BAY ROCKETS

Bay Village City Schools
Comprehensive Extended Learning Plan
Rev. March 23, 2021

Phase 1 - Spring 2021 Preliminary Identification of Academic and Social/Emotional Needs	
Overarching Goal:	Utilize a multi-step data protocol to analyze available academic, attendance, and behavior data to identify possible learning gaps within each grade level and content area and establish a baseline of social/emotional wellness.
Anticipated Outcome:	**Ongoing Support** - The district will continue to provide the current Multi-Tiered System of Support (MTSS) around academic and social/emotional needs. **By April 30, 2021** Complete the R-TFI tool in all buildings and identify areas of growth/gaps in the district literacy plan. **By May 1, 2021** preliminary data to be used for identifying possible learning gaps and Social/Emotional needs will be available for teacher teams to access. **By May 15, 2021** the district leadership team will partner with teacher leadership to create an action plan for selecting research based, highly effective strategies specific to identified learning gaps and social/emotional wellness needs. **By May 28, 2021** a toolkit of highly effective strategies will be available for all teachers to access and opportunities for self-directed and real time professional learning around the strategies will be made available.
Possible Barriers:	Spring Break and Ohio State Test administration will impact the timeline for teams to meet and review data. The district is in the process of adopting a new Data Analytics tool, Bright Bytes, which will allow teams to holistically review student academic and social/emotional data. The tool will not be fully functional until the start of the next school year. Currently,

	data lives in multiple locations including PowerSchool, and Performance Plus.
Data Story: *Identifying Impacted Students*	Teacher teams and administrators should consider the following data sources when identifying potential learning gaps or needs for additional <mark>social/emotional support</mark>: **ACADEMIC DATA:** • Current academic progress - PowerSchool Gradebooks • NWEA Map - individual student reports • PSAT • Acadience (Dibels) • Fall Ohio State Tests • Unit assessments • Mathia Reports • JiJi Math Reports • AR results • STAR **<mark>SOCIAL/EMOTIONAL DATA:</mark>** • Attendance • Behavior Referrals • Counselor Referrals • Participation in small groups • <mark>Participation in Mindful Life and 7 Habits of Mind</mark> • Family referrals

Action Statement	Resource/Strategy/Task	Timeframe	Evidence of Work	Evidence of Impact	Budget
Utilize staff meeting time to look at Tier 1 academic data and <mark>SEL reports</mark> as small teams.	Use a jigsaw approach to data protocol. Assign small groups a set of data to review What actions/tier 1 interventions resulted in the data you see? What do you notice? What do you wonder? What patterns do you see? What next step data would you want to	March - May	Staff meeting agendas/minutes	• Teachers focus on Tier 1 strategies that will continue closing learning gaps for all students. • Guidance counselors select specific mindful life strategies to address possible <mark>SEL concerns.</mark>	No cost

		collect?			
We Care Committee continues to meet	Pull together behavior and attendance data from across the district to identify possible families at risk. Identify specific Tier 2 or Tier 3 supports - including small group counselor support, mental health services, financial supports and other wrap around services.	March -May	Team meeting agendas/minutes	• Increase in referrals to Dr. Ramirez • Decrease in chronic attendance concerns • Decrease in behavior referrals.	Wellness Funds
Finalize Bright Bytes Contract and migrate data to the Bright Bytes platform.	Board approval of the Bright Bytes contract - March 22, 2021 Offer a special projects contract to current employee to serve as the data migration coordinator and ensure all data is cleanly uploaded to the new platform. Develop a summer training schedule for Bright Bytes data.	March – May	Finalized Bright Bytes Contract Special Projects Contract approved	• All district data is available in one platform • Teacher leaders and administrators will have a plan for training and support around the new platform. • Initial data to identify at-risk students is used to implement targeted summer interventions.	ESSER II Funds
Rocket Family eAcademy focuses on literacy, foundational math, and <mark>SEL needs</mark>	Utilize the Zoom Webinar lisc. to provide parent education sessions focusing on high impact strategies for promoting literacy, foundational math skills and developing resilience.	March – May	Webinar Flyers Event Registration	• Parents are confident in using effective strategies like Read aloud, finding math in the real world, and encouraging productive struggle.	No Cost
Extended Day Gr 3-4 will continue	Small group, teacher led additional instructional	Jan-March	Attendance	• Students are demonstrating mastery	General Fund

