

# **Improvement Partnership to Advance School Wide SEL**



Newark Trust for Education

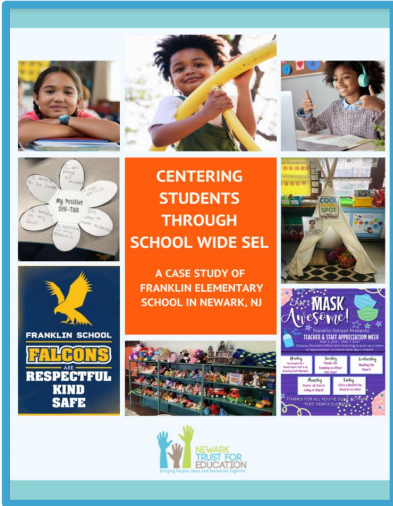
# Newark Trust for Education - Overview



## ABOUT US

The Trust is an independent non-profit organization dedicated to coordinating efforts and focusing resources to improve the quality of public education for all Newark children and establish an accountability framework among multiple stakeholders.

The Trust envisions a comprehensive education system that leverages the tremendous number of culturally sustaining experiences, resources, and programs available to young people in Newark. It strives to create equitable learning conditions that support young people in achieving rigorous academic performances, maturing socially and emotionally, and accessing high-quality postsecondary opportunities.



## OUR IMPROVEMENT WORK

With support from MDI, the Newark Trust for Education developed an [organizational logic model](#) in collaboration with community and school representatives. Additionally, we conducted an organizational assessment to identify strengths and areas for development. Through this process, we were able to refine our approach to school-based grant programs to incorporate continuous improvement principles and methods, which enhance the schools' capacity to sustain the work over time.

The Trust developed a more robust understanding of critical problems facing learning organizations, identified ways to support the development of collaborative and diverse school teams, and practiced methods to establish and track critical outcomes collaboratively.

Based on our learnings, we designed and implemented our first sustainable school-wide SEL multi-year school improvement pilot with five public schools in Newark.

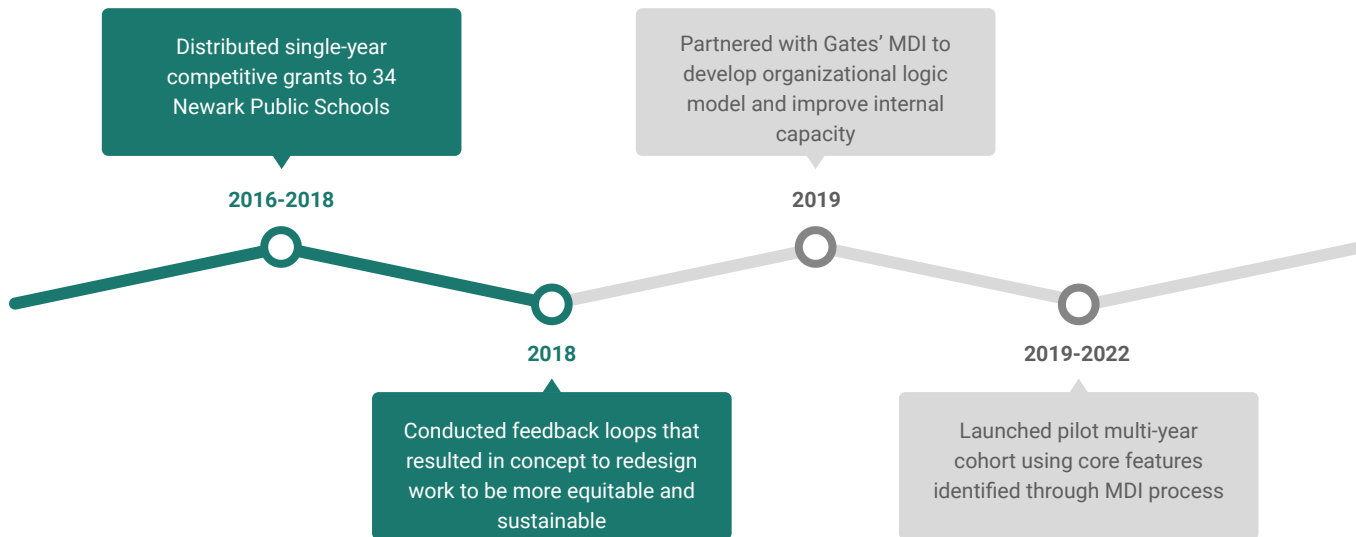
## PRACTICE SHARE

- [Building School Wide Social Emotional Learning Initiative \(2019-2022\)](#) - a multi-year cohort-based model to advance systemic, sustainable, and equitable SEL work, with a focus on continuous improvement.
- School Highlight: Emphasis on including student voice in the continuous improvement process, through the use of surveys and student PBIS advisory council.
- The role of intermediary in supporting the use of evidence-based rubrics to gauge school capacity and effectiveness of supports.

