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# SEL Curriculum Review for Grades K-4

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*Summer 2024*



**01** ✨ **Purpose** ✨




# Social & Emotional Learning

Process through which people acquire and apply the knowledge, skills, and attitude to:

- Develop health identities (self-awareness)
- Manage emotions (self-management)
- Feel and show empathy (social awareness)
- Build relationships
- Make responsible decisions



# Supporting Our Strategic Plan



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**2022-23 KEY INITIATIVES**

Communication & Engagement      Differentiation      Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS)

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**OUR GOALS**

<p><b>Building &amp; Sustaining Relationships</b></p> <p>The diverse identities, abilities and strengths of our school community are reflected in a system representative of, constructed by and responsive to all of our stakeholders.</p>	<p><b>Engaging in Best Practices for Teaching and Learning</b></p> <p>Data will be analyzed used to reflect on our intentions, evaluate processes and practices, measure our impacts and inform our decisions on a path of continuous improvement.</p>	<p><b>Fostering an Inclusive Culture &amp; Climate</b></p> <p>Each individual has access to, can meaningfully participate in, and make progress in high-quality learning experiences that result in empowerment and academic success.</p>
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**FOCUS AREAS**

Equity      **Social Emotional Learning**      Organizational Capacity      Instructional Learning      Facilities


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**PACK MISSION**

Together...educating with excellence, inspiring each learner for life.

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**OKEMOS**  
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# Connections to Equity Plan

## Current situation:

Our K-4 schools - Bennett Woods, Cornell, Hiawatha, and OPM - do not have a universal Tier 1 curriculum for social and emotional learning.

## We need:

A consistent, accessible, culturally responsive, and engaging SEL curriculum that all students will experience in grades K-4. It must be aligned to CASEL and Michigan state standards, and the lesson design must rely on best instructional practices.



## Okemos Public Schools Equity Plan

**PURPOSE**  
Provide direction for creating learning environments that are safe, healthy, and effective for everyone.

### GUIDING PRINCIPLES

#### DIVERSITY

Our students, families, staff, and community members bring with them diverse and unique identities, abilities, and strengths.

#### EQUITY

Each student has access to, can meaningfully participate in, and make progress in learning experiences that result in empowerment and academic success.

#### INCLUSIVITY

Everyone has the right to feel safe, happy, affirmed, and encouraged.

#### COLLABORATION

Our system must be representative of, constructed by, and responsive to all members of our community.

#### REFLECTION

Making continuous progress requires us to reflect on our intentions, evaluate our processed and practices, and measure our impacts.

#### DATA-DRIVEN DECISION-MAKING

Data from diverse sources will be routinely collected and analyzed. We will use new information to guide our decision-making and inform ways in which we adapt to the needs of our community.

### AREAS OF FOCUS

#### AUTHENTIC SELVES & RELATIONSHIPS

Goal 1: OPS is an inclusive district in which students, staff, families, and community members accept and respect the diverse identities of one another.

Goal 2: Our relationships are built upon actions that promote and sustain mutual trust and respect.

Goal 3: We utilize effective, consistent, culturally and linguistically responsive, and honest communication strategies to build community and establish collaboration.

#### CULTURALLY RESPONSIVE - SUSTAINING EDUCATION

Goal 4: We have developed a district culture in which students, staff, families, and community members are prepared for an increasingly diverse society & world.

#### POLICIES/PRACTICES/PROCEDURES

Goal 7: OPS has a clear public statement of its values and commitment to diversity, equity, and inclusion.

Goal 8: OPS policies, practices, and procedures are representative of, constructed by, and responsive to students, staff, families, and community members.

#### INSTRUCTION/CURRICULUM/ ASSESSMENT

Goal 5: Our district's instructional practices, curriculum, and assessment methods are responsive to and inclusive of diverse perspectives, abilities, and cultures.

Goal 6: Our students' academic assessment data show that the opportunity gaps between student groups have decreased.

