

Digital Divide

Beyond the Bell

Problem: (Evidence)	Why? (#1) (Symptoms)	Why? (#2) (Variables)	Why? (#3) (Humans)	Why? (#4) (Status Quo)	Why? (#5) (Origins)	Opportunity for Solution:	Student Feedback	Parent Feedback	Staff Feedback
<i>Evidence should be data driven</i>	<i>Obvious Causes (may have more than 1)</i>	<i>What has changed or stayed the same?</i>	<i>How is this problem affecting multiple stakeholder groups?</i>	<i>What are some historical/ inherent problems we know are in existence?</i>	<i>Given the previous 4 whys, what is the the root cause for Digital Divide for your school?</i>	1) Beyond the Bell will support in the use of technology and online learning platforms and applications that students are utilizing during the school day. 2) Beyond the Bell staff will be included in trainings that allow them to utilize and support students with online programs and platforms.	I want to learn to code, make video games	40% of BTB parents surveyed felt adjusting to distance learning was a challenge	Receiving training on some of the online tools and programs that the students use during the school day.
Students in MVWSD have experienced "unfinished instruction" due to the school closures and digital divides resulting from the COVID-19 pandemic.	My students are facing this digital divide even with our 1:1 Chromebook program because not all students are tech-literate in navigating a variety of learning management apps and systems.	Students who are not tech literate are falling further behind and it affects their mental and emotional health.	Parents and students are unprepared and overwhelmed to tackle new additional supports needed as we transitioned to digital platforms.	Lack of resources and financial stability at home hinder some of these students.	The root cause for the Digital Divide is lack of a safe space which provides access to a reliable high speed internet connection as well as adult support with tech literacy.		Different clubs to do science experiments, Earth Club, coding, animals	More classes after classes	Sitting in on some trainings that teachers attend for online programs
<i>The term digital divide describes inequitable access to adequate educational resources and reliable high speed internet for all students</i>			Teachers are having to implement differentiated instruction while at the same time having to juggle helping students connect and engage.					Group support	

SEL

Beyond the Bell

Problem: (Evidence)	Why? (#1) (Symptoms)	Why? (#2) (Variables)	Why? (#3) (Humans)	Why? (#4) (Status Quo)	Why? (#5) (Origins)	Opportunity for Solution:	Student Feedback	Parent Feedback	Staff Feedback
						1) Beyond the Bell will provide a safe place where students engage in building relationships and deepening connections that will enhance students' self awareness, resilience, self-efficacy, and becoming a good ally without perpetuating stereotypes. Students will be ready to engage in core day learning and other enrichment experiences that expand their horizons, build mastery, self-confidence and connection to their school community.	Create clubs that fit our interests i.e. dance, cooking, chess, nature, sports, coding	I think we most look forward to just being in person so those one-on-one bonds & trust could form	Staff joining in during school day in order to be in better communication with school day staff. This supports our expanded learning standard #9 of collaborative partnerships! We could also plan our enrichments to align with what they are learning in the school day for a more well rounded program!
<i>Evidence should be data driven</i>	<i>Obvious Causes (may have more than 1)</i>	<i>What has changed or stayed the same?</i>	<i>How is this problem affecting multiple stakeholder groups?</i>	<i>What are some historical/inherent problems we know are in existence?</i>	<i>Given the previous 4 whys, what is the the root cause for social/emotional strain for your students or school community?</i>	2) Mirror the SEL program that has been implemented in the school sites.	More art, outside recreation,	Outdoor fun activities! Which I know couldn't be possible this year, but maybe next year.	Curriculum & training partnerships with programs that provide enrichment activities such as robotics, cooking, coding, dance, art, etc.
Students in MVWSD have experienced "unfinished instruction" due to the school closures and social/emotional strain resulting from the COVID-19 pandemic.	MVWSD students are facing an increase in social emotional strain having been disproportionately impacted by COVID-19, food & housing insecurity, and race-related violence. They have been disconnected from each other due to the pandemic and have had to cope in silence or in silos with family.	With the COVID-19 numbers decreasing, schools have opened back up giving students the opportunity to come back to learn in person.	There is a disconnect in engagement now that some students are back in person due to the fact that they were already used to learning and interacting through online platforms.	School programs are ineffective in supporting students when it comes to challenges outside of their coursework.	Missing out on a year of being away from their classmates and school community heightened the lack of social connections being made as well as exposure to other cultures and races.	3) Purchase materials and create clubs that bridge the interests of the students (e.g. dance, chess, art, nature, coding etc).	fun thing like crafts and cooking	Individual help and attention	curriculum for outdoors/environmental/hiking/ identifying things in nature
<i>In this context, the term SEL describes the process through which students learn and apply skills to understand and manage emotions, set goals, foster positive relationships, and practice making good decisions</i>						4) Beyond the Bell will coordinate with school day to support parents with training on SEL and other strategies to ensure consistency for students.	I would like to learn about animals	More time for free play and activities	trauma-responsive/restorative justice training for staff
							I want more time to see my friends	Creative Art	Having at least 1 designated class this year where kids and staff know where to find us and showcase our work has made a huge difference in building community and creating a safe space.
									Receiving district emails and being added to school email list have kept us in the loop with updates and helped us feel apart of school and MVWSD community
									Books about social justice for the classroom

Beyond the Bell

Targeted Tutoring

Problem: (Evidence)	Why? (#1) (Symptoms)	Why? (#2) (Variables)	Why? (#3) (Humans)	Why? (#4) (Status Quo)	Why? (#5) (Origins)	Opportunity for Solution:	Student Feedback	Parent Feedback	Staff Feedback
<i>Evidence should be data driven</i>	<i>Obvious Causes (may have more than 1)</i>	<i>What has changed or stayed the same?</i>	<i>How is this problem affecting multiple stakeholder groups?</i>	<i>What are some historical/ inherent problems we know are in existence?</i>	<i>Given the previous 4 whys, what is the the root cause for Digital Divide for your school?</i>	1) Beyond the Bell will partner with teachers and school site administrators to support Math and English intervention tutoring efforts and ensure that identified students feel supported and reconnected to learning.	Additional help with math and reading	Have more time to help kids on their homework.	Extra hours to connect with school day staff
Students in MVWSD have experienced "unfinished instruction" due to the school closures resulting from the COVID-19 pandemic.	My students would benefit from targeted tutoring because they can receive an individualized learning experience catered to their unique learning styles.	Due to the shift to online learning some students have fallen behind in their academics.	Students are facing more learning challenges than ever before.	Students with underprivileged backgrounds and resources are most effected.	Equity and resources to private tutors or other forms of individualized academic support.		More support in reading, math, language arts, and social studies	I think the kids next year will need extra support for sure academically. Trying to balance time with fun activities can be challenging, but how you were able to do it this year virtually worked. By giving kids a choice to play/participate or focus on homework was helpful. It helped my child develop skills of organization and planning.	Being able to help a little more during the school day - like joining teachers and helping those who are part of BTB so we can better understand their learning.
<i>The term targeted tutoring describes an intervention that consists of having the same tutor to work on an extended period of time on academic skills using a skill-building curriculum closely aligned with the math or reading curriculum used throughout the school year and targeted to the student's academic needs.</i>						2)Academic Site Liaison becoming fulltime to support individualized students during the school day and connect with the school day staff.	Support in science and language arts	More academic help to make up for lost time.	I would like to see more help for English learners. Some programs that could be incorporated to program could be like a kid friendly version of rosetta stone.
							More math and reading tutoring in BTB		Learning more about the i-Ready assessment in order to provide more individualized tutoring 1-2x a week
									If teachers continue to give 0- limited homework we can use our academic support time to provide tutoring and opportunity for extended learning.

Beyond the Bell

Extended Learning

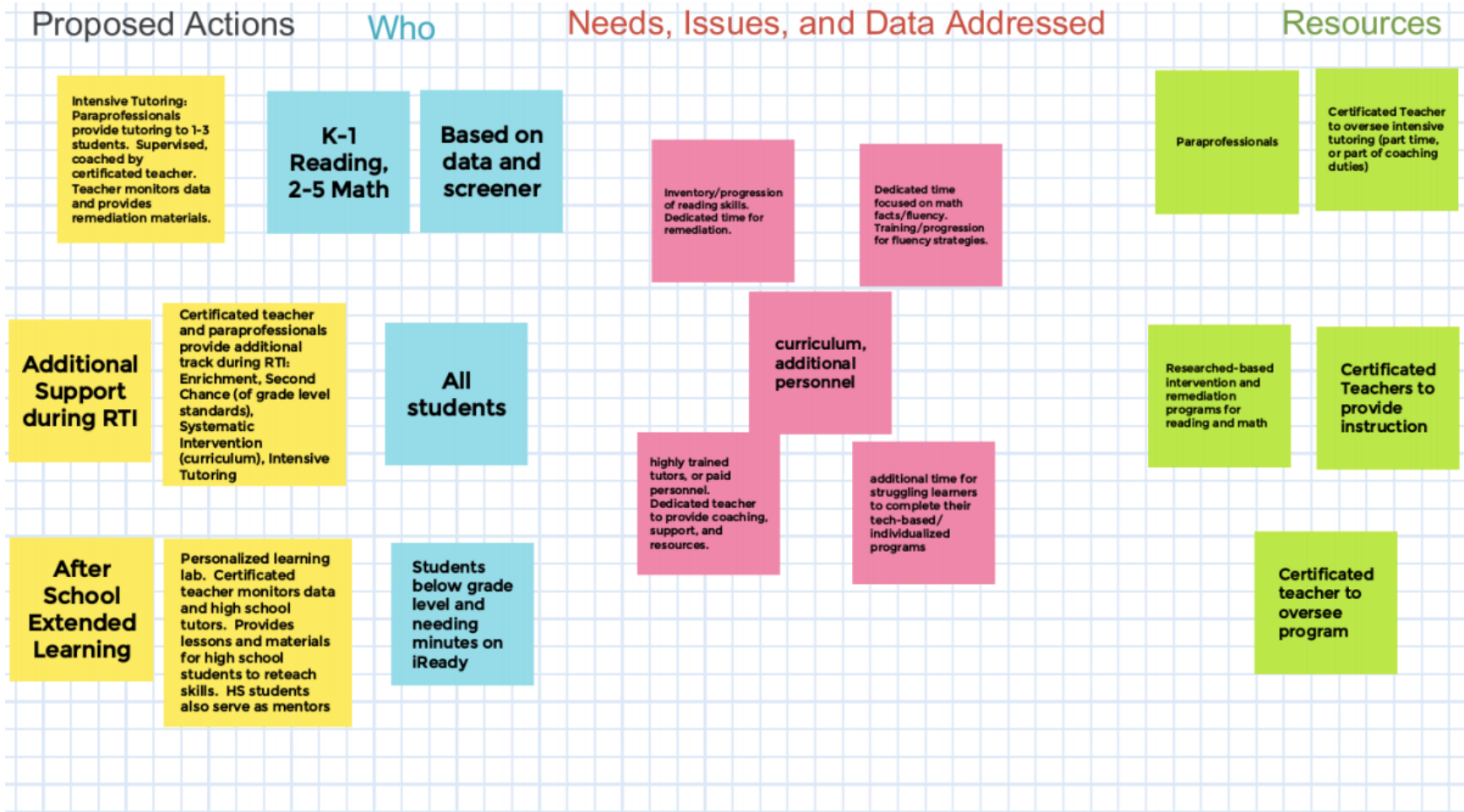
Problem: (Evidence)	Why? (#1) (Symptoms)	Why? (#2) (Variables)	Why? (#3) (Humans)	Why? (#4) (Status Quo)	Why? (#5) (Origins)	Opportunity for Solution:	Student Feedback	Parent Feedback	Staff Feedback
<i>Evidence should be data driven</i>	<i>Obvious Causes (may have more than 1)</i>	<i>What has changed or stayed the same?</i>	<i>How is this problem affecting multiple stakeholder groups?</i>	<i>What are some historical/ inherent problems we know are in existence?</i>	<i>Given the previous 4 whys, what is the the root cause for demonstrated need for extended learning at your school?</i>	Beyond the Bell will develop, design, and implement a break and summer program that integrates hands-on lessons that are problem-based, student-centered and help to identify issues that are relevant to the learner. (e.g. STEAM lessons that integrate Environmental Principles & Concepts. ELA/ELD strategies & Social Sciences/Civic Engagement).	I want more time to see my friends	Having a longer program	Have different academic clubs (coding, baking, different language, sports, robotics, etc.) that switch every quarter (for first years) and every year for students that took that 1st year, so students can have some extracurricular activity under their belt.
Students in MVWSD have experienced "unfinished instruction" due to the school closures resulting from the COVID-19 pandemic.	My students would benefit from extended learning because it would provide them with an additional resource to continue learning during the school breaks and summer time.	Summer camps and other child care organizations have high tuitions that some families cannot afford.	Parents lack resources and/or transportation to enroll their students in programs that can continue to support their students education during the school breaks.	Students with underprivileged backgrounds are most effected and lack the resources to create solutions.	Access is the main trigger in both economic and social shifts.		More outdoor games and activities	Providing an extended program for parents who work late	Curriculum & training partnerships with programs that provide enrichment activities such as robotics, cooking, coding, dance, art, etc.
<i>The term extended learning describes extra instruction to take place after school, during breaks, on weekends, or during the summer. It can be offered at many different times and during the day and year. Eg: double blocking, acceleration camps, and/or summer school camps</i>							Adding more dance, music & art	It would be nice to have a BTB option for school breaks or summer with staff that the students know and are comfortable with.	curriculum for outdoors/environmental/hiking/ identifying things in nature
							Learning to code and make video games		If teachers continue to give 0- limited homework we can use our academic support time to provide tutoring and opportunity for extended learning instead of trying to complete homework in the 45 minutes scheduled in BTB.
									Learning more about the i-Ready assessment in order to provide more individualized tutoring 1-2x a week