## LOOKING AHEAD

- Develop the BSWSEL model with stakeholder engagement to prepare for the second iteration post-COVID, with more networked peer learning emphasis.
- Research high-quality school partnerships for SEL to understand providers' capacity needs and determine how philanthropy can support these partnerships.
  - Build on [prior research](#) to understand the specific needs of Tier 3 providers in schools.
  - Lead [state-level](#) workgroup in collaboration with SEL4NJ to launch a comprehensive survey.
- Continually learn and develop the capacity to conduct collaborative design processes with school partners.

# Evolution of the Trust's School-based Work



# Logic Model Development with MDI

## Key activities

- Support partners in the planning and implementation of demonstration projects
- Provide inward facing and outward facing technical assistance and PD for data collection, analysis, and use through both NTE officers and consulting service providers
- Engage alongside partners in a regularly scheduled (cyclical) review of their goals, strategies and current impacts for continuous improvement purposes
- Help partners identify their own and others' capacity by working through a readiness rubric together
- **Support contracted consultants and partners as they develop sustainability plans for capacity building\***

## Key Outputs

- Multi Year grant commitments are made to a total of five to seven learning organizations
- Partners are helped in their search for quality PD/TA partners and in the development of their sustainability plans
- A readiness rubric that lists quality standards criteria necessary to be considered a viable capacity building partner is made available for all organizations to use

## Mid term Outcomes

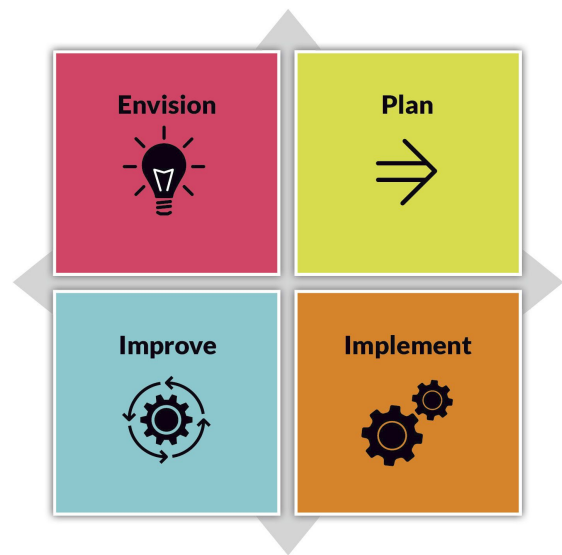
- School or Learning Organizations, **Partner Organizations\***, **Service Providers\***, and the Newark Trust infrastructures are strengthened
- Effective supports to learning organizations are identified and measured by periodic administrations and analyses of readiness rubric
- **Cross-organizational learning is promoted as measured by cross-organizational analyses of readiness rubric data\***
- **Networks for School Improvement are formed as measured by baseline Social Network Analysis\***

## Long term Outcomes

- School or Learning Organizations and the Newark Trust infrastructures are Stable and Strong as measured by follow-up rubric
- Networks for School are Operating and Accountable as measured by cross-organizational follow-up rubric and longitudinal Social Network Analysis

**The Educational Ecosystem is comprised of high-capacity, networked learning organizations**

# Building School Wide SEL Pilot 2019-2022



**Core intermediary function:** Promote practice and provide technical assistance:

- Act as support partner and resource connector rather than funder

**New Approach:** sustainable multi-year school improvement partnership (SEL)

- Five schools, approximately 2400 students
- Core features included:
  - Guided envisioning and planning phase
  - Expert coaching for team-based capacity building and continuous improvement
  - Funding for emerging priorities based on feedback loops
  - Networking and learning opportunities

**New Measurement Framework:** A set of standardized tools to measure school and initiative-level outcomes

# Five Year Partnership for Schoolwide SEL: Franklin Elementary School

Key precursors to partnership (readiness):

- Leadership buy-in
  - Principal, Vice Principal and key administrators were already supportive of and experienced with SEL
- Prior experience with district inclusion initiative, which used SEL/PBIS methods
- Existing school culture
  - Focus on whole child; family feeling

