



Eaton Community Schools Learning Recovery Plan

District Name:	Eaton Community Schools
District Address:	306 Eaton-Lewisburg Rd Eaton, Ohio 45320
District Contact:	Jeff Parker, Superintendent
District IRN:	043935

On February 9, 2021, Governor DeWine asked schools and districts to work with their communities and educational stakeholders to help students continue to advance academically and to make up for any learning that may have been lost or delayed due to the coronavirus pandemic and related disruptions.

“This once-in-a-lifetime pandemic has impacted all of us, so it should be no surprise that it has impacted our children. But we should not panic, nor should we be surprised by the results of assessments,” said Governor DeWine. “Instead, we should do what Ohioans have always done when facing a challenge – stay calm, roll up our sleeves, and work to solve the problem.”

Governor DeWine has requested that schools and districts design plans that address learning recovery and extended learning opportunities to meet the needs of students that could include, but are not limited to, extending the current school year, beginning the new year early, extending the school day or instituting summer programs, tutoring, remote options, and other remedial or supplemental activities.

Plans should address, but are not limited to, the following key components:

- **Impacted Students:** How will schools and districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations)?
- **Needs Assessment:** How will schools and districts identify the needs of those students?
- **Resources and Budget:** What resources are available to address those needs? Generally, what is the budget for the plan?
- **Approaches:** What approaches can best be deployed to address those needs? (This may include approaches such as ending the school year later than scheduled, beginning the new year early, extending the school day, summer programs, tutoring, and remote options.)
- **Partnerships:** Which local and regional partners (such as Educational Service Centers, Information Technology Centers, libraries, museums, after-school programs, or civic organizations) can schools and districts engage in supporting student needs?
- **Alignment:** How can this plan reinforce and align to other district or school plans? This may include but is not limited to Student Wellness and Success Fund plans, remote learning plans, improvement plans, CCIP-related plans, graduation plans.



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Identifying Academic Needs

Impacted Students:

How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?

Eaton Community Schools (ECS) delivered face-to-face instruction all year, with a remote learning option for students K to 12. At the beginning of the year, 363 (approximately 16.5 %) students registered for remote learning; As of mid-March, we have 125 (approximately 5.5 %) students continuing to learn remotely K to 12. Our learning plan for the 2020-21 school year included using a digital learning framework based on Modern Teacher Professional Development, in conjunction with existing core curriculum and classroom resources; middle and high school courses were provided synchronously while our elementaries used a combination of synchronous and asynchronous learning.

Spring 2021

- Eaton Community Schools considered the following:
- Developing and communicating a plan for determining competency (grading and assessments, grade-level advancement)
 - Examining the equity of practices, long-term consequences, social/emotional factors
 - Identifying gaps from assessments (e.g., NWEA MAP, Phonemic Awareness, Phonics, ACTs, End-of-course exams, etc.) and teacher recommendations from classroom assessments.
 - Examining the K-8 MTSS Process and Universal Screeners that contribute to determining instructional needs
 - Ensuring grade, department and vertical processes used to determine; What do students need to know? How do we know if they've learned it? How do we intervene for those students who have not learned it? How do we extend other opportunities for those students who have learned it?
 - Completing a Gap Analysis for ELA, Math, Science, and Social Studies for vertical discussions and identifications
 - Prioritizing Literacy and Math as well as prioritizing the standards within these subject areas.

Summer 2021

- ECS will monitor students' progress in summer school sessions with a focus on students engaged in courses for credit recovery and literacy and math intervention for students in grades K-8. The District will continue the practice of offering targeted intervention services to students who have been identified with a need for recovery services through the IEP process. Specifically this plan includes:
- "Summer SPLASH" (Students Practicing Learning and Soaring Higher) will be available to all K-8 students, as well as specific invitations to students at Tiers III and II by the beginning of May.
 - Partnerships (ESC, libraries, YMCA, pre-school providers, etc.)
 - BCESC Head Start program for summer transitions
 - BCESC & PCESC preschool transition partnership talks. Bridging PK to K transition and curriculum discussion.
 - MCESC SEL support
 - ELA core transition/implementation team. PD to support implementation of ELA core program.
 - Credit Recovery program for HS students based on grades and EOC assessment data.
 - Principals and counselors will work with teams at the next academic level to share observations, data, and plans for students of concern to ensure the thoughtful transition for students from fifth to sixth grade and eighth to ninth grade.
 - Develop the K-8 SPLASH (Students Practicing Learning and Soaring Higher) After-school Extended Learning Program that includes SEL support, as well as blended academic and enrichment experience.



