

**Adapting and Responding:  
Providing Academic and Social-Emotional  
Support During and After the COVID-19  
Pandemic**

**April 8, 2021**



# COVID-19 Impact

The COVID-19 pandemic impacted our entire system of K-12 education.

During a typical school year, we have systems in place to identify academic and social-emotional needs of our students. We also have established interventions and support systems.

The COVID-19 pandemic created an opportunity to increase our capacity to provide exceptional instruction while supporting students and families. During the 2020-21 school year, we learned how to adapt and expand our foundational practices in order to ensure our systems of support were responsive to changes in our learning environments.



## COVID-19 Potential Academic and Social-Emotional Concerns

<b>Potential Academic Concerns</b>	<b>Potential Social-Emotional Concerns</b>
<ul style="list-style-type: none"><li>● Students meeting grade level benchmarks</li><li>● Students accessing important content</li><li>● Students meeting credit and grade requirements</li><li>● Students engaging in their learning</li></ul>	<ul style="list-style-type: none"><li>● Students feel connected to the school community</li><li>● Students have positive peer and in-person social interaction</li><li>● Students have the ability to identify mental health needs and support resources</li><li>● Students have wellness support at home</li></ul>

**Our system of supports and interventions during COVID-19 focused on addressing these areas.**

# Teacher Learning and Collaboration

In order to address the potential academic concerns during COVID-19, our staff focused on the following learning and collaboration priorities.

## Teacher Learning and Collaboration Work

- Identify and focus on priority standards
- Create/use common assessments to identify student interventions
- Guided math training
- LETRS training: (prioritized WW classroom teachers and elementary interventionists)
- Vertical teaming to plan for grade level transitions

In order to ensure that

- Students meet grade level benchmarks
- Students access important content
- Students meet credit and grade requirements
- Students engage in their learning

# Academic: Support Structures and Interventions

In order to address the potential academic concerns during COVID-19, this is what the support structures and interventions looked like for our students.

## Support Structures and Interventions

- Leveled technology training
- Differentiated small group instruction
- Push-in intervention support (Reading specialist in classroom)
- W.I.N. (What I Need) time /Zephyr Time
- Additional in-person learning days during Hybrid
- Targeted in-person learning during Distance Learning
- Increased number of students invited to summer school

In order to ensure that

- Students meet grade level benchmarks
- Students access important content
- Students meet credit and grade requirements
- Students engage in their learning



# SEL: Support Structures and Interventions

In order to address the potential social-emotional (SEL) concerns during COVID-19, this is what the support structures and interventions looked like for our students.

## Support Structures and Interventions

- Transition meetings with students (Distance Learners returning to in-person)
- Small group or individual intervention and support with counselor and/or Social Emotional Specialist (Virtual and In-person)
- Assist parents to provide supports while students are not in school (home and community)
- Meetings with parents through Google Meet (parent meetings became more accessible)
- School-Based Mental Health Services (North Homes)
- In-person learning opportunities during Distance Learning
- Additional in-person learning days in the Hybrid and Distance Learning models
- Connect families to supports and resources in the district and community (food shelf, school supplies, internet access)
- Empower U (HS)
- Special Education Counselor- Support students and families in and out of school

In order to ensure that

- Students feel connected to the school community
- Students have positive peer and in-person social interaction
- Students have the ability to identify mental health needs and support resources
- Students have wellness support at Home