Key supports provided by partnership:

- Expert coaching support to build team capacity and continuous improvement skills
- Funding for needs that arose during key transition times (staffing changes, COVID, staff culture)
- Direct collaboration with NTE staff to develop student surveys in response to emerging needs
- Networking and learning opportunities

# Designing with student input

With coach supported by NTE partnership, Franklin regularly collected implementation data to inform the ongoing initiative, using a variety of SEL implementation measures, including:

1. Tiered Fidelity Inventory (3 times/year)
2. SAEBRS (2-3 times/year)
3. CASEL Rubric (2 times/year)
3. Review of student academic and behavior data (as needed)

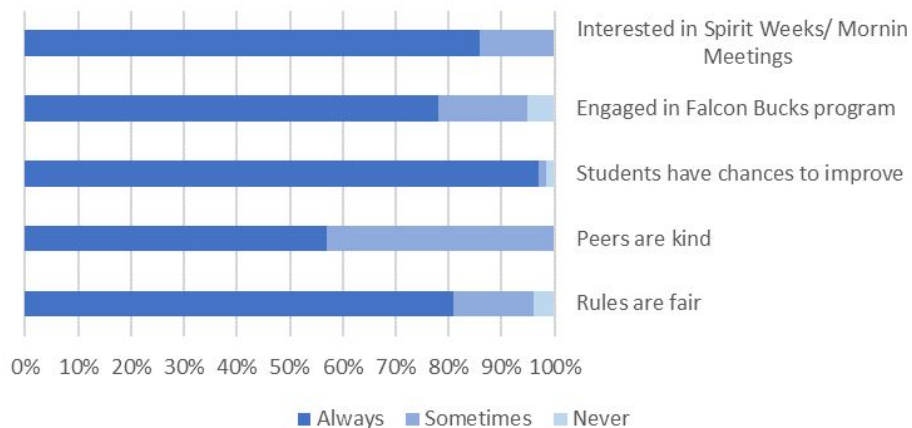
Staff were able to independently collect and analyze data by year 5 of the process.

In addition, NTE and Franklin initiated student council to gather student input about ways SEL could be more applicable to middle school. They also implemented a student survey in Spanish and English to assess interest among 6th and 7th graders in SEL activities of the school.

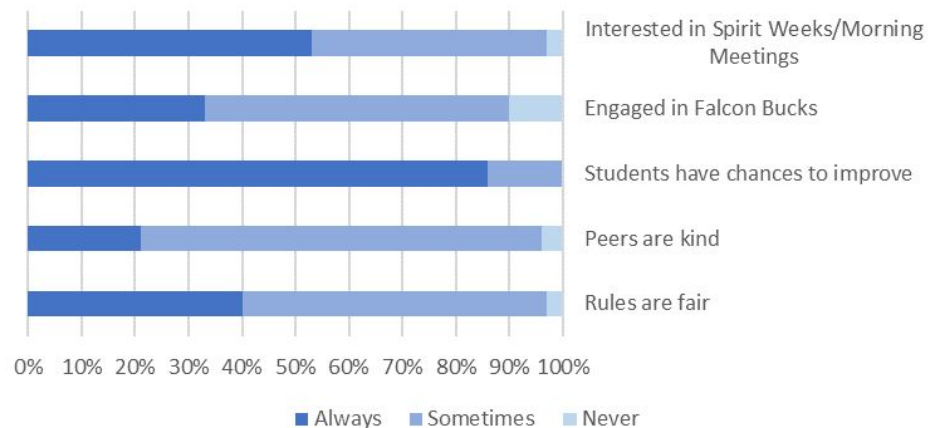
This was a unique opportunity to incorporate student voice in the continuous improvement process of the schoolwide SEL initiative.

# Student Input on Key SEL Indicators

## Engagement in SEL: 6th Grade



## Engagement in SEL: 7th Grade





# Designing age-appropriate and culturally relevant SEL

Middle school teachers are developing SEL lessons with relevant texts that allow students to see themselves and the world around them.

Middle school Social Worker presents restorative circles weekly within all homerooms to support and engage with student current needs.

Incorporation of SEL lessons through literature based units in alignment with NTE partnership.

Middle School Social Worker provides ongoing support through Tier 2 groups based on School Wide Data collocation (SAEBRS, Rethink, Discipline Referrals)

SEL Leadership Team has a lead teacher that brings ideas and input to the forefront of planning to ensure we differentiate between elementary and middle school.

