

## Stanton Community Schools Continuous Improvement Plan

Target Area for Improvement: Social Emotional Behavioral Learning (SEBL)		
<b>Improvement Goal:</b> The district will support the social and emotional growth of all students focusing on a whole child approach.	<b>Expectations for Student Learning: (<i>All Students Will...</i>)</b> <ul style="list-style-type: none"> <li>● Acquire and apply the knowledge, skills, and attitudes to develop healthy identities.</li> <li>● Manage emotions and achieve personal and collective goals.</li> <li>● Feel and show empathy for others.</li> <li>● Establish and maintain supportive relationships.</li> <li>● Make responsible and caring decisions.</li> </ul>	<b>Targeted Participants:</b> PK-12 students
<b>Interventions:</b> <u>Culture</u> : The guiding beliefs and values evident in the way a school operates. <u>Curriculum</u> : Expand curriculum opportunities in the targeted improvement goals. <u>Instruction</u> : Examine scheduling and instructional practices with an emphasis on the targeted improvement goals. <u>Assessments</u> : Ensure classroom assessments incorporate the targeted improvement goals in all assessments. <u>Student Support</u> : Structure student support systems to ensure success for all students in the targeted improvement goals. <u>Staff Support</u> : Enhance the capacity of the entire instructional staff in the targeted improvement goals.		<b>Evaluation:</b> <ul style="list-style-type: none"> <li>● SRSS-IE screener</li> <li>● Academic assessments</li> <li>● Climate surveys</li> </ul>
<b>Timeframe for Implementation:</b> August 2022-May 2027 (Year 1: 22-23, Year 2: 23-24, Year 3: 24-25, Year 4: 25-26, Year 5: 26-27)		

**The school improvement process at Stanton Community Schools is aligned with the MTSS Essential Elements:**

Shared Leadership  
 Communication, Collaboration, & Partnerships  
 Evidence-Based Instruction, Intervention, & Assessment Practices  
 Building Capacity/Infrastructure for Implementation  
 Layered Continuum of Supports  
 Data-Based Problem Solving & Decision Making



## Culture

Action	Schedule	Responsibilities	Monitoring & Outcomes	Resources
1. Write and communicate a district vision statement for social-emotional learning and mental health.  <u><b>Possibility:</b></u> <i>We envision all children and adults as self-aware, caring, responsible, engaged, and lifelong learners who work together to achieve their goals and create a more inclusive, just, and equitable world.</i>	Year 1	<ul style="list-style-type: none"> <li>• Unity Council</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Vision Statement</li> </ul>	<ul style="list-style-type: none"> <li>• CASEL</li> <li>• NeMTSS-B</li> <li>• PBIS</li> </ul>
2. Create district-level expectations and procedures: <ul style="list-style-type: none"> <li>- Identify minor and major behaviors.</li> <li>- Determine consequences and disciplinary actions.</li> <li>- Establish norms and a common language at both the building and district level.</li> </ul>	Years 1-3	<ul style="list-style-type: none"> <li>• Unity Council</li> <li>• MTSS Teams</li> <li>• All Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• MTSS-B Protocol</li> </ul>	<ul style="list-style-type: none"> <li>• ESU</li> <li>• District Mental Health Team</li> <li>• NeMTSS-B</li> <li>• PBIS</li> </ul>
3. Conduct a comprehensive district mental health needs and strengths assessment to identify the social and environmental factors that impact health and mental health.	Year 1	<ul style="list-style-type: none"> <li>• Mental Health Team</li> </ul>	<ul style="list-style-type: none"> <li>• Results of the needs and strengths assessment</li> </ul>	SHAPE Resources: Needs Assessment and Resource Mapping Quality Guide <a href="https://dm0gz550769cd.cloudfront.net/shape/05/053aeae3400672fb79eff66a0dcb9ebf.pdf">https://dm0gz550769cd.cloudfront.net/shape/05/053aeae3400672fb79eff66a0dcb9ebf.pdf</a>  School Climate Surveys: <a href="https://safesupportivelearning.ed.gov/school-climate-survey-compendium-k-12-surveys">https://safesupportivelearning.ed.gov/school-climate-survey-compendium-k-12-surveys</a>
4. Create a Mustang code of conduct. (expectations)	Year 1	<ul style="list-style-type: none"> <li>• Unity Council</li> <li>• All Teachers</li> <li>• MTSS Teams</li> </ul>	<ul style="list-style-type: none"> <li>• The Mustang Motto</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher feedback</li> <li>• Sample codes of conduct</li> </ul>
5. Establish goals/non-negotiables as a 7-12 staff for advisory period.	Year 1	<ul style="list-style-type: none"> <li>• Administration</li> <li>• 7-12 Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Advisory Period Goals</li> <li>• Non-negotiables</li> </ul>	<ul style="list-style-type: none"> <li>• MTSS non-negotiables</li> <li>• MTSS team</li> </ul>