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<p>2021 - 2022</p>	<p>ECS faculty and teacher leaders will administer and analyze data from multiple sources throughout the school year from the following:</p> <ol style="list-style-type: none"> 1. KRA for kindergarten students 2. K-3 Third Grade Reading Guarantee diagnostic assessment 3. NWEA MAP in reading and math to students in grades K-10 4. NWEA MAP in science to students in grades 6-8 5. Literacy screeners, including Dyslexia, to students in grades K-12 6. Universal SEL and Behavior Screeners (Branching Minds/Aperture) to students K-12 7. ACT 8. OTES 2.0 approved teacher assessments 9. State Assessments/End of Course Exams, including OELPS/OELP 10. AP tests 11. Gifted Identification Assessments 12. Attendance <p>This data will be used for:</p> <ul style="list-style-type: none"> • Data-based decision-making as part of CORE and MTSS. • Developing triage plans for Seniors/Credit Recovery Options for HS. • Creating clear instructional plans with prioritized standards. • Creating clear instructional plans communicated with staff, parents, and other stakeholders. • Cross grade-level communication. • Coordinating with relevant partners to support Literacy, Math, and SEL - ESCs, tutors, etc. • Reviewing progress regularly at building and district level. Discuss progress for all students and targeted groups. • Developing personalized learning goals (e.g. NWEA MAP) that will support gap closing • SPLASH (Students Practicing Learning and Soaring Higher) After-school Extended Learning Program 	<p>NWEA MAP annual cost</p> <p>Progress Monitoring Tool (Branching Minds) annual cost approximately \$8K, Aperture, approximately \$6 per student</p> <p>PD</p> <p>District Curriculum review of literacy materials w/adoption projection</p>
<p>2022 - 2023</p>	<p>ECS faculty and teacher leaders will administer and analyze data from multiple sources throughout the school year from the following:</p> <ol style="list-style-type: none"> 1. KRA for kindergarten students 2. K-3 Third Grade Reading Guarantee diagnostic assessment 3. NWEA MAP in reading and math to students in grades K-10 4. NWEA MAP in science to students in grades 6-8 5. Literacy screeners, including Dyslexia, to students in grades K-12 6. Universal SEL and Behavior Screeners (Branching Minds/Aperture) to students K-12 7. ACT 8. OTES 2.0 approved teacher assessments 9. State Assessments/End of Course Exams, including OELPS/OELP 10. AP tests 11. Gifted Identification Assessments 12. Attendance <p>This data will be used for:</p> <ul style="list-style-type: none"> • Data-based decision-making as part of CORE and MTSS. • Developing triage plans for Seniors/Credit Recovery Options for HS. • Creating clear instructional plans with prioritized standards. 	<p>NWEA MAP annual cost</p> <p>Progress Monitoring Tool (Branching Minds) annual cost Progress Monitoring Tool (Branching Minds) annual cost approximately \$8K, Aperture, approximately \$6 per student</p> <p>PD</p>



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	<ul style="list-style-type: none"> • Creating clear instructional plans communicated with staff, parents, and other stakeholders. • Cross grade-level communication. • Coordinating with relevant partners to support Literacy, Math, and SEL - ESCs, tutors, etc. • Reviewing progress regularly at building and district level. Discuss progress for all students and targeted groups. • Developing personalized learning goals (e.g. NWEA MAP) that will support gap closing • SPLASH (Students Practicing Learning and Soaring Higher) After-school Extended Learning Program 	
Resource Link(s):	What Works Clearinghouse Priority Math , Reading and Writing Standards Determination of Student Educational Needs Ohio Improvement Process Branching Minds/Apture Education	