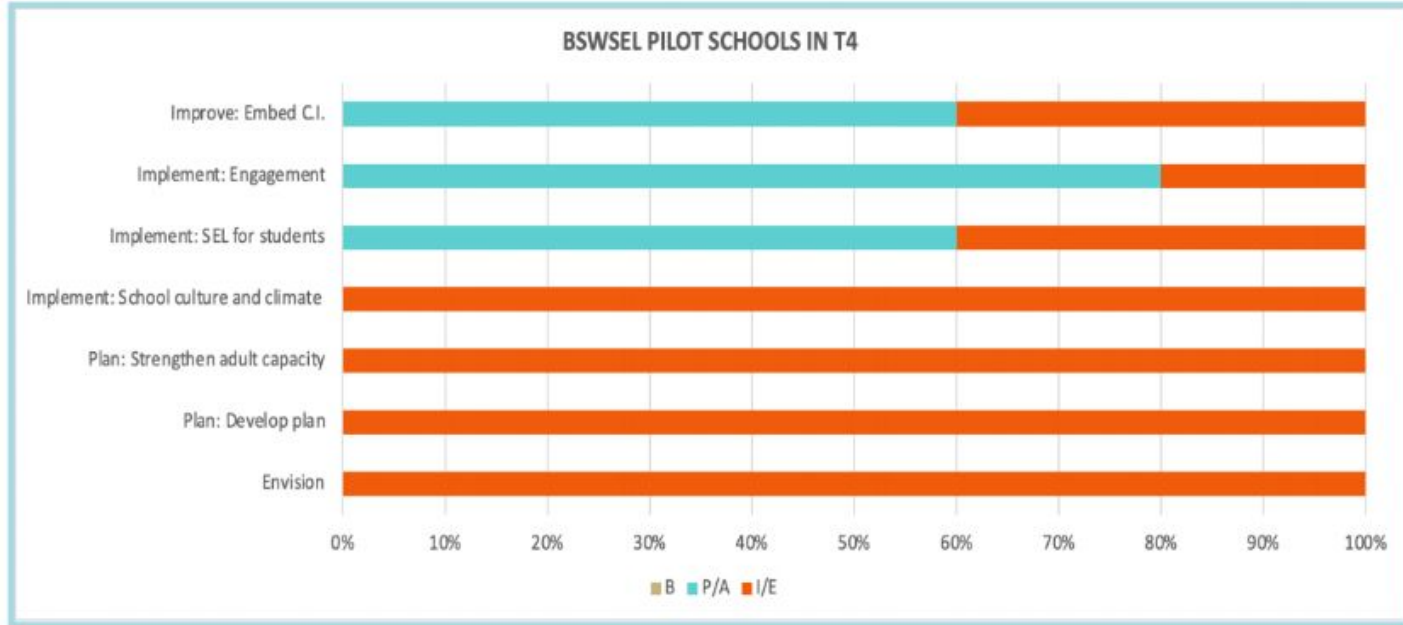
# Midterm Outcome: School Infrastructure

School	Scores on Tiered Fidelity Inventory			Percent Change (Fall 2020– Spring 2022)
	Fall 2020	Spring 2021	Spring 2022	
<b>Previous Coaching</b>				
School A	80%	97%	97%	17%
School B	43%	53%	67%	24%
<b>No Previous Coaching</b>				
School C	40%	63%	83%	43%
School D	23%	57%	80%	57%
School E	33%	57%	70%	37%

Note: A score of 70% is accepted as a level of implementation that will result in improved student outcomes.

**Target outcome:** School or Learning Organizations, Partner Organizations\*, Service Providers\*, and the Newark Trust infrastructures are strengthened

# Mid Term Outcome: Effective Supports



**Target outcome:** Effective supports to learning organizations are identified and measured by periodic administrations and analyses of readiness rubric

# Lessons from the partnership

Need to work toward mid- and long- term outcomes regarding networks for school improvement and capacity building for service providers.

- Develop the BSWSEL model with stakeholder engagement to prepare for the second iteration post-COVID, with more networked peer learning emphasis.
- Research high-quality school partnerships for SEL to understand providers' capacity needs and determine how philanthropy can support these partnerships.
  - Build on prior research to understand the specific needs of Tier 3 providers in schools.
  - Lead state-level workgroup in collaboration with SEL4NJ to launch a comprehensive survey.
- Continually learn and develop the capacity to conduct collaborative design processes with school partners.

To learn more about this initiative visit: [www.newarktrust.org/centeringstudents](http://www.newarktrust.org/centeringstudents)