

Newark Central School District

Learning Recovery Plan

2021-22

A Plan to Accelerate Learning



Newark Central School District Vision



Newark Central School District is the centerpiece of our community that binds students, staff, families and neighbors through a profound sense of hometown pride. We engage all students with the diverse opportunities and academic experiences they need to reach their maximum potential. Our students thrive in an environment of high expectations, collaboration and respect. Effective communication and sustained connections foster a sense of importance, contributing to the success of every student every day.

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The Possibilities to Accelerate Learning

After persevering through a pandemic and reimagining what public school education can look like, the focus at Newark Central School District will be on accelerating and recovering learning using the following five guiding concepts:

- Identify skills and concepts that have yet to be learned. Consider what tools we must use to notice what students still need to learn. Ensure that the focus of instructional time is on content that has not yet been mastered by the students.
- Provide key aspects of knowledge in advance of instruction. Continue to use the skills and strategies that worked during asynchronous learning and identify the content that can be previewed before the next instructional time.
- Increase the relevance of students' learning. Consider thinking outside of the box to capture students' attention and interest in order for them to see value in what they are learning.
- Create active, fast-paced learning experiences. Lessons should be developed to move quickly, cycling through information several times to allow all students to engage in the material.
- Build students' confidence. Our students need to build their confidence in their learning which in turn helps build their competence.

1.Recovering Learning Through Curriculum

Expectations for Student Learning

When we think about the recovery of learning, it is important to know the learning expectations (learning standards) for a grade level or subject area. It is also important to know the knowledge and skills connected to these learning standards that students already have in place, as well as what gaps might exist. It is critical that we are able to identify the priority standards that students must master as well as the unfinished learning that students may have, as that will impact students' ability to grasp the curriculum.

As a district, we recognize that the COVID-19 pandemic impacted student learning. We do believe that there may be gaps in student learning, however, to approach this we do not believe the answer is to lower expectations or to slow down learning for the years to come. This is deficit thinking. Instead, we will approach this through the recovery of learning and acceleration. We will identify where students are in their learning and identify the content, knowledge and skills that are critical to learn now in order to accelerate their learning. We believe that this, combined with high expectations for student learning, will lead to shifts in thinking and the growth of student achievement.

Each grade level/content area has established curriculum maps that identify the major learning standards that are to be addressed in a given content area. These standards, along with learning targets, are identified in the maps. Resources and suggested pacing are also included.

| Unit | Approx. Time | Aligned Standards | Core Knowledge and Skills (What students need to know, understand and be able to do) | Resources (Technology and Teaching Materials) | Assessments (Balanced assessment approach) |
|---------------------|--------------|--|---|---|--|
| Unit/Topic/Big Idea | 5 days | List of Standards that will be the framework for this unit | Breakdown of the aligned standards, that clearly outlines what the students need to know, understand and be able to do for a given unit/topic | List of materials that will be used for the implementation of this unit | Common pre-, formative, and summative assessments that measure the student's level of competency |
| | | | | Required | |
| | | | | Optional | |

The following are things that are focus areas for teachers in the Newark Central School District and are representative of what teachers with high expectations for student learning should do. We will continue our commitment to practice these consistently and to support our teachers with implementation:

- Communicate learning targets and success criteria to students
- Ask open ended, intentionally designed questions to elicit higher order thinking
- Manage behavior positively and proactively through the use of the Mid-West PBIS 6 classroom practices
- Make positive statements and create a positive class environment
- Engage students in goal setting and regularly review these and use them for teaching and learning
- Act as a facilitator of student learning- allow students to make choices about their own learning
- Encourage students to engage in collaboration with their peers
- Use mixed groupings and regroup students often
- Allow all learners to engage in advanced activities, not just a few
- Utilize ongoing formative assessment practices
- Work with all students equally
- Give specific, instructional feedback about students' achievement in relation to learning goals
- Base learning opportunities around students' interests

Clarity of Learning

As noted above, teachers with high expectations communicate learning targets and success criteria to students. To do this, teachers must know the grade level and content standards well. We also will collaborate as building leadership teams to ensure that we are aware of the vertical learning standards for our students' success. We need to understand how skills progress from year to year so our curriculum are aligned. Our curriculum maps have learning targets included that are aligned to the major learning standards of a given subject area. In addition, all teachers are expected to craft and share daily learning targets and success criteria with their students, based on the major content and skills of the content, and designed specifically to address where students are on their learning trajectory toward achieving the expected learning standards.

To accelerate learning, we have to know what students need to learn, and so do they.

Below is a Learning Target Rubric for reference in designing high quality, impactful learning targets.

[Learning Target Rubric](#)

Prioritizing Content

In order to recover learning, we know that we have to ensure that students learn critical things that will impact their future. While we want students to learn all of the standards in a given subject area, in the short term, there are likely some standards that are not a priority. This means that we will concentrate our curriculum on the areas that are crucial for rebound. Some of this work has already been accomplished at our elementary and middle school levels in particular, using a framework for prioritizing standards based on key selection criteria. A link to a Powerpoint presentation that contains this framework and outlines the process we will use to prioritize learning standards is posted below.