Bubb's Needs Assessment and Proposed Actions Summary

1. Proposed Actions:

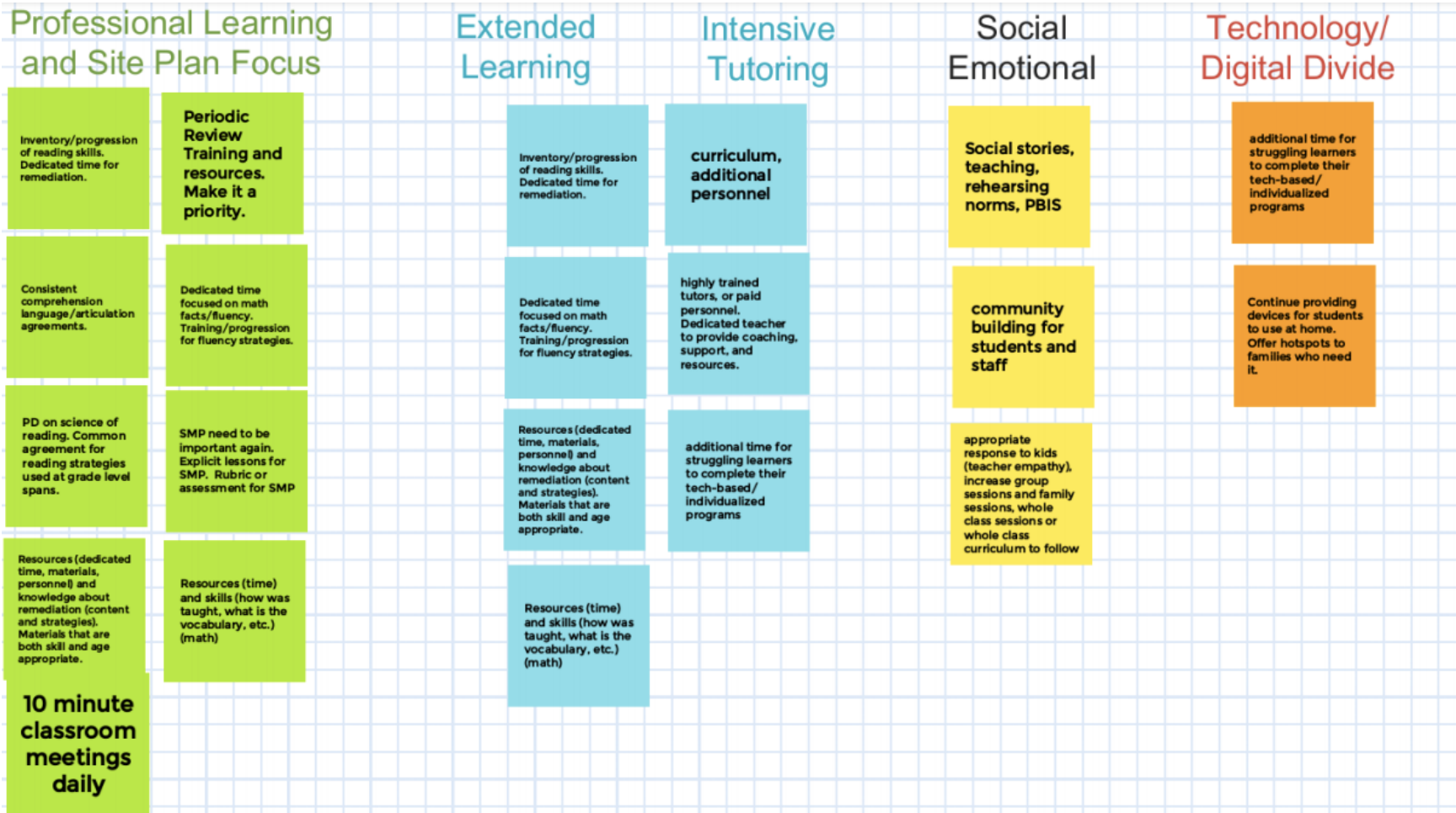
Proposed Actions	Who	Needs, Issues, and Data Addressed	Resources
<p>All classes paired up as Big and Little Buddies</p> <p>Welcome Week Teambuilding Activities School Wide</p>	All students and staff	<p>community building for students and staff</p> <p>The Zoomies who come back in the fall would have missed out on shared experiences, friendships</p> <p>Kids are isolated.</p> <p>Zoomies have not had in person interactions with other students for over a year.</p>	<p>Field trip and other funds for buddy class activities</p> <p>Funds for welcome week supplies</p>
<p>School Counselor/Therapist</p> <p>Provides therapy for students recovering from trauma. Supports small social groups. Support whole class SEL curriculum and morning meetings</p>	All students	<p>Social stories, teaching, rehearsing norms, PBIS</p> <p>appropriate response to kids (teacher empathy), increase group sessions and family sessions, whole class sessions or whole class curriculum to follow</p>	Hire school counselor/therapist
<p>Devices for every student to use after hours.</p>	All students	<p>Continue providing devices for students to use at home. Offer hotspots to families who need it.</p> <p>additional time for struggling learners to complete their tech-based/individualized programs</p>	student devices and hotspots

Bubb's Needs Assessment and Proposed Actions Summary



Bubb's Needs Assessment and Proposed Actions Summary

2. Needs



Castro

Problem: (Evidence)	Why? (#1)	Why? (#2)	Why? (#3)	Why? (#4)	Why? (#5) (Origins)	Opportunity for Solution:
<i>Evidence should be data driven</i>					<i>Given the previous 4 whys, what is the the root cause for Digital Divide for your school?</i>	<p>*Continue to provide chromebooks and chargers and headphones as they need replacing, *Parent education for: using email as primary communication, navigating technology to fill out forms and access opportunities, continue teacher Zoom accounts, *offer parents option of Zoom or in person for all meetings. *Increase use of online platforms during school hours so that students are proficient in both online and in-person instructional methods and technology.</p>
Students in MVWSD have experienced "unfinished instruction" due to the school closures and digital divides resulting from the COVID-19 pandemic.	some lack of equipment, unfamiliarity with technology, poor internet connectivity	online learning platforms not used in past school instruction and interactions, devices not available in the home prior to this experience, crowded living conditions led to poor connections, low-income contributed to inability to have adequate internet connectivity	difficult for students to maintain motivation and perseverance when losing connection frequently throughout the day	losing connection and misplacing and breaking devices, headphones, and chargers contributed to lost instructional time	low income and lower parent familiarity wth technology led to equipment, connectivity, and navigational difficulties.	
<i>The term digital divide describes inequitable access to adequate educational resources and reliable high speed internet for all students</i>						

Castro

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<i>Evidence should be data driven</i>	<i>80 students receiving counseling services this year, 100 families every two weeks coming to the food pantry, 60 families living in insecure housing, 20 families with leases needed rent assistance to avoid eviction.</i>				<i>Given the previous 4 whys, what is the the root cause for social/emotional strain for your students or school community?</i>	<p>*full time School counselor services,</p> <p>*increase CHAC contract, *two ARIS to provide daily support to target students experiencing stress,</p> <p>*Conflict resolution protocol, *structured SEL curriculum,</p> <p>*Maintain higher level of yard supervision to ensure student emotional and physical safety and supervise structured activities,</p>
Students in MVWSD have experienced "unfinished instruction" due to the school closures and social/emotional strain resulting from the COVID-19 pandemic.	My students (and /or school community) are facing increased social/emotional strain because of the lack of social interaction resulting in need for more socio-emotional support.	less access to support providers both from school and county	isolation at home, confined to household member interaction, lack of variety of activities due to confinement and isolation	support via Zoom only in most cases therefore support not as robust as in the past	less ability to identify needs via Zoom and provide support services during distance learning.	<p>*Sufficient opportunities for all who desire to attend an afterschool program that is based in physical activity - i.e. basketball, soccer, zumba, other sports, afterschool offerings - art, music, hobbies, games (attract many interests not just academics, sports, and technology). Afterschool offerings increase opportunities for interaction.</p>
	My students (and /or school community) are facing increased social/emotional strain because of the increased strain on family circumstances .	job loss leading to rent and food shortages, and family illness leading to fear, grief, and stress.	students stressed as parents experience stress due to being unable to work in restaurant and housekeeping for many months leading to loss of income, food shortage, eviction notices			<p>*More frequent schoolwide fun activities to increase student, parent, and staff comfort and feelings of inclusion.</p> <p>*PD in Trauma-Informed Practice for all staff both classified and certificated.</p>
<i>In this context, the term SEL describes the process through which students learn and apply skills to understand and manage emotions, set goals, foster positive relationships, and practice making good decisions</i>						

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<i>Evidence should be data driven</i>					<i>Given the previous 4 whys, what is the the root cause for Targeted Tutoring for your school?</i>	<p>*Utilize WIN model in addition to current RTI model to increase reading and writing intervention to 7 periods per week from the current 2 periods per week.</p>
<p>Students in MVWSD have experienced "unfinished instruction" due to the school closures resulting from the COVID-19 pandemic.</p> <p>*Although iReady diagnostic scores improved from T1 to T2, just 21% of students scored on grade level in reading and 13% in Math.</p> <p>*T1 Literably results show that 34.7% scored at grade level, and T2 Literably results show that 37.8% are reading at grade level.</p> <p>*Average Daily Engagement (ADE) data show a significant proportion of students were not engaged throughout the school day: 20% of students have a Synchronous ADE score of 2.0 or lower (max value is 3.0). 35% of students have an Asynchronous ADE of 1.3 or lower (max value is 2.0).</p>	In DL groups could not be targeted enough	groups were large and spanned many ability levels, less time to see enough small groups to target instruction.	shorter day, transition to breakouts and other zoom sessions take more time		Core instruction via Zoom was less effective and we could not provide enough intervention to bring students closer to grade level.	<p>*Additional Planning time to analyze assessments to determine the gaps for each child and create individual learning plans to be used during WIN and RTI and in any extended learning opportunities.</p> <p>*Additional round of parent conferences in mid-September to communicate learning needs and individual learning plans to parents.</p> <p>*Two instructional aides to increase instructional personnel during math time, providing support based on the individual learning plans, and provide instructional and SEL support to newcomer students.</p> <p>*Increase availability of tutoring through partner organizations, align tutoring with the individual learning plans.</p>
<i>The term targeted tutoring describes an intervention that consists of having the same tutor to work on an extended period of time on academic skills using a skill-building curriculum closely aligned with the math or reading curriculum used throughout the school year and targeted to the student's academic needs.</i>						

Castro

Problem:	Why? (#1)	Why? (#2)	Why? (#3)	Why? (#4)	Why? (#5)	Opportunity for Solution:
(Evidence)					(Origins)	
<i>Evidence should be data driven</i>	<i>Obvious Causes (may have more than 1)</i>				<i>Given the previous 4 whys, what is the the root cause for demonstrated need for extended learning at your school?</i>	*Assess every student to determine current academic needs, utilizing support staff to provide release time for conducting the targeted assessments and creating individual learning plans.
Students in MVWSD have experienced "unfinished instruction"	1.distance learning caused fewer instructional minutes	day was shortened, teacher contact time was shorter (async day), student connection internet connections and lack of familiarity with tech, caused less time in session,	requirement for instructional time was less during pandemic but requirement for content was the same and increase in need for SEL instruction, teaching students and families to learn over Zoom, use technology	unfamiliar and new need for increased SEL and use of tech	Loss of instructional minutes led to fewer essential skills and standards learned	*Contract with outside organization or agency to provide after school structured academic instruction in alignment with the individual learning plans, min 3 x weekly, offered to all students.
	2.less opportunity for hands-on experiences for students	less hands-on materials in the hands of students and difficult to help students to use them effectively via distance learning,	many homes had difficulty keeping track of materials and manipulatives given to them, looking at manipulatives modeled on screen is less effective, using online manipulatives doesn't provide the kinesthetic experience	every family has different resources and routines due to their circumstances, DL limited opportunity to see and assist students using hand-on materials, students couldn't see each other/get support from classmates, strategies needed during DL took more instructional time, difficult to monitor several breakout rooms at once to support and hold students accountable.	All best practices did not easily adapt to DL and therefore students were less successful	*purchase a supplemental designated ELD curriculum for the daily ELD period to address the need to explicitly teach sequential language skills. *Provide SIOP PD to continue focus on best practices in quality integrated ELD instruction.
Students in MVWSD have experienced "unfinished instruction" student language skills did not progress as much as previous years	3.less oral language practice, less exposure to print in the environment	fewer opportunities for interaction, visuals digital and therefore not present throughout the lesson	breakout rooms difficult to monitor that all are participating, students adjusting slowly to participating without a teacher present, not on campus for recess and lunch, shorter instructional day, choral response not effective via Zoom, cannot show several visuals at once via Zoom, difficult to navigate through various tabs of visuals		practice and exposure was significantly diminished during DL	*Afterschool enrichment programming as described in SEL section also provides increased opportunity for language practice. *Summer School 2022 - targeted to students' Individual Learning Plans, increased language practice, and increasing background knowledge.
<i>Insufficient data to show what the individual gaps are</i>	4.work samples fewer, assessments less valid since they are taken at home	students had difficulty completing assignments, using tools/getting help during assessments or lessons	sometimes difficult to determine why students were having difficulty and many contributing factors unable to be completely resolved (out of our control)	environment, motivation, conceptual misunderstanding, lack of ability to use technology platform to demonstrate understanding	Don't have enough quality data yet to fully understand each child's gaps	

Crittenden Middle School

Topic	Challenges/Needs	Solutions
Executive Functioning	Students do not have time management and study skills	Purchase a study skills program to teach for 1 trimester for 6th grade
Vocabulary	Students' limited knowledge of vocabulary words impacts their ability to understand what they read and their ability to attack higher level questions.	Purchase a vocabulary program, such as Membean RTI classes Teacher training on vocabulary instruction
Comprehension of Informational Text	Students are struggling to understand and make sense of informational text.	Skill based classes Training co-teachers so that they can bring more learning strategies to co-taught classrooms Teacher training on 1) learning strategies 2) content area literacy instruction
Numerical Fluency	Students' limited knowledge of prerequisite math skills inhibit their ability to access grade level content.	YUP App Buy calculators Tutors or tutor program (tutor.com) Extended Math Session Math credentialed RTI teachers at the elementary level Math coach at the elementary level
High Level Math Reasoning	Students don't have the ability to create or critique complex mathematical arguments.	
Peer Relationships	Students have had limited time together to create community.	Assemblies Movie Nights Clubs Leadership Activities After School activities Hire lunchtime supervisors to run lunchtime activities Hire student activity directors