	supports focusing on Tier 1 interventions.			at comparable levels to their peers.	General Fund
Math and ELA Supports - Middle Schools will continue	Mr. Kuh and Mrs. Constanzo collaborate with math and ELA team to provide additional, targeted whole class instruction to reinforce essential skills/knowledge. Continue to progress monitor students using EZcbm and Commonlit.org.	March - May	Lesson Plans	• Assessment results continue to demonstrate student learning growth. • Students are engaged in real world tasks for math.	General Fund
Complete the R-TFI model for all buildings	Olivia Wiesman, Literacy Consultant from the Lorain ESC is leading teams of teachers and admins from each building through the R-TFi tool from the Univ. of Michigan as the first step in developing the District Literacy Plan.	March - April	Completed R-TFI Report	• Common understanding of the components of a MTSS around literacy in grades preK-12 • Identification of clear next steps in implementing a literacy plan.	General Fund

Phase 2 - Summer 2021 Extended Learning and Summer Engagement

Overarching Goal:	Offer a MTSS over the summer to close learning gaps, engage families, provide opportunities for enrichment and prevent additional learning loss from occurring.
Anticipated Outcome:	**By April 23, 2021** Identify community partners who will participate or support Rocket Family Summer Camp activities and opportunities. **By April 30, 2021** publish a complete list of Rocket Family Summer Camp **By June 7, 2021** fully implement the Rocket Family Summer Camp
Possible Barriers:	Zoom fatigue and overall COVID-19 fatigue may impact staff interest in participating in summer programming. Ongoing COVID-19 safe mitigation practices continue to limit numbers of students/adults that should be in-building together or use of shared materials. Families will be scheduling family time throughout the summer making it difficult to commit to participating in summer learning opportunities. Students who selected eLearning as their primary mode of instruction may have

contributed to some gaps or inconsistencies in the assessment data we normally depend on to make decisions about summer learning supports.

Data Story:
Student academic and engagement data 2021-2022 School Year

Teacher teams and administrators should consider the following data sources when identifying potential students who will need Tier 2 or Tier 3 summer supports.

ACADEMIC DATA
- Q3, Q4 gradebooks
- Acadience (Dibels) benchmark reports - Spring
- Acadience (Dibels) progress monitoring reports - Spring
- Attendance data semester 2
- Engagement in eLearning if that was their primary instructional mode - attendance, participation
- Low Socio-economic status/ Free and Reduced Lunch reporting
- Special Education data - for determination of Extended Year

SEL DATA
- Counselor referrals
- Attendance data
- Discipline referrals

Action Statement	Resource/Strategy/Task	Timeframe	Evidence of Work	Evidence of Impact	Budget
Offer Wild Summer Reading Camp Incoming Gr 1, 2, and 3 students who have been identified as at-risk readers.	Camp is based on a research based, systemic approach (Wilson) to teaching reading. Students are invited to participate based on their Acadience scores. The camp also involves a partnership with the Lake Erie Nature and Science Center.	July 2021	Camp invite and instructional plan	• Students show reading growth in the areas of phonemic awareness, fluency, decoding and comprehension.	ESSER II General Fund
Partner with PTA to Host Safety Town for incoming and current K students.	Integrate COVID-19 safety, social/emotional mindfulness skills and foundational literacy and math skills into Safety	June 2021	Camp Flyer and Plan	• Kindergarten and Incoming 1st graders demonstrate safe behaviors at school, on	PTA General Fund

