

- Conversation starters
- Skill building strategies
- Additional resources to support SEL at home

Translated versions are available [here](#).



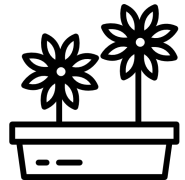
# Understanding Our School's Screener Results



# SEL Screener Strengths

***Our schoolwide strengths on the SEL Screener include...***

- ❖ **In Grades 3-5:**
  - **Supportive Relationships - 90%**
  - **Self-Management & Responsible Decision Making - 77%**
  - **Sense of Belonging - 72%**
  
- ❖ **In Grade 6:**
  - **Supportive Relationships - 85%**
  - **Self-Management & Responsible Decision Making - 78%**
  - **Social Awareness & Relationships - 71%**



# SEL at Lees Corner Elementary

## Currently all students:

- Are greeted by staff members each morning
- Have a Morning Meeting
- Participate in Engaging Strategies (Casel Signature Practices)
- Receive targeted programs/lessons focused on specific skills (Zones of Regulation, Guidance Lessons, Classroom engagement lessons with their classroom teachers)
- Receive positive feedback, preventative prompting, reminding and reinforcing languages, and the opportunity to meet with members of the behavior/wellness team (Google/Paper Request Forms)

# SEL at Lees Corner Elementary

## **We are responding to the data by:**

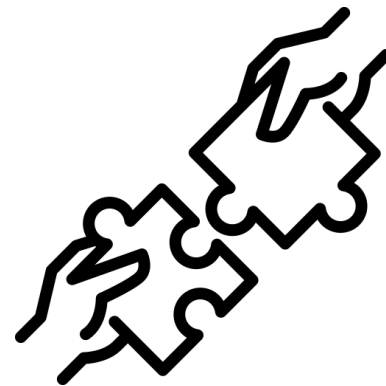
- Focusing on inclusivity and positive relationships during Morning Meeting
- Modeling specific SEL skills for our students through Guidance Lessons, Mentoring Program, Lunch Bunches with various staff members
- Sharing common language around SEL with families through coffees, conferences, newsletters
- Reviewing SEL Screener data in MTSS, CTs, etc.

# Continued Collaboration

What questions do you have about the data or current practices?

What suggestions do you have?

Are there any other areas of focus you might find important to prioritize?



# Looking for More?



For general information about the screener:

- [FCPS Social and Emotional Learning](#)

For more information on SEL in FCPS:

- [SEL in FCPS](#)

# Lees Corner Academic Progress

SEL is a gateway to how students perform academically.

Middle of the year results for LCES academic performance:  
In both reading and math Winter iReady results indicate that we are performing beyond midyear benchmarks in achieving annual growth.

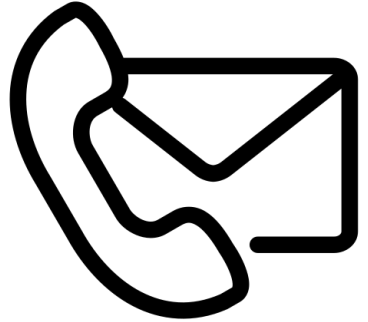
## **Direct result of:**

- science of reading
- literacy block structure
- tier 2 and 3 interventions such as High Impact Tutors for both reading and math.



# Keep in Touch!

Have questions?



# Keep in Touch!

Have questions? Please connect with:

<b>Principal</b>	VaRonica Sloan	vdsloan@fcps.edu
<b>Assistant Principal</b>	Jennifer Hutchinson	jlhutchinson@fcps.edu
<b>Social Worker</b>	De'Stanye Swittenberg	dswittenberg@fcps.edu
<b>School Counselor</b>	Jenny Spears	jaspears@fcps.edu
<b>MTSS Resource Coach</b>	Beth Robertson	emrobertson@fcps.edu



*Lees Corner*  
Elementary School- PTA



@Lees\_Corner\_ES

