



Task Force for Learning Acceleration

Now more than ever, Missouri's educators need to be creative, nimble and focused on the mission of moving all students forward in their education. In addition to the recommendations for school districts contained in this document, the members of the task force developed recommendations to be addressed by the Missouri Department of Elementary and Secondary Education (DESE), found [here](#). The task force members placed a high priority on attending to the social and emotional needs of students and educators and those at-risk or vulnerable students.*

Educators must learn about the impact of trauma on learning and remain sensitive to the social and emotional health of students as they return.

Stakeholders must be aware that while this impact will be experienced by many of our students, it is particularly true for our at-risk and vulnerable students, many of whom were suffering from trauma even before schools were closed. The task force determined that to reopen schools in a manner that helps all students, educators have much to learn and will need assistance in adjusting curriculum and delivery methods. The task force recommends immediate access to the following:

- A repository of national, state and locally recommended resources
- Quality professional development

The key for the coming year is flexibility. Education will look different this year. Educators must reexamine the curriculum and how it is delivered. The task force urges school districts to structure those changes with a primary focus on the social-emotional needs of all students and then on leveraging learning. This work urges attention to our most vulnerable students who are farther behind and will need more assistance to move forward at an accelerated pace, especially with the potential for future education disruption. That said, school districts should not deny educational opportunities to students just because all students will not be able to participate. The intent is not to hold students back while other students catch up but to allow all students to progress—with the understanding that in a difficult budget year it may be necessary to focus more district resources on students who come back to school farther behind their peers.

Equity is not the same as equality. Making sure all students have equal access to a high-quality education is indeed the goal. But the truth remains that some students need more assistance to access that education. Giving students who come to school lagging academically (because of factors outside of a school's control) the exact same resources as the students who are on target will not close the achievement gap. School districts will need to be ready to provide these vulnerable students more than other students and bravely defend those choices to do so.

Progress toward equity can occur only if school districts restructure how education is delivered.

*For the purpose of this document, the term *at-risk or vulnerable students* is meant to include, but is not limited to, students with disabilities, students identified for special education, English language learners, gifted/talented students, students who are homeless or impoverished, rural remote students, and students in foster care or otherwise at risk.



This support was created by the DESE Task Force for Learning Acceleration, made up of three workgroups: Assessment of Learning Loss, Acceleration of Learning, and Reaching All Students.

This collection of recommendations, tools and resources was created to help guide instructional planning for the return to school in fall 2020.

The task force recognizes the immense challenges faced by schools, educators, students and families as they prepare for safely returning to school. It applauds the efforts of all involved in meeting the challenges of limited resources and uncertainty as they plan for the next school year.

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Action Step 3: [Encourage community partnerships to address student access to educational resources throughout the school year.](#)

Resource Links

Appropriate Tools Survey (*coming soon!*)

[Essential Questions and Sample Responses](#)

Assessment Glossary (*coming soon!*)

[MO LEAP and MO LEAP Blocks](#)

[Acceleration Learning Guide](#)

Instructional Gap Analysis Tool ([K-5](#), [6-8](#), [9-12](#))

[Power in the Process of Identifying Priority Standards](#)

[Recommended Timing Guidelines for Distance Learning](#)

[Physical & Social-Emotional Needs Repository](#)

[Professional Development Opportunities](#)

[Technology and How-To's Repository](#)

Learning Acceleration Recommendations, Actions and Considerations

- **Steps in the Process** - This column indicates the steps in the process that lead to the ultimate actions that should be addressed in a plan for continuity of learning.
- **Distance Learning** - This column represents distance learning (learning that takes place off school grounds). An X in this column indicates the considerations are related to this model, and, therefore, districts and nonpublic schools should proactively plan for this as they develop a plan for continuity of learning.
- **Blended** - This column represents blended learning (distance learning + on-site learning). An X in this column indicates the considerations are related to this model, and, therefore, districts should proactively plan for this as they develop a plan for continuity of learning if this model has been selected by the district as part of its plan for reopening.
- **On Site** - This column represents on-site learning. An X in this column indicates the considerations are related to this model, and, therefore, districts should proactively plan for this as they develop a plan for continuity of learning if this model has been selected by the district as part of its plan for reopening.
- **Considerations** - This column outlines best practice considerations districts are encouraged to consider as they develop, implement and monitor plans for continuity of learning.

