Recovery Plan for Phillips and Washington Schools

 2021 – 2022

**Full-time tutor for each school**

 Re-employ a RIF’d elementary teacher for each school, Phillips and Washington. Use fall assessments /teacher observations to determine individuals and small groups to be assigned to the tutor for daily intervention. Intervention will be in addition to the instruction received with the grade level teacher, essentially providing tier two and tier three intervention.

 It should be noted that each grade level (k-2) will also have one Title I teacher. However, given the

number of students in each grade level and challenges resulting from the pandemic school year, we are anticipating a much greater need for intervention services.

 The tutor will meet weekly with classroom teachers and the grade level Title I teacher to coordinate and plan instruction/intervention and to monitor student progress. It is anticipated that there will be some fluctuation in the students working with the tutor. Throughout the year, teacher observations, district benchmark assessments, Lexia, and Ren Learn progress monitoring will be used to determine student groupings and intervention needs.

 Although the tutor is not to be viewed as a substitute, there may be times when the tutor is asked to substitute when other options have failed.

**Heggerty Phonemic Awareness**

More than half of the district kindergarten teachers have already incorporated Heggerty Phonemic Awareness instruction into their daily instruction. At our recent kindergarten meeting, the remainder of the kindergarten teachers stated a strong willingness to use Heggerty and requested that the district provide the manuals. That request has already been given to the Director of Instruction.

A primary version of Heggerty Phonemic Awareness is designed for first and second grade to reinforce and extend students’ phonemic awareness skills. As with the kindergarten version, the daily 10-12 minute work is oral and auditory. First and second grade teachers who have seen the Heggerty work of the kindergarten teachers are beginning to request their own Heggerty manuals. The speech language therapist currently serving Washington and Harmar Schools has also begun using Heggerty Phonemic Awareness practice and assessment with her students.

 Phillips and Washington Schools will also house ESC preschool classes. The ESC preschool teachers have just begun implementing the preschool version of Heggerty Phonemic Awareness instruction with professional development provided by a reading coach.

Research clearly indicates the critical role of phonemic awareness as the basis for learning to read. We believe this progression of daily phonemic awareness practice will provide our students that critical foundation, significantly improving the reading skills of our students. Our recovery plan will provide manuals to teachers as they express interest and willingness to use the Heggerty program. In-house training sessions and the free phonemic on-line u tube videos will provide the needed professional development. Teachers will be encouraged to use the Heggerty Assessment test given at the beginning and end of the school year to provide monitoring data. Star Early Literacy and Star Reading assessments will continue to provide benchmark assessments at the beginning, middle and end of the school year.

**Math Professional Development**

 A return visit of Muskingum College professor, Ky Davis, will be scheduled. Professional development will focus on research based successful math instructional strategies.

Title I Nights

**Parent /Student Nights**

Parent/student nights will focus on providing guided practice for parents to work with their child. One night would focus on accessing and using programs on the ipad. Another night would focus on ways a parent might encourage and support reading efforts at home. And, another night would focus on ways a parent might encourage and support math efforts at home.

 Teachers would need compensated for these events: planning/preparation time and the evening work time. Some funds will also be needed for light refreshments and materials.

**Social –Emotional**

 Many primary teachers already have PAX training and are eager to resume both classroom and school-wide implementation. A survey will be conducted to identify staff members in need of basic or advanced PAX training. Collaboration with the county PAX coordinator will continue. It is unknown at this time if funding will be required for teacher training. If professional leave is needed to obtain training, there will be substitute teacher costs.

 Building level PBIS teams have been formed and trainineg with Bradley Clay of SST 16 is underway.

Building teams will lead the building level implementation and coordinate and monitor district implementation.

 At the K-2 level, building PAX and PBIS teams will collaborate to plan, guide, and coordinate PAX and PBIS implementation .

 Quaver SEL will be used to provide sequential and consistent SEL instruction to students. Quaver SEL is an on-line program which aligns with SEL grade level standards and provides tiered levels of instruction and support. Implementation will require staff training and coordination throughout the school year with the school counselor, grade level teams , PAX and PBIS teams.

Services to challenge high-performing students and identified TAG students

Provide a “maker space” with materials for students to create and solve problems such as “make something to prevent a ship from sinking.” Provide virtual PD for staff to learn how to operate a “maker space” program, challenging students with “passion projects.”

Ideally, a part-time K-2 Gifted Intervention Specialist would be hired to serve both K-2 schools.