Program	Description	Timeline	Evidence	Outcomes	Funding
	Town program. Provide parents with Word Play and Number Play Around Bay pamphlets and offer an evening parent webinar series focusing on early learning success.			the bus and in the community. ● Parents use evidence based strategies for reinforcing early literacy and math skills – including Read Aloud, building vocabulary, and number talks with their children.	
Gr 3-4 Virtual STEM Camp - All students	Engage students in inquiry and investigation through a hybrid of Zoom sessions and hands on experiences students have with readily accessible home supplies.	June 2021	Flyer	● Students expand their ability to wonder and ask questions. This leads to increased vocabulary and opportunities to apply math/science knowledge to real world problems.	Elementary STEM Camp Fund
Gr 5-HS STEM Camp - Selected Students	Engage students who have shown an interest in STEM courses and future career pathways during an in-person camp designed to connect students with STEM professionals and apply STEM skills to real world problem solving.	June - July 2021	Program outline	● Students continue in STEM pathway taking upper level science and math courses.	STEM Board Funds
Grade 5-6 Math Camp - Open to all students	Engage students in applying math skills to authentic problems to build computational thinking and conceptual understanding in math.	JUne - July 2021	Program outline	● Students demonstrate conceptual understanding by using a variety of math skills to solve complex tasks.	ESSER III Funds

Initiate a One Book One Community Program	Using community partners, establish a set of activities and locations across the city where families can engage in an activity or conversation around the summer book. Activities will reinforce literacy, math, science, fine arts and social studies skills along with integrating ==social/emotional supports.==	June - August	One Book One District Program Guide	• All community members will have the opportunity to engage in conversations around a shared book. • Students will have opportunities to practice and apply the skills they have learned in the past year. l	ESSER II General Fund
Host the Rocket Post HS/College Bootcamp - All seniors will be invited.	Utilize a series of in-person and virtual sessions to focus on essay and interview organizational skills, college application process, pursuing apprenticeships or internships, selecting a military path. Leaders will include alumni from a variety of universities, BHS staff, Prepory College Advising Team.	July 2021	Flyer and Program Guide	• All seniors will have an operational plan for next steps beyond HS and know what resources and supports are available to them. • Seniors will consider "reach" schools when applying to universities. • Seniors will utilize the essay and interview services available through Prepory • Students will make connections to professional organizations and trade schools. • Students will make informed decisions around possible pathways to a military career.	General Fund

Action	Description	Timeline	Evidence	Outcomes	Funding
Host an AP Summit--invite students and teachers from Bay and Greater Cleveland to participate	Acknowledging that minority populations are underserved in the AP program nationwide, offer an AP Conference focusing on panels of students speaking about their successful strategies for managing AP coursework, teachers sharing best practice approaches to time management, stress management, self-directed work and reading demand. Invite students from across the greater Cleveland area to participate as a way to also encourage diverse voices at the table.	July- August 2021	Flyer, Program Guide	• Increased participation in AP courses over the next two years. • Decrease in anxiety related to AP coursework. • Increase in diversity of students taking an AP course in our district and other districts.	General Fund
Create a Rocket Family Camp choice board sponsored by the Board of Education and the District and the District Team as a Tier 1 approach to addressing learning loss and meeting the social/emotional needs of all Bay families.	Develop a choice board of activities for the summer that are inclusive of all grade levels. Include in-person opportunities, webinars, on-demand resources and partnerships with Lake Erie Nature and Science Center, Bay Arts, the Bay Library, the City Recreation Department and the Metroparks. Recognize families who participate during the summer.	June - August	Completed Choice Board	• Families feel included in summer programming without feeling like they have not had a break from school. • Community partners engage with the district in helping to close learning gaps.	General Fund ESSER III Funds
Resilience Circle Program expansion	Work in collaboration with the district Care Coordinator and	June - August	Program calendar	• Decreased levels of stress and anxiety that	Wellness Funds ESSER III Funds

MetroHealth services to offer a summer resilience circle program for students, teachers and parents to choose to participate in as a way to address the ongoing trauma resulting from the COVID-19 pandemic.			have resulted from the COVID-19 pandemic. • Increase in resilience as seen by an increase in attendance and a decrease in discipline and counselor referrals in the fall. • Parents view the district as a partner in mental health as well as academic success.		General Fund
Extended School Year - Dept. of Student Services Program in support of specific students who have Individual Education Plans	The IEP team meets to determine the need for ESY for individual students.	June-July	• Students maintain or grow the knowledge/skills related to meeting IEP Goals.	IEPs	