# Tools We Use to Monitor and Assess Progress

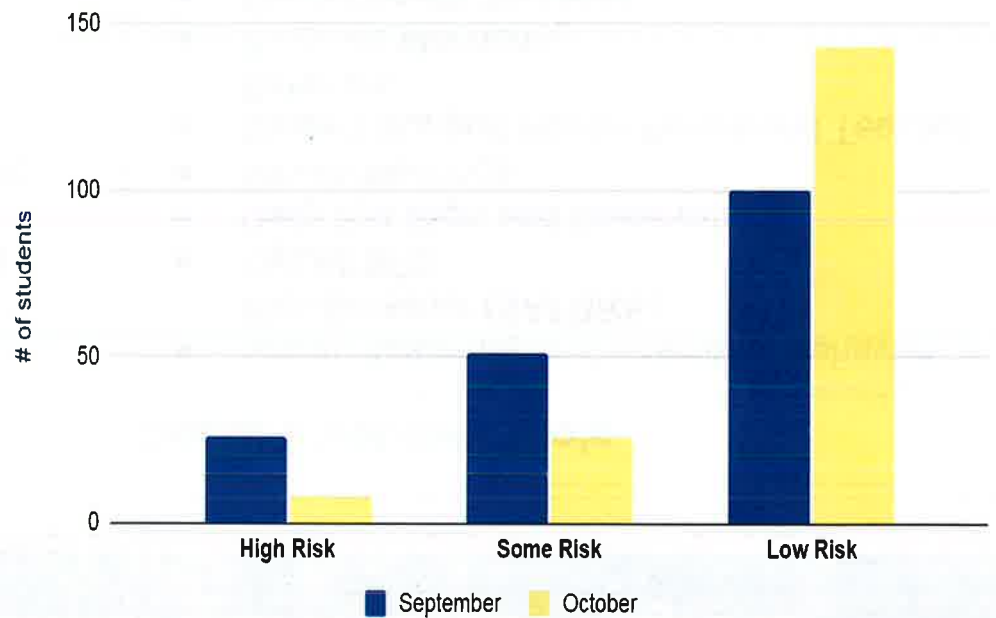
Academic Tools	Social-Emotional Tools
<ul style="list-style-type: none"> <li>● earlyReading &amp; aReading Scores</li> <li>● earlyMath &amp; aMath Scores</li> <li>● Weekly progress monitoring (i.e. running records, fluency checks)</li> <li>● Common grade level/content assessments</li> <li>● Formative assessments (i.e. exit slips)</li> <li>● Grades</li> <li>● NWEA MAP</li> </ul>	<ul style="list-style-type: none"> <li>● Social, Academic and Emotional Behavior Risk Screener (SAEBRS)</li> <li>● mySAEBRS</li> <li>● Daily Exit Slips and Observations</li> <li>● Minute Meetings</li> <li>● Student Support Form - Parent and Teacher Referrals</li> <li>● Progress Monitoring</li> <li>● Mental Health Screener</li> <li>● Referral- Self, Teacher or Parent</li> <li>● Observation</li> <li>● Check-ins</li> </ul>

# Academic Intervention In Action: First Grade



## 1st Grade Push-In Reading Intervention

Word Segementation





## SEL Intervention in Action: Empower U (HS)



### EMPOWER U

- Grant Funded (MAEF and Zephyr Wellness)- 25 students
- .50 semester credit
- Aligned with Collaborative for Academic, Social and Emotional Learning (CASEL) and National Wellness Standards.
- Integrates neuroscience, habit-change theory, cognitive behavioral therapy (CBT), and strengths based strategies that engage students as active participants in the course

# Learning from the Pandemic

- Be Responsive to Changing Needs
  - Create opportunities if they don't exist
  - Model a growth mindset and adaptability
- Expanding the Boundaries of Teaching and Learning
  - Learning is not confined to the classroom
  - Students developed independent learning and technology skills which will enhance learner agency
- Relationships and Connections Matter
  - Initiate and sustain intentional communication
  - Target resources and supports to meet needs



# Moving Forward

<b>Activities</b>	<b>Description</b>
April 9, 2021 Professional Development Day	Vertical teaming and equity case studies DL secondary students MCA
Summer School Opportunities	Grades K-12: 3 days/week 2.5 hours/day Students Identified Based on Academic Need
Incoming Kindergarten (Class of 2034) Summer Program (MAEF grant supported)	One week sessions, for 4 hours each day (8 am - 12 pm) at Wildwood Elementary, targeting both academic awareness and skill development in social emotional skills.
August 2021 Instructional Leadership Workshop	Review spring data for curriculum planning and intervention