

# SEL CURRICULUM - Evaluation Plan

## Program Description

The Everyday Speech program will provide students in grades K-4 with a universal Tier 1 curriculum for social and emotional learning.

Goal: To provide a consistent, accessible, culturally responsive, and engaging SEL curriculum that all students will experience in grades K-4.

Rationale: The Michigan Whole Child model includes academic, behavioral, social, and emotional needs. A strong MTSS system includes alignment with curriculum, instruction, and assessment. While the District is utilizing screening tools to monitor social emotional indicators with students, the interventions are occurring afterwards. To align with best practices for proactive, explicit instruction, the District recommends the implementation of a common Tier 1 SEL curriculum at the elementary level that is aligned with Tier 2 and Tier 3 interventions.

### Objectives:

- All students in grades K-4 will be taught at least 20 lessons in the areas of self-awareness, self-management, social awareness, relationships skills, and responsible decision-making during the 2024-25 school year.
- From Fall 2024 to Spring 2025, the number of K-4 students whose scores for social, emotional, and behavioral health indicate an “elevated risk” or “extremely elevated risk” will decrease.
- By June 2025, more than 50% of students will indicate that they have used at least one SEL skill they learned.
- By June 2025, more than 50% of families will reinforce SEL skills at home by using materials that are sent home.

## Evaluation Design

We are evaluating this program to:

- Track progress of implementation (IMPLEMENTATION)
- Monitor progress toward goals and objectives (IMPACT)
- Communicate results to staff, parents/families, and the community

## Plan to Measure Key Data

The following questions will guide this evaluation:

- What progress has been made toward program **implementation**?

- What progress has been made toward program **impact**?
- What is the impact of the program?
- What are opportunities to improve the program process for next year?
- What are opportunities to improve program results?
- What has been learned?
- What are our best practices?

## Tracking IMPLEMENTATION

<b>Measure</b> - What are we measuring?	<b>Target</b> - Where do we want to be?	<b>Data Source (s)</b>	<b>Frequency (+ Person Responsible)</b>
<b>Development of scope and sequence</b>	We will create a scope and sequence of SEL instruction for all grade levels.	Scope and sequence document	Review and revise once per school year (SEL advisory team)
<b>Delivery of lessons</b>	All students in grades K-4 are taught at least 20 SEL lessons during the 2024-25 school year.  Increase the number of lessons taught to 40 per year by the 2026-27 school year.	Schedule of lessons (including who teaches them and when they're taught)	Review and revise once per school year (SEL advisory team)
<b>Patterns of behavior</b>	Match behavior referral categories with the five CASEL domains (self-management, self-awareness, social awareness, relationship skills, responsible decision-making)	Crosswalk document	Develop in year one, review/revise each following year (MTSS team, SEL advisory team, SSAs)
<b>Connection between school and family/home</b>	Develop a plan to provide materials for families to reinforce skills in each unit.	Schedule for materials to be sent home  Emails and other materials sent home to families	Develop in year one, review/revise each following year (MTSS team, SEL advisory team, SSAs)

## Monitoring IMPACT

<b>Measure</b> - What are we measuring?	<b>Target</b> - Where do we want to be?	<b>Data Source(s)</b>	<b>Frequency (+ Person Responsible)</b>
<b>Student learning progress</b>	All students will demonstrate improvement on unit post-assessments.	Pre- and post-assessments	Each unit (5 times per year)
	More than 50% of students will indicate that they have used at least one SEL skill they learned.	Student survey	Once per year (MTSS/CRPBIS team)
<b>Patterns of behavior</b>	Analyze data - Identify strengths and areas for growth	SWIS	Quarterly (SSAs, SST)
	Reduce the number of behavior referrals in each CASEL domain	SWIS	Quarterly (SSAs, SST)
<b>Social, emotional, and behavioral health</b>	From Fall 2024 to Spring 2025, the number of K-4 students whose scores for social, emotional, and behavioral health indicate an “elevated risk” or “extremely elevated risk” will decrease.	BASC-3 BESS screener	Once per year (mental health support team)
<b>Connection between school and family/home</b>	More than 50% of families reinforce SEL skills at home by using materials that are sent home.	Parent/family survey	Once per year (MTSS/CRPBIS team)