Crittenden Middle School

<p>Engagement in School</p>	<p>Students are drifting, withdrawing, or avoiding school.</p>	<p>Basic computer skills</p> <p>2 monitors for distance learners</p> <p>Beginning of year orientation</p> <p>WEB</p> <p>Using extended day to do enrichment activities</p> <p>Use summer school as an enrichment</p>
<p>Caring Relationships with Adults</p>	<p>Students do not have a staff member that they feel cares for them.</p>	<p>Stipend for staff leading a club</p> <p>Stipend for staff leading an afterschool activity</p>
<p>Students' Emotional Well-Being</p>	<p>Students are feeling isolated, overwhelmed, & anxious.</p>	<p>Guidance counselor for each grade level</p> <p>Zen/calm/meditation/oasis room with fidget toys, break area, games, yoga, puzzles,</p> <p>Research based SEL programs</p>
<p>Supporting Families with SEL Needs</p>	<p>Families do not have the education and/or the resources to support their child's SEL needs.</p>	<p>Parent support groups</p> <p>Advertising of counseling services</p> <p>School facilitator to reach out</p> <p>Communication</p> <p>Involves families in developing SEL lessons</p> <p>Provide families with access to health app (Modern Health)</p> <p>Program with free online therapy sessions</p>

Graham Middle School Needs Assessment/Data Analysis and Requests for Learning Recovery 2021-22

Submitted April 30, 2021

Process for Development:

Quantitative Data:

- iReady Data Entry at 6th grade
- D1 to D2 Comparison

Qualitative Data:

- Teacher survey (25)
- Student survey (753)
- SCEF input
- Parent focus group (90) with follow up survey (78) (29 Spanish/49 English)
- Staff work group (11)

Targeted Tutoring: Learning Loss (*The term **targeted tutoring** describes an intervention that consists of having the same tutor to work on an extended period of time on academic skills using a skill-building curriculum closely aligned with the math or reading curriculum used throughout the school year and targeted to the student's academic needs.*)

Problem:	Why? (#1)	Why? (#2)	Why? (#3)	Why? (#4)	Why? (#5)
(Evidence)	(Symptoms)	(Variables)	(Humans)	(Status Quo)	(Origins)
Students in MVWSD have experienced "unfinished instruction" due to the school closures resulting from the COVID-19 pandemic.	<i>Obvious Causes (may have more than 1)</i>	<i>What has changed or stayed the same?</i>	<i>How is this problem affecting multiple stakeholder groups?</i>	<i>What are some historical/ inherent problems we know are in existence?</i>	<i>Given the previous 4 whys, what is the root cause for needing targeted tutoring at Graham?</i>
iReady scores from D1 to D2 indicate that although student progress looks stable from tier to tier, in fact, students within all tiers but especially the red tier, had the steepest decline (49% math & 39% reading). And the red tier has the majority of the ELD and SpEd students.	Virtual learning was not beneficial for all learners.	Students did not make in-person connections with teachers	Regardless of math level many students declined from D1-D2. It forced parents to attempt the role of a teacher. This led to stress in many homes.	With Math tracking, the students were forced to be with the same struggling cohort all day.	Lack of individual attention (ie tutoring) to address significant gaps during class and outside class
Many students are coming to middle school without basic skills (percentages, adding/subtracting, vocabulary and grammar) 6th grade D1 iReady data: Math 22% red + 23% yellow = 45% below grade level Reading 31% red + 18% yellow = 49% below grade level.	Many immigrant students lack previous academic skills (both academic and study skills) <ul style="list-style-type: none"> • Finding average • Arithmetic on fractions • Converting fractions to percentages • Numerical fluency • Reading comprehension • Vocabulary • Making sentences • Answering Questions with sentences: using the question to answer the question 	Students stopped attending "optional" school last spring and missed instruction. Teacher turnover	Teachers have to adjust instruction Students are not prepared for the next grade level	Newcomer ELs are put in grade level content area classes when they need language first - there is no immersion class to support them. There is no read 180 (or equivalent) at Graham to support our low readers With Math tracking, the students were forced to be with the same struggling cohort all day.	Lack of programs/ systems/resources in place Kids don't have opportunities to access the content at the same level of their peers Kids are parenting their siblings or don't have parents at home that can help them navigate school.
Class size (8.0 class has 32 students and 8.2 class has 22 students)	Math: .2 is smaller because students have to test into it (no opt-in)	Math: currently no double periods		Limited amount of teachers for each course. State	

<p>Page 5 “Students benefit most from tutors who focus on math . . .” Education Trust doc.</p>	<p>Typically the co- teaching classes tend to be larger</p>	<p>Math dictated cohort sizes for the past year so every subject is affected - ALL subjects have smaller .2 classes and larger .0/.1 classes</p> <p>Co-taught classes are still on the larger side</p>	<p>These classes move slower than the non co-taught class. Perhaps if smaller, they would be able to stay on the same curriculum schedule.</p>	<p>recommended class sizes. Limited # students for .2 making those classes smaller - and thus making larger .0 class</p> <p>Follow pacing guide as peers</p>	<p>Tutoring can support the pacing guides</p>
<p>Students are not engaging in conversations with each other.</p>	<p>They are not physically together to have a conversation</p> <p>They don’t have an authentic reason to engage in conversation</p> <p>They are missing connections with one another, so it is difficult to talk</p>	<p>Pandemic forced us to physically distance.</p> <p>Zoom forces us to only engage in conversation when it is scheduled.</p> <p>Missing spontaneous conversation</p>	<p>Teachers have to create those moments of interaction in every lesson. It has changed the pacing of the class. Everything takes longer.</p> <p>Students don’t have an authentic reason to engage in conversation, so it is awkward when they are asked to do so.</p> <p>It is easier to be isolated from others and not engage in conversation because of technology allowing this.</p>	<p>We were working on this as part of SIOP before the pandemic: Building student interactions into lessons, especially for our ELD students.</p> <p>Some kids have an environment at home where they can engage in relaxed, natural conversations. Others do not.</p> <p>It takes time to build relationships and so it will take time for students to become comfortable engaging in conversations.</p>	<p>Targeted Tutoring for this needs to look like: creating time/reasons for students to engage in conversations with other students. Find things that interest students: Music? Sports? Clubs? Invest in these types of things that will give students the time and space to engage with one another.</p> <p>Summer tutoring 2021</p>

Expanded Learning: Learning Loss (*The term **extended learning** describes extra instruction to take place after school, during breaks, on weekends, or during the summer. It can be offered at many different times and during the day and year. Eg: double blocking, acceleration cmaps, and/or summer school camps*)

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<i>Evidence should be data driven</i>	<i>Obvious Causes (may have more than 1)</i>	<i>What has changed or stayed the same?</i>	<i>How is this problem affecting multiple stakeholder groups?</i>	<i>What are some historical/ inherent problems we know are in existence?</i>	<i>Given the previous 4 whys, what is the root cause for needing expanded learning</i>

					<i>at Graham?</i>
iReady scores from D1 to D2 indicate that although student progress looks stable from tier to tier, in fact, students within all tiers but especially the red tier, had the steepest decline (49% math & 39% reading). And the red tier has the majority of the ELD and SpEd students.	Virtual learning was not beneficial for all learners.	The students were not receiving in-person instruction	The students became more disengaged as the year went on. Cameras were not on and there was no talking except for in the chat function.	Students need to be engaged in as much peer conversation as possible. Students need to be given different ways to engage in verbal conversation with other students.	Students need expanded learning to help rebuild the skills they did not master to fill gaps.
Many students are coming to middle school without basic skills (percentages, adding/subtracting, vocabulary and grammar) 6th grade D1 iReady data: Math 22% red + 23% yellow = 45% below grade level Reading 31% red + 18% yellow = 49% below grade level.	Many immigrant students lack previous academic skills (both academic and study skills) <ul style="list-style-type: none"> Finding average Arithmetic on fractions Converting fractions to percentages Numerical fluency Reading comprehension Vocabulary Making sentences Answering Questions with sentences: using the question to answer the question 	Students now have less accountability because they are at home and there may be minimal adult monitoring. Many students may need to take care of the home.	Students are not as committed to having to pay attention. Parents are being required to be a homeschool teacher. Teachers are being asked to learn new programs and do lessons differently.	Parents are at work and cannot monitor the student's work. Students are not as motivated to stay on task.	Students will need expanded learning time to continue to fill the gaps from the pandemic and before.

Social/Emotional Learning: SEL (In this context, the term **SEL** describes the process through which students learn and apply skills to understand and manage emotions, set goals, foster positive relationships, and practice making good decisions)

Problem:	Why? (#1)	Why? (#2)	Why? (#3)	Why? (#4)	Why? (#5)
(Evidence)	(Symptoms)	(Variables)	(Humans)	(Status Quo)	(Origins)
<i>Evidence should be data driven</i>	<i>Obvious Causes (may have more than 1)</i>	<i>What has changed or stayed the same?</i>	<i>How is this problem affecting multiple stakeholder groups?</i>	<i>What are some historical/ inherent problems we know are in existence?</i>	<i>Given the previous 4 whys, what is the root cause for social/emotional strain at Graham and the community?</i>
Students in MVWSD have experienced "unfinished	Many students are not engaging in online	It is much easier to walk away from a computer at	It is difficult for students to bond with teachers and	Students are naturally social and those who are	<i>Root cause: Lack of in-person interaction in</i>

instruction" due to the school closures and social/emotional strain resulting from the COVID-19 pandemic.	instruction	home, than walk out of class when in- person.	work together in a virtual environment to create or strengthen relationships. Students are struggling with a sense of belonging and becoming increasingly passive in class.	struggling need an in-person connection for motivation and one on one help from teachers or peers.	<i>distance learning</i>
	A significant number of students have simply given up.	They started behind or fell behind early on and without the personal support flounder	Staff, students, parents feel powerless to correct the situation	Students grouped by math level know that they are "less than" and underachieving norms are quickly established, exacerbating mental health issues for this group	Grouping students all day based on their math level
	Students are not communicating with each other and are not collaborating with each other or processing ideas	The shift from in-person to distance learning makes collaboration more difficult	Teachers, parents and students have significant adjustments causing stress and anxiety	Students have a wide range of learning styles and personalities	Lack of building relationships to help students support each other in their learning.
	Parents are more stressed in a role they are not prepared for and don't have the proactive "teacher tools" to foster student cooperation, and thus can be counterproductive for the student. Outreach staff are frustrated in contacting parents other than notification of some problem.	Monitoring student behavior shifted from teachers to parents. Teachers have little control over home environment	In distance learning, roles have shifted dramatically for all stakeholders	Parents working multiple jobs, parents lack of technology expertise; never been expected to have the teacher toolkits to monitor and motivate students. Added layer of complexity when parents are English learners and cannot communicate spontaneously with teachers	Distance learning increases stress, anxiety and alienation from school for parents, students and staff
	Students lack viable physical activity and non-academic, fun outlets that are needed to reduce anxiety and provide a release of	Physical education and engaging electives have not been available	Scheduling issues placed PE asynchronous and many electives canceled	Physical health and having a class that is "non-academic" not viable in distance learning	Constraints of scheduling, priority for subjects that are measured by state tests.

	physical energy.				
	Newcomer ELLs (and their teachers) are frustrated in their classes and students have no emotional support system at school	Students have no orientation to the education system, are in regular, grade level classes with no native language support and cannot communicate with teachers to express their questions/concerns online.	There has not been systematic support for newcomers at the middle school level, especially in regard to the social and emotional trauma many experience before, during and after immigration.	Low numbers of newcomers, lack of appropriate resources, inability to identify the issues	Lack of advocacy for newcomer social/emotional needs

Digital Divide (The term **digital divide** describes inequitable access to adequate educational resources and reliable high speed internet for all students)

Problem:	Why? (#1)	Why? (#2)	Why? (#3)	Why? (#4)	Why? (#5)
(Evidence)	(Symptoms)	(Variables)	(Humans)	(Status Quo)	(Origins)
<i>Evidence should be data driven</i>	<i>Obvious Causes (may have more than 1)</i>	<i>What has changed or stayed the same?</i>	<i>How is this problem affecting multiple stakeholder groups?</i>	<i>What are some historical/ inherent problems we know are in existence?</i>	<i>Given the previous 4 whys, what is the root cause for the digital divide at Graham?</i>
Students do not have stable internet connections	Weak internet connection or not accessible internets	They don't live somewhere with good connection or high speed is too expensive.	Lower income areas do not have as great of a connection as higher income areas	Poverty limits access to many things.	Lack of political and economic will for equitable access to the internet.
Some parents lack digital literacy	Parents have not had experience	Parents have not had the need or urgency to learn	Their professions do not require technology skills.	Many minimum wage jobs are not reliant on technological proficiency.	Parents working from paycheck to paycheck, double shifts in crowded conditions do not have the opportunity to develop skills.
Students are not computer literate.	Many students did not have a personal device or came to the district from countries/districts that did not emphasize technology skills.	Much more technological skill is needed than pre-pandemic	Pandemic online learning requires keyboarding, usage of several apps, Google Classroom, etc.	Students spend class time trying to access work and parents cannot help	Universal technology education and hardware is lacking

Requests Based on Analysis of Data

Category	Targeted Tutoring	Expanded Learning	Other Creative Requests
<p>Social Emotional Learning addressed through utilizing targeted tutoring, expanded learning and other creative requests</p>	<ul style="list-style-type: none"> ● Individual and small group counseling ● Project Cornerstone ● Counselor student-ratio 250:1 ● Targeted program for newcomers ● SEL elective or SEL elective wheel 	<ul style="list-style-type: none"> ● Orientation for students before school starts. ● Targeted program for newcomers 	<ul style="list-style-type: none"> ● Welcome Week reimagined (revamped to target SEL) ● Restorative Justice trainings for staff ● PBIS training for counselors, administrators and core set of teachers ● Support groups for staff (ie: “Onward” program promoting resilience, school climate, etc.) ● Evidenced-Based SEL training that helps teachers utilize SEL within their classrooms ● Lunch Time Clubs ● Choir is an SEL elective ● Field trips ● NJHS (National Junior Honor Society) ● Motivational speakers ● Change the school logo back to a welcoming bear ● After school programming for academic/fun with students (field trips, art, games, and some homework) ● Keep the healthy living break/advisory/hometeam ● Maker’s space ● Recreate an “advisory” model - a designated adult who is in charge of monitoring every kid’s academic and socioemotional progress, and intervening when needed.
<p style="text-align: center;">Digital Divide</p>			<ul style="list-style-type: none"> ● Fundamental computer skills class for 6th graders ● Stable internet ● Parent education for tech skills
<p style="text-align: center;">Unfinished Learning</p>	<ul style="list-style-type: none"> ● Hiring credentialed teachers 	<ul style="list-style-type: none"> ● Hiring teachers to 	<ul style="list-style-type: none"> ● Keeping RTI, Co-taught, ELD 1 and