MTSS Diamond

Tier 3

Tier 2

Tier 1

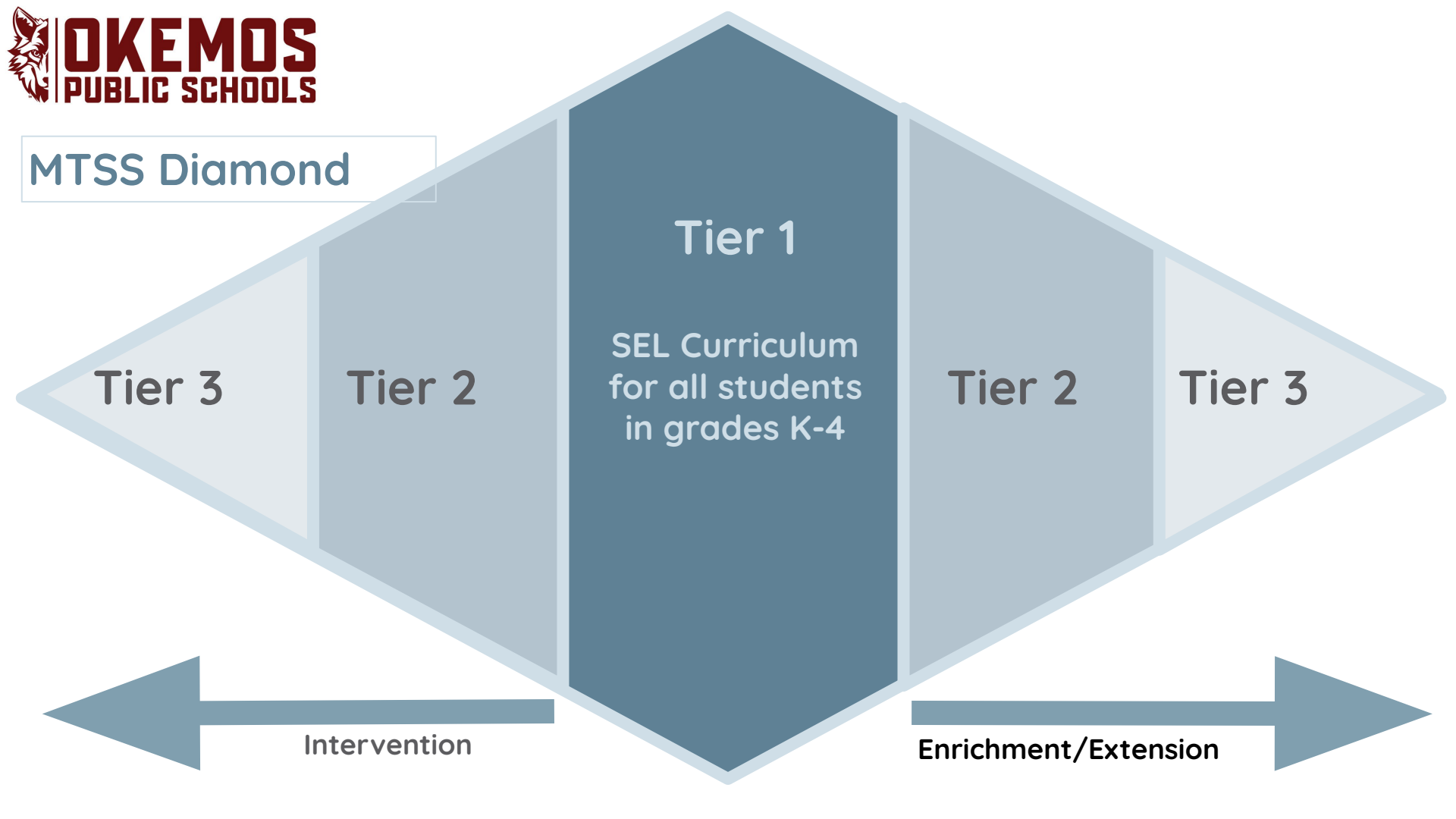
SEL Curriculum  
for all students  
in grades K-4

Tier 2

Tier 3

Intervention

Enrichment/Extension

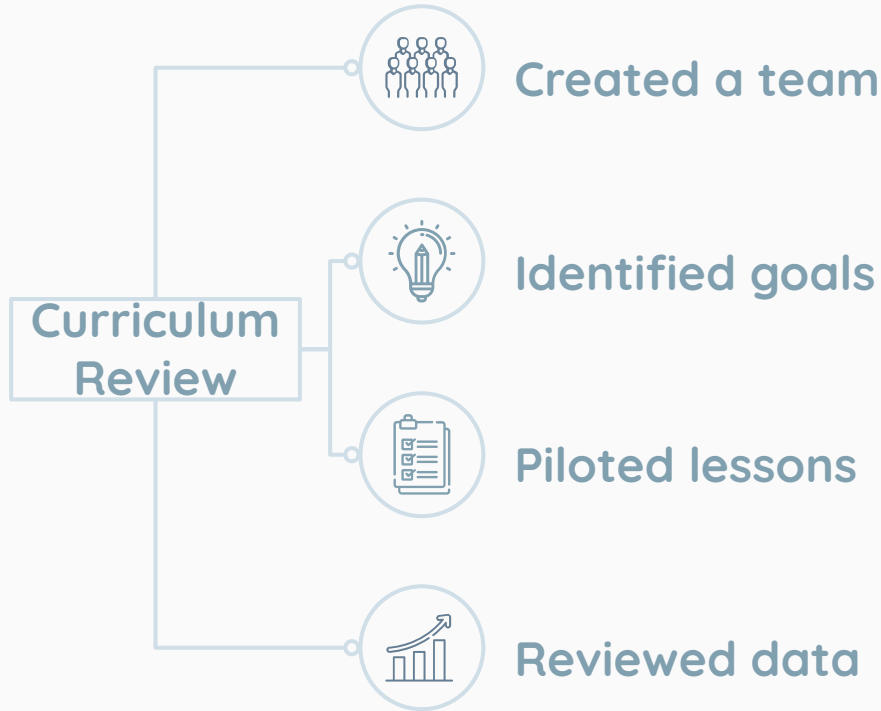




**02** ✨ **Process** ✨



# Methodology



—○ Diverse group of teachers, counselors, SSWs, and school psychs. All grade levels were represented, as well as both GE & SE.