Assessment of Learning Loss in Regard to the Missouri Learning Standards

Action to Take	Recommendation A: Determine Student Needs Through Assessment				
	Steps in the Process	Distance	Blended	On Site	Considerations
	A-1. Identify what you need to know about students' learning upon fall entry.	X	X	X	<ul style="list-style-type: none"> • Develop or revise an assessment system that consists of tools, resources and assessments. <ul style="list-style-type: none"> ○ In addition to content assessment, consider the tools available to assess students' social-emotional needs. • Formatively assess students to determine gaps in learning through the use of district-designed assessments. <ul style="list-style-type: none"> ○ Formative assessments built into the curriculum promote efficiency. • Develop and align assessments to priority standards within each content area to provide the most meaningful information to teachers. <ul style="list-style-type: none"> ○ Districts should select priority standards through collaborative teams. <p><i>Note: Review examples of district work around the selection of priority standards.</i></p>

				<ul style="list-style-type: none"> ● Focus on all core content areas by starting with current grade-level approach to determine where students are in terms of current grade level and measuring learning gaps they have from the previous year. ● Utilize a shared bank of questions for formative assessments that are aligned to the Missouri Learning Standards. <p><i>Note: If district resources are not available, utilize the resources DESE has available.</i></p>
Recommendation B: Manage Time Spent on Assessment				
Steps in the Process	Distance	Blended	On Site	Considerations
B-1. Establish a time to evaluate students' unfinished learning.	X	X	X	<ul style="list-style-type: none"> ● Complete this assessment of social-emotional needs prior to addressing their learning gaps and needs. ● Be thoughtful of the appropriate form(s) and volume of student learning assessments that each student will be asked to participate in upon reentry. <ul style="list-style-type: none"> ○ For younger students, assessment may start later. ○ The first week (or its equivalent) should be free of content assessment. ○ Weeks two and three could have assessments, but they should be more formative in nature and specific to standards. ○ By the end of the second or third week, teachers should have data to show what their students know.
B-2. Develop a calendar or schedule to map out the time spent measuring student progress.	X	X	X	<ul style="list-style-type: none"> ● Districts should monitor throughout the year with adjustments made as necessary. ● Schedules should allow for timely, specific, actionable feedback that directly impacts teaching. ● Balance the amount of time staff spend assessing students with the time needed to analyze data to improve student learning. ● Allow for professional development for teachers around giving, scoring and analyzing data from formative/interim assessments to inform instruction.

Recommendation C: Identify Appropriate Tools For Assessment

Steps in the Process	Distance	Blended	On Site	Considerations
<p>C-1. Identify the tools to be used during the 2020-21 school year to provide information on student academic progress, success and achievement.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> ● Chart out existing tools used to identify students’ strengths and weaknesses while also identifying the type of learning environment for which they were intended (classroom based, distance learning, etc.). Tools may be locally designed and built or purchased from vendors. <ul style="list-style-type: none"> ○ Use the above-mentioned chart to identify or develop tools that are needed but are missing at the moment. ○ For those tools that were identified to be used for virtual or distance learning environments, ensure that use is appropriate per copyright requirements. <p><i>Note: Not all districts have the capacity to do this work. Districts across the state were surveyed to identify current tools. A repository to share district-owned materials, with permission of the district, can be developed.</i></p> <ul style="list-style-type: none"> ● Release items from DESE or allow the use of items from a DESE item bank that includes both grade-level and end-of-course materials aligned to the Missouri Learning Standards. <ul style="list-style-type: none"> ○ Consider access to these items through distance learning for when students may not be on site (e.g., off-campus access via computer, printed versions, etc.) <p><i>Note: DESE released items cover grades 3-12 in the core content areas. For grades K-2, utilize district dyslexia assessments as a tool to identify learning gaps.</i></p>

Recommendation D: Use Data from Assessments to Interpret Needs of Students

Steps in the Process	Distance	Blended	On Site	Considerations
<p>D-1. Consider which elements of data will provide the most relevant picture of student progress.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> ● Develop reentry assessment strategies that include plans for using and interpreting data. <p><i>Note: Many teachers will need professional learning around these topics.</i></p>