Phase 3 - Fall 2021 Identifying Social/Emotional Needs and Closing Learning Gaps

Overarching Goal:	Initial implementation of a comprehensive MTSS designed to target specific learning gaps and social emotional needs of students within each grade level while continuing to grow all learners.
Anticipated Outcome:	By August 26, 2021 All buildings will have offered new and returning student/family orientations, being mindful of the needs of students who spent the year as dedicated eLearners who are now returning to In-building. By September 10, 2021, all teachers will have received training on the MTSS Tier 1 and Tier 2 toolkit of resources and research based strategies they may access in order to identify learning gaps and SEL/ mental health needs, and develop instructional plans to continue moving learning forward, while working to close possible gaps. By September 10, 2021 all teachers will have in place a specific protocol for creating a safe/welcoming learning space - this may include class circles, implementation of PBIS, class norms, discussions around "the learning pit", intentional focus on strategies for executive function etc. By September 10, 2021, all teachers will have accessed the Bright Bytes data system and reviewed the data profile for each of their students, noting students who are at-risk, as well as students who are ready for additional learning challenges.

	By September 30, 2021 all students in grades K-3 will have been benchmarked in Acadience (Dibels) and the data uploaded into the Bright Bytes system. This data will be used to provide classroom based Tier 1 and Tier 2 supports as well as identify students who may need additional, research based systematic instruction in reading. **By October 7, 2021** teachers will have the tools/resources needed to incorporate Hattie high impact strategies into their instructional planning. **By October 7, 2021** the Care Coordinator will have established a schedule for regular meetings of the Care Committee, planned for supports for the 2021-22 school year with mental health partners, and met with building guidance counselors to review the use of ==Mindful Life and 7 Habits of Mind== materials as Tier 1 and Tier 2 supports for ==SEL.== **By October 30, 2021** Care Coordinator will have identified a detailed implementation plan for ==7 Habits of Mind K-12.== **By October 30, 2021** Finalize the District Literacy Plan and identified MTSS for literacy preK-12. **By November 19, 2021** Administration and teacher leaders will have engaged with the ODE Whole Child Framework as a reflection tool to organize data discussions, interventions and MTSS.
Possible Barriers:	Transitioning students who were eLearners, homeschooled, or whose parents sent them to a private school over the 2020-2021 school year back into the building or into Bay Schools - acknowledging that there is a range of educational experiences over the past year. Building strong ==social/emotional supports== into classes to start the year while still trying to balance the need to do initial assessments -including KRA, fall gr 3 OST, Acadience benchmarking etc. Consistent use of the Bright Bytes system. Continuing the effective practices/strategies implemented during the 2020-2021 school year. Finding dedicated time to focus on data discussions specifically around the intended outcome/impact of the MTSS.
Data Story: Achievement and Growth. ***Data Story: Whole Child Framework Review***	ACADEMIC DATA ● Spring OST data ● KRA ● Acadience data ● Common Writing Diagnostics ● Numbers of new/returning students ● Local diagnostic and common assessments ● PSAT data - October ● Engagement data - attendance, gradebook data ==SEL DATA== ● Enrollment info - who is new, who is returning ● ==Equity Staff Survey== ● Counselor Referrals ● ==Family participation in SEL webinars== ● Small group participation

- % of Classrooms with clear protocols, PBIS supports in place
- Behavior data
- Participation in school extra-curricular activities, clubs

Action Statement	Resource/Strategy/Task	Timeframe	Evidence of Work	Evidence of Impact	Budget
Develop an orientation plan for returning students who were eLearners, homeschooled or went to another school for 2020-2021.	Work with PTA to create a Welcome Back Kit. Identify students on individual class lists who are transitioning into the classroom this year. Develop a dedicated orientation event for new/transitioning students and families.	August	Welcome Kit and Schedule	Student participation/attendance is the same as students who have been in the district/ in -building for the prior year.	General Fund - Building Budgets
Publicize dates for Semester 1 Virtual Town Hall Panels and Rocket Family eAcademy parent events.	**Personnel:** Char Shryock Lindsey Holeman Holly Schafer PTA Council	August	Schedule		
Create a Digital toolkit for MTSS Tier 1 and Tier 2 strategies identifying and closing learning gaps or need for SEL/Mental health supports.	**Resources Include:** Hattie eBook Library Achievethecore.org Univ. South Florida Reading Tools 7 Mindsets Curriculum	August	Active Link for Digital Toolkit	Students working with grade level appropriate lessons and tasks with a wide variety of supports, enrichment or interventions in place.	General Fund

