

# ROAD TO RECOVERY

A Priority Playbook  
for YOUR School

Let's create a *Road to Recovery Community!*  
Add your first name, role and location to the chat.



**E3 ALLIANCE**  
EDUCATION EQUALS ECONOMICS

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# ROAD TO RECOVERY– Presenters



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# ROAD TO RECOVERY– E3 Alliance



Transforming education systems through data and collaboration so *all* students succeed!

E3 Alliance is a nonprofit 501(c)(3) organization based in Austin, Texas.



# ROAD TO RECOVERY– Agenda



- Priority Playbook Overview
- Playbook Categories
- Priority Playbook Roadmap
- Closing



# ROAD TO RECOVERY– Priority Playbook

COVID-19's impact on education has challenged our work like never before and we have learned many lessons.

This **Priority Playbook** will serve as a guide to transform our schools by providing a structure for the planning and ideas for **HOW** to get this work done!



# ROAD TO RECOVERY– Priority Playbook

Stage	Implications for School Leaders
Crisis	<ul style="list-style-type: none"><li>● School buildings ordered closed</li></ul>
<i>Transition</i>	
Re-entry	<ul style="list-style-type: none"><li>● Schools start virtually; School buildings partially reopen</li><li>● Some students at school, some at home</li><li>● Rolling closures</li></ul>
Recovery	<ul style="list-style-type: none"><li>● School buildings fully back in session</li><li>● School budgets reflect economic reality</li></ul>
<i>Transformation</i>	
New Normal	<ul style="list-style-type: none"><li>● Schools reflect a changed society</li></ul>



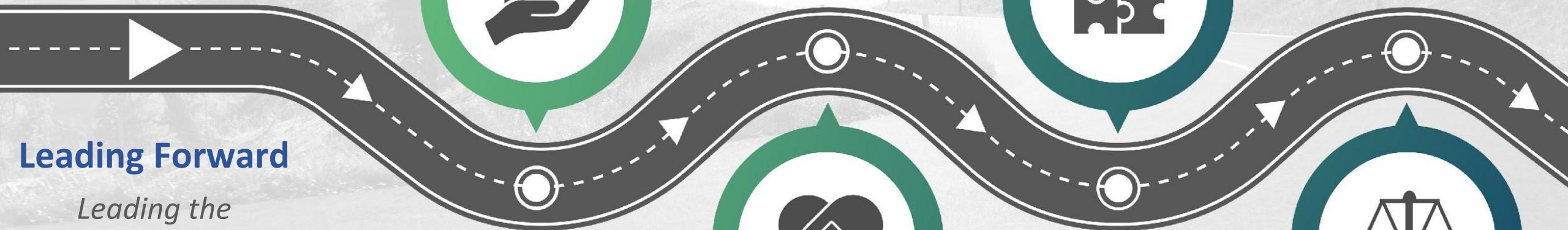


## We're in this Together

*Support Student & Staff Attendance*

## Close the Gap

*Equitable, High-quality instruction for all*



## Leading Forward

*Leading the Transformation*

## A Safe Place

*A Healthy, Secure Environment*

## A Place to Belong

*Reignite School Culture*

# ROAD TO RECOVERY— Priority Playbook





**Leading Forward**

*Leading the Transformation*

**ROAD TO RECOVERY— Priority Playbook**





# LEADING FORWARD



## Leading the Transformation

- Engage with a diverse, representative leadership team
  - Plan **frequent collaboration times** (in-person or virtual)
  - Create a **decision-making process**
  - Check the “**pulse**” frequently with the team on the school community
- Recognize that what was important before, is still very important
  - Ensure **mission, goals & improvement plans** still drive decision making



# LEADING FORWARD



## Leading the Transformation

- Communicate, communicate & communicate
  - Keep all stakeholders up-to-date by **communicating explicitly, frequently & in transparent manner**
  - Develop communication pathways (flows) that utilize **multiple modes of communication** by all leadership team members
  - Determine ways to **communicate with ALL** families, including non-English speakers



# LEADING FORWARD– Create a Decision Making Process Example

## Douglas HS Leadership Team Decision Making Process

1. Clarify the decision and how it will be made.
2. Analyze the issues (considering all stakeholders) surrounding the decision.
3. Brainstorm possible solutions.
4. Choose a solution.
5. Make an implementation and communication plan.
6. Evaluate and communicate progress to all stakeholders.



# LEADING FORWARD– Create a Decision Making Process Example

Douglas HS Leadership Team Decision Making Process--Example	
1. Clarify the decision and how it will be made.	<p>What will our classroom observation process be for 2020-2021 considering distance and in-person learning?</p> <p>We will determine the process today by consensus (all agree with the process).</p>
2. Analyze the issues (considering all stakeholders) surrounding the decision.	<ul style="list-style-type: none"> <li>All classrooms need to be observed (even virtual classrooms)</li> <li>Virtual classroom observation: watch posted videos, review assignments and anchors provided, join small group live sessions, review written feedback and grades provided</li> <li>Consistent “look fors” for both virtual and in-person classes: rigor, student engagement, scaffolding/differentiation provided, feedback given</li> <li>Schedule that allows a visit to all classrooms at least every two weeks.</li> <li>Record observations so feedback can be provided to teacher and seen by all administrators but not other teachers</li> </ul>
3. Brainstorm possible solutions.	<ul style="list-style-type: none"> <li>Schedule based on department where administrators are assigned to observe all teachers within the department for a two-week period.</li> <li>Schedule based on grade level where administrators are assigned to observe all teachers within the grade level for a two-week period and the fourth administrator gives a second observation to all new-to-campus teachers for those two weeks.</li> <li>Evenly divide the teachers into 4 groups (not considering dept or grade) for each administrator to observe their group for a two-week period.</li> <li>Use a google form to record observations that sends an email to the teacher being observed once it is submitted. All administrators have access to the form results to review.</li> </ul>
4. Choose a solution.	<p>We will use a schedule based on grade level with the fourth administrator assigned to give an additional observation to new-to-campus teachers. Administrators will complete an observation for all teachers within their group within the two-week period. They will complete the same google form for all classrooms (virtual or in-person) and check in with the teacher via phone/email/video conference if questions arise after they review the form. Administrators will review past entries in the form before observing a classroom to provide consistent feedback. Administrators will rotate to a new group assignment every two weeks.</p>
5. Make an implementation and communication plan.	<ul style="list-style-type: none"> <li>This observation system will be documented and posted in the staff shared google folder.</li> <li>This system will be linked in the staff online handbook and included in the campus systems overview during back-to-school PD sessions.</li> <li>The observation system will be presented in depth at the first faculty meeting on Aug 27, 2020</li> </ul>
6. Evaluate and communicate progress to all stakeholders.	<ul style="list-style-type: none"> <li>The leadership team will review and revise this observation system as needed at the end of the first 9 weeks.</li> <li>The highlights and data from the observation system will be included in the weekly staff newsletter.</li> <li>Administrators will use data from the observation system to determine trends and needed supports for teachers.</li> </ul>