	D-2. Establish the information you currently have and identify the information you will need.	X	X	X	<ul style="list-style-type: none"> Utilize formative assessment tools that embed critical thinking skills and allow for itemized reports for individual students. Consider creating new assessments at the beginning of the 2020-21 school year.
	D-3. Decide how cohort data and student-level data will be used.	X	X	X	<ul style="list-style-type: none"> Utilize reflection questions provided by DESE with sample responses from district users as a guide.
	D-4. Identify the data needed to differentiate instruction and determine appropriate learning pathways.	X	X	X	<ul style="list-style-type: none"> Leverage both qualitative and quantitative data inside your district. Examples could include <ul style="list-style-type: none"> data related to social-emotional needs. standard-level data from the student level or grade level. data from teachers/standards based on report cards. data from assessment prior to the spring 2020 closure. <p><i>Note: Consider using data from prior to the 2019-20 school closure to ensure the use of more than one data point.</i></p> <ul style="list-style-type: none"> Continue data discussions throughout the school year. Ensure access to professional development around data use and assessment literacy for staff throughout the year. Possible topics include <ul style="list-style-type: none"> assessment literacy, common language, types of assessments, and how to use assessment data. <p><i>Note: Consider virtual professional learning or asynchronous opportunities for individual teachers and groups.</i></p>

Viable Curriculum and Instruction Supporting the Missouri Learning Standards

Action to Take	Recommendation A: Match Curriculum to Student Learning Needs				
	Steps in the Process	Distance	Blended	On Site	Considerations
	A-1. Establish a standards-based scope and sequence.	X	X	X	<ul style="list-style-type: none"> ● Confirm a district-wide, documented scope and sequence with vertical and horizontal articulation of all academic content standards across all grade levels and courses. <i>Note: A previous scope and sequence will need necessary adjustments (identified through prior school year learning needs evaluation and the loss of learning assessment) to accommodate changes in focus and prioritization of essential standards <u>before students return to learning</u>.</i> ● Develop a process to make adjustments to the scope and sequence in the event continuous learning is needed due to school closures. This process should explore <ul style="list-style-type: none"> ○ the amount of instructional time available during distance learning. [There may be limitations to the amount of time families have to support student learning due to job demands, other children, etc.] ○ determining a set of essential standards for each grade level or course. These essential standards should have endurance and leverage and signal readiness for the next level of learning. ○ bundling essential and supporting standards within (e.g., ELA, mathematics or science) and across content areas (e.g., sample crosswalk between ELA and social studies or science and math). <p><i>Note: When seeking affirmation of aligned essential standards, utilize resources provided by Assessment at Missouri Department of Elementary and Secondary Education (such as assessment blueprints, practice assessments, item specifications, performance level descriptors, etc.)</i></p>

	A-2. Develop district and school calendars as well as classroom schedules that support closing the gap.	X	X	X	<ul style="list-style-type: none"> ● Reallocation of time should be considered a baseline strategy for maintaining student learning while safely returning students to school. <ul style="list-style-type: none"> ○ Block scheduling or longer school years have proven effective for many students. ○ In secondary instruction, a transition from year-long courses to semester-long courses could reduce the number of courses a student takes at a time. ● It may be more academically effective to have students in school for longer days on an alternating schedule, rather than every day on a half-day schedule. ● Consider one-day rotation, two-day rotation and A/B week schedules. Each option includes opportunities to support student learning on days in which they do not report to school. These opportunities could include paper-pencil learning, distance learning or a combination. <ul style="list-style-type: none"> ○ One-day rotation where students return to school one full day a week at all levels. ○ Two-day rotation where all students report to school two full days a week. ○ A/B week where half the student population will report to school for four full days each week while the remaining second half of the school population participates in distance learning at home. The student population will alternate between each week. <p><i>Note: In each of the considerations above, teachers will be given one day for planning and professional learning (such as best practices for delivering distance learning). Students will not report to school this day, but distance learning will continue.</i></p> ● Create district and school calendars, schedules and teaching assignments that provide all students with additional time and opportunities to learn on grade-level Missouri Learning Standards while accounting for <ul style="list-style-type: none"> ○ the anticipated amount of available instructional time during distance learning in which students can be expected to engage while also valuing the social and emotional well-being
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				<ul style="list-style-type: none"> ○ of the students. ○ the additional time needed to assess and engage in social-emotional learning. ○ the pace at which students can be expected to progress in their learning. ○ the amount of academic content that needs to be integrated and scaffolded to make up for learning loss in the 2019-20 school year due to closures. ○ the benefit of collaborative teams of educators with an established purpose and similar goals. ○ the nature of anticipated, initial student learning needs based on the learning loss assessment. ○ time for delivery of support services and social-emotional learning instruction (i.e., counseling lessons, career planning/guidance, gifted, Title I). ● Determine how to ensure students scheduled to graduate at the end of the 2020-21 school year will meet all requirements in the event of distance learning being needed at some point during the school year. ● Establish a plan to address prolonged distance learning in the event of teacher or staff absence (e.g., how to combine classes or content areas).
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Recommendation B: Accelerate Student Learning Using Effective Instruction Matched to Student Needs

