



District 146 2022-2023 Return to In-Person Academic and SEL Programming and Continuity of Services

Academic Instructional Approach

Integrate readiness standards and skills into current grade level curriculum

- Integrate pre-requisite skills into current learning and prioritize current learning over time spent remediating
- Equal access to all by following curriculum guides that outline priority standards and skills
- Prioritize small group instruction utilizing additional interventionists to support reteaching and scaffold learning

Academic Action Steps

Implement core instructional frameworks

- Prioritize units of study of grade level curriculum
- Identify Essential Foundational Skills/Major Content per unit to ensure coherence
- Familiarize with prior grade level missed learning
- Analyze the impact of missed learning and students' ability to access grade level content
- Plan supports to close learning gaps
- Modify pacing based on focusing on Essential Foundational Skills
- Use diagnostic and formative assessments to determine missing essential prerequisite skills necessary to access grade level content
- Resume benchmark assessments and progress monitor according MTSS data team meetings

Restructure reading and math interventionists services

- Utilize aligned curriculum guides to support coherence and equity in learning
- Utilize math and reading frameworks to support coherence and equity in learning
- Follow MTSS guidelines and Tiered flowcharts for delivering intervention services

Provide ongoing professional learning and support

- Professional learning opportunities to support instructional approach in addressing missed learning
- Professional learning opportunities throughout the summer to enhance instructional toolbox for supporting math and reading frameworks for learning and missed learning
- Professional learning opportunities throughout the school year to enhance instructional toolbox for supporting math and reading frameworks for learning and missed learning

Student Wellness and SEL

SEL Approach

- Address students' social and emotional needs:
 - Schoolwide Practices
 - Classroom Practices
 - Individual Development

Addressing Social and Emotional Learning

- Students in Grades K-8 will engage in the Second Step program during SEL lessons, and teachers will utilize CHAMPS to support the classroom environment and guide student expectations.
- Staff will develop and implement strategies that align with trauma-invested practices to support student and staff well-being and mental health.

The purpose of Second Step and CHAMPS include the following:

- Create a sense of community and belonging.
- Establish routines and structure into the student day
- Provides a positive school experience that builds empathy within a positive school culture.
- Allows additional school support personnel, such as social workers, school psychologist/interns to address student needs

Action Steps

- **Outline plan addressing SEL and Equity**
 - Identify key practices and overarching goals at the District and individual building level to support SEL needs of students and staff
 - Use BESS to screen SEL needs of students (teacher screener and student self-screener)
 - Review data at the team and building level to review / address trends
 - Target individual student needs through Safe and Civil
 - Introduce the work of our Diversity, Equity, and Inclusion Committee to support diverse learners through our collaboration with Single Story Consulting Group
- **Revisit pacing of core SEL instruction**
 - Provide reteaching, extra practice and supplemental lessons with a focus on:
 - Developing school-related behaviors to support in-person learning
 - Managing emotions and behavior
 - Interacting with peers
 - Strengthening student capacity to self-regulate and voice
 - Embed SEL within core instruction
- **Outline data collection, analysis, and timelines**
 - Include student surveys, informal observations, as well as a periodic review of relevant data (health office visit rate, absentee rate, behavioral referrals, discipline records, threat assessments, participation rates for extracurricular activities)

- **Provide ongoing professional learning and support**
 - Trauma informed practices with Fostering Resilient Learners Institute (building level trainings and book clubs)
 - Second Steps online resources (piloting new / updated resources that includes new units)
 - Safe and Civil / CHAMPS training for new staff
 - SEED Training (Seeking Educational Equity and Diversity) - three staff cohorts offered throughout the school year through Single Story Consulting Group