## Leading Forward

*Leading the Transformation*

## A Safe Place

*A Healthy, Secure Environment*

# ROAD TO RECOVERY— Priority Playbook



# A SAFE PLACE



## A Healthy, Secure Environment

- Consider all stakeholders' needs
  - **Gather input** from your students, staff, families, district & community
  - Evaluate the **impact** of decisions **on different stakeholders**



# A SAFE PLACE

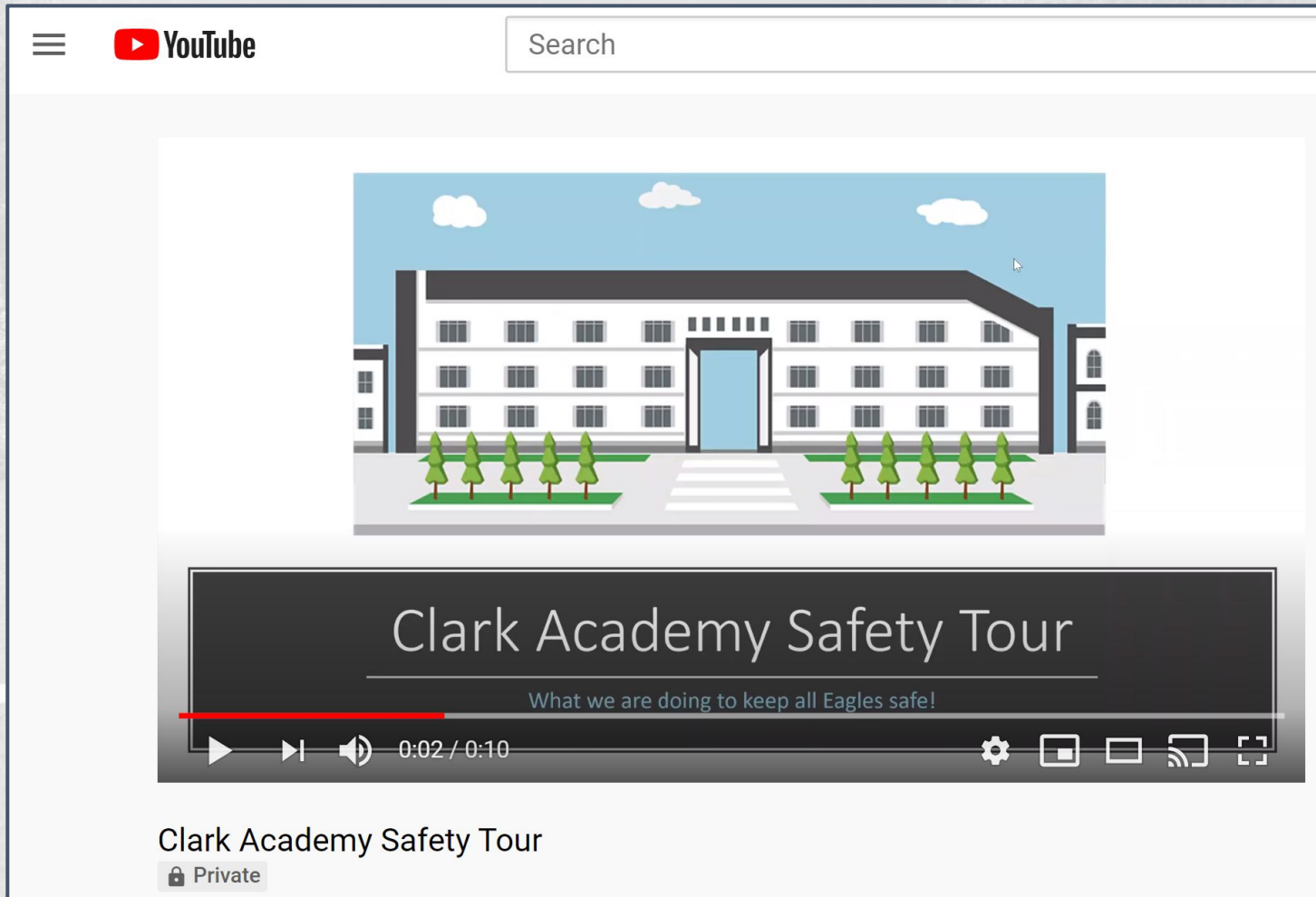


## A Healthy, Secure Environment

- Devise clear plan for physical safety
  - Design **movement patterns** and schedule to minimize contact (building entrance & exit, common areas, passing periods)
  - Develop **visitor procedures**
  - Plan beginning of the year family events with staggered attendance times & careful movement patterns (Registration, Meet-the-Teacher)
  - Design for **variations in scheduling** that provide differentiated & equitable support for ALL students and families