Steps in the Process	Distance	Blended	On Site	Considerations
B-1. Identify and deploy effective instructional resources and practices.	X	X	X	<ul style="list-style-type: none"> ● Construct leadership teams consisting of content experts in core and elective areas that regularly collaborate with other teams to support decisions around effective instructional practices and alignment of resources and other supports. <p><i>Note: Teams should have articulation both horizontally and vertically with other teams. This type of collaboration ensures that teachers across the district teaching the same grade level or course are using common instructional resources and strategies with students. Additionally, this helps to ensure expectations are similar among those teaching the same grade level or courses.</i></p>

					<ul style="list-style-type: none"> ● Chart out existing instructional resources and strategies onto calendars and schedules while also identifying the type of learning environment for which they were created (classroom based, distance learning, etc.). <ul style="list-style-type: none"> ○ Use the above-mentioned chart to identify or develop instructional resources and strategies that are needed but are missing at the moment. <ul style="list-style-type: none"> ■ Consider supporting teachers in the development of challenging activities that allow for students to engage in real-world problem solving instead of just being consumers of information. ○ For those resources that were identified to be used for virtual or distance learning environments, <ul style="list-style-type: none"> ■ ensure that use is appropriate per copyright requirements. ■ consider how to promote safe use of physical scaffolds (e.g., math manipulatives, letter tiles, lab equipment, musical instruments, physical education supports, etc.). ● Ensure instructional resources and other supports needed by staff are easily accessible. Likewise, teachers will need to ensure that students can easily access resources and supports they may need during blended or distance learning. ● Identify or develop one to two highly effective instructional strategies (district example) to increase student learning during the year (e.g., collaborative learning, guided instruction, modeling, feedback, etc.). ● Confirm that teachers have opportunities for professional learning and ongoing support (mentoring or instructional coaching) they need to successfully implement effective instructional resources and strategies to meet the learning needs of their students. <ul style="list-style-type: none"> ○ Consider developing or encouraging participation in virtual Professional Learning Networks (PLNs) among buildings in your district, neighboring districts or across the state (e.g., through RPDCs, DESE or other organizations). ○ Consider scheduling time for teachers to be available to answer questions, assist students and parents with distance
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					<p>learning, etc. This scheduled time should be separate from the time a teacher is responsible for direct instruction with students.</p> <p><i>Note: Refer to the scheduling recommendations above (one-day rotation, two-day rotation, A/B week) that suggest teachers be given a full day to communicate with students and parents while also allowing for professional development and support.</i></p>
	<p>B-2. Collect ongoing data to determine student learning progress and needs throughout SY20-21.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> ● Establish or revise a district-wide, evidence-based framework for implementing a formative assessment cycle. <ul style="list-style-type: none"> ○ Use diagnostic assessments accompanying high-quality instructional materials and diagnose gaps. ○ Consider these assessments as evidence of mastery and focus on the things students can do instead of the things students cannot yet do. ● Verify there is a system in place, with corresponding tools, to engage in diagnostic assessment and progress monitoring for students, especially those who may be furthest from educational justice. <ul style="list-style-type: none"> ○ Consider a variety of assessments, such as <ul style="list-style-type: none"> ■ engaging activities where teachers can collect qualitative data to avoid large amounts of paper-pencil testing (especially within the first month of school beginning). ■ assessments embedded within assignments with differentiation allowing for all students to complete the work. ● Ensure methods are in place to collect student learning data across the different learning environments. ● Ensure teachers and other staff have the knowledge and skills they need to collect data on ongoing student learning progress and needs. <p><i>Note: Consider many teachers and staff may not have experience with reliable and valid online and other distance learning assessment practices. If this is the case, additional professional development may be needed.</i></p> <ul style="list-style-type: none"> ● Collect pre-assessment data on the prerequisites for success on priority standards identified by the district.