	<p>to allow a cap of 23 students in all .0 classes</p> <ul style="list-style-type: none"> ● Hiring teachers to have co-teaching in more content areas ● Using specialized reading program trained tutors to help with reading in RTI (Lindamood Bell, SPIRE, Barton) ● Making tutoring a part of the schedule with a student to teacher ratio of 4:1 ● Hire more aides to work in core subject classes for tutoring ● Expanded co-teaching 	<p>stay after school and teach to fill the gaps</p>	<p>newcomer classes to 22 or less</p> <ul style="list-style-type: none"> ● SIOP training for new teachers and refresher training for others. ● Hire more aides to work in core subject classes ● RTI classes need to be revamped to truly be RTI instead of just another elective ● Immersion class for ELs ● Read 180 or equivalent program to support students who are reading several grade levels below ● Co-teaching for 6.1 and 7.0 and 8.0. Not just based on IEP students. ● CSMA coming in and helping out with additional private music/art instruction ● Reserve a “legacy” spots in the .2 classes
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Digital Divide

Huff

Problem: (Evidence)	Why? (#1) (Symptoms)	Why? (#2) (Variables)	Why? (#3) (Humans)	Why? (#4) (Status Quo)	Why? (#5) (Origins)	Opportunity for Solution:
<i>Evidence should be data driven</i>	<i>Obvious Causes (may have more than 1)</i>	<i>What has changed or stayed the same?</i>	<i>How is this problem affecting multiple stakeholder groups?</i>	<i>What are some historical/ inherent problems we know are in existence?</i>	<i>Given the previous 4 whys, what is the the root cause for Digital Divide for your school?</i>	1. Renew Square Panda to help students catch up. 2. Increase RTI time and adding enrichment for students that need it. 3. Purchase materials for students to have two sets of hand on materials to continue using them at home. 4. Provide hot spots for families that needed from day one. 5. Provide digital citizenship classes for students 6. Decrease the amount of screen time for students. 7. Offer parent ed classes
Emergent readers foundational skills gap in the lower grades.	1. Students are missing the hands on experience that normally happens in the classroom.	1. Students have been learning from home and teachers are not able to support the same way they have done in the past.	1. English language learners are not getting the same support as being in person is better for them. 2. Lower performing students need extra support to be able to catch up.	1. English language learners coming from Spanish speaking households have not performed as well as EL's from other nationalities.	1. Not all students have stable internet. 2. Families needed support on how to use the devices as well as the many new apps we were using. 3. Programs are not in families primary language. 4. EO's needed support using the apps as well.	
<i>Students need digital citizenship classes to learn how to unplug.</i>	1. Students need to be reprogrammed to not always be on the computer. 2. Screen time needs to be limited.	1. Students have had to be on zoom for a long period of time. 2. Too much screen time.	1. Parents are struggling with their children always wanting to be on their devices.	1. Devices have always been available but this year we have had to relay on them for instruction.		

Problem: (Evidence)	Why? (#1) (Symptoms)	Why? (#2) (Variables)	Why? (#3) (Humans)	Why? (#4) (Status Quo)	Why? (#5) (Origins)	Opportunity for Solution:
<i>Evidence should be data driven</i>	<i>Obvious Causes (may have more than 1)</i>	<i>What has changed or stayed the same?</i>	<i>How is this problem affecting multiple stakeholder groups?</i>	<i>What are some historical/ inherent problems we know are in existence?</i>	<i>Given the previous 4 whys, what is the the root cause for social/emotional strain for your students or school community?</i>	1. Hire a counselor or someone trained to help a large number of our students get reclaimed to school. 2. Dedicated SEL program to help with some of the issues we are noticing now that we are back. 3. Purchase a program such as (Soul Shoppe) to address conflict resolution in all grade levels. 4. Provide enrichment opportunities for students to work in groups but removing the academic stress. 5. Providing a dedicated outside space to hold classes such as meditation or yoga to help de-stress. https://app.studiesweekly.com/online/publications/240709
<i>Students at Huff have experienced an emotional strain resulting from COVID-19 due to the lack of interactions with other students.</i>	My students are facing increased social/emotional strain because they have not been able to have as many social interaction as in the past. Students have also not been able to express their emotions and are struggling with what to say on how they are feeling now that they are back in person.	1. Students have been learning from home. 2. It is not always easy to express to your parents how you are feeling. 3. Students have not been able to have social interactions with other classmates.	1. Teachers are noticing that students are struggling to make friends. 2. Teachers are noticing that students are not working well in groups with others. 3. Parents are not equip to teach SEL at home.	1. Behavior has been an issue that we have to deal in the past and now that students are coming back we are worried that being at home has made some of the behaviors that we have been concerned about worst.	1. Lack of social interactions with others. 2. Not being able to express your feelings openly at home. 3. Not having the tools to talk openly on how to handle the stress of the pandemic. 4. Not having enough time in the day to dedicate to SEL.	
Students at Huff have experienced an emotional strain resulting from COVID-19 due to not being at school and being isolated at home. We have had an increase in CHAC referrals this year.	My students are facing increased social/emotional strain because they have been isolated at home.	1. Students have not been able to interact with others.	1. Students are having a difficult time waiting their turn to speak, working in groups, making friends and working independently.	1. We work on independence from the beginning of the year and this year, students have been relying on parents to help them get the work done. 2. Students don't know how to get materials on their own, open the pages of their books without help, etc...)	1. Students have had to rely on their parents more than in the past. 2. Students are not as independent as they would have been if they were at school. 3. Students are struggling with how to ask for help.	
Parents at Huff have expresses a need for parent education nights to help them with the emotional toll resulting from COVID-19. Data indicates that our parent participation has decreased this year due to COVID-19 and parents being home with their students.	Our parents are facing increased social/emotional strain because they have had to have their child at home during distance learning.	1. Parents had to assist their child during the day to have them complete all of their claswork. 2. School has had to relayed on parents more during the pandemic.	1. Parents had to work with their students more and ensure their child completes their work. 2. This is a new demand on parents and it has taken a toll on working families.	1. Parents have not had to do so much for their child during school hours.	1. Parents need support too. 2. Decrease in parent engagement due to parents being overwhelmed with everything that has been going on.	1. Research a strong parent education program to help support parents. 2. Contract companies who offer fun and interactive family nights for parents to reconnect with school.
Students at Huff have experienced an emotional strain resulting from COVID-19 due to not being able to practice interpersonal skills with peers their age.	1. Students are struggling with making connections with peers in their classrooms.	1. Students have not had the opportunity to interact with their classmates as much as they have in the past.	1. Students are not able to communicate their needs to their peers or adults on site. 2. Students are not able to work with others without conflicts. 3. Emotions are high this year.	1. Conflict resolution was not taught during distance learning.	1. Lack of social interactions. 2. Students not able to communicate with peers their age. 3. Isolation is playing a big role in this issue.	1. Hire a counselor to help with conflict resolution. 2. Purchase a program to help with conflict and how to have difficult conversations with a peer. 3. Allow more opportunities to teach conflict resolution incorporating into their day.

Huff

Targeted Tutoring

Problem: (Evidence)	Why? (#1) (Symptoms)	Why? (#2) (Variables)	Why? (#3) (Humans)	Why? (#4) (Status Quo)	Why? (#5) (Origins)	Opportunity for Solution:
<i>Students in kindergarten are experiencing academic gaps now that we are back in the classroom. Data indicates that they are not at the same level as if they were in school.</i>	1. Students would benefit from extended time at school to get them ready for first grade.	1. Curriculum has not changed 2. Activities have changed to accommodate the academic level of the students but less hands on activities were provided.	1. Academic levels are going to be a concern for students at they move up into first grade. 2. Students self esteem will be affected if they don't feel that they are reading at a higher level than some of their peers.	1. English language learners are struggling in learning new concepts as they are not able to ask parents for support.	1. Students not being in person has been an issue as it's easier to address academic gaps when students are in person.	Beginning of the year to address academic gaps
Students are showing academic gaps in both ELA and Math after analyzing data in i-ready as well as classroom end of units assessments.	1. Students that are showing academic gaps will need intervention to get caught up to be at grade level.	1. Interventions in place were not as effective this year as students were receiving extra support from parents. 2. It was harder to address gaps while online.	1. Students with IEP's and EL's have struggled the most this year.	1. Students who are behind normally attend our after school program to get caught up and this year that wasn't available to them.	1. Tutoring will help fill gaps to address the needs that will help students be successful.	1. Research companies that offer tutoring during school hours or after school to help address some of the gaps. 2. Use programs such as Khan Academy Kids to address the foundational skills. 3. Add more RTI time during the day.
English language learners have shown less progress in English this year then in previous years from looking at their Literably scores, i-ready as well as writing assessments.	1. English language learners have not been able to practice their English as much as in a normal year which is becoming evident now that they are back in school.	1. Students have been home with their parents and even though they have been attending school regularly they haven't been able to speak as much English as if they would have been in the classroom.	1. English language learners already struggle in a normal year so this is going to affect them even more. 2. Parents are noticing that their children are not speaking as much English as they would like for them to.	1. English language learners (Spanish speakers) tend to score lower in benchmarks given at the site. Not speaking enough English affects their academic performance.		
High performing students would benefit from enrichment classes after school to address some of the social gaps that need to be addressed.	1. Students who have enjoyed being at home as they don't normally enjoy interacting with others need to enrichment classes to help address social gaps.	1. Staying home has created less opportunities for students to make friends and introverts need the time to make friends and the skills to do so.	1. Students on the spectrum or introverts were already struggling with this issue but now it has gotten worst due to not being at school.			1. Enrichment activities such as Playwright 2. Include more social games within the day 3. Purchase SEL program to help students who are struggling with interactions.
	1. Lower grade students need more time to develop motor skills.	1. Students have not had as much opportunity to do hands on activities guided by the teacher.				

Extended Learning

Huff

(Evidence)	Why? (#1) (Symptoms)	Why? (#2) (Variables)	Why? (#3) (Humans)	Why? (#4) (Status Quo)	Why? (#5) (Origins)	Opportunity for Solution:
<i>Evidence should be data driven</i>	<i>Obvious Causes (may have more than 1)</i>	<i>What has changed or stayed the same?</i>	<i>How is this problem affecting multiple stakeholder groups?</i>	<i>What are some historical/ inherent problems we know are in existence?</i>	<i>Given the previous 4 whys, what is the the root cause for demonstraed need for extended learning at your school?</i>	
<i>Kinders and first grade students missed out on school time last year, if they stayed home from preschool or stayed as zoomies. Burden on kinder teachers will be extra heavy for this coming fall. Even for 5th graders before entering middle school.</i>	1. Students would benefit from boot camp/Welcome week before the start of the school year to help them catch up.	1. Students did not have the opportunity to do a normal Kindergarten like in year's past.	1. Students are going to be socially behind their peers and because we don't know where they were for Kindergarten, they might also be academically behind.		1. Students missed out on social interactions with their peers and would benefit from being together. 2. Students would be able to also work on academics during this time.	
1. Students would benefit from more physical activity as they have been home all year.	1. Students have been on zoom or in front of their computer and might not have the opportunity to run around or be active.	1. During a normal school year, students have outdoor PE, recess and lunch and those activities allow them to be physical and make connections with their peers.	1. It is not healthy to be on the computer all day long. Students need more physical activity.			1. Enrichment classes with movement would be very beneficial. 1.More field trips 2.Theatreworks hands-on program.
Lack of hands-on learning experiences, missed in-person field trips/ outdoor education	1. Students did not get an opportunity to enjoy field trips with their class this year.	1. There were no opportunities to go on any trips due to the pandemic.	1. EL's need the opportunity to experience field trips and other enrichment activities to be able to have background knowledge on topics that our other students already come with. 2. All students benefit from being outside and experiencing field trips with their classes.			1. Field trip (money for transportation as well as the activity) 2. Opportunities to go.
	1. Students would benefit from resources that can be independently done during summer/after school.	1. Students are going to need more opportunities to catch up and if summer school is not available for all of them these resources will help out.				1. Purchase subscription boxes for students (KiwiCo, etc)

Landels

Needs Assessment

Problem	Solution/Anecdotal Data	Request
Students are below grade level in reading	All students need to be grade level in reading by the beginning of third grade	<ul style="list-style-type: none"> - Reading specialist (at least 1 for K-2, and 1 for 3-5) - Revamp Master schedule - Provide an IA in every k-2 class - Full time coach
Students are below grade level in math	All students need to be grade level in math by the beginning of third grade	<ul style="list-style-type: none"> - Math specialist - Revamp Master schedule - Provide an IA in every k-2 class - Full time coach
Behaviors in every class due to family life, confidence, struggles	Meet with students weekly to discuss	<ul style="list-style-type: none"> - Counselor - Wrap around MTSS to incorporate all learning
Students not engaged in learning	Get all students excited about learning	<ul style="list-style-type: none"> - Use PBL that cater to students' interests - Use counselor, ARIS, SCEF to open up possibilities and give hope
Newcomers no support		<ul style="list-style-type: none"> - ELD teacher to coteach with gen ed teachers - Full time SCEF - One ELD specialist K-2, one ELD specialist 3-5 - Newcomer class, who could teach? Any half time teachers? -
3rd - 5th intervention, many students on K-2 level still	Pull out or afterschool intervention	<ul style="list-style-type: none"> - Additional resource specialist to co-teach in other grade levels - RTI program 4 or more days a week