# A SAFE PLACE– Devise Clear Plan for Physical Safety Example

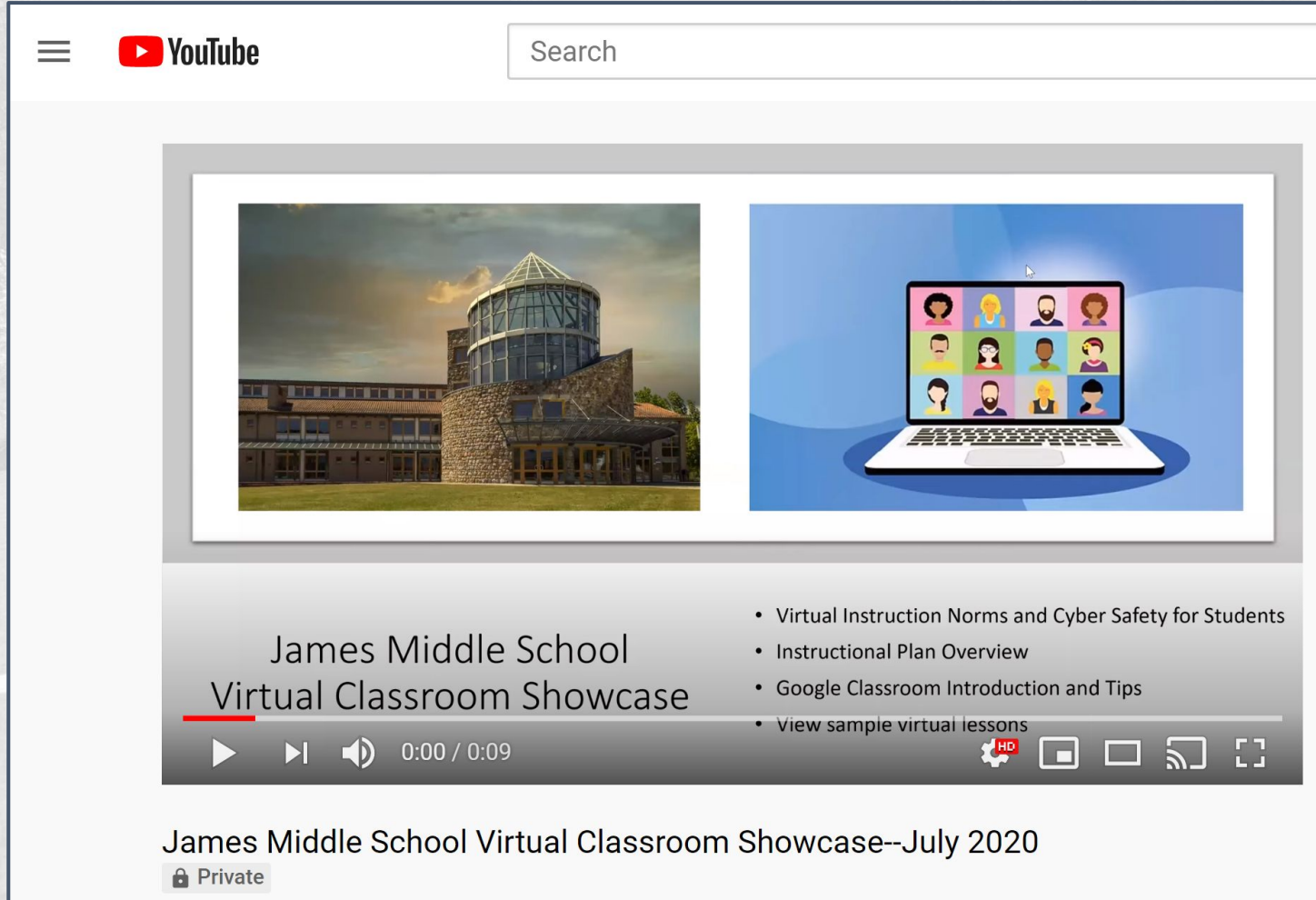


The image shows a YouTube video player interface. At the top left is the YouTube logo and a search bar. The video thumbnail features a stylized illustration of a school building with a blue door and windows, surrounded by green trees and a blue sky with clouds. Below the thumbnail, the video title "Clark Academy Safety Tour" is displayed in white text on a dark background, with the subtitle "What we are doing to keep all Eagles safe!" underneath. The video progress bar shows 0:02 / 0:10. At the bottom left, the video title "Clark Academy Safety Tour" and a "Private" lock icon are visible.





# A SAFE PLACE– Devise Clear Plan for Physical Safety Example



The screenshot shows a YouTube video player interface. At the top left is the YouTube logo and a search bar. The video thumbnail features two images: a school building with a glass dome and a laptop displaying a virtual meeting grid. Below the thumbnail, the video title is "James Middle School Virtual Classroom Showcase". To the right of the title is a bulleted list of topics: "Virtual Instruction Norms and Cyber Safety for Students", "Instructional Plan Overview", "Google Classroom Introduction and Tips", and "View sample virtual lessons". The video player controls at the bottom show a play button, a progress bar at 0:00 / 0:09, and icons for settings, full screen, and share. Below the player, the video title "James Middle School Virtual Classroom Showcase--July 2020" and a "Private" lock icon are visible.

James Middle School  
Virtual Classroom Showcase

- Virtual Instruction Norms and Cyber Safety for Students
- Instructional Plan Overview
- Google Classroom Introduction and Tips
- View sample virtual lessons

James Middle School Virtual Classroom Showcase--July 2020

Private



# A SAFE PLACE– Variations in Scheduling

## Virtual Example

	4th Grade Teacher 1 (Math)	4th Grade Teacher 2 (ELA)	4th Grade Teacher 3 (SS/Sci)
8:00-9:25	Group 1 Instruction and Support	Group 2 Instruction and Support	Group 3 Instruction and Support
9:35-11:00	Group 2 Instruction and Support	Group 3 Instruction and Support	Group 1 Instruction and Support
11:15-11:45*	4th Grade Virtual Lunch SEL Hangout	4th Grade Virtual Lunch SEL Hangout	4th Grade Virtual Lunch SEL Hangout
11:45-12:15**	Teacher Lunch	Teacher Lunch	Teacher Lunch
12:15-1:15**	Collaboration and Planning	Collaboration and Planning	Collaboration and Planning
1:20-2:45	Group 3 Instruction and Support	Group 1 Instruction and Support	Group 2 Instruction and Support
<p>*The 4th grade teachers do SEL Lesson and then split into Breakouts for student presentation/conversations</p> <p>**Specials Scheduled from 12:30-1:15: Specials rotate per Group every 2 weeks between Music, Art, Technology and SEL</p>			



# A SAFE PLACE– Variations in Scheduling In-Person Option Example

	4th Grade Teacher 1 (Math)	4th Grade Teacher 2 (ELA)	4th Grade Teacher 3 (SS/Sci)
8:00-9:25	Group 1	Group 2	Group 3
	Teacher Transition*	Teacher Transition*	Teacher Transition*
9:35-11:00	Group 2	Group 3	Group 1
11:00-11:45**	Group 2 Lunch, SEL Time, and Recess (45 min)	Group 3 Lunch, SEL Time, and Recess (45 min)	Group 1 Lunch, SEL Time, and Recess (45 min)
11:45-12:15***	Teacher Lunch	Teacher Lunch	Teacher Lunch
12:15-1:15***	Conference and Virtual Support	Conference and Virtual Support	Conference and Virtual Support
1:20-2:45	Group 3	Group 1	Group 2
2:45	Dismissal	Dismissal	Dismissal
*Teachers Transitions supported by one Paraprofessional assigned during that time for each grade level.			
**Teachers are provided coverage for 2 days a week during student lunch by admin, support staff, paraprofessionals during student lunch/recess to do Virtual Student Support			
***Student's Schedule while Teacher is at Lunch and Conference:			
11:45-12:30- PE			
12:30-1:15- Specials (rotates in their classroom between Music, Art, Technology, SEL)			



# A SAFE PLACE– Variations in Scheduling

## Virtual Example

Time	Math Teacher 1 on Team Blue	Time	Math Teacher 2 on Team Gold
8:30-9:00	Synchronous Daily Check-In with Homeroom	8:30-9:00	Synchronous Daily Check-In with Homeroom
9:15-10:15	Office Hours for Individual Check-Ins	9:15-10:15	Synchronous Lesson Option #1
10:15-11:30	Rotating Schedule of Small Group Support	10:15-11:30	Rotating Schedule of Small Group/Check-in Support
11:40-12:20	Synchronous Homeroom Lunch SEL Hangouts	11:40-12:20	Synchronous Homeroom Lunch SEL Hangouts
12:20-12:50*	Teacher Lunch	12:20-12:50	Teacher Lunch
12:50-1:55*	Teacher Conference and Collaboration	12:50-1:55	Teacher Conference and Collaboration
2:00-3:00	Rotating Schedule of Small Group Support	2:00-3:00	Synchronous Lesson Option #2
3:00-3:30	Office Hours for Individual Check-Ins	3:00-3:30	Rotating Schedule of Small Group/Check-in Support
*During teacher lunch and conference the students have Virtual Elective Options			