					<ul style="list-style-type: none"> ● Consider prioritizing the unfinished learning that merits diagnosing (e.g., foundational reading skills, reading fluency, foundational numeracy, etc.). ● Make adjustments to district-level and building-level assessment plans to accommodate the need to change the content and timing of what gets assessed in anticipation of potential student learning loss due to school closures. ● Define and communicate the roles and responsibilities of the district leaders, building leaders, students and parents/families in the varied learning environments (distance or blended).
	B-3. Use data to differentiate instruction based on student needs.	X	X	X	<ul style="list-style-type: none"> ● Provide teachers with adequate time to collaborate in both horizontal and vertical teams to plan lessons. ● Educators should place value on student interest by surveying students about ways to make instruction more effective for them (student voice). ● Ensure teachers use ongoing student learning data (e.g., assessment for learning loss, formative assessment data, social-emotional assessment, etc.) as well as student voice to develop and implement differentiation strategies. <ul style="list-style-type: none"> ○ For example, Multi-tiered Systems of Support (MTSS) can inform decisions at each level of instruction. ● Plan for and facilitate the coordination of services (e.g., general classroom, special education, gifted, Title I, etc.) to avoid duplicating or not providing services to students. ● Ensure on-grade-level materials and opportunities are given to students. <ul style="list-style-type: none"> ○ Consider just-in-time scaffolds and focused, proactive differentiated instruction close to when relevant new learning will take place. This will encourage retention, application and transfer. ● Consider designing learning opportunities that address multiple standards at the same time using strategies such as bundling essential and supporting standards within (e.g., ELA, mathematics or science) and across content areas (e.g., sample crosswalk between ELA and social studies or science and math). ● Ensure teachers and other staff have the knowledge and skills they

					<p>need to determine how to use student learning data to differentiate instruction for students. Additionally, ensure supports are in place (instructional coaching) to help teachers when changes need to be made.</p>
	<p>B-4. Facilitate student engagement during distance learning.</p>	<p>X</p>	<p>X</p>		<ul style="list-style-type: none"> ● Ensure instructional resources and materials, as well as structures within the school, facilitate daily academic engaged learning time among students, teachers and the Missouri Learning Standards. <ul style="list-style-type: none"> ○ Consider integrating place-based and interdisciplinary learning as a foundation for connective experiences. ○ Consider appropriate interactive websites or develop online games for initial instruction, remediation and enrichment. ● Make certain teachers use ongoing student learning data (both qualitative and quantitative) to develop and implement differentiation strategies that promote distance learning engagement. <ul style="list-style-type: none"> ○ Place value on student interest by surveying students about ways to make instruction more effective for the (student voice). ○ Consider opportunities that allow for appropriate student-to-student discourse within small groups to maintain engagement and social connections during distance learning. ● Provide families with adequate information so they can support their child during distance learning. For example, provide instructions for how to <ul style="list-style-type: none"> ○ access lessons or daily activities. ○ submit homework or track homework completion. ○ connect with teachers, counselors and administrators. ○ contact the appropriate personnel for technology-related, instructional-related or social-emotional needs of their student(s).

<p>B-5. Collect ongoing student learning data throughout the 2020-21 school year to make summative decisions about student learning.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> ● Identify a system for making summative decisions about student progress toward the Missouri Learning Standards at key points in the school year (e.g., quarters, semesters, end of courses, etc.) <ul style="list-style-type: none"> ○ One key element of the system should be evaluating or reevaluating supports in place for each student. ○ The practice assessments (grade level and end of course) provided by DESE should be options to consider. ● Establish how data for summative decision making impacts decisions about progression through grades, credits earned and graduation. ● Ensure teachers have the knowledge and skills they need to make summative decisions to be implemented throughout the 2020-21 school year. <p><i>Note: Ongoing professional development around this topic should be an anticipated need. Data review (how to interpret the data) should be an essential part of team meetings and professional learning throughout the 2020-21 school year.</i></p>
<p>Recommendation C: Use a Continuous Improvement Process to Develop, Implement and Monitor (the plan/curriculum/instruction)</p>				
<p>Steps in the Process</p>	<p>Distance</p>	<p>Blended</p>	<p>On Site</p>	<p>Considerations</p>
<p>C-1. Use a continuous improvement process to develop and support the plan for continuity of learning.</p> <p><i>Note: A continuity of learning plan should not be separate from district-wide plans (e.g., District Continuous Improvement Plan, MTSS Plan, ESSA Plan); rather, this plan should be embedded into existing district-wide structures/plans.</i></p>	<p>X</p>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> ● Identify present needs of students, families, teachers and other staff. ● Review data and determine the strengths, obstacles or barriers, and current capacity to support the needs. ● Develop an action plan to address needs and capacity that takes into consideration (1) a delivery model to match the district need and (2) the criteria for change in the delivery model. ● Implement the plan for continuity of learning, as well as ongoing needs assessment(s), professional development and opportunities to check for fidelity in the plan. ● Review and reflect on various data from the different pieces of the plan for continuity of learning to determine progress in the district and identify next steps. <ul style="list-style-type: none"> ○ Examples of this may include data around students who are disengaged or chronically absent.