—○ We want a comprehensive program that is user-friendly, accessible to all, skill-building, and engaging.

—○ Three programs were piloted by teachers, SSWs, and counselors: Second Step, ReThinkEd, and Everyday Speech.

—○ The team completed scorecards and surveys for each program they explored. We met to discuss strengths and areas of growth for each program, A final survey was administered to determine a recommendation.





# The K-4 SEL Curriculum Review Team

## Bennett Woods

Joe Thornton (2nd)  
Mary Jo Mills (K, 1, 3 Specials)  
Laura Seydel (4th)  
Kelli Crawford (SSW)

## Cornell

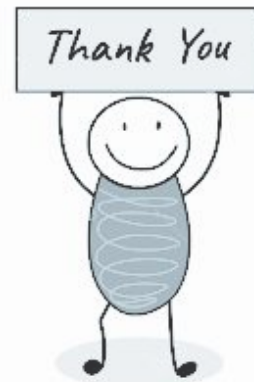
Joanna Adams (SSW)  
Niki Mann (SSA)  
Collin Eidelson (Counselor)  
Kendra Hixson (3rd)  
Amy Petersburg (K)  
Tracy Ojerio (Principal)

## Hiawatha

Mindy Calley (K)  
Mary Williams (SE)  
Zac Moore (1st)  
Katie Davis (SSW)  
Tasha Rader (School Psych)  
Erika Parsons (4th)

## OPM

Adrienne Watkins (1st/2nd)  
Deedra McKissack (B/A)  
Natalie Kinsella (Counselor)



# Evaluation Tools

## General Scorecard

### Curriculum

- Developmentally appropriate
- Includes examples and non-examples
- Easy to navigate
- Materials to send home

### Instruction

- Multiple modes of instruction
- Opportunities to practice skills
- Lessons can be differentiated

## Culturally Responsive Rubric

### Representation

- Diversity of characters
- Accurate portrayals

### Social Justice Orientation

- Power & privilege

### Teacher Materials

- Bias awareness
- Asset-based
- Integration of student knowledge and experiences



## Strengths

- Lessons easy to follow
- Easy access to resources
- Easy to differentiate
- Age-level/grade-level appropriate
- Parent materials
- Engaging

## Areas of Growth

- Lacking some diversity (e.g. family structure, language, religion, characters with disabilities)
- Some parts are “cheesy” and may lose the interest of older students



# RethinkEd

Together We Power Potential

## Strengths

- Different modes of instruction
- Diverse characters (e.g. gender, skin color, height)
- Easy to differentiate and/or segment
- Professional development

## Areas of Growth

- Lessons were sometimes difficult to follow
- Students didn't seem engaged
- Additional prep work
- Confusing
- Needed extended time to complete lesson activities



# Everyday Speech

## Strengths

- Lessons easy to follow
- Easy access to resources
- Easy to differentiate
- Age-level/grade-level appropriate
- Parent materials
- Engaging
- Real life examples and non-examples
- Multiple modes of instruction
- Social workers already use this program for Tiers 2 & 3

## Areas of Growth

- Lacking some diversity (e.g. family structure, language, religion, characters with disabilities)



**03** ✨ Recommendation ✨





We recommend that the district purchase  
**Everyday Speech's SEL Curriculum** for  
implementation starting in 2024-25.

**A 3-year site license will allow for the following:**

- **Year 1:** Train teachers, counselors, and social workers to use the program. Introduce lessons to students. Pilot anti-bias/anti-racist supplemental lessons.
- **Year 2:** Adjust lessons based on feedback from students and staff. Fully integrate anti-bias/anti-racist supplemental lessons.
- **Year 3:** Full implementation of all parts of the program. Evaluate the program.



# Next Steps

## Review

Contact Lara Slee  
lara.slee@okemosk12.net  
517-706-5011

## Prepare

Members of the advisory team will develop a preliminary scope and sequence for 2024-25.

Counselors will be trained in the program.

Students will take the BASC-3 BESS screener.

## Implement

Counselors will teach the lessons (with support from classroom teachers).

Input will be collected from students and staff to identify strengths & areas for growth (e.g. anti-bias/anti-racist components)



# Indicators of Success



## Process

- Train staff
- Teach lessons
- Collect data
- Monitor implementation progress
- Evaluate program



## Perception

- Parent/family feedback
- Student feedback
- Staff feedback
- BASC-3 BESS screener data



## Achievement

- Monitor learning progress (pre- and post-assessments)
- Examine patterns of behavior (SWIS data)