Approaches to Address Academic Gap Filling

Approaches & Removing/Overcoming Barriers	<p><i>What approaches will schools/districts use to fill learning needs identified above?</i></p> <p><i>What steps will be taken to remove/overcome barriers that may be associated with the “Gap Filling Approaches” (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i></p>	
<p>Given that Eaton Community Schools (ECS) delivered face-to-face instruction all year, students have continued to be monitored through our MTSS system. Remote learners have been included in the grade-level and student level discussions. Teachers have formally and informally assessed students to identify needs in literacy and math.</p> <p>Bootcamp (skill and fluency practice) was in place in kindergarten for 2019-20. This format and structure was expanded for the 2020-21 academic year to span PK through 2nd. K-2 students receive drill and feedback on foundational skills. Tier Intervention teachers work with K-5 students most at-risk with literacy gaps and provide Tier 2 and 3 supports to supplement classroom instruction. This support occurs in small group settings and provides additional intensive literacy instruction to identified students.</p> <p>Middle and high school students will access additional instructional support through study halls and after school hours beyond the daily support within classrooms.</p>		
Spring 2021	<p>School leaders, grade and department leaders, and MTSS teams will work with teachers to develop goals that address students' specific learning gaps. They will monitor student progress, achievement, and daily engagement through various data sources and will intentionally select high-impact researched strategies to address student needs. The impact of implemented interventions will be reviewed to determine the necessity of a new or modified intervention. High school students with academic</p>	



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	<p>concerns will be invited to participate in summer credit recovery courses and identified elementary students will be invited to participate in summer literacy support. Summer school/camp registration will be shared with families.</p> <p><u>ECS will take action to:</u></p> <ul style="list-style-type: none"> ● Develop a summer school plan. ● Recruit and hire summer school staff. ● Seek board of education approval of summer school plan. ● Design partnership agreements. ● Plan transportation and meals/snacks. ● Provide PD for new ELA Core Curriculum for implementation 2021-2022 ● Provide PD for Orton-Gillingham implementation for 	
<p>Summer 2021</p>	<p>All students will have the opportunity to participate with peers and teachers in various summer school experiences designed to re-engage students and/or earn and recover credits in a positive, interest-based summer camp experience. The summer camp sessions will be offered at no cost to families and transportation, breakfast, snack and lunch grab-and-go will be available. Campus location will be determined based on the number of students participating. The sessions will take place in June for approximately 4 weeks as well as 1 week in August. Modern Teacher resources for ELA and math, among other topics will provide playlists for targeted learning skills. The district will continue the practice of offering targeted intervention services to students who have been identified with a need for recovery services through the IEP process. Specifically this plan includes:</p> <ul style="list-style-type: none"> ● “Summer SPLASH” (Students Practicing Learning and Soaring Higher) will be available to all K-8 students, as well as specific invitations to students at Tiers III and II by the beginning of May. ● Partnerships (ESC, libraries, YMCA, pre-school providers, etc.) ● BCESC Head Start program for summer transitions ● BCESC & PCESC preschool transition partnership talks. Bridging PK to K transition and curriculum discussion. ● MCESC SEL support ● Provide transportation. ● Provide meals/snacks. ● Investigate tutoring programs that can be included through extended learning opportunities after school. 	<p>TBD</p>
<p>2021 - 2022</p>	<p>ECS will utilize assessment data through NWEA MAP, Aperture Education and Branching Minds to develop personalized learning goals for students to address gap areas academically, behaviorally, and social-emotionally. Collaborative teams such as grade-level/departments, BLTs, MTSS, etc. will work to develop plans (RIMPs, graduation, attendance, Success, intervention, 504s, IEPs) that define specific goals, intended interventions to address concerns, and progress monitoring tools and practices to assess impact of identified interventions. This will include conversations with clear review cycles and analysis practices. Teachers will be trained in the new district data management system and utilize the system to review student progress over time.</p> <p>Classroom teachers will provide enrichment, intervention and support to students based on MAP fall benchmark data and other appropriate assessment data. Tier 1 instruction will be differentiated to meet individual student needs. Instructional models will be adjusted to support the needs of all students (small group instruction, workshop</p>	<p>TBD</p>



