



SEL Curriculum Review for Grades K-4


Summer 2024



01 ✨ **Purpose** ✨



Supporting Our Strategic Plan



2022-23 KEY INITIATIVES

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


<p>Building & Sustaining Relationships</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>Engaging in Best Practices for Teaching and Learning</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>Fostering an Inclusive Culture & Climate</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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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.



How do we know we need more Tier 1 programming?

Increased and consistent demands have been placed on our mental and emotional health support staff (SSWs, counselors, SSAs)

- Larger caseloads
- More behavior referrals
- Additional small skills groups

MTSS Diamond

Tier 3

Tier 2

Tier 1

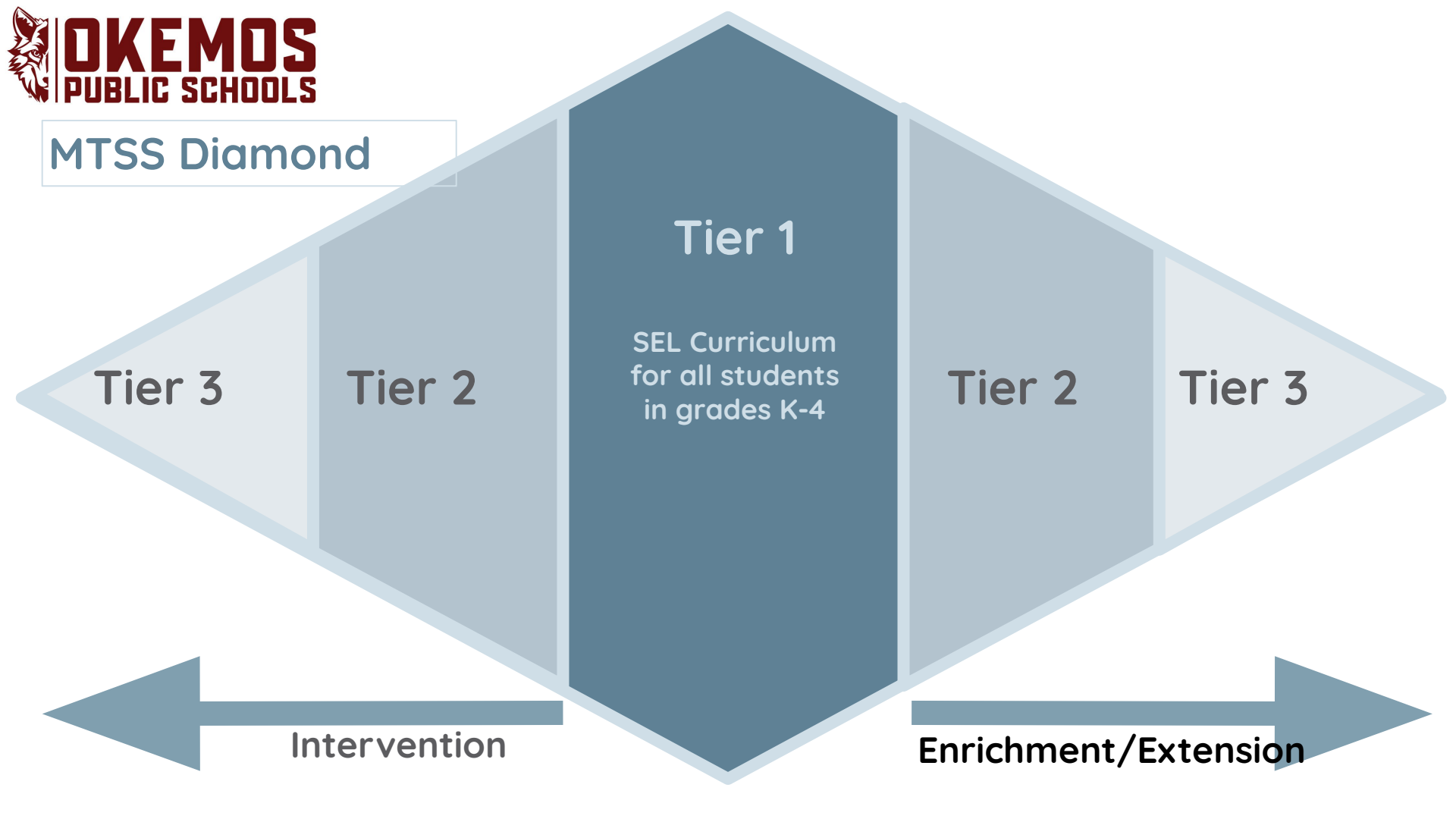
SEL Curriculum
for all students
in grades K-4

Tier 2

Tier 3

Intervention

Enrichment/Extension

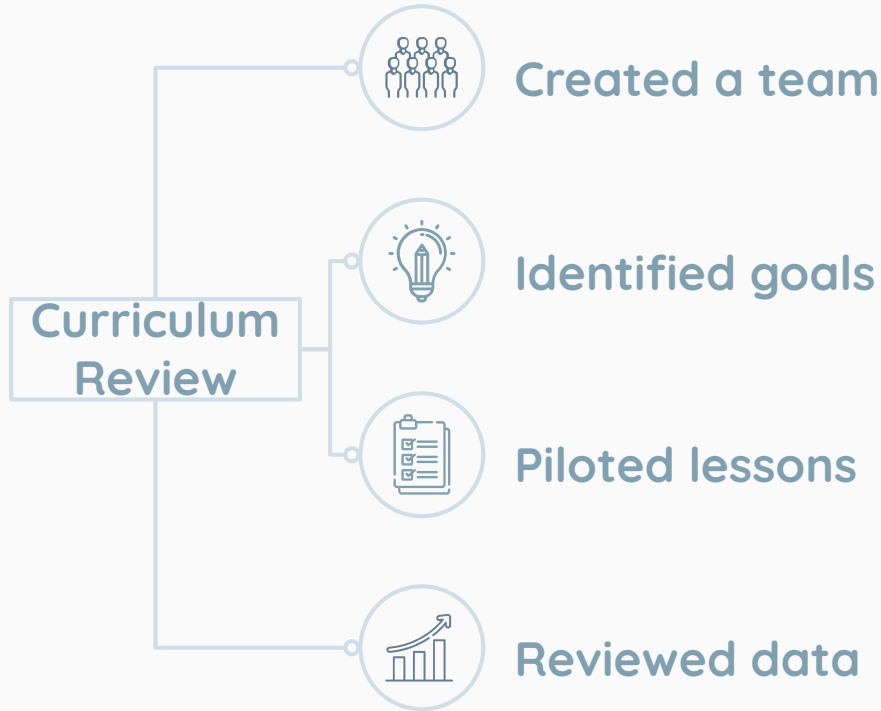




02 ✨ **Process** ✨



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

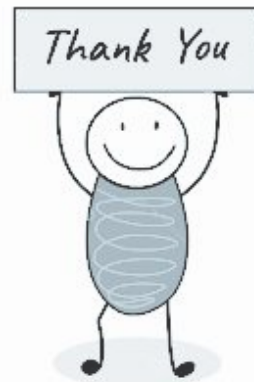
Joanna Adams (SSW)
Niki Mann (SSA)
Collin Eidelson (Counselor)
Kendra Hixson (3rd)
Amy Petersburg (K)
Tracy Ojerio (Principal)

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.

Measures 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
- Students demonstrate mastery of skills