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Students need SEL/character development/life skills	SEL/development time scheduled into master schedule	<ul style="list-style-type: none"> - Change to master schedule - Counselor for push-in lessons and support
Resource Support	More resource staff for co-teaching	<ul style="list-style-type: none"> - Additional Resource teacher(s)
Kinder students are falling behind because of the amount of students/ high needs of students/ lack of volunteer help	Could we have a full time or part time IA rotate through K classrooms to work with reading and/or math groups?	<ul style="list-style-type: none"> - Full/Half Time IA
Lack of writing program across the district	Invite writing specialist in to model good teaching of writing	<ul style="list-style-type: none"> - Writing Coach to come into classrooms - Consistent writing program across the grades
Trainings not targeted to the needs of our site	Have collaborative training scheduled at strategic times and based on the data and needs of the school	<ul style="list-style-type: none"> -ELD trainings for teachers that are requested by the site, or based on student needs -site evaluates the need for training prior to the training taking place
Preparation of differentiated instruction for the wide range of abilities.	Co Teaching in all classrooms.	<ul style="list-style-type: none"> - teachers would volunteer to be a dedicated co-teacher - general ed teacher would be the lead
Students are below reading grade level.	Mixed age ELA classes	-K-2 students are taught in heterogeneous groupings for ELA instruction.
Students are below math grade level.	Mixed age math classes.	-K-2 students are taught in heterogeneous groupings for math instruction.
Inconsistent IA abilities	Provide additional ongoing training for IAs to meet the current needs of	-IA training directed to meet the needs of students experiencing learning gaps

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	students.	-IA training directed to meet the SEL needs of students affected by the pandemic
Need more volunteers/help in class	Need volunteers or paid help in class	<ul style="list-style-type: none"> - Parent volunteer program to work with small groups, funding can be for materials and training
Behavior management is often an issue, not just with new teachers but with everyone.	Offer structured PD in behavior management; have a counselor pull social groups of the students which are struggling; have a behavior specialist follow	<ul style="list-style-type: none"> - Need counselor - Need professional development
Schools can be expertise silos; we are not bringing to bear all of the strategies for all students	<p>Pool teaching (and other) expertise</p> <p>Struggling students are more motivated to grow their literacy skills when they are doing something that is authentically interesting to them, rather than traditional RTI exercises.</p>	<ul style="list-style-type: none"> - Structure “best practice” trainings/mentoring between schools so that things like project based or cross-curricular learning can be spread throughout the district
Lost instructional time this year	Summer School	<ul style="list-style-type: none"> - Summer school teachers needed - Summer school materials, if needed - Summer school professional development, if needed
Lost instructional time this year	<p>Extended Learning after school</p> <p>Set up tutoring program after or during school</p>	<ul style="list-style-type: none"> - Extended learning restructure of current master schedule, perhaps adding advisory period - Extended learning PBL curriculum - Extended learning employee base
SEL for all kids	Set up SEL during lunch and recess, perhaps yoga, meditation, puppy room, etc.	<ul style="list-style-type: none"> - Need space - Need a group, individual, program during lunch and recess for SEL



Gabriela Mistral Extended Learning 2021-2022
Principal: Claudia Olaciregui

Area	Staff Why?	Parents Why?	Students Why?	Opportunities for Solution
Digital Divide	<ul style="list-style-type: none"> ● Access to stable internet ● Old Chromebooks and earphones 	<ul style="list-style-type: none"> ● Parents' not tech savvy ● Young students struggle accessing different platforms ● Slow internet 	*Not surveyed	<ul style="list-style-type: none"> ● A hotline provided by the district to support students ● Hire more people at the tech department. ● A person at each school site to support tech issues at the school. ● Updated technology for students and hot spots available for more students. ● Q & A website with troubleshoot support ● Live workshop/training where parents can ask questions



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				<ul style="list-style-type: none"> ● Online help support ● Parent control features on Chromebooks
SEL	<ul style="list-style-type: none"> ● Teachers receiving reports from families/relatives with concerns about student oppositional defiant issues and trauma ● Teachers are observing certain students disrespectful behaviors towards adults (possibly due to distance learning, seating for long periods of time at home). ● There might be a problem with confidence due to the lack of time spent with peers and teachers - in 	<ul style="list-style-type: none"> ● Students fear about returning to school ● Students anxiety for covid 	<ul style="list-style-type: none"> ● Little time to spend with friends and interact socially ● Online/Zoom learning ● Stressed teachers ● Limited arts and music ● Feeling unsafe and getting sick 	<ul style="list-style-type: none"> ● After school programs should focus on SEL. ● SEL Curriculum and PD ● SEL dedicated time ● SEL positive school climate ● A counselor on site ● SEL assessment for students, staff, and parents ● Include lessons on organization for students ● Add social school events for students ● Low stress environment for learning



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	<p>regular classroom settings.</p> <ul style="list-style-type: none"> Families have expressed interest in ways to reduce stress in their family dynamics caused by distance learning. 			<ul style="list-style-type: none"> Students want to have the vaccine Per students, wearing masks and sanitizing hands during the school day Security cameras Students don't want to be online More fun math lessons
Extended Learning	<ul style="list-style-type: none"> Students having an achievement gap in ELA, Math, and Spanish Language gap on second language Difficulties comprehending new concepts while in DL. Some data might not 	<ul style="list-style-type: none"> Long periods of time in front of a screen Younger students struggling with attention and focus over a long period of time Learning loss due to long 	<ul style="list-style-type: none"> Math is difficult Little time to read Big group instruction Less one on one teacher time 	<ul style="list-style-type: none"> Summer school on site (SLA included) Use students summative and formative data to identify areas of need After school academic support After school music,



Gabriela Mistral Extended Learning 2021-2022

Principal: Claudia Olaciregui

	<p>be accurate due to assessments done at home</p> <ul style="list-style-type: none"> ● No online Spanish assessments during DL. ● Language learners affected due to no oral interaction with peers. ● Limit of small group instruction via breakout rooms ● Difficulties understanding Roomies in class due to masks and class echoes 	<p>period of time without structured teaching time (Spring 2020)</p> <ul style="list-style-type: none"> ● Some families didn't have adequate learning space at home ● Slow internet issues ● Internet connectivity issues ● Some parents struggle supporting students academically and with second language ● SED students struggle with academic, 		<p>arts, and PE classes</p> <ul style="list-style-type: none"> ● Small group ratio in the classrooms ● Reading specialist ● Small group with instructional aide ● ELD teachers ● Push-in support for math or reading ● Parent education on how to teach their child and provide academic support to their kids. ● Summer and spring/winter breaks camps, such as Galileo ● Enrichment after school programs ● Field trips would be great in order to have students learning outside i.e.
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		language, and resources access		<p>plays, farms, etc.</p> <ul style="list-style-type: none"> ● Instructional aids for teachers to better intervene in small groups. ● Working with PTA to have Project Based Learning summer camps! ● Have a math program that is challenging ● Teacher planning time ● Professional development for DI and SEL
Targeted Tutoring	*Similar causes provided for Extended Learning	<ul style="list-style-type: none"> ● Spanish Immersion not the same percentage as before ● Students performing 	<ul style="list-style-type: none"> ● Zoom teaching ● Not effective breakout room supports ● Math challenges ● Spanish challenge due to 	<ul style="list-style-type: none"> ● Spanish Immersion learning hub for students ● Spanish language assessments and support i.e. iReady ● TK programs in



Gabriela Mistral Extended Learning 2021-2022

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		<p>below grade level in math, ELA and SLA</p> <ul style="list-style-type: none"> • Lower grade students struggling with literacy • Staff is overwhelmed with hybrid learning and DL 	<p>little time to practice oral language</p>	<p>Spanish/English</p> <ul style="list-style-type: none"> • Spanish summer camps on site • Smaller class size • More literature books in classrooms • Lit books in both languages • Access to the library

Monta Loma

AREA OF FOCUS	ROOT CAUSE PER STAFF DISCUSSIONS	IDENTIFIED NEEDS	CORRELATING QUANTITATIVE OR QUALITATIVE DATA							POTENTIAL SOLUTIONS TO CONSIDER
			Teacher Feedback	iReady Data	COST Referral	Attendance & Engagement	CHAC Data	Student Survey	Parent Feedback	
SEL	SEL Padlet	SEL	X		X	X	X	X	X	
	SEL Padlet	Attendance and Engagement support			X	X				SEL units continuing through the year, social groups (common interests), community building opportunities (whole-school activities), parents allowed to volunteer when CDC approves; Common language, practices and expectations across our school site to then expand in the home; Implement PBIS with fidelity
ACADEMIC	Reading Padlet	Reading Support	X	X	X			X	X	Learning Leopards, Summer extended learning, targeted tutoring with a Response to Learning and Intervention Reading Recovery teacher (pull-out), iReady or summer HW incentive (earn something when they come back in the Fall), system of spiral review throughout the year; reflect on effectiveness of Literably as a data point...perhaps return to use of F&P or DRA Reading assessments and use of the LLI program after full training of teachers; Thinking Maps PD for all staff to focus students' work on thinking about their thinking
	Math Padlet	Math Support	X		X			X	X	Extended learning in the form of iReady or summer HW incentive (earn something when they come back in the Fall), system of spiral review throughout the year
	Math Padlet	Math Support	X	X	X					a list of tracking tools that teachers/students can use to track data for iready lessons or minutes completed
	Math and Reading Padlets	Class Size (reduce without hiring more teachers)	X		X			X	X	To accomplish this, co-teaching model with an IA; Targeted tutoring via an intervention specialist to co-teach and provide math, reading and designated ELD intervention in a push-in model (T2) and pull-out model (T3) - An area for growth is our Tier 2 and Tier 3 intervention offerings.
	Math and Reading Padlets	Small Group instruction	X		X			X	X	we need more flexibility with the schedule. it becomes too tight of a squeeze if we want to actually do any kind of quality small group, and with the factors of mixing zoomies and roomies, it just doesn't become a good use of time.
	Math and Reading Padlets	Time, Resources						X		More time to read/ leveled books/ novel study, possibly adding a Drop Everything And Read (DEAR) time school-wide; or possible incentives for reading minutes
	Math and Reading Padlets	Instructional Strategies	X	X	X			X		Jo Boaler Book Study; Math Running Records in Action Book Study; more hands on math/ time to work on math topics; before/after school extended learning opportunities to focus on concepts being taught to extend class learning vs intervention
	Math and Reading Padlets	Reflect on current programs and practices to determine if investment of funds and time are worth the outcomes - Literably, Coding, STEAM/RTI model, etc.	X					X	X	
	Math and Reading Padlets	Refine PLC process to help target and hold accountable staff and students to setting and achieving learning goals	X	X				X	X	PLC at Work PD with Solution Trea, Book Study
	Digital Divide	Digital Divide Padlet	Parent Engagement as partners in education	X		X			X	X

2021-22 Learning Loss Action Plan Preschool Program

Needs Assessment

The needs assessment to address learning loss during the 2020-21 school year included the following:

- Feedback and recommendations during an input meeting specifically for preschool teachers.
- Feedback and recommendations during an input meeting specifically for preschool instructional assistants.
- Feedback and recommendations from parents through a regularly scheduled Preschool Community Meeting and our annual Parent Survey in February (as part of a CDE requirement).
- Data from our preschool program's Developmental Progress Assessment (DPA) which includes information from our state mandated, observational assessment tool, the Desired Results Developmental Profile (DRDP).

Data-Common Themes

- *Staff Feedback:* Overwhelmingly, both teachers and instructional assistants commented on the many benefits of having time for daily team collaboration, planning, and preparation during distance learning. With our regular program structure and instructional schedule, teachers and instructional assistants have no time during their regular work hours to meet and discuss student needs, lesson plans, instructional approaches, differentiation, etc. The consensus was that having this time during distance learning was instrumental in students making substantial progress this school year. This year there was dedicated time for classroom teams to work with each other on planning, preparation, and modeling/training for instructional assistants. Students benefited from large and small group instruction from both teachers and instructional assistants that targeted specific learning objectives, was modified to meet the needs of each small group or individual students within a small group, and facilitated with higher quality and understanding by all classroom staff.
- *Parent Feedback:* The preschool program had a 90% return rate on Parent Surveys. In those surveys, 100% of parents indicated that they were "very satisfied" or "satisfied" with the preschool program overall. The vast majority of free-response comments on the survey were positive reviews of the quality of the teachers and instructional assistants, curriculum, and format of

Preschool Program

instruction during distance learning. Some parent feedback, from those who have participated in the preschool program over multiple years, included a desire to divide students into classrooms based on their ages to help address differentiated needs. Parents also indicated that they had some difficulty with social emotional support for their children while at home. Social emotional development and parent support is a focal point of learning during in-person instruction through the use of CA Teaching Pyramid strategies.

- *Assessment Data:* Assessment data indicates that students made substantial gains in learning across all areas this year. While it is difficult to determine any one specific reason for these gains, it is likely attributed to multiple changes in programming as a result of distance learning that improved upon our typical practices. Data from the first trimester compared to the second trimester shows the following growth in children that met or exceeded standards: upper case letter recognition (12%), lower case letter recognition (16%), letter sounds (9%), counting from 0 - 20 (29%), and recognizing number from 0 - 20 (12%). Similar growth is expected in the final trimester from both students in distance learning and those who are attending in-person.

There was increased parent engagement (parents at home and directly supporting children during instruction). There was also dedicated time for high levels of staff collaboration, daily preparation, and refinement of instructional strategies and materials between teachers and their instructional assistants. It is also important to acknowledge that class sizes were very low (no more than 12 students) and adult to student ratios were higher than usual (ranging from 1:4 - 1:6). During a typical school year, class sizes range from 16 - 24 with a 1:8 staff to student ratio. Research in early childhood education indicates that all of these factors contribute to higher quality learning experiences for children.

Recommended Actions

- (1) *Reduce/keep class sizes small.* Keeping class sizes small allows for teachers and instructional assistants to create and implement learning opportunities to meet the needs of individual students on a daily basis. The ideal class sizes would be no more than 16 for part-day sessions and 16 - 20 for full-day sessions.