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	<p>model, differentiated independent work, etc.) Consideration will be given to thoughtful grouping of students & creative use of staff. This could include training paraprofessionals and support staff to provide additional support in the classroom, as needed.</p> <p>Literacy support teachers will work with K-5 students most at-risk with literacy gaps and provide Tier 2 and/or 3 supports to supplement classroom instruction. This support will occur in small group settings and will provide additional intensive literacy instruction to identified students. This may be included as part of ECS Extended Learning: SPLASH time.</p> <p>ELA K-12 teachers will engage in professional learning experiences that provide them with differentiation strategies to address various identified learning gaps through the implementation of the district's new core curriculum.. Professional learning will occur through staff meetings, district professional learning days, participation in TBTs, grade and vertical,, and through monthly engagement.</p> <p>Parents will be engaged as partners in goal setting and progress monitoring of student progress towards closing gaps. Plans will be communicated and updated for parents and progress will be available for parents' review through ProgressBook and ParentSquare.</p> <p><u>ECS will take action to:</u></p> <ul style="list-style-type: none"> ● Add additional ELA support personnel to address needs of students with Tiers 2 and 3 intervention needs. ● Alignment with the grade and vertical process to determine; What do students need to know? How do we know if they've learned it? How do we intervene for those students who have not learned it? How do we extend other opportunities for those students who have learned it? ● Provide additional instructional opportunities to continue to support learning outside of the academic day. ● Review success of programming as described through MAP data, state data, and parent and student input. ● Extend the "Summer SPLASH" opportunities for all students to Extended School time "SPLASH" that will address academic and SEL needs. ● Investigate tutoring programs that can be included through SPLASH after-school/ extended learning. 	
<p>2022 - 2023</p>	<p>ECS will utilize assessment data through NWEA MAP, Aperture Education and Branching Minds to develop personalized learning goals for students to address gap areas academically, behaviorally, and social-emotionally. Collaborative teams such as grade-level/departments, BLTs, MTSS, etc. will work to develop plans (RIMPs, graduation, attendance, Success, intervention, 504s, IEPs) that define specific goals, intended interventions to address concerns, and progress monitoring tools and practices to assess impact of identified interventions. This will include conversations with clear review cycles and analysis practices. Teachers will be trained in the new district data management system and utilize the system to review student progress over time.</p> <p>Literacy support teachers will work with K-8 students most at-risk with literacy gaps and provide Tier 2 and/or 3 supports to supplement classroom instruction. This support will occur in small group settings and will provide additional intensive literacy instruction to</p>	<p>TBD</p>



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	<p>identified students.</p> <p>ELA K-12 teachers will engage in professional learning experiences that provide them with differentiation strategies to address various identified learning gaps through the implementation of the district's new core curriculum.. Professional learning will occur through staff meetings, district professional learning days, participation in TBTs, grade and vertical,, and through monthly engagement.</p> <p>Parents will be engaged as partners in goal setting and progress monitoring of student progress towards closing gaps. Plans will be communicated and updated for parents and progress will be available for parents' review through ProgressBook and ParentSquare.</p> <p><u>ECS will take action to:</u></p> <ul style="list-style-type: none"> • Provide additional instructional opportunities to continue to support learning outside of the academic day. • Review success of programming as described through MAP data, state data, and parent and student input. • Continue the Extended School time "SPLASH" that will address academic and SEL needs. 	
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Approaches to Identify & to Address Social & Emotional Needs