Action	Resources/Personnel	Timeline	Measure	Evidence	Funding
Provide on-demand and virtual real time training on accessing the toolkit and utilizing strategies.	**Resources:** Google Classroom	August - November	Schedule of training opportunities	Teachers accessing a variety of tools to individualize student supports. Student attendance, behavior and academic data shows growth.	General Fund
Provide Professional Learning on Bright Bytes to all teachers	Develop a Tiered Professional Learning model that include on-demand tutorials as well as Zoom based modeling and training.	August-September	Professional Learning Plan	Teachers and Administrators use data from Bright Bytes to identify at-risk students, identify potential research based interventions and progress monitor those interventions. Students are intentionally grouped based on strengths and areas of learning growth.	ESSER II Funding
Team Meeting Time can be used for establishing consistent class protocols based on SEL research and whole child standards.	**Resources include:** Missy McClain's LiveBinder On Restorative Culture 7 Mindsets Teacher Resources Katy Kurz/Dr. Ramirez Consultation	August-September	Common classroom protocols	Attendance data shows low numbers of student absence. Decrease in classroom related discipline referrals. Increase in academic growth and achievement as compared to data from 2019-2020 and 2020-2021 school year.	General Fund
Acadience Benchmarking schedule determined for the year gr K-4 and all students are benchmarked by Sept. 30	**Resources -** Acadience training videos **Personnel:** Literacy Coordinator Olivia Weisman Meilssa Grimes Char Shryock	August-September	Schedule	Classroom teachers utilize Acadience reports to form small groups for reading support based on the Reading Rope components.	General Fund

	Timeline	Evidence	Outcome	Funding
Use of Hattie and Nottingham research to integrate high impact strategies related to student achievement and learning growth into instructional planning.	Utilize Hattie Research to identify high impact strategies that are related to student efficacy and learning growth. Integrate these strategies into building planning for first 60 days of school. **Resource:** • Hattie eBook LIbrary • Teaching and Learning Bitmoji Classroom • Hattie Professional Learning Paths	August- December	Resource library	Students goal setting, students utilizing feedback to grow their learning and refine their skills, students engaging in inquiry and dialogue.	General Fund
District Care Coordinator sets regular schedule of collaboration and check-ins with district care partners.	**Personnel:** District Care Coordinator Lindsey Holeman Mary Wise Guidance Team School Psychologists	September- October	Schedule	Consistent, clear, communication across the district care network of supports. Students and families are accessing wrap around resources and supports.	ESSER II Funds General Fund
District Literacy Plan is finalized and teacher training is scheduled.	**Personnel:** Olivia Weisman Char Shryock Literacy Coordinator **Resources:** Bay eBook Professional Library ODE Literacy Supports LETRs training resources	April- October	Literacy Plan is submitted	MTSS for reading is in place and all members of the Literacy Hub have defined roles, resources and training needed to implement the plan. Whole district dyslexia screener data is used to identify students and provide targeted interventions and supports.	ESSER II Funds General Funds

Strategy/Action	Personnel/Resource	Timeline	Evidence	Details	Funding Source
The District Diversity and Equity Committee will coordinate the implementation of an initial Equity Staff Survey.	**Personnel:** District Diversity and Equity Core Team and sub-committees External consultant Building Administrators District BTA/BISGITA/ OAPSE Leadership	May -November	Equity Survey	Survey data will be used to form next step plans	
The Administrative Team uses components of the ODE Whole Child Framework and Hattie Research when leading data based discussions and identifying interventions or enrichment.	**Resource:** ODE Whole Child Framework Hattie Learning Paths Data Protocol Bright Bytes Data Walkthrough Data	August-December	ODE Framework is shared with administrative team. Hattie learning paths shared in Google Classroom Lead and Learn Admin meeting agendas	Regular use of building meeting, department/team meeting time to use the data protocol process based on specific areas of the Whole Child framework identified by the team. Building Staff meetings center around the Hattie Learning Path the team has chosen, including sharing of implementation ideas and impact on student learning.	General Fund
District team will identify Tier 3 research based supports for literacy, mental health and SEL needs.	**Personnel:** Megan Basel Literacy Coordinator Char Shryock Holly Schafer Lindsey Holeman Olivia Weisman Mary Wise	September-December	Chart of potential Tier 3 Supports	Tier 1 and Tier 2 supports will be accessible to classroom teachers who will regularly implement these supports based on student data. Tier 3 will be discussed as a next step after progress monitoring on Tier 1 and Tier 2 shows a need or in the event of a student in crisis.	General Fund
Tier 2 Supports will continue in K-6 reading, Gr 5-6	Research based strategies for support including Orton-Gillingham approaches	August - December	Schedule	Students receiving intervention will be progress monitored and will be given regular	General Fund