# A SAFE PLACE– Variations in Scheduling In-Person Option Example

Time	Math Teacher 1 on Team Blue (A Day)	Math Teacher 1 on Team Blue (B Day)	Time	Math Teacher 2 on Team Gold
8:30-10:00	Block 1	Block 4	8:30-9:00	Synchronous Daily Check-in with Homeroom
10:05-11:35	Block 2	Block 5	9:15-10:15	Synchronous Lesson Option #1
11:35-12:20	Block 2 Lunch, SEL Time	Block 5 Lunch, SEL Time	10:15-11:30	Rotating Schedule of Small Group/Check-in Support
12:20-12:50*	Teacher Lunch	Teacher Lunch	11:40-12:20	Student Lunch/SEL Hangouts
12:50-1:55*	Teacher Conference and Collaboration	Teacher Conference and Collaboration	12:20-12:50	Teacher Lunch
2:00-3:30	Block 3	Block 6	12:50-1:55	Teacher Conference and Collaboration
3:30	Dismissal	Dismissal	2:00-3:00	Synchronous Lesson Option #2
			3:00-3:30	Rotating Schedule of Small Group/Check-in Support

\*During teacher conference the students are in their 4th and 8th blocks (Electives)

Teachers transition and students stay in same classroom (for most part) except for restroom and non-core classes

Support Staff and Paraprofessionals have schedule to support with transitions and provide breaks for teachers





## We're in this Together

*Support Student & Staff Attendance*



## Leading Forward

*Leading the Transformation*

## A Safe Place

*A Healthy, Secure Environment*

# ROAD TO RECOVERY— Priority Playbook



# WE'RE IN THIS TOGETHER



## Support Student & Staff Attendance

- Create an Attendance Team to provide differentiated, individualized support
  - Frequently review data to inform decisions
  - Develop **different paths of intervention and persistent communication** for attendance concerns
  - Provide **guidance on when to stay home when sick**
  - For staff, stay in frequent contact with trusted substitutes and create coverage plan when substitutes are unavailable



# WE'RE IN THIS TOGETHER



## Support Student & Staff Attendance

- Implement systems for potential, non-traditional school environment(s)
  - Develop plans for **collecting and monitoring attendance data in all modalities of school scheduling**
  - Establish **system to accurately report attendance** according to state/district guidelines
  - Outline roles and responsibilities within **new attendance plans and systems**





# WE'RE IN THIS TOGETHER– Persistent Communication Example

## Attendance Communication Plan

### Static Communications

Content	What	When	How	To	Owner	Composer
Student Attendance Handbook	<ul style="list-style-type: none"> <li>Expectations</li> <li>Support Systems</li> <li>Flow Chart</li> </ul>	<ul style="list-style-type: none"> <li>1 week before start of school year</li> </ul>	<ul style="list-style-type: none"> <li>Emailed, posted to social media and posted on website, post and email when changes are made</li> </ul>	All families and community	Assistant Principal	Attendance Leadership Team creates and updates throughout the year as needed

### Recurring Communications

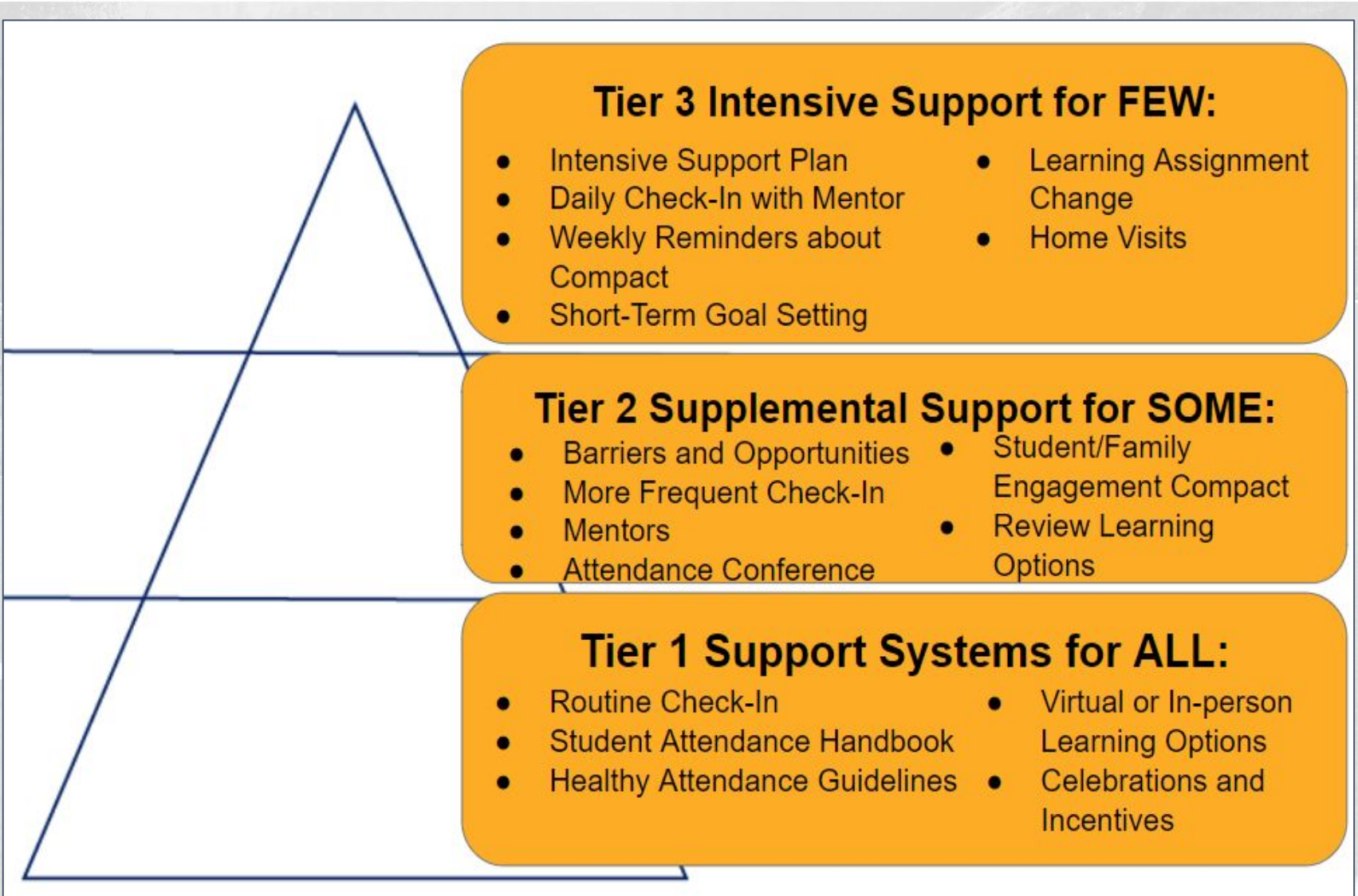
Content	What	When	How	To	Owner	Composer
Healthy Attendance Guidelines	<ul style="list-style-type: none"> <li>When to stay home</li> <li>How to prevent absences and illness</li> </ul>	<ul style="list-style-type: none"> <li>1 week before start of school year</li> <li>Every other week for remainder of school year</li> </ul>	<ul style="list-style-type: none"> <li>Emailed, posted to social media and posted on website, post and email when changes are made</li> <li>Posted on front doors of school</li> </ul>	All students, families, and community	Assistant Principal	Attendance Leadership Team creates and updates throughout the year as needed
Tier 1 Check-ins	<ul style="list-style-type: none"> <li>Wellness Checks (physical and mental health)</li> <li>Academic Goal Check</li> </ul>	<ul style="list-style-type: none"> <li>Every week 25% of Homeroom Classroom is contacted (end of month 100% of students contacted)</li> </ul>	<ul style="list-style-type: none"> <li>In-person conferences, Calls or Google Hangout</li> </ul>	All Students (25% of roster each week)	Homeroom Teachers (monitored by Attendance Leadership Team)	Attendance Leadership Team creates Tier 1 Check-in talking points

