

LNSU Recovery Plan Implementation and Summary of Outcomes – Highlights

April 11, 2022

MTSS and Academic Achievement

A new MTSS has been hired and a district MTSS Committee is in place.

Literacy and Math:

- Coaching Model being explored for each elementary school. We currently have two coached in place and two more being trained.
- Interventionist are working on a “menu of interventions” to support universal Tier 1 instruction in the classroom, and many started out the year in the classrooms co-teaching and sharing strategies. This includes a library of classroom strategies that will be included on the MTSS website for easier access.
- A MTSS Website and Guidebook (Universal Level Interventions and Strategies Manual) are in development with a primary focus on Tier I instruction and keeping students in their classrooms as much as possible, using best practices and the timely monitoring of progress in order to adjust instruction as needed.
- The process for Problem-Solving Teams is being adjusted to create more consistency across schools and to enable us to track data across multiple years for all students referred to the EST (Educational Support Team) process.
- A virtual classroom of professional development is being created for all teachers in various subjects –
- Academic Content, Trauma, SEL, DEI, Restorative Practices, New Teacher Mentoring, etc.

Assessment:

- The Forefront Data Housing System will be in place for K-6 in the 2022-2023 school year, which will allow teachers and district employees to track data in real time, as well as utilize data to make informed decisions at the classroom, school, and district level.
- We are exploring using the NWEA Map testing for K-12 starting in the 2023-2024 school year. This will provide us with district level common assessments/benchmarks.

Social Emotional Learning (SEL)

- A LNSU SEL Guide will be provided for the 2022-2023 school year. It will provide a framework to support all children and focus on five key areas: Self-Awareness, Self-Management, Relationship Skills, Responsible and Ethical Decision-Making, and Social Awareness. The skills will be organized into grade level clusters – PK and K, Grades 1-2, Grades 3-4, Grades 5-6, Grades 7-9, and Grades 10-12, and Adult.
- Hyde Park Elementary School piloted the School Health Index and will continue to explore how best to implement it across the district and getting the best results in a timely manner.

Restorative and Trauma Informed Practices

- The committee established the need for flexibility around RP and Diversity, Equity and Inclusion, as each school is its own community and they may be in very different places. It has been recommended to create school-based implementation teams and a district leadership team to work on a three-year plan for the district and how that might be implemented in variations across each school.
- Creating a train-the-trainer model would be absorbed into the creation of web-based training materials to be used across school teams. This would establish a K-12 system of learning for all staff in real time, and include the use of videos, a resource library, lessons, workshops, and various documents for all to access.
- A K-12 Administrative Framework will guide each school in the adoption of trauma-informed and DEI/RP work. The DEI Coordinator and RP Specialist will work with school-based teams to identify local training needs, training sequencing, and the use of the RP/DEI Toolkit that is being developed.

Universal Screener and Referral Process

- The School Engagement Specialist (SES) position was increased from a .60 FTE to 1.0 FTE this year. This has allowed for more time to apply restorative case management practices to help students and their families struggling with school attendance to navigate multiple systems of support to address barriers to school engagement. This includes:
 - Early Intervention
 - In-Person Connections and Relationship Building
 - School Engagement Culture and Support
 - Working with Community Partners
- The SES currently works with 42 LNSU families, has had 58 referrals, and 10 petitions have been filed.
- Key focus areas have included:
 - Setting up facilitated peer groups at the high school
 - The transition from elementary to middle school
 - Creating consistent coding and attendance procedures to track student attendance and to establish guidelines for families to eliminate gray areas regarding expectations and consequences
 - Consistency in family communication
 - Taking note of students in Kindergarten who miss more than five days in the first month of school, as research indicates this will be a predictor of chronic absenteeism during their school career
- Two Home-School Coordinators have been hired in the district in order to provide additional support to families who are at risk.
- The partnership with Reclaiming Future and the use of SB-SBIRT – Check Yourself occurred and has helped to support the development of self-awareness and building systems that create intentional moments of connections and opportunities for staff to check in with students.
- There is a major need to address the barriers to accessing community resources, the greatest barriers being transportation, long waitlists and many families not knowing how to navigate different systems and agencies.
- Exploring how to bring some services into the schools is being looked at, as well as creating MOU's with community partners for more collaboration and services.