math, Gr 3-4 extended day, HS tutoring supports.	to reading instruction, will be used to provide Tier 2 supports to students who are identified as at-risk or below grade appropriate skills/knowledge in reading. Targeted math intervention will be provided using research based approaches to addressing incomplete math learning, gaps in number sense, and computational thinking.	opportunities to work with grade level appropriate materials as well as Tier 2 intervention support.

Phase 4 - Spring 2021 Assessing Progress On Gap Closing and Social/Emotional Supports

Overarching Goal:	**Full implementation** of a comprehensive MTSS designed to target specific learning gaps and social emotional needs of students within each grade level while continuing to grow all learners.
Anticipated Outcome:	**By January 14, 2022** The Care Coordinator along with the Building Guidance team, Building Administrators and team/dept leaders will ensure that all students who are identified as at-risk for success at their grade level will have an individualized system of learning and SEL support in place and are being progress monitored. **By March 15, 2022** The Care Coordinator will provide an at-risk student progress update to the Joint District Leadership team. **By March 30, 2022** The results of the district equity survey will be shared with stakeholders. The subcommittees of the district Diversity and Equity team will research and recommend specific actions around the survey results with input from the District Joint Leadership team. **By April 30, 2022** Based on recommendations centered in equity, data analysis, and research, all course revisions, materials reviews and recommendations for instructional materials or programs for the 2023 school year will be completed. **By April 30, 2022** A Tier 3 system of supports will be fully developed and implementation will have started for literacy, mental health, and SEL. **By May 30, 2022** Literacy team will be fully trained in LETRs, a Tier 2/Tier 3 reading intervention. **By May 30, 2022** Building administrators and building BTA leadership will present a data story based on Hattie Learning Path work, Bright Bytes Data and use of the data protocol to the Joint District Leadership Team.
Possible Barriers:	Funding to complete the equity surveys within the desired time frame.

Data Story: Subgroup progress.
Data Story: School climate and culture

ACADEMIC DATA:
- Semester 1 grades - by subgroup
- Acadience Benchmarking Data - by subgroup
- PSAT Fall administration Data - grades 8-11- by subgroup
- Engagement Data - attendance by subgroup
- Common assessments
- Equity Surveys

SEL
- PBIS Implementation Reports
- Counselor referrals
- Small group participation
- Discipline data
- Equity Surveys

Action Statement	Resource	Timeframe	Evidence of Work	Evidence of Impact	
Initial implementation of LETRs Tier 2 and Tier 3	LETRs training materials and teacher instructional materials.	January - May	Instructional Plan	Students identified as dyslexic or who need an alternative to Wilson based supports will show reading growth of at least a year.	ESSER II
Tier 2 Supports will continue in K-6 reading, Gr 5-6 math, Gr 3-4 extended day, HS tutoring supports.	**Research based strategies for support** including Orton-Gillingham approaches to reading instruction, will be used to provide Tier 2 supports to students who are identified as at-risk or below grade appropriate skills/knowledge in reading. Targeted math intervention will be provided using research based approaches to addressing incomplete	January - May	Schedule	Students receiving intervention will be progress monitored and will be given regular opportunities to work with grade level appropriate materials as well as Tier 2 intervention support.	General Fund