### Targeted Communications

Content	What	When	How	To	Owner	Composer
Tier 2 and 3 outreach	<ul style="list-style-type: none"> <li>Wellness Checks (physical and mental health)</li> <li>Support Plan to ensure attendance</li> </ul>	<ul style="list-style-type: none"> <li>As soon as concern is noted</li> <li>When a student is not present for 2 days (Tier 2) and 1 day (Tier 3)</li> </ul>	<ul style="list-style-type: none"> <li>Calls, Texts, Home Visits</li> </ul>	Tier 2 and 3 students and families	Attendance Clerk and Assistant Principal	Attendance Leadership Team creates Tier 2 and 3 guidance



# WE'RE IN THIS TOGETHER– Attendance Tiered Student Support Example



# WE'RE IN THIS TOGETHER– Intervention Paths Example

## Student #1: Single-Parent and cannot consistently be at home due to work

**T1**

All Tier 1 Supports Implemented

- Routine Check-In with Homeroom Teacher
- Virtual Learning option selected
- Student Attendance Handbook Reviewed

**T2**

Compact Signed and Barriers Identified

- Barriers revealed no adult to monitor daily virtual engagement at home
- Compact Signed by Student and Parent at Attendance Conference

**T3**

Plan Developed and Learning Option Changed

- Support plan developed
- Weekly reminders about Plan and Compact
- Switched to In-Person Learning option



# WE'RE IN THIS TOGETHER– Intervention Paths Example

## Student #2: Student has anxiety about school procedures and structure due to COVID-19

<b>T1</b>	All Tier 1 Supports Implemented	<ul style="list-style-type: none"><li>• Routine Check-In with Homeroom Teacher</li><li>• In-Person Learning option selected</li><li>• Handbook and Guidelines sent home via email and mail</li></ul>
<b>T2</b>	Attendance Conference and Mentor Assigned	<ul style="list-style-type: none"><li>• Attendance Conference with Student and Parent: Compact signed and barriers identified</li><li>• Mentor Assigned</li></ul>
<b>T3</b>	Plan Developed and Learning Option Changed	<ul style="list-style-type: none"><li>• Support plan developed</li><li>• Daily check-in with Mentor</li><li>• Switched to Virtual Learning option</li></ul>





## We're in this Together

*Support Student & Staff Attendance*



## Leading Forward

*Leading the Transformation*

## A Safe Place

*A Healthy, Secure Environment*

## A Place to Belong

*Reignite School Culture*

# ROAD TO RECOVERY— Priority Playbook



# A PLACE TO BELONG



## Reignite School Culture

- Connections before Content
  - Develop **re-entry curriculum** and provide time the first few weeks of school to adjust and re-acclimate to peers and school community
  - Create collective commitments between staff and students
  - Integrate & learn **healing-based practices** to support social-emotional health of students and staff
  - Build **habits of connection and communication** that will persist throughout the year



# A PLACE TO BELONG



## Reignite School Culture

### •Sustain & Support

- Continue **deliberate opportunities for relationship building and healing-based practices**
- Champion collective commitments
- Provide opportunities for **shared fun**
- Review and adjust focus to respond as needs change throughout the year
- Engage families and community** in safe or virtual events



# A PLACE TO BELONG– Re-entry Curriculum Example (Virtual OR In-person)



## *SHS Dragon Camp: Better Together*

*(First 5 days of school + every Friday Meeting)*

**Dragon DNA**



Better through Diversity: learn who we are and how our differences are also our strength.

*Wellness  
Workshop*



Better through Balance: physical health and wellness and how to take care of ourselves.

*Mindset Study  
Seminar*



Better through Mindset: how our mindset can impact our attitude, achievement and happiness.

**The Dragon Way**



Better through Self-discipline: routines and behaviors that support success in school and life.

**Community through  
Communication**



Better through Conversation: always improving how we talk to each other and the words we use.

**Believe  
There is  
Good**



Better through Kindness: We can't heal ourselves by wounding each other. Dragons, you'll find, are kind.





# A PLACE TO BELONG– Re-entry Curriculum Example (Remote/Virtual)

## DRAGON CAMP SCHEDULE 9th Grade - Remote/Virtual Day 1

9:00-9:30	Introductions, share school-wide virtual assembly video (live or recorded) where Principal shares Mission, Vision, Staff & Student Commitments, announcements, welcome back, purpose/expectations, “We are Dragons” chant, school song
9:30-10:00	Synchronous (Live) Lair Lesson: Believe There is Good / Be the Good
10:00-10:30	Synchronous (Live) Lair Lesson: Wellness Workshop
10:30-1:00 (asynchronous)	Asynchronous (video review with form submission): The Dragon Way
	Asynchronous (video review): Mindset Study Seminar
1:00-1:50	Synchronous (Live) Lair Lesson: Dragon DNA
1:50-2:00	BREAK (stay logged in to live Lair Session)
2:00-2:20	Synchronous (Live) Lair Lesson: Community through Communication
2:20-3:00	Synchronous (Live) Lair Assessments (small groups): Math & Reading Screener Testing
3:00-3:30	Synchronous (Live) Assembly: Grade Level Team Building Time to close the day



# A PLACE TO BELONG– Re-entry Curriculum Example (In-person)

## DRAGON CAMP SCHEDULE 9th Grade - Day 1

8:00-8:25	Arrival/Lair; Launch Dragon Camp Overview
8:30-9:05	Virtual School-wide assembly: Mission, Vision, Staff & Student Commitments, Welcome Back, purpose/expectations, “We are Dragons” Chant, School Song
9:05-9:50	Believe There is Good / Be the Good
9:50-10:40	The Dragon Way/Conference
10:40-11:30	Mindset Study Seminar
11:30-12:00	Dragon DNA
12:00-12:30	Community through Communication
12:30-1:00	LUNCH
1:00-1:40	Wellness Workshop
1:30-3:00	Math Pre-Assessment
3:00-3:45	Virtual 9th Grade Team Building



# A PLACE TO BELONG– Re-entry Curriculum Example

## Dragon DNA Lesson 2: Cultural Banners

### Objective:

Students will work individually to create a “cultural banner” expressing values, traditions, activities, and places important in their families. The class will then glue all their individual banners to one large classroom banner to hang in each Liar room.

### Vocabulary: Culture

**Materials:** Crayons, markers, chart paper, large piece of butcher paper shaped like a vertical banner, and construction paper shaped like a miniature banner for each student.