<p>Impacted Students:</p>	<p><i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i></p>	
<p>Addressing Social and Emotional Needs</p>	<p>ECS will address social and emotional needs utilizing:</p> <ul style="list-style-type: none"> • MTSS processes • Alignment to existing Wellness Plans • Alignment to existing Student Success Plans • Triage plans • Integrate, coordinate, and align with relevant partners to support this work including ESCs (PCEC, BCEC, and MCEC), mental health partners (Mental Health & Recovery Board, South Community, & Gephart Counseling), behavioral health (MCEC, Butler Behavioral/MRSS, and KEY Behavioral), social services and cultural partners (Board of DD, Success Liaisons/BCEC, YMCA, and Arts Council) . • Comprehensive Support for Students - screen for social and medical services (work with community agencies), identify students who need instructional support (mentors, tutors, peer support, etc.) 	
<p>Spring 2021</p>	<p>School personnel will intentionally engage with students to identify students in need of extended support through the summer months and identify summer school sessions that may address observed needs.</p> <p><u>ECS will take action by:</u></p> <ul style="list-style-type: none"> • Planning stages and gathering information from buildings. • Reviewing data collected by mental health partners. 	<p>TBD</p>



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	<ul style="list-style-type: none"> • Outreach to local and ESC partners (i.e. YMCA summer camp, Preble County Art Association, Local Library, Preble County Historical Society). • Supporting school MTSS teams to continue to review the mental health concerns identified by students, families, and their teachers and continue on-site mental health services. • MTSS teams, Principals and counselors will continue to reach out through wellness calls to families to discuss student engagement, social emotional wellness, and mental health concerns. Through this partnership, school teams will identify needed family support and continue student SEL activities. 	
<p>Summer 2021</p>	<p>ECS Summer SPLASH staff will monitor students' social emotional needs and engagement through their participation in summer school programming. The design of the summer program is to engage students' collaboratively around high interest topics that promote joy, peer interaction, and immerse students in the school setting. There will be academic targets through ELA, math, STEM, and other topics of interest.</p> <p><u>ECS will take action to:</u></p> <ul style="list-style-type: none"> • Implement summer programming. • Continue to gather data for fall programming. • Partnering w/YMCA summer camp • Incentivize student engagement with local pool passes, art classes, the local library, and culminating activities of interest • Review data collected by mental health partners. • Continue on-site mental health services through South Community • Continue student SEL activities. 	<p>TBD</p>
<p>2021 - 2022</p>	<p>ECS students in grades K-12 will participate in the Branching Minds/Aperture Education SEL and behavior surveys in the fall and spring. Results will be analyzed by MTSS teacher coordinators and counselors.</p> <p><u>ECS will take action to:</u></p> <ul style="list-style-type: none"> • Implement SEL assessment & curriculum, eg, Branching Minds/Aperture. • Continue to use MCESC partners for behavioral and SEL PD and student support. • Continue Choose to Be Nice (Bruce), Second Steps/Choose to Be Nice (East), embedded curriculum in ELA program. • K-5 students will be observed for self-regulation strategies by teachers and the school counselor. • Partner w/YMCA for after school programming. • MTSS teams will continue to review the mental health concerns identified by students, families, and their teachers • Review data collected by mental health partners. • Principals and counselors will continue to reach out through wellness calls to families to discuss student engagement, social emotional wellness, and mental health concerns. Through this partnership, school teams will identify needed family support as well as to continue on-site mental health services. • Continue student SEL activities with more targeted interventions through Branching Minds. • Continue the Extended School time "SPLASH" that will address 	<p>TBD</p>