Strategy/Action	Resource/Personnel	Timeline	Evidence	Outcome	Funding
	math learning, gaps in number sense, and computational thinking.				
Extended Day Gr 3-4 will continue	Small group, teacher led additional instructional supports focusing on Tier 1 interventions.	Jan-March	Attendance	Students are demonstrating mastery at comparable levels to their peers.	General Fund
Presentation of the completed MTSS including Tier 1-3 supports for literacy, mental health and SEL to the District Leadership Team at the April Meeting	**Personnel:** Megan Basel Literacy Coordinator Char Shryock Lindsey Holeman Holly Schafer Olivia Weisman Mary Wise	January - April	MTSS Chart	All stakeholders consistently reference the appropriate MTSS when developing individualized plans for support or implementing Tier 1-3 research-based strategies.	General Fund
The Administrative Team uses components of the ODE Whole Child Framework and Hattie Research when leading data based discussions and identifying interventions or enrichment.	**Resource:** ODE Whole Child Framework Hattie Learning Paths Data Protocol Bright Bytes Data Walkthrough Data	January- May	ODE Framework is shared with administrative team. Hattie learning paths shared in Google Classroom Lead and Learn Admin meeting agendas	Regular use of building meeting, department/team meeting time to use the data protocol process based on specific areas of the Whole Child framework identified by the team. Building Staff meetings center around the Hattie Learning Path the team has chosen, including sharing of implementation ideas and impact on student learning.	General Fund
Use of Hattie and Nottingham research to integrate high	Utilize Hattie Research to identify high impact strategies that are related to student efficacy and learning growth.	January - May	Resource library	Students goal setting, students utilizing feedback to grow their learning and refine their skills, students engaging in inquiry	General Fund

impact strategies related to student achievement and learning growth into instructional planning.	Integrate these strategies into building planning for first 60 days of school. **Resources:** • Hattie eBook Library • Teaching and Learning Bitmoji Classroom • Hattie Professional Learning Paths		and dialogue.	General Fund
Data story presentation to District Leadership Team. District communications amplifies data stories.	**Celebration of success -** highlighting the impact of our Extended Learning Plan on closing gaps and extending learning for all students.	May	Presentation and related district communications	District data will reflect the story of gap closing and student success that resulted from 18 months of intentional planning and supports. District will share stories of learning, challenges faced and overcome, use of data to individualize instruction and supports where appropriate.

Phase 5 - Sustainable Academic and Social/Emotional Supports 2022 and Beyond

Overarching Goal:	Provide a safe, welcoming learning environment where **all** students experience success.
Anticipated Outcome:	Failure rate <5% in 2022 with a goal of a failure rate of <1% each year. Graduation rate >98% yearly All subgroups demonstrating academic success equal to the levels of the entire student group by grade level. Attendance rate >97% Consistent implementation of MTSS for Literacy, Mental Health, and <mark>Social Emotional Learning</mark> Sustained interest and participation in Town Hall Series and Rocket Family eAcademy Programming Ongoing community partnerships to provide wrap-around services to all families. Recognition for PBIS program implementation as a model for the state.

Possible Barriers:	Long term funding for programs and supporting partnerships. Grant availability.				
Data Story: Academic progress data. Data Story: Student engagement.	District Data Story Report To the Community: • Achievement and Progress Data • Attendance Data • SEL Survey Data • Youth Risk/Behavior Data • Strategic Plan Progress • Diversity and Equity Sub-Committee Progress Updates				

Action Statement	Resource	Timeframe	Evidence of Work	Evidence of Impact	Budget
Yearly review of data stories.	Bright Byte System	August, January and May	Report	Continued student academic success. High Attendance % High Graduation %	General Fund Grant Funding
Full implementation of MTSS	District Directors Care Coordinator Literacy Coordinator	Ongoing	Reports	Decrease in counselor referrals Decrease in discipline referrals Decrease in numbers of students in Tier 2 or Tier 3 intervention for reading in MS/HS	General Fund Grant Fund
Regular use of Data Protocol and Variety of Hattie's Researched Effective Strategies across all grades and classes.	Hattie eLibrary Building Administrators District Directors Superintendent	Ongoing	Agendas, Walkthrough data	Increased student ownership of learning and student goal setting. Consistent use of appropriate feedback at the appropriate time in the learning continuum. Regular use of a variety of data to inform instructional practice.	General Fund Grant Funding