Preschool Program

It should be noted that reducing our class sizes will, in turn, reduce the number of fee-based students that we can serve after meeting the required enrollment number for state preschool students based on our contract with the CDE. So, we do have limitations in how much we can reduce or maintain small classes with the current number of preschool classrooms and teachers available to us. *Alternatively, working with the teachers and rooms we currently have, we can limit overall enrollment to the extent that we meet CDE contract requirements in order to reduce/keep class sizes as small as possible.*

- (2) *Increase the staff to student ratio in each classroom.* Additional staff allows for more targeted instruction and smaller student groups during a very limited number of school hours. We currently have a ratio of 1:8 in our classrooms with one teacher and one instructional assistant in every session with 16 students and one teacher with two instructional assistants for every session with 24 students. Adding one more instructional assistant to each classroom brings us closer to a 1:5 or 1:6 ratio (closer to what we had during distance learning).

With students ranging in age from 2 years 9 months to 5 years old within the same class and all of the variance in needs that naturally stems from the tremendous brain development in the first 5 years of life, more staff means greater opportunities to target learning for individual and small groups of students. Since children don't enroll in evenly numbered age groups it is logistically difficult to divide students into classrooms based on age (without adding more classes and teachers). We also face the challenge of a limited number of hours within each school day for targeted learning in both the part-time or full-time sessions. While staff receives professional development and coaching in many areas, including injecting learning opportunities into all hours of the preschool day. Instruction during meal times, outdoor play, nap times, and transitions are not the same as those during dedicated activity/center time for a variety of reasons. Accounting for the aforementioned interruptions, there are approximately 1 ½ - 2 hours of part-day and 3 ½ hours of full-day classroom time dedicated to meeting the broad swath of learning needs for all students. This includes large amounts of time focused on the social emotional learning of our very young students. Finding ways to make more time for differentiated activities in the areas of math, language, literacy, science and art is essential. Providing more instructional staff can help with this. *We would need to hire 7 - 0.75 FTE instructional assistants to add one more staff person to each classroom.*

Preschool Program

(3) *Offer weekly extra hours pay to all IA's.* In the short-term, this is one way to create time for IA's to collaborate, plan, and prepare for instruction with teachers. As an integral part of daily instruction, it is important that IA's and teachers are on the same page as to what activities are provided each day and how to implement them with fidelity to students with varied learning needs. Without time for teachers to review, model, and support modification of daily lessons with their instructional assistants within the work day, students do not receive the full benefit of learning time with a well-trained staff member. *Short of increasing the FTE of our instructional assistants, we can offer each of them an extra 2 hours each week to meet with teachers, plan, and train for instruction.*

In the long-term, we should explore ways of restructuring the preschool day (both instructional hours and staff schedules) to find a way to extend learning time for part-day students and adjust hours for full-day sessions but increase staff planning and collaboration time to raise the quality of instruction. At the same time, we would want to keep classroom sizes low and adult to student ratios high. These sorts of adjustments would require additional funding for more classrooms and teachers but the potential benefits for students could be substantial. There is a lot of state and federal attention, potential funding, and opportunities around reshaping early education right now. These initiatives are in the beginning stages and can take years if not decades to unfold (or wither on the vine). Mountain View can be forward-thinking and present a model for high quality, child-centered preschool programming in the immediate future with special attention to the areas that have historically been challenges in early childhood education nationwide.

(4) *Increase the preschool TOSA's (Family & Community Outreach) FTE from 0.50 to 1.0 FTE.* Our preschool TOSA supports families with resources and referrals to community services. These services include everything from food and housing to counseling and behavior management for students. The TOSA also coordinates and oversees all family engagement classes and activities and conducts multiple family needs assessments each year. With part-time hours (generally 3.5 hours a day) she is limited in the amount of work she can do and is unable to connect adequately with families that have children that only attend preschool from 12 - 3 pm. *Extending our TOSA's hours 7.0 hours each day (1.0 FTE) will allow our TOSA to provide more follow-up and a*

Preschool Program

wider range of resources to students, families, and teachers at all three of our preschool sites. It should be noted that our TOSA currently teaches during half of her day. Increasing her TOSA hours means that we would need to fill her vacancy as a part-time classroom teacher.

- (5) *Increase the budget for the preschool's part-time contracted coach and provide a part-time district coach.* The preschool program currently contracts with a local early childhood education coach who is well-versed in both CDE and QRIS elements of quality and CA Teaching Pyramid social emotional strategies. She is instrumental in our ability to meet and exceed local and state quality standards for preschool programs. She is currently contracted for 182 hours over 10 months for \$13,650. This pays for approximately 1 ½ to 2 hours each month for coaching with each classroom's teaching team (teachers and IA's). *Increasing our coaching annual coaching budget to approximately \$25,000 will allow for more intensive coaching, particularly in areas of social emotional and instructional support.*

The addition of a district-trained coach who is assigned to work with the preschool to provide professional development specifically in instructional strategies for young children in difficult math and literacy concepts would also be beneficial. Our teachers and instructional assistants reported positive changes in knowledge and practice for supporting English language learners based on their ability to participate in district-wide training from the coaches this year. During normal school years, their instructional schedule does not allow for this. *Regular training and support from a school district coach who also works closely with TK and Kindergarten teachers can help us to articulate, align, and improve our teaching strategies with those used in the elementary schools.*

- (6) *Offer a preschool summer session to children who will be transitioning to kindergarten and have not sufficiently met learning goals.* Extended learning time during the school year would be difficult without restructuring our preschool day and current programming pattern. This is a heavy lift that would require many months of planning and, likely, the addition of several licensed classrooms, teachers, instructional assistants, and an increase in ongoing district funding. *Alternatively, creating a preschool summer session can extend the preschool year by several weeks.* Preschool teachers can recommend students to attend a 4 - 5 week, part-day, free preschool session to bolster their kindergarten readiness. Current preschool teachers and IA's

Preschool Program

could be hired to staff the summer session (many of whom worked each summer in STK when it was available) which would be limited to only one or two classrooms with no more than 16 students each for 4 hours each day. Ideally, the summer session would take place at our Latham Preschool site.

(7) *Continue providing 1:1 technology for preschoolers.* Equipping all preschoolers with an iPad, a hot spot, and a Square Panda home playset (previously provided for free by Square Panda) to use at home will allow us to extend literacy learning opportunities beyond the regular school day. Teachers will be able to help parents in playful, educational ways with their children by using specific apps and activities designed to help with their child's individual growth. Through Square Panda, teachers can monitor literacy learning of every student both at home and in school and make informed recommendations to parents and adjust lesson planning for next steps in learning. *At-home technology creates an opportunity for us to explore other apps/programs that could expand the home-school connection and augment student learning.*

Stevenson Elementary Learning Recovery Plan - Needs Assessment

Stevenson Elementary reviewed school-wide data, held community meetings, and provided surveys and opportunities for input to develop proposed solutions for Digital Divide, SEL, Targeted Learning, and Expanded Learning.

[Stakeholder Input](#)

[Qualitative and Quantitative Data](#)

[Proposed Solutions for Stevenson Elementary](#)

Stakeholder Input

Stakeholder Feedback	Date	Type of Input
School Staff	April 7, 2021	Overview of Unfinished Learning Plan Needs
School Leadership Team	April 8, 2021	Created process of data collection for assessment needs
Principal's Coffee	April 21, 2021	Feedback from parent community and survey provided to all parents
School Staff	April 21, 2021	Opportunity for staff to provide input on challenges due to school closure and ideas for next year
School Leadership Team	April 22, 2021	Reviewed data and initial input
4th & 5th Grade Students	April 22, 2021	Student Survey
ELAC & SSC Meeting	April 23, 2021	Opportunity for SSC and ELAC to share challenges due to school closure and ideas for next year.
School Leadership Team	April 25th & 26	Reviewed all data and input to determine challenges and needs
Staff Meeting	April 28, 2021	Presented overall needs based on data and input from stakeholders.

Quantitative and Qualitative Data

[5 Whys](#)

[i-Ready Growth 2021 D1-D2 for Reading and Math](#)

[i-Ready Growth 2021 D2 Reading Results by Demographics](#)

[i-Ready Growth 2021 D2 Math Results by Demographics](#)

[Literably D2 2021 \(All School and Grade Level\)](#)

[Kindergarten Assessments Tri 2 2021](#)

[ELPAC 2020 Result](#)

[Attendance - ADA and Participation Scores](#)

[Student Survey Input](#)

[Parent Survey Input](#)

[ELAC and SSC Input](#)

Proposed Solutions for Stevenson Elementary

Digital Divide

Description of Challenge Due to School Closure	Evidence Quantitative and/or Qualitative Data	Solutions to address Digital Divide needs
Internet speed and stability. Families spent their own money to increase internet speed and replicate the school environment at the home.	Students shared that throughout the year, internet instability and loss of connection occurred. Parents shared that they needed to upgrade their internet speed to support Zoom and devices.	-Continue to provide internet and technology resources to families. Is the free/reduced internet that is provided fast enough to service families with multiple students on Zoom?
Not understanding educational online platforms	Parents stated that understanding and learning all the different applications that students used was challenging.	-Provide Parent Educational workshops on our online platforms. -Record sessions and post on school or district websites. -Provide community check-ins on technology
Parents unable to support the IT aspect of	All stakeholder groups reported challenges with fixing technology when devices and internet	-Communicate more about our district IT support for families. -Review most common IT issues in the district. Provide parent

technology.	were not working properly.	educational workshops and post recorded sessions at school and district level. -Provide community check-ins focused on technology
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Social Emotional Learning

Description of Challenge Due to School Closure	Evidence Quantitative and/or Qualitative Data	Solutions to address Social Emotional Learning needs
Due to the pandemic, teachers and staff need more training on how to build strong relationships with students.	-Stevenson had strong ADA attendance throughout the year at 98.9% -Based on students participation codes, data shows that some students had challenges with maintaining DL3s and AS2s -Students reported that they felt less connected with their peers and teachers. -Parents stated that their child felt isolated and disconnected.	SEL/Mental Coach -Focus on building strong relationships with the teacher to student. Provide teacher training for more strategies to support SEL and mental health needs of students. - Funds can be used for a full time coach at school site, share coach with another site, or possibly hourly position.
Students feel disconnected from school and their peers.	disconnected. Parents also reported that due to school closure, they also felt more disconnected from the school. -Teachers noted that it was challenging to have students connect with each other. -Students shared that they feel more connected when interacting with peers with hands-on learning (STEAM, Arts, etc.)	Implement SEL program for K-5 based on SEL/Impact and Stevenson Core Values on Non-Arts Focus Thursdays - Funds for teachers/professionals planning projects for the school - Funds for supplies for projects - Parent support needed - Funds for teachers to come up with classroom mini lessons to build off of. - Outdoor/hands on learning projects
Not enough slots open for CHAC referrals Parents requesting to continue and expand "lunch" group socials.	-Additional CHAC Counselor was provided this year to support the needs of students. -Parent requests throughout the year -Need for in-person counseling. Parents stated the Zoom counseling was not as effective. -Over the past two years, Stevenson has had a 1/3 time SCEF. Both years SCEF did not complete the year.	-Provide additional CHAC Counselors for Stevenson. Support students 1:1, small group socials, and connect with teachers. -School and Community Engagement Facilitator (SCEF) for Stevenson Elementary.
Fostering individual interest groups was a	-Stevenson had strong ADA attendance throughout the year at 98.9%	Provide clubs based on student interests/passions. This would be a great time to connect with teacher/other students - book club, science

<p>challenge for teachers while figuring out how to teach on zoom. Students were not able to interact outside of their cohort during hybrid Parent volunteers were not allowed on campus or in individual zoom breakout rooms to support small groups.</p>	<p>-Based on students participation codes, data shows that some students had challenges with maintaining DL3s and AS2s -Students stated that they wanted school to be "fun" (more engaging). -This school year, there were no programs that permitted students to mix and learn in-person together.</p>	<p>club, kindness club, yoga club</p> <ul style="list-style-type: none"> - Grant funds needed for teachers or outside professionals to run the clubs and resources. - Money for scholarships to get students who need it/can't afford it in free of charge (or at a reduced cost) PACT Pals after school programs - Time set aside for planning for teachers.
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Targeted Learning

Description of Challenge Due to School Closure	Evidence Quantitative and/or Qualitative Data	Solutions to address Targeted Learning needs
<p>Students that were already struggling fell further behind with distance learning due to lack of small groups, differentiated instruction, and teachers' inability to see student work clearly and consistently. Teachers need support staff to meet the needs of the wide variety of learners.</p>	<p>Math (Students in Tier 1 and Tier 2 based on D2 Assessments) -All students: 22% of students -Kindergarten: 13% f Students -Grade 1: 25% of students -Grade 2: 18% of students -Grade 3: 32% of students -Grade 4: 20% of students -Grade 5: 22% of students -ELs: 42% (10 Students) -SEDs: 46% (12 Students) -SWDs: 55% (11 Students) -Latinx: 53% (26 Students) -Phonemic Awareness: 12 students - not met -Letter Sounds: 14 students- not met ELPAC: 16 of 22 students at level 3 or below *****</p>	<p>Hire Instructional Assistants for Targeted Instruction.</p> <ul style="list-style-type: none"> - IAs would push in to classrooms and work 1:1 or a small groups / rotations - <i>Primarily focused on ELs, SED, SWD, Latinx students</i> - One IA for each classroom or an IA could be shared across a grade level. - IA to receive training to be as effective as possible (ELD, writing Orton Gillingham, math etc.) If not trained, IAs will not be as effective with students. - More training for current IAs to support students IEP Goals. - Training with ELD - teaching language integrated and designated - Contract with a reading specialist to train support staff and assist planning curriculum. - Teacher planning time to collaborate with and prepare for the support - Funding for extra targeted curriculum or programs
<p>Students that were already struggling fell further behind with distance learning due to lack of small</p>	<p>ELA (Students in Tier 1 and Tier 2 based on D2 Assessments) -All students: 15% of students -Kindergarten: 9% f Students -Grade 1: 20% of students</p>	<p>Orton Gillingham Training</p> <ul style="list-style-type: none"> - Provides training for teachers to instruct phonics, handwriting, site words, spelling, sentence structure - Background Information: students coming in to 3rd grade will

<p>groups, differentiated instruction, and teachers' inability to see student work clearly and consistently. Teachers need training on specific, successful programs to be more effective in building students' literacy skills.</p>	<p>-Grade 2: 13% of students -Grade 3: 10% of students -Grade 4: 11% of students -Grade 5: 25% of students -ELs: 46% (11 Students) -SEDs: 41% (11 Students) -SWDs: 38% (8 Students) -Latinx: 30% (15 Students) ELPAC: 16 of 22 students at level 3 or below</p>	<p>have had Distance Learning 2nd grade, and did not finish 1st grade. Funds to train all teachers how to support and fill these gaps.</p>
<p>During Distance Learning, teachers were able to collaborate more within the grade level and across grade levels.</p>	<p>-With Wednesday asynchronous days, teachers had extended time to plan and collaborate with colleagues. -Teachers expressed the benefits of grade level planning days throughout the school year.</p>	<p>Planning and PD Days</p> <ul style="list-style-type: none"> - Substitutes to cover classes for planning and PD - Use funding to cover CBEST testing for subs, tutoring to pass CBEST - Teachers could collaborate to plan targeted tutoring curriculum for students

Extended Learning

Description of Challenge Due to School Closure	Evidence Quantitative and/or Qualitative Data	Solutions to address Extended Learning Needs
<p>Students during School Closure were not able to access 1:1 tutoring or small group support to the level in which they needed intervention. Students need qualified teachers who can intervene and support while providing an afterschool program.</p>	<p>Math (Students in Tier 1 and Tier 2 based on D2 Assessments)</p> <ul style="list-style-type: none"> -All students: 22% of students -Kindergarten: 13% f Students -Grade 1: 25% of students -Grade 2: 18% of students -Grade 3: 32% of students -Grade 4: 20% of students -Grade 5: 22% of students -ELs: 42% (10 Students) -SEDs: 46% (12 Students) -SWDs: 55% (11 Students) -Latinx: 53% (26 Students) -Phonemic Awareness: 12 students - not met 	<p>Hire qualified after-school literacy (K-2), foundational math (K-5), and writing (3-5) teachers for small group support</p> <ul style="list-style-type: none"> - <i>Primarily focused on ELs, SED, SWD, Latinx students</i> - Hire & start at the beginning of the school year. - Provide Beyond the Bell free to Stevenson Students or offer more scholarships for RAS and Newton. - Could be hourly for teachers to provide instruction or trained specialists.