				<ul style="list-style-type: none"> • Use a continuous improvement process to evaluate the successes of all aspects of the plan for continuity of learning. • Evaluate the effectiveness of the plan for continuity of learning and make adjustments as needed.
C-2. Establish protocols for the communication of a change in the delivery method of instruction within the district.	X	X	X	<ul style="list-style-type: none"> • With the team to address emergency situations, consider <ul style="list-style-type: none"> ○ different audiences and different critical messages each requires. ○ the individual(s) responsible for developing the messages in the event of a change in the district delivery model. ○ the method (to whom, in what order, with what support) for how messages will be delivered. ○ the support needed across students, families, teachers and other staff following the situation (the who, how, when, and for how long). • Determine a process to evaluate the effectiveness of the communication.
Recommendation D: Develop and Support an Effective Communication Plan for Curriculum and Instruction				
Steps in the Process	Distance	Blended	On Site	Considerations
D-1. Establish routines that support both home and school learning opportunities.	X	X	X	<ul style="list-style-type: none"> • Establish two-way communication procedures between the district and families around results of the initial student learning needs assessment. • Ensure that information about initial student learning needs is shared with students and parents/guardians in a way that is easy to understand and is grounded in the Missouri Learning Standards. • Regularly communicate with students and parents/guardians about initial student learning needs and their progress to date in relation to the Missouri Learning Standards, including what progress would typically be expected had the district not experienced a school closure. <ul style="list-style-type: none"> ○ This should occur within the first month of school but also at regular intervals throughout the remainder of the academic year.

					<ul style="list-style-type: none"> As the year progresses, continue to share information of student learning with students and parents/guardians in a way that is easy to understand and is grounded in the Missouri Learning Standards.
	D-2. Establish effective and efficient shared home-school- community communication processes/protocols.	X	X	X	<ul style="list-style-type: none"> Identify the types of external communication, content of the message and frequency of the message (who communicates what, when do they do it and to whom do they send that message). Determine a strategy for transitioning communication protocols among learning environments (distance learning, blended or on site) to lessen the chance a student or family misses information. Maintain ongoing communication with DESE regarding policy that serves as a support or barrier to implementation of the work. Collaborate with families and community partners to offer strategies for supporting students' social-emotional learning in learning environments. For home-school relationships, consider <ul style="list-style-type: none"> regular, electronic communication. traditional home-school communication (mailed letters) when necessary. translations services when appropriate. following up with direct communication as a response to a family need (e.g., phone call, in-person visit). use of a common platform for communication beyond email (text alerts, parent portal, learning management system, etc.). Monitor and report communication needs, progress and results with the district team to review and monitor the effectiveness of the communication while also outlining next steps.

