



LAUNCH NEBRASKA



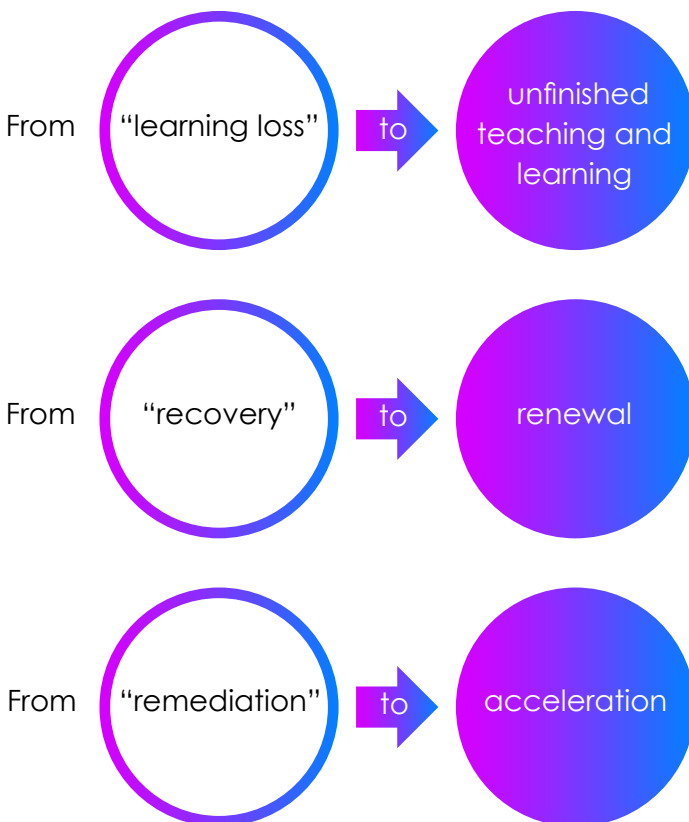
NEBRASKA'S FRAMEWORK for

school renewal & acceleration

Nebraska's Framework for School Renewal & Acceleration

The mission of the Nebraska Department of Education (NDE) is to lead and support the preparation of all Nebraskans for learning, earning, and living. As part of its mission, the NDE is committed to establishing high expectations for teaching and learning. There is no doubt the COVID-19 pandemic has disrupted students' experiences this school year. Even so, teachers, school leaders, and school support staff continue to provide students with opportunities to learn while also caring for students' physical, social, and emotional needs.

Despite a disrupted school year, the NDE does not believe that student learning has been lost. As such, the NDE is working to shift the narrative in the following ways:



These shifts signal hope for the coming school year, communicate that student learning was not lost, and foster a growth mindset. Additionally, a call for a "renewal" asks all stakeholders to recommit to serving students who have been historically marginalized, including students of color, students with disabilities, the economically disadvantaged, and English learners.

This document describes the **KEY COMPONENTS** of *Nebraska's Framework for School Renewal & Acceleration*.



System Considerations:

Systems considerations integrate data, technology, and infrastructure to reexamine traditional school systems and structures. Systems considerations integrate the whole child needs with academic needs.



High-Quality Instructional Materials & Content:

High-quality instructional materials create coherence, offer consistency across all learning environments, and support student voice and social-emotional health. The predictable structure of coherent, consistent instructional materials and content are foundational for teachers and students alike.



Diagnosing Unfinished Teaching & Learning:

Because of a disrupted school year, unfinished teaching and learning may impact students' progress towards mastery of grade-level content. Determining the content that may not have been taught is critical to moving to grade-level content as quickly as possible. Leveraging data from multiple sources provides insight into what students know, what they don't know, and addresses misconceptions about what students think they know.



Planning for Acceleration:

When planning for the summer, next school year, and the following school year, "meeting students where they are" will not be enough. A mindset of "acceleration, not remediation" is needed so that students are met with grade-level expectations while also addressing students' social and emotional needs.



Ensuring Equitable Instruction:

Leaders and teachers must continue to assess the extent to which the academic and social-emotional needs of historically marginalized student groups are addressed and ensure all students have equitable access and success in their learning opportunities. Special attention must also be paid to the Class of 2021 to ensure students graduate with postsecondary plans.



Professional Learning for Teachers & School Leaders:

The traditional structures in which educators learn must be adapted to support teaching and learning. Content-specific professional learning that accelerates all students' learning must support educators as they build knowledge and skills while ensuring their own sense of self-efficacy and social-emotional health and learning.

Implementation of *Nebraska's Framework for School Renewal & Acceleration* requires school districts and school systems to target resources to support **FOUR CORE ACTIONS**:

Core Actions:

1. Anchor core instruction to high-quality instructional materials and content and move forward with appropriate supports and interventions.
2. Leverage and collect specific data to determine the level of support needed by all students, and in particular students who have been historically marginalized.
3. Assess and attend to whole child needs (e.g. mental health, nutritional needs, etc.) while integrating and aligning to academic acceleration.
4. Utilize community engagement and partnerships as strategies for maximizing every available resource.