### Create a Culture Web

1. Write the word *culture* in the center of a piece of chart paper and circle it.
2. Ask students to brainstorm associations with the word, record the word and phrases that come up on the chart paper, and connect them to *culture*, creating a web.
3. Discuss the web with the students and agree on a definition along these lines: culture is the values, beliefs, and traditions shared by a group of people.

### Introduce Cultural Banners

1. Distribute construction paper and makers or crayons.
2. Ask students to write their name on the banner and any symbols (words or pictures) that show values. Traditions, activities and places that are important for their family. Encourage them to use words or drawings to represent holidays, foods, sports, flags, and so on.
3. After they have created the banners, ask students to glue their banner to the large banner, creating a unity banner per classroom.

### Discussion

- How was this activity for you? What did you learn from doing it?
- What are some of the cultures represented in the group?

### Follow-up Suggestions

- For the next week or two, take a few minutes of each class period to give several students a chance to explain their banner to the class.
- Have students work in groups of four to share their banners with each other.

**Virtual: use Google slides or other collaborative space to build banner**



# A PLACE TO BELONG– Opportunities for Healing Based Practices Example



## Tiger Listening Lunches



Monday 9/14	Tuesday 9/15	Wednesday 9/16	Thursday 9/17	Friday 9/18
<b><i>One and One</i></b>	<b><i>Future Forward</i></b>	<b><i>Mindfulness</i></b>	<b><i>Passion Project</i></b>	<b><i>Power Ups</i></b>
Teacher and each student shares one celebration and one question from the weekend.	Review current goal and visualize what meeting that goal will look like, sound like, feel like, etc.	Sustained contemplation of a picture (teacher and students choose a picture)	Genise will tell us about her favorite soccer team, why she enjoys watching them, and why others should be interested.	Teacher and students each share positive statements about themselves and others.





## We're in this Together

*Support Student & Staff Attendance*

## Close the Gap

*Equitable, High-quality instruction for all*



## Leading Forward

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# ROAD TO RECOVERY— Priority Playbook



# CLOSE THE GAP



## Equitable, High-Quality Instruction for All

- Plan for strategic adjustments in curriculum
  - Collaborate to select **only the MOST essential standards** for current grade level
  - **Prioritize skills and concepts** that are foundational to college, career and real-world readiness
- Implement deliberate systems of assessment to inform curriculum focus and instructional plan
  - Develop assessment norms for administering assessments in different modalities
  - Utilize common **pre-assessments** to narrow focus on the MOST essential standards
  - Implement **common formative assessments** frequently throughout unit of study; including analysis of student work.



# CLOSE THE GAP

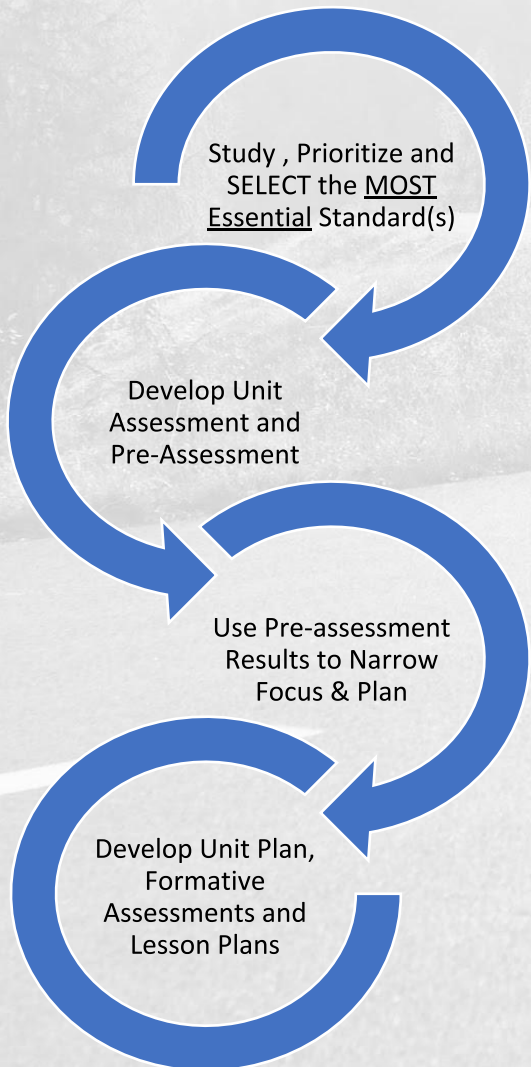


## Equitable, High-Quality Instruction for All

- Focus on implementation of evidence-based instructional practices
  - Plan for **acceleration, not remediation**
  - Responsive instructional design should be **student-focused**, with increasing independent, critical thinking, speaking, reading and writing.
- Utilize effective virtual & blended learning models
  - Engage instructional technology in creative ways that enhances & elevates instruction
  - Use **virtual tools to personalize pathways for all students** to achieve mastery of essential standards



# CLOSE THE GAP– Plan for Strategic Adjustments in Curriculum Example



## Grade 6 Math Team (2 teachers)

***Narrowed the focus from five to two essential standards. (5 standards narrowed to 2)***

***Developed a unit assessment (10 items) for these two standards and a pre-assessment (4 items).***

***The pre-assessment results showed an overall strength in one of the standards.***

***The focus of the unit plan was adjusted to focus on the standard the students need the most experience with while building on the strength of the other.***

***Using pre-teach of vocabulary and small group review of supporting skills--acceleration mindset to support mastery of the grade level standards.***





# CLOSE THE GAP– Evidence-based Instructional Practices “100% Virtual” Example

Focus on “MOST” essential standard(s)

Evidence-based, student-focused strategies evidenced

Live session closes with clarity on “What’s Next”

EXAMPLE Virtual Lesson Plan-Synchronous 1 hr Session: Grade 6 Mathematics August 24, 2020			
	6.5(B) solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models (integrated activation, application & practice of 6.4(G) generate equivalent forms)--Texas Essential Knowledge and Skills		
<b>PLANNED INSTRUCTIONAL STRATEGIES</b>	structured student talk, randomization, critical writing, collaboration, movement, authentic student anchors, feedback		
<b>LIVE: Synchronous Session (1 hr scheduled)</b>			
<i>How long does this take?</i>	<i>What are the students doing? What is teacher doing?</i>	<i>Why are you doing it this way?</i>	<i>How will you know if students are successful?</i>
<b>MINUTE</b>	<b>ACTIVITY / EXPERIENCE</b>	<b>IMPACT/PURPOSE</b>	<b>EVIDENCE OF LEARNING / ASSESSMENT</b>
4	Vocabulary THINK-INK-PAIR-SHARE: paraphrase vocab in breakout sessions: equivalent/generate/part/whole/percent	activate prior knowledge; pre-teach for talk; collaborate	student written and oral responses with randomization
2	Interactive objectives review (learning, language) & expectations for learning guided by student leaders	student metacognition, relevance, engagement	randomization, whole group attention signals, shared reading
7 (recorded)	I do / We do: Teacher demonstrates during think-aloud intro to proportional figure for solving problems involving percent (students record their own, participate through randomization and partner talk) (record live demonstration)	modeling & engagement, student-generated anchor for consistent problem solving	student writing, randomized responses, observation of student talk
7	Y'all do: students work in breakout sessions (3-4) to analyze a given problem description and set up figure (saved whiteboard session)	student talk, independent critical thinking & writing	student whiteboard shareout, active monitoring with feedback
10 (recorded)	I do / We do: review of figure set up and continue to learn the solve process (students take their own notes to record process w/labels; participate through randomization and partner talk) (session recorded)	modeling/engagement, student-generated anchor for consistent problem solving	student writing, randomized responses, observation of student talk
10	Y'all do: students work in partners with Rally Coach structure apply solve process to the figures they set up before (student talk stems, written response for each)	student talk, independent critical thinking & writing, collaboration	student whiteboard shareout, active monitoring with feedback
5 (recorded)	You do: Guidelines provided for students to create mini-poster representing the process they applied for analyzing, planning (figure draft with labels), solving and justifying today. (model of mini-poster shared)	independent application, authentic student anchors, writing to explain	Planned: content of mini-posters w/video, check for understanding of planned independent, asynchronous practice
5	students review the learning objective, language objective and expectations/commitment for asynchronous practice	metacognition, relevance, engagement, self-monitoring	whole group response; reflection think time; clarity of objective and guide for practice



