

FOCUS AREAS

1

Establish a district-wide system of social-emotional learning and support

2

Build equitable systems and support throughout the district

3

Increase E-12 opportunities for career exploration and preparation

End-of-Year Update on Implementation Targets

Focus Area #1 - Social-Emotional Learning Targets

Explicit SEL Instruction

Target: Providing students with consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.

*24-25 Target Summary: **Intended Progress Achieved***

24-25 Objectives:

- Enhance elementary SEL content with the CharacterStrong curriculum delivered by counselors.
 - Status - Complete
- Develop and implement social-emotional learning lessons in health classes at grades 5, 6, 7, 8, and 10.
 - Status - Complete
- Refine SEL instructional content shared with students in the grade 9 Warrior Seminar classes.
 - Status - Complete
- Develop a social, emotional, and behavioral IEP goal bank in alignment with SEL learning targets.
 - Status - Complete

Integrated SEL with Academic Instruction

Target: Integrating SEL objectives into instructional content and teaching strategies for academics as well as music, art, and physical education.

*24-25 Target Summary: **Intended Progress Achieved***

24-25 Objectives:

- Fully implement AMAZEworks curriculum in the early learning and elementary sites.
 - Status - Complete
- Explore opportunities for integrating social-emotional learning in the middle school flex options.
 - Status - Complete
- Identify ways high school teachers can regularly integrate SEL learning targets into their classrooms.
 - Status - Complete

Youth Voice and Engagement

Target: Honoring and elevating a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers

*24-25 Target Summary: **Intended Progress Achieved***

24-25 Objective:

- Seek input from youth voices by gathering ideas and feedback on SEL implementation and survey data from the middle school and high school student leadership teams.
 - Status - Complete

Supportive School and Classroom Climates

Target: Creating schoolwide and classroom learning environments that are supportive, culturally responsive, and focused on building relationships and community.

*24-25 Target Summary: **Intended Progress Achieved***

24-25 Objectives:

- Provide resources for school leaders on classroom look-fors and other social-emotional learning topics.
 - Status - Complete
- Deliver sessions on “Classroom Climate” during Training Academies for new and middle school staff.
 - Status - Complete

Focus on Adult SEL

Target: Providing staff with regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.

*24-25 Target Summary: **Intended Progress Achieved***

24-25 Objective:

- Provide a training academy for school staff, “Emotional Intelligence in Action,” to empower participants to navigate the complexities of their roles with greater confidence, resilience, and well-being.
 - Status - Complete

Supportive Discipline

Target: Creating discipline policies and practices that are instructive, restorative, developmentally appropriate, and equitably applied.

*24-25 Target Summary: **Intended Progress Achieved***

24-25 Objectives:

- Provide sessions on “Student Support Strategies” to establish a foundation of strategic support for emotional regulation and connection in the classroom during Training Academies for new and middle school staff.
 - Status - Complete
- Explore and enhance the use of restorative practices across the district to build community and develop students’ social-emotional competencies.
 - Status - Complete

Continuum of Integrated Supports

Target: Ensuring that SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.

*24-25 Target Summary: **Intended Progress Achieved***

24-25 Objectives:

- Continue piloting a multi-tiered system of support (MTSS) team process at Somerset and plan for expansion to other sites.
 - Status - Complete
- Develop and implement explicit instruction for small groups needing additional social, emotional, and behavioral support from elementary counselors.
 - Status - Complete

- Continue and refine the Building Assets Reducing Risks (BARR) team meeting structure to identify support for 9th-grade students.
 - Status - Complete

Authentic Family Partnerships

Target: Providing families and school staff with regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.

*24-25 Target Summary: **Intended Progress Achieved***

24-25 Objective:

- Provide resources for families to support students' social and emotional development.
 - Status - Complete

Aligned Community Partnerships

Target: Ensuring that school staff and community partners are aligned on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.