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	academic and SEL needs.	
2022 - 2023	<p>ECS students in grades K-12 will participate in the Branching Minds/Aperture Education SEL and behavior surveys in the fall and spring. Results will be analyzed by MTSS teacher coordinators and counselors.</p> <p><u>ECS will take action to:</u></p> <ul style="list-style-type: none"> • Implement SEL assessment & curriculum, eg, Branching Minds/Aperture. • Continue to use MCECSC partners for behavioral and SEL PD and student support. • Continue Choose to Be Nice (Bruce), Second Steps/Choose to Be Nice (East), embedded curriculum in ELA program. • K-5 students will be observed for self-regulation strategies by teachers and school counselors. • Partner w/YMCA for after school programming. • MTSS teams will continue to review the mental health concerns identified by students, families, and their teachers • Review data collected by mental health partners. • Principals and counselors will continue to reach out through wellness calls to families to discuss student engagement, social emotional wellness, and mental health concerns. Through this partnership, school teams will identify needed family support as well as to continue on-site mental health services. • Continue student SEL activities with more targeted interventions through Branching Minds. • Continue the Extended School time “SPLASH” that will address academic and SEL needs. 	TBD
Resource Link(s):	Branching Minds Assessment and MTSS CASEL Online SEL Assessment Guide Ohio's K-12 Social & Emotional Learning Standards Ohio's Whole Child Framework	

Approaches to Address SOCIAL & EMOTIONAL NEEDS		
Addressing Social and Emotional Needs	<p>ECS will address social and emotional needs through:</p> <ul style="list-style-type: none"> • MTSS processes • Alignment to existing Wellness Plans • Alignment to existing Student Success Plans • Triage plans • Integrate, coordinate, and align with relevant partners to support this work including ESCs, key health care, behavioral health, and social services partners. • Comprehensive Support for Students - screen for social and medical services (work with community agencies), identify students who need instructional support (mentors, tutors, peer support, etc.) 	
Spring 2021	<p><u>ECS will take action by:</u></p> <ul style="list-style-type: none"> • ECS Professional Development Committee will identify needed professional development for staff. 	



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	<ul style="list-style-type: none"> • Building MTSS teams will continue to develop plans for students demonstrating social emotional challenges or mental health concerns. • Teams will meet to develop and share thoughtful transition plans to support students' vertical progression among grade bands, specifically from grade 2 to 3, 5 to 6 and grade 8 to 9. This will include schoolwide plans to support all students in a grade band along with individual plans for students with special needs. 	
<p>Summer 2021</p>	<p>Staff will continue to make wellness calls to families that have indicated a need for additional support in the past and to families of students who present new areas of concern. These conversations allow for monitoring of support efforts and enable staff to plan for additional supports as needed.</p> <p>Teams continue to discuss the impact of existing interventions in PBIS and MTSS plans and review progress monitoring data with adjustment of plans as needed.</p>	
<p>2021-2022</p>	<p>ECS students in grades K-12 will participate in the Branching Minds/Apture Education SEL and behavior surveys in the fall and spring. Results will be analyzed by MTSS teacher coordinators and counselors. The MTSS teams will be “problem-solution” based teams that address the appropriate interventions and intervention levels using Branching Minds. The development of an Extended School time, “SPLASH”, will address academic and SEL needs K-12.</p> <p><u>ECS will take action by:</u></p> <ul style="list-style-type: none"> • Staff will continue to make wellness calls to families that have indicated a need for additional support in the past and to families of students who present new areas of concern. These conversations allow for monitoring of support efforts and enable staff to plan for additional supports as needed. • School and district leaders, counselors, PBIS teams, and teachers will review the fall and spring Apture SEL survey data for students in grades K-12, and student responses to school and district surveys. This data will identify students' sense of belonging and the professional development needs of staff. Staff will then connect to interventions in the Branching Minds or other resources in response to the data. • Teams continue to discuss the impact of existing interventions in PBIS and MTSS plans and review progress monitoring data with adjustment of plans as needed. • Students demonstrating challenges with self-regulation will be supported with additional goals and strategies by teachers and school counselors through Zones of Regulation techniques. • Teachers, counselors, and leaders will observe students within the school setting and identify students with engagement or attendance concerns. • Teams will meet to develop and share thoughtful transition plans to support students' vertical progression among grade bands, specifically from grade 2 to 3, 5 to 6 and grade 8 to 9. This will include schoolwide plans to support all students in a grade band along with individual plans for students with special needs. • The high school leadership team will continue for selection and training of 	