# CLOSE THE GAP– Evidence-based Instructional Practices “Hybrid” Example

In-person

Remote

Sample "Hybrid" Lesson Plan: Grade 6 Mathematics August 24, 2020			
ESSENTIAL STANDARD(S)	5.5(8) solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models		
PLANNED INSTRUCTIONAL STRATEGIES	structured student talk, randomization, critical writing, collaboration, movement, authentic student anchors		
IN-PERSON LEARNING ENVIRONMENT			
How long does this last?	What are the students doing? What is teacher doing?	Why are you doing it this way?	How will you know if students are successful?
MINUTES	ACTIVITY / EXPERIENCE	IMPACT/PURPOSE	EVIDENCE OF LEARNING / ASSESSMENT
3	Vocabulary THINK-INK-PAIR-SHARE: paraphrase focused academic vocab	activate prior knowledge; pre-teach for talk	student written and oral responses with randomization
2	Interactive reading of objectives (learning, language) & expectations for today's learning guided by student leaders	student metacognition, relevance, engagement	randomization, whole group attention signals, shared reading
10 (recorded)	I do / We do: Teacher guided intro to proportional figure for solving problems involving percent (students record their own, participate through randomization and partner talk)	modeling & engagement, student-generated anchor for consistent problem solving	student writing, randomized responses, observation of student talk
5	Y'all do: students work to analyze a given problem description and set up figure (in journal, conferring with partner, ensuring labels)	student talk, independent critical thinking & writing	student journal review, active monitoring with feedback
10 (recorded)	I do / We do: review of figure set up and continue to learn the solve process (in journal solve process w/labels; participate through randomization and partner talk)	modeling & engagement, student-generated anchor for consistent problem solving	student writing, randomized responses, observation of student talk
5	Y'all do: students work in partners to apply solve process to the figure they set up before (student talk stems used, written response for each)	student talk, independent critical thinking & writing	student journal review, active monitoring with feedback
10	You do: Students create mini-poster used to represent the process they applied for analyzing, planning (figure draft with labels), solving and justifying today. (model of mini-poster shared)	independent application, authentic student anchors, writing to explain	content of mini-posters, active monitoring with feedback
3	students review the learning objective, language objective and expectations/commitment for today's learning to reflect on mastery	student metacognition, relevance, engagement, self-monitoring	whole group response; reflection think time (next lesson will begin with reflection question-same)
August 25-28 Assignment #1: REMOTE ASYNCHRONOUS LEARNING ENVIRONMENT			
Est. time for student	What are the students doing? What resources are they accessing?	What online tools are being used?	How will you know if students are successful?
MINUTES	ACTIVITY / EXPERIENCE	PLATFORMS/APPS	EVIDENCE OF LEARNING / ASSESSMENT
10	Watch video of introduction to proportional figure for solving percent problems	Google Classroom (video/audio)	*content of mini-poster, including written explanation of process *feedback provided to peers *response to questions during weekly video check-in conference with teacher
10	Watch video of solve process for percent problems	Google Classroom (video/audio)	
varies per student	Students will create a mini-poster (model of mini-poster provided) in handwritten or digital format; submit image or link to poster to teacher for feedback; after feedback students will add poster to padlet (image, link to shared file) and add comments for feedback to two other posters for peers using feedback guidance and rubric	Google Classroom (video/audio) and Padlet (optional: google docs, slides or other presentation/doc software, image capture)	



# CLOSE THE GAP– Evidence-based Instructional Practices “Hybrid” Example

**MOST essential standard**

**Evidence-based, student-focused strategies evidenced**

Sample "Hybrid" Lesson Plan: Grade 6 Mathematics August 24, 2020			
ESSENTIAL STANDARD(S)	6.5(B) solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of rate and pictorial models [integrated action, application & practice of 6.4(G) generate equivalent forms]		
PLANNED INSTRUCTIONAL STRATEGIES	structured student talk, randomization, critical writing, collaboration, movement, authentic student anchors		
IN-PERSON LEARNING ENVIRONMENT			
How long does this take?	What are the students doing? What is teacher doing?	Why are you doing it this way?	How will you know if students are successful?
MINUTES	ACTIVITY / EXPERIENCE	IMPACT/PURPOSE	EVIDENCE OF LEARNING / ASSESSMENT
3	Vocabulary THINK-INK-PAIR-SHARE: paraphrase focused academic vocab	activate prior knowledge; pre-teach for talk	student written and oral responses with randomization
2	Interactive reading of objectives (learning, language) & expectations for today's learning guided by student leaders	student metacognition, relevance, engagement	randomization, whole group attention signals, shared reading
10 (recorded)	I do / We do: Teacher guided intro to proportional figure for solving problems involving percent (students record their own, participate through randomization and partner talk)	modeling & engagement, student-generated anchor for consistent problem solving	student writing, randomized responses, observation of student talk

**plans for change of state frequently and opportunities for assessment noted throughout**



# CLOSE THE GAP– Evidence-based Instructional Practices “Hybrid” Example

Flexible time period for remote learners

Personalized Pathways: options for format of product, variety of feedback & support

August 25-28 Assignment #1: REMOTE ASYNCHRONOUS LEARNING ENVIRONMENT			
Est. time for student	What are the students doing? What resources are they accessing?	What online resources are being used?	How will you know students are successful?
MINUTES	ACTIVITY / EXPERIENCE	PLATFORMS/APPS	EVIDENCE OF LEARNING / ASSESSMENT
10	Watch video of introduction to proportional figure for solving percent problems	Google Classroom (video/audio)	*content of mini-poster, including written explanation of process *feedback provided to peers *response to questions during weekly video check-in conference with teacher
10	Watch video of solve process for percent problems	Google Classroom (video/audio)	
varies per student	Students will create a mini-poster (model of mini-poster provided) in handwritten or digital format; submit image or link to poster to teacher for feedback; after feedback students will add poster to padlet (image, link to shared file) and add comments for feedback to two other posters for peers using feedback guidance and rubric	Google Classroom (video/audio) and Padlet (optional: google docs, slides or other presentation/doc software, image capture)	