*24-25 Target Summary: **Intended Progress Achieved***

24-25 Objective:

- Provide training on social-emotional learning in a school setting with 360 Communities family support workers and Ellie Mental Health and Associated Clinic of Psychology mental health therapists.
 - Status - Complete

Systems for Continuous Improvement

Target: Ensuring implementation and outcome data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.

*24-25 Target Summary: **Intended Progress Achieved***

24-25 Objectives:

- Review and prioritize SEL-related systems, practices, and policies with a focus on equity at monthly multi-department (Curriculum-Instruction-Assessment, Equity, and Special Services) meetings.
 - Status - Complete

- Identify annual measures for SEL progress.
 - Status - Complete

Focus Area #2 - Equity Targets

Diverse Classrooms and Schools

Target: School District 197 commits to promoting equity in educational programs and extracurricular activities. Representation in our classrooms and programs should reflect the diversity of our schools.

*24-25 Target Summary: **Intended Progress Achieved***

24-25 Objective:

- Implement a plan to increase inclusion in high school activities, which includes four recruitment events, the development of an activities board, and advertising on the school's visual displays.
 - Status - Complete

Teacher and Leader Quality and Diversity

Target: Recruiting, hiring, and retaining a diverse workforce that reflects the demographics of our student population. This includes ongoing professional development focused on equity, racial consciousness and cultural responsiveness.

*24-25 Target Summary: **Intended Progress Achieved***

24-25 Objectives:

- Implement Supporting Native American Students professional development for all licensed staff
 - Status - Complete
- Offer staff opportunities to learn a new language
 - Status - Complete
- Update the School District 197 Teacher Evaluation Rubric to include cultural competence (implementation in 25-26)
 - Status - Complete
- Provide equity training to non-licensed staff
 - Status - Complete
- Provide training on supporting LGBTQIA+ people to non-licensed staff
 - Status - Complete
- Provide training on supporting LGBTQIA+ people to new teachers
 - Status - Complete
- Provide equity training to new teachers
 - Status - Complete
- Develop partnerships with at least two historically Black colleges and universities
 - Status - Complete

Equitable Resource Allocation

Target: Prioritizing the allocation of resources, including but not limited to, curriculum, facilities, staffing, support services, technology, transportation, and activities, in a manner that ensures all students, especially historically marginalized students, have the access and opportunity necessary to succeed.

*24-25 Target Summary: **Intended Progress Achieved***

24-25 Objective:

- Conduct regular department and site meetings, hosted by the Superintendent and Finance Director, to analyze and increase the equitable allocation of budgets and resources. Increase awareness of financial assistance for activities fees.
 - Status - Complete

Equitable Curriculum, Instruction and Assessment

Target: Prioritizing culturally relevant curriculum, equitable rubrics for decision-making, inclusive instructional practices, and fair assessment and grading to reflect student learning accurately.

*24-25 Target Summary: **Intended Progress Achieved***

24-25 Objectives:

- Fully implement District 197's AmazeWorks supplemental curriculum in PreK-4 classrooms.
 - Status - Complete
- Plan for the development of a Native Language course offering at the high school.
 - Status - Complete
- Provide resources for school leaders on classroom look-fors aligned with culturally responsive instruction.
 - Status - Complete

Equitable School and Classroom Environments

Target: Committing to culturally affirming, inclusive, and responsive community building and behavior management, fostering diverse physical spaces, rituals, and routines, while nurturing strong, supportive student relationships and holding them to high expectations. Additionally, we're prioritizing behavior support and discipline practices that reduce disparities in suspensions and focus on restoring relationships when harm occurs.

*24-25 Target Summary: **Intended Progress Achieved***

24-25 Objectives:

- Implement the use of the Diversity, Equity, and Inclusion Tool developed by Equity Advisory.
 - Status - Complete
- Regularly offer school menu options for religious diet needs.
 - Status - Complete
- Increase the diversity of cuisine offerings for school meals to be more reflective of the diversity of our student population.
 - Status - Complete

Equitable Student Leadership and Voice

Target: Seeking to gather and understand student perspectives (especially those from historically marginalized groups) in decision-making processes, creating spaces for student affinity groups, and providing leadership opportunities.