Tools and Resources for Reaching All Students

Action to Take	Recommendation A: Support the Physical and Social-Emotional Needs of Our Students, Families and Educators				
	Steps in the Process	Distance	Blended	On Site	Considerations
	A-1. Provide easily accessible resources to students, educators/staff and families.	X	X	X	<ul style="list-style-type: none"> • Develop a plan to ensure all families have been contacted prior to the beginning of school to verify receipt of health protocols and answer any questions families may have. • Survey families on internet access and computer availability. • Evaluate the needs for translation services and ensure the adequate number of staff are available to do this work. • Ensure all health protocols, return-to-school and school emergency plans are translated accurately in the appropriate languages. • Create care packages that include activities, supplies and some favorite items from school that students can take home with them to help them adjust to the changing environments (e.g., Go Bags, Buddy Packs, etc.). • Develop plans for meeting the basic needs of students (e.g., food, shelter, etc.). • Share access to links for fun activities for kids, relaxation activities, training to use virtual tools, and parent blogs.
	A-2. Ensure access to training on social-emotional topics as they pertain to the most vulnerable students.	X	X	X	<ul style="list-style-type: none"> • Consider partnering with neighboring districts to access the highest-quality training and additional collaboration opportunities with peers. • Ensure a plan to increase safety and protect against cyber-bullying. • Provide trauma training for teachers and administration staff. This includes <ul style="list-style-type: none"> ○ trauma-informed discipline training, ○ creation of learning environments that are affirming and inclusive during challenging times, ○ successful implementation practices for social-emotional learning in daily routines as well as academic tasks and ○ reflection of the components of the 5 CASEL competencies that are already being addressed while setting goals to address the others.

				<ul style="list-style-type: none"> Consider opportunities for teachers to be trained before the start of the school year so that these practices can be embedded within curriculum.
Recommendation B: Develop Flexible, Alternative Scheduling				
Steps in the Process	Distance	Blended	On Site	Considerations
B-1. Partner with families to develop the best possible delivery plan for students with disabilities, specific learning and/or health needs or other factors that put them at risk for learning.	X	X	X	<ul style="list-style-type: none"> Plan and facilitate an individual or small-group before-school opening meeting with families and students identified as most vulnerable or at risk to gather information and make planning decisions. Create and deploy a survey to identify the needs of the parents. Address the civil rights of all students with regard to scheduling to ensure equitable services are provided. Utilize school counselors to discuss what options are available to meet the students' specific needs. Consider the needs of children of military personnel who will require quarantine after relocation. Provide information from home-schooling networks with tips and ideas for parents on how to teach if schools should close again. Provide videos in a place accessible to families (e.g., on the school website) with how-tos for parents on topics such as setting up technology (examples). Utilize Information Technology (IT) departments to assist parents with setting up technology, accessing internet and troubleshooting technology problems. Promote place-based learning that promotes authentic learning experiences that require little to no technology. On days the students are in the building, the learning should be focused on English language arts and math. Specials/Electives, science, social studies, etc. could possibly be done virtually. <ul style="list-style-type: none"> An exception might be introducing science concepts face to face with students receiving experiment kits to take home for hands-on learning experience. Give students access to applications that support learning during off-school hours. Some applications should have offline capability.

B-2. Make provisions for or require remediation outside the regular school hours for those vulnerable/at-risk students who have experienced additional learning loss due to a lack of resources or accommodations as a result of school closures.	X	X	X	<ul style="list-style-type: none"> Consider funding opportunities for required remediation outside of the regular school day if promotion is conditioned on it.
Recommendation C: Develop Flexible Staffing Models				
Steps in the Process	Distance	Blended	On Site	Considerations
C-1. Adjust for educator shortages and secure and/or reallocate roles/responsibilities of current staff to meet the needs of students through the use of wrap-around and compensatory services.	X	X	X	<ul style="list-style-type: none"> Utilize substitute teachers and encourage others to become substitutes. Utilize support staff such as classroom aides or ancillary teachers to provide before- and after-school care. <ul style="list-style-type: none"> Specialist teachers could provide art, music, physical education and library during that time period.
C-2. Provide educators with structures and processes to collaborate effectively and develop solutions for our most urgent problems of practice to meet the needs of our most vulnerable students and their families.	X	X	X	<ul style="list-style-type: none"> Provide additional planning periods or extend the school year for special education and English language development staff to address the adjustment of IEPs/IAPs for all students affected by alternate methods of instruction days, for assessment and/or reassessment, and for required IEP and staff/parent meetings and paperwork. Identify a single individual, case manager or contact for the families of vulnerable students to serve as an ombudsman for the family as concerns or necessary changes arise during reopening and throughout the year.