## Curriculum

Action	Schedule	Responsibilities	Monitoring & Outcomes	Resources
1. Communicate with PK-6 families about mental health and the SEBL skills being focused on in <i>Second Step</i> through ClassDojo.	Years 1-5	<ul style="list-style-type: none"> <li>School counselors</li> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Information shared with families on a regular basis (weekly or bi-weekly)</li> </ul>	<ul style="list-style-type: none"> <li><i>Second Step</i> Home Connections</li> <li>ClassDojo</li> </ul>
2. Research system-wide programs and trainings for PK-12 support.	Year 2-3	<ul style="list-style-type: none"> <li>Administration</li> <li>Mental Health Team</li> <li>MTSS Teams</li> </ul>	<ul style="list-style-type: none"> <li>Established program for the preschool, elementary, and secondary levels</li> </ul>	<ul style="list-style-type: none"> <li>ESU</li> <li>Area school districts</li> <li>CASEL</li> <li>NeMTSS-B</li> <li>PBIS</li> </ul>
3. Communicate with 7-12 families about mental health and the SEBL skills being focused on in the advisory period through Canvas (7-12).	Years 2-5	<ul style="list-style-type: none"> <li>School counselors</li> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>Information shared with families on a regular basis (weekly or bi-weekly)</li> </ul>	<ul style="list-style-type: none"> <li>Canvas</li> </ul>
4. Research a secondary SEBL program to implement during the advisory period.	Years 2-5	<ul style="list-style-type: none"> <li>Administration</li> <li>Mental Health Team</li> <li>MTSS Teams</li> <li>All 7-12 Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of an SEBL program</li> </ul>	<ul style="list-style-type: none"> <li>ESU</li> <li>Area school districts</li> <li>CASEL</li> <li>Samples of SEBL programs</li> </ul>

## Instruction

Action	Schedule	Responsibilities	Monitoring & Outcomes	Resources
1. Utilize a common language and implement common procedures from the <i>Second Step</i> curriculum in grades PK-6.	Years 1-5	<ul style="list-style-type: none"> <li>School counselors</li> <li>Administration</li> <li>All PK-6 Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of verbiage and strategies</li> </ul>	<ul style="list-style-type: none"> <li><i>Second Step</i> (PK-6 level)</li> </ul>
2. Determine ways to incorporate more SEBL into daily lessons.	Years 2-5	<ul style="list-style-type: none"> <li>Mental Health Team</li> <li>MTSS Teams</li> <li>All Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Increased supports and opportunities for social-emotional growth</li> </ul>	<ul style="list-style-type: none"> <li>Curricular materials</li> <li><i>Second Step</i> (PK-6 level)</li> </ul>

## Assessments

Action	Schedule	Responsibilities	Monitoring & Outcomes	Resources
1. Implement the SRSS-IE screener three times a year (fall, winter, and spring) at the K-12 level.  <i>(Student Risk Screening Scale-Internalizing &amp; Externalizing)</i>	Years 1-5	<ul style="list-style-type: none"> <li>• MTSS Teams</li> <li>• School counselors</li> <li>• Administration</li> <li>• ESU psychologist</li> <li>• K-12 Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Screener results</li> <li>• Referrals to district LMHP's</li> </ul>	<ul style="list-style-type: none"> <li>• ESU</li> </ul> <p>School Mental Health Quality Guide:  <a href="https://dm0gz550769cd.cloudfront.net/shape/82/829445c09c1ba361cbcee267aee4ba03.pdf">https://dm0gz550769cd.cloudfront.net/shape/82/829445c09c1ba361cbcee267aee4ba03.pdf</a></p>
2. Implement the ASQ at the preschool level.  <i>(Ages and Stages Questionnaire)</i>	Years 1-5	<ul style="list-style-type: none"> <li>• MTSS Team</li> <li>• Administration</li> <li>• Preschool Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Screener results</li> <li>• Referrals to district LMHP's</li> </ul>	<ul style="list-style-type: none"> <li>• ESU</li> </ul>
3. Survey students to gather additional input regarding their SEBL strengths, challenges, and needs.	Year 2-3	<ul style="list-style-type: none"> <li>• Mental Health Team</li> <li>• MTSS Teams</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Survey results</li> <li>• Increased opportunities for students</li> </ul>	<p>Youth Risk Behavior Surveillance Survey (YRBSS)</p> <p><a href="https://www.cdc.gov/healthyyouth/data/yrbs/index.htm">https://www.cdc.gov/healthyyouth/data/yrbs/index.htm</a></p>
4. Establish decision rules for the three risk levels. (low, at-risk, and high risk).	Year 2	<ul style="list-style-type: none"> <li>• Mental Health Team</li> <li>• MTSS Teams</li> <li>• Administration</li> <li>• District LMHP's</li> </ul>	<ul style="list-style-type: none"> <li>• Decision Rules</li> </ul>	<ul style="list-style-type: none"> <li>• ESU</li> <li>• NeMTSS-B</li> <li>• PBIS</li> <li>• Area school districts</li> </ul>