Ensures continuity: access to recorded, live instruction, aligned strategies & assessment





## We're in this Together

*Support Student & Staff Attendance*

## Close the Gap

*Equitable, High-quality instruction for all*



## Leading Forward

*Leading the Transformation*

## A Safe Place

*A Healthy, Secure Environment*

## A Place to Belong

*Reignite School Culture*

# ROAD TO RECOVERY— Priority Playbook



# ROAD TO RECOVERY– Priority Playbook Roadmap

## **Roadmap to Recovery: A Priority Playbook**

*Planning for re-entry and transformation to your school community!*

### **Welcome to the Roadmap**

*This tool is intended to support your planning for the 2020-2021 school year. You may choose to complete every section or only the parts that are most applicable to your school community.*

*Please contact us if you would like support as you and your team work through the Priority Playbook.*



**E3 ALLIANCE**<sup>SM</sup>  
**EDUCATION EQUALS ECONOMICS**

E3 Alliance is a premier, national award-winning leader in collaborating with districts and schools to implement sustainable student outcomes with its unique, proven and data-backed frameworks and systems.

As a non-profit, E3 Alliance is a mission-driven organization focused on Impact for ALL Students by transforming school systems. As seasoned educators the E3 Alliance team possesses the knowledge and first-hand experience transforming schools to sustained success

with solutions for  
Leadership  
School Culture  
Effective Instruction  
Special Populations

Contact us if you would like more support:  
Lori Davis, Director of Transformation Partnerships

[ldavis@e3alliance.org](mailto:ldavis@e3alliance.org)

[Visit our website](#)



# ROAD TO RECOVERY– Priority Playbook Roadmap

## Close the Gap: Equitable, High-Quality Instruction for All

*Effective planning and teaching so that all students succeed!*

### Plan for strategic adjustments in curriculum

#### Selecting Essential Standards and Prioritizing College and Career Readiness

Needs	Who
<i>Develop standard study protocol with guiding questions and suggested resources</i>	<i>Instructional coaches, reviewed by leadership team</i>
<i>Develop collaboration meeting schedule</i>	<i>Admin</i>
<i>Outline responsibilities and expectations for teachers, instructional coaches, and administrators in this process</i>	<i>Instructional coaches, reviewed by leadership team</i>



# ROAD TO RECOVERY– Priority Playbook Roadmap

<b>Implement Assessment Systems to Inform Instruction</b>		
<b>Assessment Norms for Different Modalities</b>		
<b>Who will draft assessment norms?</b>	<i>Sherise (core teacher), Donna (counselor/BTC), Janet (SpEd dept chair), Cameron (tech ed teacher)</i>	
<b>When will leadership team review?</b>	<i>August 7 Leadership team meeting</i>	
<b>How will they be communicated to staff and students?</b>	<i>Taught during re-entry camp, retaught in person and virtual before first assessment, discussed at parent night, posted in every google and in-person classroom</i>	
<b>Norm</b>	<b>In-person</b>	<b>Virtual</b>
<i>Independent Work</i>	<i>Work silently without look at others</i>	<i>Work alone without help from others</i>
<b>Assessment System (Pre, Formative, Post, Benchmark)</b>		
<b>Expectation</b>	<b>Who</b>	<b>When</b>
<i>Pre-assessment will be developed based on essential standards</i>	<i>Teachers, Instructional coach</i>	<i>2 weeks before start of unit</i>
<i>Common formative assessments developed collaboratively</i>	<i>Teachers, Instructional coach</i>	<i>During lesson planning 1 week ahead</i>
<i>Frequent review of student work</i>	<i>Teachers, Instructional coach</i>	<i>on-going, throughout learning cycle</i>





# ROAD TO RECOVERY– Priority Playbook Roadmap

<b>Implementation of Evidence-based Instruction</b>	
<b>Plan for Acceleration, NOT Remediation</b>	
<b>What are you already doing to Accelerate?</b>	<b>What can you start doing to Accelerate?</b>
<i>Intervention classes are planning with Math and ELA teachers to preview content in intervention classes</i>	<i>Advisory lessons that pre-teach important vocabulary in upcoming units</i>
<b>Instructional Design focused on students (metacognition, independent/critical thinking/student collaboration):</b>	
<b>What are you already doing?</b>	<b>What can you start doing?</b>
<i>Review data by population and identify areas of growth and needed improvement</i>	<i>Provide professional learning to all staff on student-centered teaching (self monitoring, thinking processes, collaboration and academic conversation)</i>



# ROAD TO RECOVERY– Priority Playbook Roadmap

## Utilize effective virtual & blended learning models

### Using tech in creative ways and to Personalize Learning

Opportunities	How
<i>Identify priority tech tools all teachers need to use</i>	<i>Survey teachers on tools used, review in department meetings to develop a list, final list created by LT</i>
<i>Provide a platform for peer-to-peer learning and support for tech tools</i>	<i>Choice rotations during PD days, presentations at PLCs or faculty meetings, peer tech support office hours</i>
<i>Teams map out paths to mastery for essential standards</i>	<i>Develop steps to mastery for each essential standard including skills and vocabulary, find a tech tool or other resource for each step</i>

### Actions We Need to Take to Close the Gap

<i>Schedule opportunities for core and intervention teachers to collaborate at least twice per month.</i>
<i>Identify tech priority tech tools all teachers will use in virtual instruction.</i>



# ROAD TO RECOVERY– Priority Playbook Roadmap

## Roadmap: Putting the Playbook into action

*Prioritizing and Detailing the work of your Leadership Team*

**Paste the actions from previous sheets and prioritize them by assigning a number.**

Priority (1=highest)	Action
1	<i>Schedule opportunities for core and intervention teachers to collaborate at least twice per month.</i>
2	<i>Identify virtual tech tools that all teachers will use in virtual instruction.</i>

### Before First Day of School

Action	Who	When	How	Communication Needs
<i>Core/intervention collaboration time</i>	<i>Admin and master scheduler</i>	<i>by July 31</i>	<i>Zoom meetings and shared workspace</i>	<i>Include expectations for core/intervention collaboration to PLC calendar and other support documents.9:25</i>





### Leading Forward

*Leading the Transformation*



### A Safe Place

*A Healthy, Secure Environment*

### We're in this Together

*Support Student & Staff Attendance*



### A Place to Belong

*Reignite School Culture*

### Close the Gap

*Equitable, High-quality instruction for all*



# ROAD TO RECOVERY— Questions?



# ROAD TO RECOVERY



- *Use* the Playbook & Roadmap
- *Share* the Playbook & Roadmap
- *Partner* with us!
  - Ask about a Complimentary Coaching Session
  - Lori Davis, [ldavis@e3alliance.org](mailto:ldavis@e3alliance.org)



# ROAD TO RECOVERY



- *Attend* September 17th Webinar at 2:00 pm CST
  - Now What?
  - Modify and Adapt Plans based on Current Realities



# ROAD TO RECOVERY

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