Recommendation D: Mitigate Gaps That Stand in the Way of Inclusion, Equity and Excellence

Steps in the Process	Distance	Blended	On Site	Considerations
<p>D-1. Provide alternate or supplemental services for students with challenges to curriculum access due to physical, language and/or learning limitations or connectivity issues.</p>	<p>X</p>	<p>X</p>	<p>X</p>	<ul style="list-style-type: none"> ● Ensure that all messaging and online platforms are accessible and able to be translated. ● Ensure there are instructions on how to translate the materials in all languages, as some families may not have a lot of experience with navigating technology. ● Explore ways to allow for district auto-calls to have the ability to have messages delivered in the district's top languages. ● Consider partnering with local refugee and immigration organizations to ensure the messaging is the same. <ul style="list-style-type: none"> ○ Explore the ideas of asking these individuals to serve as allies with delivering messaging as well. ● For students with IEPs/504 plans <ul style="list-style-type: none"> ○ based on the individual needs of each child and considering the impact of school closures, convene IEP teams to review and revise IEP goals and services to ensure that children with disabilities are able to access the regular curriculum and make meaningful progress towards meeting their IEP goals. ○ call IEP meetings and revise IEPs to include contingency plans for how services will be delivered and how goals will be met in case school is closed. <ul style="list-style-type: none"> ■ Ensure that electronic signatures for parental/guardian consent are allowed. ■ Schedule communication and make sure it is consistent; ensure that families have access to participate in the conversations. Make sure to document all conversations with families and students. ■ Translate goals to the new reality of school being closed. Talk through how to translate school

					<p>practices to distance learning, and be open to revisiting these targets, given the family's and student's shifting reality (e.g., if a student has a social skills goal measured by talking and sharing in peer groups, have the family help the students by implementing social skills at home: "this is a good time to practice sharing by giving your brother a turn with the iPad").</p> <ul style="list-style-type: none"> ■ Encourage families and students to work with what they know and have available at home (e.g., reading together, creating art, playing games, exercising and practicing life skills could directly help with IEP goal attainment). <ul style="list-style-type: none"> ● For English language learners consider <ul style="list-style-type: none"> ○ utilizing the results of ACCESS testing from 2020 to create plans to meet proficiency goals and continue language growth. Results should be utilized in the same manner as previous years to determine growth, to identify the needs of the students and program, and to set goals for future learning. <ul style="list-style-type: none"> ■ Ensure consistent and continuous contact with students. Consider engaging them through one-on-one conversations at least two times each week to support their classroom learning needs targeted at their language proficiency level. ■ Provide opportunities to check in with each student daily to address any immediate needs, as well as provide feedback to students on their language development. ■ Utilize the "Can Do" descriptors to guide instruction and best meet the students' proficiency levels. ● For at-risk students consider <ul style="list-style-type: none"> ○ access to distance-learning tools.
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				<ul style="list-style-type: none"> ○ development of plans to address situations where access to some resources may not be available, such as <ul style="list-style-type: none"> ■ partnerships with local/regional television and radio stations to deliver content and instruction. ■ community partnerships to help the district reach these students (e.g., providing internet access or locations where they can learn). ■ preloaded devices that can be used offline. ■ tools that can be accessed via cell phone. ● For gifted/talented students consider plans to allow access to enriching and engaging lessons that involve students in the learning and challenge students.
D-2. Provide opportunities for educators to address best practices for accommodating and supporting the learning needs of our most vulnerable students.	X	X	X	<ul style="list-style-type: none"> ● Ensure access and opportunity for educators to learn best practices for supporting the learning needs of <ul style="list-style-type: none"> ○ students with IEPs/504 plans. ○ English language learners on site and distance. ○ at-risk students. ○ gifted/talented students.
D-3. Encourage community partnerships to address student access to educational resources throughout the school year.	X	X	X	<ul style="list-style-type: none"> ● Establish partnerships with local libraries and non-profits allowing students and staff to use their technology and/or internet access. <ul style="list-style-type: none"> ○ If students do not have internet or access to computers at home, locate churches, other family members, community centers or other locations that may be available to them. ○ Reach out to the faith community, libraries, community centers, Boys/Girls clubs, shopping malls, day-care centers, restaurants and other places where children gather as possible meeting spaces. ○ Utilize and leverage resources within local communities to support students, families and teachers. ● For students with IEPs/504 plans, <ul style="list-style-type: none"> ○ explore the use of telehealth services when possible (speech, OT/PT and medically fragile students) or offer in-home services for medically fragile students.

					<ul style="list-style-type: none">● For English language learners and at-risk students,<ul style="list-style-type: none">○ collaborate with social service organizations to provide supplemental learning that can be provided with other family needs.○ work with colleges and employment programs to help older students gain credits and alternative attendance hours.● For gifted/talented students,<ul style="list-style-type: none">○ partner with organizations to provide enrichment opportunities.
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