	<p>-Letter Sounds: 14 students- not met ELPAC: 16 of 22 students at level 3 or below ***** ELA (Students in Tier 1 and Tier 2 based on D2 Assessments) -All students: 15% of students -Kindergarten: 9% f Students -Grade 1: 20% of students -Grade 2: 13% of students -Grade 3: 10% of students -Grade 4: 11% of students -Grade 5: 25% of students -ELs: 46% (11 Students) -SEDs: 41% (11 Students) -SWDs: 38% (8 Students) -Latinx: 30% (15 Students) ELPAC: 16 of 22 students at level 3 or below</p>	
<p>Students have not had collaborative/hands on learning for the past year. They need an opportunity to have their passions and academics aligned with PBL projects. Teachers also need an opportunity to learn and develop from one another (observe).</p>	<p><i>**Data from academics and SEL</i></p>	<p>**This idea integrates Extended Learning and SEL** After-school clubs based on student interest that are FREE to students and include academics but are mostly driven by student engagement (math, science, writing, exercise, gardening, etc.)</p> <ul style="list-style-type: none"> - Teachers/students from other schools may have expressed this during their own Extended Learning needs & could be done district-wide. <ul style="list-style-type: none"> - Could be considered PD for teachers at other sites about PBL - PBL coach focuses primarily on these small groups (hired) - Paid planning sessions for a committee (hourly pay) - 2-week intensive/focused after school clubs (resources) - "PBL" across grade-levels after school - could be parent-supported? - Passion Projects
<p>Due to the school closure students had less opportunities to connect academic instruction to real life experiences.</p>	<p>-Classrooms provided virtual field trips during distance learning. -No in-person field trips provided due to school closure -All stakeholders expressed the need for more outdoor and exploration learning.</p>	<p>Stevenson-based summer school (and/or December Break, Winter Break, Spring Break sessions)</p> <ul style="list-style-type: none"> o Aligned to academic needs and student interest o Connected to real life experiences <ul style="list-style-type: none"> ■ Example: Week-long intensive themed program (hiking/nature, cooking, tide-pools, museums, etc).

		<ul style="list-style-type: none">• Stevenson Teachers or outside providers• Summer School should be small class sizes of target students only (12 or less students)
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Focus Area	Stakeholder Group	Stakeholder Group's Identified Needs	Stakeholder Group's Suggested Solutions	Summary of Needs	Summary of Solutions
Digital Divide	School Site Council	<ul style="list-style-type: none"> - Many students do not know how to type or use their devices - Some students in pods at other sites are missing out on direct check-ins from teachers - Not all students seem to be engaged in online learning, and many are unable to advance using the current tools in place - It is tough for teachers to get enough time to work meaningfully with each student and/or with small groups online without leaving others out <ul style="list-style-type: none"> - There is a lack of consistent internet for some students - Some students are reporting getting headaches from being online/starting at their screens too long - There is a lack of online social connectedness that affects the learning 	<ul style="list-style-type: none"> - Additional support class structures (i.e. typing/computer class, onsite pods) - Curriculum, apps and tools that help kids engage (i.e. digital writing program, maintaining current apps but using more faithfully, better apps for the little ones to take clear pictures of work done at home) - Hire additional support staff (i.e. teacher aide to enable concurrent small group work and to manage the class while teacher work with small groups) - Supportive tech equipment (i.e. anti-glare screen shields, more hot spots for families in dead zones or who can't afford faster internet) - Change the online class structure to be more social in nature (allow for tailoring of learning plans by family) 	<p>1- Kids and families are struggling to use their technology due to limited training</p> <p>2- Many families and staff members are still struggling with slow internet speeds</p> <p>3- Kids are not as engaged and involved in their learning as in years past</p> <p>4- Students are fatigued and/or experiencing regular headaches after a day of online learning</p> <p>5- Teachers are struggling to hear kids at home and in the classroom</p>	<p>1- Provide students and families with more elaborate training in how to use technology, how to type, etc.</p> <p>2- Provide hotspots and/or scholarships for families/staff in need of faster internet</p> <p>3- Provide teachers or schools with funds to bring in more guest speakers, virtual field trips, live PE, manipulatives, etc. that are engaging to kids.</p> <p>4- Allow teachers to customize online learning plans to meet the needs of each family, within reason (i.e. allow students to work offline if there is a signed agreement of support from parents)</p> <p>5- Purchase voice amplifiers and better/more headphones so that every child's voice can be heard, whether at home or in the classroom.</p>
	ELAC Committee	<ul style="list-style-type: none"> - Some teachers are experiencing internet issues - The audio quality of those learning in person is bad - Kids working online seem to get off-task very quickly - Some students seem less than motivated than usual to work online 	<ul style="list-style-type: none"> - Provide teachers with hotspots or stipends to cover the costs for faster internet, if needed - Invest in voice amplifiers for each student in the classroom (\$24.99 on Amazon) - Provide teachers with an aide who can help keep kids on task when they are working independently (i.e. when the teacher is in a breakout room, etc.). 		
	Parents	<ul style="list-style-type: none"> - Many people still need better internet but can't afford it. - Kids are not fully engaged in the online space; apps and websites only go so far - Teachers seem to be struggling to balance whole-class and small group work without leaving some kids out 	<ul style="list-style-type: none"> - Provide better internet and/or hotspots to families in need and to teachers/staff who struggle as well - Hire additional aides to allow teachers to work with small groups while the rest of the class works on something else (to keep kids involved) - Provide teachers with a larger budget to buy more materials that are hands-on for projects and/or to pay for more virtual field trips <ul style="list-style-type: none"> - Replace the PE Flipgrids with live or more engaging/fun videos. 		
	Teaching Staff	<ul style="list-style-type: none"> - Some of our families still do not know how to use the technology we have provided to their children, so they can't support them fully when there is a troubleshooting issue - Students are still struggling to learn how to type and use their own tech and apps, in spite of lots of training online. - Some students still do not seem to be as engaged as we would like online - It is tough to balance small and whole group instruction without leaving some kids on their own for a few minutes--little ones seem to wander off when left alone for any amount of time - ELs are facing an especially rough time understanding their tech/apps - Students need new headphones already--many have damaged the ones issued to them at the beginning of the year - It would be nice to allow students to work on their own more if they have parent support - Some of the Chromebooks aren't working well or aren't staying connected to the internet, it seems 	<ul style="list-style-type: none"> - We need a better training program to educate kids and families on how to use their tech and the apps we are asking them to use (esp. EL students and families) - Families in need are in need of more hotspots or scholarships to pay for faster internet - Additional online programs/games that are more engaging would help kids to stay involved during independent work time - Pre-made online materials for Seesaw that are aligned to standards (and our curriculum) would help save teachers so much planning time and would ensure that we are using online tools to fidelity. - Allow for flexibility and differentiation between families--some parents want to work with their kids offline during work time to give kids a break from screens 		
After School Needs	School Site Council	<ul style="list-style-type: none"> - Students and families do not know how to connect to one another - Many kids have fallen behind in math in particular and need help catching up - More electives/enrichment opportunities are needed to balance out students' learning experience - Teachers need time after school to plan and collaborate together <ul style="list-style-type: none"> - Students need leadership training opportunities - Parents need training classes on how to best support their students - English learners need time to focus on language skills 	<ul style="list-style-type: none"> - Post a digital and physical bulletin board so that families can connect with one another <ul style="list-style-type: none"> - Provide tech training for parents after school - Establish fun clubs and pay teachers to sponsor these after school (language, cooking, STEAM, etc.) - Create an on-campus language lab that is always open after school for English learners - Set aside funds for teachers to collaborate and work together after school and/or on the weekends (staff retreat) - Hire live, in-person tutors to work with kids after school in math and reading 	<p>1. Students need tutoring outside of school hours in order to catch up on basic math, reading, and writing skills</p> <p>2. Parents need and want hands-on training that would help them to better support their children (i.e. tech training on both apps and devices, how our math curriculum works, etc.)</p> <p>3. Kids are struggling to socialize, and all stakeholders believe that we should provide additional enrichment clubs or classes outside of the school day.</p> <p>4. Some students simply need a place to unwind outside of their homes after school.</p> <p>5. Teachers want to collaborate and work together outside of the school day.</p>	<p>1. Hire or pay for regular tutoring so that each child has an opportunity to receive targeted support at least 2 times per week after school hours.</p> <p>2. Provide parent classes after school or in the evenings at the beginning of each year so that they understand the tech, curriculum, etc. to better support their children.</p> <p>3. Hire or pay for club/class guides who can offer enrichment opportunities outside of the school day (i.e. art club, yoga, chess, athletics, etc.).</p> <p>4. Hire a few district-wide therapists or partner with CHAC/Uplift to provide after school therapy and/or fund a calming/sensory room for each campus.</p> <p>5. Fund teacher collaboration time and/or a weekend retreat twice a year or once each trimester.</p>
	ELAC Committee	<ul style="list-style-type: none"> - Kids need tutoring to catch up on skills - Kids need more lessons for music - Kids need more physical activity--PE or exercise of any kind 	<ul style="list-style-type: none"> - Provide tutoring 2-3 times per week for any child/parent who wants it - Provide after school English lessons for EL kids - Give parents more materials to be able to work with kids on their reading, writing, and math skills at home 		
	Parents	<ul style="list-style-type: none"> - Kids need to both catch up and remediate with expert support before/after school - Students want to do more fun things together after school - Students need clubs, athletic opportunities, and other 'elective' kinds of groups to participate in after school - Some parents are working until 5pm, and they need to be able to have childcare that is not expensive 	<ul style="list-style-type: none"> - Add enrichment classes to after school times--cooking classes, language clubs/classes, Cheetah Cubs (younger siblings in training), nutrition classes for whole families, chess club, gym/athletics, etc. - Provide tutoring for students who need one-on-one or smaller group support from their teacher 		
	All Staff	<ul style="list-style-type: none"> - Students are struggling to connect with one another online - Some students are below grade level and need to work with a tutor to bring up their skills - Some students have rough home lives (MCK V, doubled/tripled up, etc.) and need a place to go after school - Students are stressed or anxious from being online or in a new/strange environment at school 	<ul style="list-style-type: none"> - Provide a hangout room for kids to socialize and decompress from the day <ul style="list-style-type: none"> - Hold a yoga class for kids to help kids de-stress - Create free enrichment classes: more art, STEAM, language classes, PBL groups, etc. - Provide focused tutoring for kids who have fallen behind - Partner with our MV community center, etc. to allow kids another space to be after school - Staff need more paid time to work with kids after school (tutoring, planning, hosting clubs, etc.) - Buy more books to send home to families to read together 		