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	<p>student leaders for Hope Squad.</p>	
<p>2022-2023</p>	<p>ECS students in grades K-12 will participate in the Branching Minds/Aperture Education SEL and behavior surveys in the fall and spring. Results will be analyzed by MTSS teacher coordinators and counselors. The MTSS teams will be “problem-solution” based teams that address the appropriate interventions and intervention levels using Branching Minds. The development of an Extended School time, “SPLASH”, will address academic and SEL needs K-12.</p> <p><u>ECS will take action by:</u></p> <ul style="list-style-type: none"> ● As students transition to a new classroom, level, and school, teachers will engage them in culture building experiences to create student connection, foster a sense of belonging, and in promotion of social emotional skills. ● Self-management strategies will be shared with K-4 students and their self-regulation will be monitored. ● Students demonstrating challenges with self-regulation will be supported with additional goals and strategies by teachers and school counselors through Zones of Regulation techniques. ● Teachers, counselors, and leaders will observe students within the school setting and identify students with engagement or attendance concerns. ● Classroom teachers will observe students within the learning setting for signs of social, emotional, or mental stress. ● School and district leaders, counselors, PBIS teams, and teachers will review the fall and spring Aperture SEL survey data for students in grades K-12, and student responses to school and district surveys. This data will identify students' sense of belonging and the professional development needs of staff. Staff will then connect to interventions in the Branching Minds or other resources in response to the data. ● ECS faculty and staff will identify student supports, personal and collective goals, and needed professional development for staff. ● Plans will continue to be developed for students demonstrating social emotional challenges or mental health concerns. ● Counselors will support goal setting, student interventions, and professional learning for staff. ● Parents will be engaged as partners in this work to provide additional perspective about areas of concern. ● Staff will offer evening institutes for families with opportunities to learn about and discuss issues regarding motivation, social-emotional wellness, belonging, and bias. ● Staff will continue to make wellness calls to families that have indicated a need for additional support in the past and to families of students who present new areas of concern. These conversations allow for monitoring of support efforts and enable staff to plan for additional supports as needed. ● Teams continue to discuss the impact of existing interventions in PBIS and MTSS plans and review progress monitoring data with adjustment of plans as needed. ● The high school will continue the selection and training of student leaders for 	



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	<p>Hope Squad.</p> <ul style="list-style-type: none"> Teams will meet in the spring to develop thoughtful transition plans to support students' vertical progression among grade bands, specifically from grade 2 to 3, 5 to 6 and grade 8 to 9. This will include schoolwide plans to support all students in a grade band along with individual plans for students with special needs. 	
Resource Link(s):	Branching Minds Assessment and MTSS CASEL Online SEL Assessment Guide Ohio's K-12 Social & Emotional Learning Standards Ohio's Whole Child Framework	

PROFESSIONAL LEARNING NEEDS

Professional Learning	<p>Professional development activities needed/offered to your school district's teachers and partners to support learning recovery:</p> <p>ECS considered these item(s):</p> <ul style="list-style-type: none"> Alignment to the One Needs Assessment Social and emotional PD that will help teachers address wellness needs of students and staff recovering from added pandemic stressors?
Professional Learning Throughout This Plan	<p>The ECS Professional Development Committee will continue to gather feedback from teachers to determine focus for professional learning areas. At this time, PD that will be offered includes but is not limited to:</p> <ul style="list-style-type: none"> Teachers & staff will engage in professional development on the MTSS process, including intervention tiers and what these look like in the general education classroom. Building MTSS leads will be provided with additional, in-depth, professional development to support buildings in the MTSS process. Professional development and coach support will be provided for all new instructional resources that the district will be using across the tiers. Coach support will be offered to all teachers and support staff, with a focus on delivering tier 2, skill-specific interventions in the classroom environment. Ongoing professional development will be provided for the implementation of our current frameworks and instructional resources. Initial and ongoing professional development will be provided to all teachers, beginning the 2021-22 school year, to support teachers in implementing Branching Minds/Aperture Education. A HS PBIS will be provided initial training in Classroom Interventions
Resource Link(s):	Professional Learning Supports Mental Health Resources ESC Customized Support