*24-25 Target Summary: **Intended Progress Achieved***

24-25 Objectives:

- Advertise district and site leadership opportunities to high school students via multiple communication platforms.
 - Status - Complete
- Provide opportunities for students to share their stories so we can publicly celebrate the diversity of backgrounds, cultures, ethnicities, and abilities in our student population.
 - Status - Complete
- Increase the number of student ambassadors to the Beyond Our Walls Summit to at least four.
 - Status - Complete
- Update the student equity survey.
 - Status - Complete

Equitable Family and Community Partnerships

Target: Building linguistic and cultural bridges between the school district and our diverse communities, and seeking representation reflective of student demographics on district advisory committees while offering affinity spaces, cultural liaisons, family education, and interpretation and translation resources. These tools will enable us to better understand the perspectives, goals, and priorities of our communities and actively seek ongoing input and feedback.

*24-25 Target Summary: **Intended Progress Achieved***

24-25 Objectives:

- Increase family representatives on Equity Advisory.
 - Status - Complete
- Increase Parent Academy (or similar) opportunities.

- Status - Complete
- Increase the number of Cultural Liaisons in the district.
 - Status - Complete

Focus Area #3 - College and Career Targets

Course, School and Structural Support

Target: Reducing barriers to improve student outcomes for underrepresented student groups.

*24-25 Target Summary: **Intended Progress Achieved***

24-25 Objectives:

- Complete curriculum review tasks/activities following the curriculum review cycle.
 - Status - Complete
- Support the implementation of the new middle school schedule.
 - Status - Complete
- Complete the required science of reading training.
 - Status - Complete
- Review and refine the approach to the district's personal learning plan including the student progress and tracking towards graduation.
 - Status - Complete
- Plan for a native language course.
 - Status - Complete
- Investigate the possibility of offering an alternative learning program during the school day.
 - Status - Complete

Direct Student Supports

Target: Reducing barriers to improve students outcomes for underrepresented student groups.

*24-25 Target Summary: **Intended Progress Achieved***

24-25 Objectives:

- Explore ways to expand student tutors.
 - Status - Complete
- Explore expansion of Building Assets Reducing Risks (BARR) to at least one cohort in grade 10.
 - Status - Complete
- Explore and implement ways to support FLEX at MS (vitals checks, collaborative study groups, tutors, etc)
 - Status - Complete
- Widen and diversify student focus groups for feedback
 - Status - Complete

- Sustain and expand strategies for providing immersive experiences for students (internship, career/college related field trip, job shadowing, mentoring, etc)
 - Status - Complete
- Refine and develop sustainable procedures for students making transitions from Pre-K to elementary, elementary to middle school, from middle school to high school, as well as with our postsecondary and labor partners.
 - Status - Complete

Career and College Readiness

Target: Expanding opportunities for students to earn college credit, career-based certifications, and internships.

*24-25 Target Summary: **Intended Progress Achieved***

24-25 Objectives:

- Review and refine our scope and sequence for a student's Personal Learning Plan beginning in grade 9.
 - Status - Complete
- Prepare, implement, monitor and adjust new middle school electives.
 - Status - Complete

Career and Technical Education Pathways

Target: Aligning and expanding opportunities for students to explore Career and Technical Education (CTE) pathways.

*24-25 Target Summary: **Intended Progress Achieved***

24-25 Objectives:

- Ensure sustainability of, and continue to support the expansion for, work-based learning at TRHS.
 - Status - Complete
- Continue developing full secondary pathways in all six MCIS career fields that lead into existing post-secondary programs and/or industry credentials.
 - Status - Complete
- Identify at least one college credit-bearing opportunity, or industry-recognized certification, in each program area.
 - Status - Complete