## Student Support

Action	Schedule	Responsibilities	Monitoring & Outcomes	Resources
1. Provide on-site LMHP services.	Years 1-5	<ul style="list-style-type: none"> <li>• Mental Health Team</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• LMHP Referral Process</li> </ul>	<ul style="list-style-type: none"> <li>• ESU</li> <li>• SRSS-IE Screeners</li> </ul>
2. Implement Safe2Help (LB322)	Year 2	<ul style="list-style-type: none"> <li>• Mental Health Team</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Safe2Help</li> </ul>	<ul style="list-style-type: none"> <li>• NDE's Safety Department</li> <li>• Boys and Girls Town</li> <li>• ESU</li> <li>• Area Schools</li> </ul>
3. Develop a resource map that includes both local community and area community resources.	Years 3-4	<ul style="list-style-type: none"> <li>• Mental Health Team</li> <li>• Administration</li> <li>• LMHP's</li> </ul>	<ul style="list-style-type: none"> <li>• Resource Map</li> </ul>	<ul style="list-style-type: none"> <li>• ESU</li> <li>• LMHP's</li> <li>• NENCAP</li> </ul>

4. Determine small group interventions based on risk levels collected from the SRSS-IE screener.	Years 3-4	<ul style="list-style-type: none"> <li>• Mental Health Team</li> <li>• LMHP's</li> <li>• MTSS Teams</li> <li>• Administration</li> <li>• School counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of small group intervention</li> </ul>	<ul style="list-style-type: none"> <li>• ESU</li> <li>• LMHP's</li> <li>• SRSS-IE Screeners</li> <li>• NeMTSS-B</li> <li>• PBIS</li> </ul>
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## Staff Support

Action	Schedule	Responsibilities	Monitoring & Outcomes	Resources
1. Provide all-staff training on topics such as: <ul style="list-style-type: none"> <li>- How to incorporate SEBL in classroom instruction</li> <li>- Trauma-informed care</li> <li>- Suicide prevention</li> </ul>	Years 1-5	<ul style="list-style-type: none"> <li>• Unity Council</li> <li>• Mental Health Team</li> <li>• MTSS Teams</li> </ul>	<ul style="list-style-type: none"> <li>• School improvement agendas</li> <li>• Staff meeting agendas</li> <li>• MTSS meeting agendas</li> </ul>	<ul style="list-style-type: none"> <li>• ESU</li> <li>• NeMTSS-B</li> <li>• Region 4 Behavioral Health</li> </ul>
2. Share frequent tips, resources, etc. with staff regarding SEBL and PBIS.	Years 1-5	<ul style="list-style-type: none"> <li>• Mental Health Team</li> <li>• MTSS Teams</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Emails</li> <li>• Weekly bulletins</li> <li>• Daily memos</li> <li>• Staff meeting agendas</li> <li>• School improvement agendas</li> </ul>	<ul style="list-style-type: none"> <li>• NeMTSS-B</li> <li>• PBIS</li> <li>• CASEL</li> </ul>
3. Increase opportunities for improved staff well-being.	Years 1-5	<ul style="list-style-type: none"> <li>• Mental Health Team</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• School improvement agendas</li> <li>• MTSS meeting agendas</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health Team</li> <li>• MTSS Teams</li> <li>• NeMTSS-B</li> <li>• PBIS</li> </ul>
4. Attend the ESU 8 NeMTSS SEBL workshops during the 2022-2023 school year.	Year 1	<ul style="list-style-type: none"> <li>• Mental Health Team</li> <li>• MTSS Teams</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop agendas and resources</li> </ul>	<ul style="list-style-type: none"> <li>• ESU</li> <li>• NeMTSS-B</li> </ul>
5. Participate in the ESU 8 Mental Health Institute.	Years 1-2	<ul style="list-style-type: none"> <li>• Mental Health Team</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>• ESU</li> </ul>
6. Determine the role of SCIP within the SEBL process.	Years 2-3	<ul style="list-style-type: none"> <li>• Mental Health Team</li> <li>• MTSS Teams</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• SCIP Referrals</li> </ul>	<ul style="list-style-type: none"> <li>• ESU</li> <li>• Region 4 Behavioral Health</li> </ul>
7. Develop a resource map that includes both local community and area community resources.	Years 3-4	<ul style="list-style-type: none"> <li>• Mental Health Team</li> <li>• Administration</li> <li>• LMHP's</li> </ul>	<ul style="list-style-type: none"> <li>• Resource Map</li> </ul>	<ul style="list-style-type: none"> <li>• ESU</li> <li>• LMHP's</li> <li>• NENCAP</li> </ul>