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Focus Area	Stakeholder Group	Stakeholder Group's Identified Needs	Stakeholder Group's Suggested Solutions	Summary of Needs	Summary of Solutions
Academics	School Site Council	<ul style="list-style-type: none"> - Students have not grown academically nearly as much as they do in a 'normal' school year <ul style="list-style-type: none"> - Students are especially lacking in math skills - Students are overwhelmed by all of the changes and need some additional extracurricular activities to help them cope - Students in Kinder and 1st grade are not making enough progress in reading - Many online students do not seem as interested or engaged as they could be; things in the online world are too flat to keep them interested and focused - Internet speed and lack of understanding about technology has taken a lot away from the academic learning experience--lots of time has been spent on non-learning issues <ul style="list-style-type: none"> - There is a need for students to learn a broader range of skills than basic academics in order to succeed in life - Students who are advanced need more enrichment opportunities. - Some parents have expressed a desire to work with their kids one-on-one so that they can stay engaged a bit more. online learning is giving some kids headaches and Zoom fatigue 	<ul style="list-style-type: none"> - After school and in-school clubs (book clubs, language clubs, etc.) would help reignite top learners - The use of project based learning would really help students to want to participate more in their learning - Additional music and art lessons would give kids a creative outlet to stay more involved in their learning - Better internet speeds for families would help cut down on the amount of time trying to connect, hear one another, etc. - Giving families the choice to opt out of the traditional learning environment in partnership with the school/teacher could help eliminate the need for so much screen time (and headaches) - Train the teachers on how to use PBL from the Buck Institute of the Stanford d. School to reinvigorate the curriculum and keep kids engaged so that they can accelerate their learning <ul style="list-style-type: none"> - Adopt a systematic writing curriculum - Provide funds for more hands-on manipulatives - Hire more aides so that there can be more individualized/small group support in reading and in math 	<ol style="list-style-type: none"> 1. Students need support in catching up on math and ELA skills that they should have gained this year 2. Students need to be engaged in their learning in order to have the drive to work successfully 3. Families don't know how to best support their students because many are struggling to understand our curriculum and/or frustrated by tech/apps they do not understand 4. Teachers are in need of additional reading and math strategies to reach and support kids more completely. 5. Students need extracurricular opportunities to help them to be well-rounded, balanced, and ready to engage academically. 6. English learners need more targeted 1:1 and small group support 	<ol style="list-style-type: none"> 1. Provide funding for after school tutoring, parent training on curriculum, and teacher training in math/ELA strategies. 2. Provide a budget for more manipulatives, books, and PBL training for teachers so that students can be physically engaged more fully and thus learn at a more accelerated rate. 3. Train families on our math curriculum, on the Clever apps more fully in after school classes at the beginning of the year so that they can support their students at home 4. Pay for teachers to be trained over the summer in deeper literacy/reading strategies and math instruction (Fountas and Pinnell specifically) 5. Provide funding for after school clubs, classes, and activities (such as art, language club, music classes, chess, soccer, etc.) 6. Set up a language room/lab for ELs and provide tutoring after school each day, rotating by grade levels.
	ELAC Committee	<ul style="list-style-type: none"> - TK and Kinder students have really struggled to learn online due to their need for hands-on support - The music lessons are great, but kids need more of them for enrichment - TK and Kinder students REALLY need PE--they need to have instruction in movement to cope with sitting all day - English learners need more small group and one-on-one support to be able to grow faster 	<ul style="list-style-type: none"> - Provide more manipulatives to teachers to use, especially with the TK-1st grade kids <ul style="list-style-type: none"> - Pay for additional music lessons for ALL grades - Pay for PE classes for every grade--including TK and Kinder - Hire an aide for each classroom and/or pay for after school care to provide more opportunities for ELs to work with teachers one-on-one 		
	Parents	<ul style="list-style-type: none"> - Kids are disconnected and are still having trouble paying attention and staying involved online <ul style="list-style-type: none"> - Parents need help knowing how to support their kids academically - English learners need more support and help learning English - Tutoring is needed for kids who have fallen behind 	<ul style="list-style-type: none"> - Provide more manipulatives for hands-on learning (i.e. real materials in STEAM) - Give parents training on how to use the curriculum we are asking them to support (i.e. parents classes) - Set up language learning labs/classes that are just for the ELs after school so that they can catch up. Or, hire some aides to let the teachers work more with their ELs while not abandoning the other students. 		
	All Staff	<ul style="list-style-type: none"> - Kids are not growing fast enough in their ability to read phonetically and decode words - Some teachers are struggling to teach reading and have voiced the need for more training <ul style="list-style-type: none"> - Students need access to check out and read more books - The writing curriculum we are using is insufficient and not consistent--students are learning how to write differently from grade to grade, forgetting what they know. <ul style="list-style-type: none"> - Students are struggling with some math concepts that are abstract - EL students are having a tough time keeping up with everything - Families are struggling to know how to support their students because they don't understand the curriculum (in math esp.) and they don't always know how to use the apps/tech 	<ul style="list-style-type: none"> - RTI reading specialists to make reading groups smaller (K-5) - Deeper training on reading instruction (F&P would be helpful specifically) <ul style="list-style-type: none"> - More math training for teachers - Writing curriculum - Specialized ELD curriculum for every teacher - Specialized math time (like RTI) - Deeper parent training in tech and on our apps - Provide after school tutoring to fill gaps in math, ELA 		
Social & Emotional	School Site Council	<ul style="list-style-type: none"> - Staff seem to be disconnected from one another, on their own islands - EVERYONE seems to need emotional support and counseling these days - There isn't really a place (virtually or physically) where kids can go when they are feeling anxious, down, or overwhelmed - Families are struggling to find ways to connect with each other and support one another <ul style="list-style-type: none"> - Kids are stressed, and they don't have many creative outlets to express themselves 	<ul style="list-style-type: none"> - Adopt a PBIS system of support <ul style="list-style-type: none"> - Hire an on-campus counselor for every school - Create a calm-down room or a sensory room--both online and in person, where kids can go to renew or talk with someone when they're emotionally struggling <ul style="list-style-type: none"> - Create more social gatherings, multicultural events, etc. online for staff, for parents, and for kids - Create a class that is homeroom/home-base for all of the years of elementary school <ul style="list-style-type: none"> - Hire teachers to provide enrichment clubs/classes after school 	<ol style="list-style-type: none"> 1. There isn't a set curriculum or opportunity to use SEL practices that doesn't interfere with instructional time. 2. Teachers are torn between trying to meet kids' SEL needs and trying to make sure everyone is advancing academically. 3. Seemingly all or almost all kids and staff members are facing emotional challenges and are in need of SEL support. 4. Kids and staff alike are hungry for more social opportunities. 5. There is no place to go to deal with emotions, either online or in person. Kids need emotional triage areas. 	<ol style="list-style-type: none"> 1. Adopt an SEL program or curriculum/platform that serves the needs of all learners. 2. Create a homeroom or advisory class where students can cycle up with the same group and teacher each year of elementary school. This time would be sacred--just for SEL support, etc. 3. Hire an on-campus therapist and fund after school opportunities for therapy--for all. 4. Develop a monthly social calendar and create a school-wide social group who creates fun opportunities to meet up. 5. Fund calming corners and a calming/sensory room on our campus where kids can go when they are feeling overwhelmed. For online kids, a calming Zoom room where a counselor is available would be beneficial.
	ELAC Committee	<ul style="list-style-type: none"> - Students need help with organizing, setting routines, and understanding really how to learn in general - Many students are struggling to connect with other students on a personal level - Some kids seem to be facing unusually high anxiety and are showing symptoms of fatigue every day 	<ul style="list-style-type: none"> - Kids need training on executive functioning skills <ul style="list-style-type: none"> - Kids need to take a course on HOW to learn - Students need homerooms or advisory periods where all that they do is connect, talk about HOW to learn, etc. - ELs especially need to be able to talk about their feelings and emotions together 		
	Parents	<ul style="list-style-type: none"> - Families don't all know about counseling and support services that are available - There is a hunger and need for more social activities across the board--for kids, families, staff - Online kids are feeling left out of things as they watch their peers come back to school in person - Little ones are really stressed about the dangers of COVID, mask wearing, social distancing, etc. 	<ul style="list-style-type: none"> - Provide continued communication about CHAC and Uplift in all school communications <ul style="list-style-type: none"> - Fund staff to sponsor after school clubs and events - Create more online social opportunities for staff to talk and socialize, for families to hang out and share ideas, and for kids to meet together and play games 		
	All Staff	<ul style="list-style-type: none"> - Kids and staff members feel stressed about not meeting academic expectations while also trying to meet SEL needs--the balance is weighing on us. - There is a need to include more fun, unstructured time with kids during the school day - Families and staff need more chances to hang out together--more potlucks or picnic days, family fun events, etc. - Free therapy for every student is needed--everyone seems to need help managing emotions <ul style="list-style-type: none"> - Students need someplace to go to handle their emotions - We need an adopted SEL curriculum and time to learn, practice, and implement it 	<ul style="list-style-type: none"> - Hire an on-campus counselor - Fund a sensory corner in each classroom and a sensory/calm-down room for our school - For staff, provide free or discounted therapies (massage, acupuncture, chiro, etc.) <ul style="list-style-type: none"> - Allow mental health days for staff without the fear of not having a sub - Create clubs where kids can go after school for fun 		
	Notes and Data Sources:	Many of our conversations are recorded via notes; big items are recorded via the following Jamboards. SSC Jamboard			

Vargas

Area of Focus	Identified Need	Evidence					Potential Solution	Resource Needed
		CHAC	5 Whys Staff	Data Analysis (iReady/Literably)	Parent Meetings	Vern's Root Cause	Big Ideas	
	Students struggling with Reading	According to iReady Reading 9% of overall students are 2 years are more below grade Level. Kinder-3 students in yellow, First-4 Students Second- 7 Students Third Grade-4 Students, Fourth Grade-4-Students, Fifth Grade- 8 Students; ~19.4 or 42 % of students are standard not met on the literably test for tri 2.					intervention through Targeted intensive tutoring	22-30 Students each receiving an hour of tutoring daily. Tutors will be trained in specific Reading programs. Reading program should include assessment, curriculum, and feedback mechanisms ; progress monitoring
	Students struggling with Reading	iReady Reading Data					Reading incentives and targeting tutoring	Students who need extra time should have incentives for attending and making progress; potential solution. Hire a few adults who can manage iReady after school club. We can partner with volunteers who can help students with over the shoulder help, The hired adults would pull small groups of students and reteach iReady Lessons. Additionally, teachers could rework how RTI looks at grade-levels. Could more work be done to regroup students
	Students Struggling with Reading	Literably Levels					Reading intervention specialist	Teacher

Vargas

Academic	Students are lacking fundamental reading skills such as decoding,	19% or 42 students are standard not met in 1-5 according to literacy; Kinder has 4 students who are standards not met on phonemic awareness assessment	Early Literacy Skills curriculum/Vertical articulation	Curriculum; professional development; time to plan rollout
	Students struggling with Math	10% of overall students are 2 years or more below grade level. Kinder-8 students in yellow, First-4 Students Second- 7 Students Third Grade-4 Students, Fourth Grade-5-Students, Fifth Grade- 9 Students; ~7% of students are two or more years behind on numbers and operations and ~7% Algebraic thinking; ~14% for Geometry	intervention through Targeted intensive tutoring	26-35 Students each receiving an hour of tutoring daily. Tutors will be trained in specific math programs. math program should include assessment, curriculum, and feedback mechanisms; progress monitoring
	Students struggling with Math	iReady math Data	Extended Learning	Students who need extra time should have incentives for attending and making progress; potential solution. Hire a few adults who can manage iReady afterschool club. We can partner with volunteers who can help students with over the shoulder help, The hired adults would pull small groups of students and reteach iReady Lessons. Additionally, teachers could rework how RTI looks at grade-levels. Could more work be done to regroup students
	Support for ELL	Of the 26 students who are tier 3 on D2 iReady 12 are English Learners	Specific monitoring of ELL students and their progress	Protocol for collecting and analyzing data; formative assessment

Vargas

	Support for ELL	17/42 students who are struggling on Iready, are ELL. An additional 6/42 were IFEP	Training for ELD Teaching	Trainer; time
	More targeted support for RSP	Of the 26 students who are tier 3 on D2 I Ready for reading 7 are RSP, and an additional 2 are in process	Specific monitoring of RSP students and their progress/	Training, time, systemic programs

Vargas

	<p>Targeted support for students who need tier 3 intervention (If using 4 tiers of intervention model)</p>	<p>12 students who have SSTs</p>	<p>School needs to develop an intervention tier of support for students. Currently we have first instruction, Small group/RTI, and RSP. We need something systemic between RTI and RSP. Some teachers have been able to provide some intervention, but its not consistent and sustained. This would fall under both targett tutoring and extended learning.</p>	<p>Trainer; curriculum; time</p>
	<p>Reworking how "RTI" structured</p>	<p>Teachers expressed some confusion about expectations for RTI. Some teachers experienced the "Old" way of having regrouping 4 times a week. Teachers appreciate the STEAM opportunities, but also want /express looking at the organization for RTI</p>	<p>STEAM AND RTI teacher</p>	

Vargas

	Socio-Emotional Support	CHAC is seeing 22 students	Expanded Counseling support	Physical Space; more counselors
	Attendance AND Engagement	Reengagement list reveal that we have a few students who are chronically absent and need supports. Many RAS/in person has helped with attendance. Students still aren't as engaged in the learning. Almost all of these students who appear on re-engagement list also are struggling academic. Re Engagement Plan	Create incentives for students to improve attendance and work completion/class participation	time to develop; personnel to monitor progress and provide frequent positive feedback.
	Students struggle with trauma associated with Pandemic	Parents have lost work, some students have experience tragedy in family. some students have had COVID or had parents with COVID. CHAC counselor noted increased anxiety around COVID issues	expanded counseling services/ on site counselor or extended CHAC services	Counselor; training; space
	Students with interpersonal skills due to lack of connection	Students have been isolated from others, haven't had an opportunity to experience other students. Kinder and first grade have limited experience with group work. New students at new school hard to form connections. Increase in CHAC referrals	Group Sessions for students (Social Skills)	Counselor; training; space
	Students with interpersonal skills due to lack of connection	Parent conversations surrounding students abilities to reacclimate to society. How do we provide time for students to properly engage in conversation and process the unusual and traumatic event	Expanded counseling services and support group	Counselor; training; space

Vargas

<p>SEL</p>	<p>Students time to practice how to interact with humans again in social settings</p>	<p>Can we provide students with extra recess/socioemotional time during the day</p>	<p>Bringing in outside programs to help structure recess games so that students can learn social skills; bring in more outside people for trained recess game times</p>	<p>Staff; time too train, programs if applicable; funding</p>
<p>Parent Support</p>	<p>Parents Support behavior management</p>	<p>Parent Feedback from ELAC; CHAC conversation</p>	<p>Ongoing Parent Education participation workshops (How to support Behavior management at home)</p>	<p>Incentives for parents to attend; parent trainer; time</p>
	<p>Parent support for literacy</p>	<p>Parent meeting</p>	<p>Ongoing Parent Education participation workshops for literacy</p>	<p>Incentives for parents to attend; parent trainer; time</p>
	<p>Sustained internet connectivity</p>	<p>Many families depend on hotspots and essential internet program 12 Vargas Families currently have hotspots</p>	<p>District is continuing working on expanding tech needs</p>	

Vargas

Digital Divide	Digital Literacy	Parents struggle navigating different tech tools,.	Ongoing Parent Education participation workshops (digital Literacy)	Incentives for parents to attend; parent trainer; time
	Access to Tech programs during non-school hours. How do we ensure students have access to programs during non teaching hours	Parent meeting comments		