[Prioritizing Standards NCSD 2019.pptx](#)

2.Recovering Learning Through Instructional Practices

Quality First Teaching (Tier 1)

Once we have identified the areas of curriculum and know what students already know, we can use this information to design meaningful learning experiences that spend time on the things students need to learn and utilize effective approaches to make the best use of instructional time.

Using instructional minutes well, from the start to the end, is important to the recovery of learning and to accelerate student performance. In Newark CSD, this begins with quality lesson planning.

[Lesson Planning Rubric Newark CSD .docx](#)

[Lesson Template developed August 2017 \(2\).docx](#)

Students need coordinated, systematic, and purposeful experiences that move them from surface learning to deeper learning to eventual transfer and ownership of that learning. This includes opportunities for students to collaborate and talk with others. When the focus is on the content and vocabulary, more teacher monologue and clear rubrics are needed so that the content delivery can be effective. *However, when they move to problem solving, deeper conceptual understanding, then there needs to be so much more student-to-student talk.* Using instructional minutes well, from the start to the end, is important to recovering student learning and accelerating their performance. In Newark CSD, we know that utilizing quality, consistent instructional protocols is one way to cut down on the minutes spent on giving directions in order to spend more time on instruction. Once students know what is expected, the content can change but the task does not. The following is a link to Newark CSD’s top ten instructional protocols that can be applied across subject areas.

[Newark Top Ten Instructional Protocols.docx](#)

| Academic | Behavioral/SEL |
|---|--|
| <ul style="list-style-type: none"> • Ready Math • Being a Reader • Being a Writer • Math investigations | <ul style="list-style-type: none"> • Caring School Community lessons grades K-5 • Character Strong lessons grades 6-12 • 6 classroom practices • Positive Behavior Interventions and Supports (PBIS) booster lessons around Newark Pride • Panorama playbook Tier 1 strategies • Therapeutic Crisis Intervention de-escalation skills approach • Trauma informed teaching approach • Restorative Practices community circles • Function based thinking approach |

Grouping Students for Acceleration

Teachers with high expectations use a combination of homogeneous and mixed-ability groups and use formative assessment to regroup students often. At Newark CSD, we understand that a mix of whole class, collaborative and small group instruction provides students with increased opportunities to learn and allows for acceleration of learning. There are two ways to group students: homogeneous, in which students who share similar current performance levels are cluster, and heterogeneous, in which students who represent a range of knowledge and skills work together.

Below is an example of a third-grade grouping by skill according to our most recent i-Ready diagnostic. Our teachers can utilize this information to group students for small group instruction.

| Scale Score | Overall Placement | PA | PH | HFW | VOC | LIT | INFO |
|-------------|-------------------|------------|------------|------------|---------|---------|---------|
| 462 | Grade 1 | Tested Out | Early 3 | Tested Out | Grade 1 | Grade 1 | Grade 1 |
| 488 | Grade 2 | Tested Out | Early 3 | Tested Out | Grade 2 | Grade 1 | Grade 2 |
| 509 | Grade 2 | Tested Out | Early 3 | Tested Out | Grade 2 | Early 3 | Grade 2 |
| 536 | Early 3 | Tested Out | Tested Out | Tested Out | Grade 2 | Late 3 | Early 3 |

Additionally, using formative assessment data to intentionally design mixed ability student groupings can lead to accelerated learning. A balanced mixed group allows students to learn from each other and use each other as resources. Mixed groupings can increase participation levels of individuals, while providing models for language and social skills.

At Newark CSD, student groupings should be intentional, assessment-driven and flexible.

Meaningful Practice

Students need to engage in meaningful practice in order for the instruction and learning to stick. Assigning *more* homework or classwork without feedback will *not* address students' recovery of learning needs. Instead, when homework is assigned to provide opportunities for deliberate practice of some curricula already taught, it can have more impact. Ensuring that students have a high rate of accuracy during instruction through the use of checks for

understanding and other formative assessment practices, makes the practice they engage in more likely to be done correctly, and therefore, worthwhile. Below is a summary of homework practices that have the potential to accelerate learning:

1. Provide timely feedback on classwork
2. Give less more often
3. Have a specific purpose in mind for each student
4. Ensure the homework task mirrors the instruction
5. Allot enough time to present homework and ensure student attention
6. Verify student understanding of the assignment
7. Explain the purpose of the homework and how it will be evaluated
8. Provided timely feedback on homework

3. Recovering Learning through Assessment

To address learning recovery, we know that we need to know what students already know, what they need to know, and how they are progressing from what they know to what they need to know. This can be viewed as an understanding of our students' baseline learning needs. Three times a year, our students in grades K-8 are given an i-Ready diagnostic screening which helps us make instructional decisions within our multi-tiered systems of support (MTSS) framework. At Newark High School we have begun the process of researching and utilizing a universal screening tool to allow us to make informed decisions within our MTSS academic framework.

In addition, our teachers utilize a variety of formative assessment practices.

[Formative Assessment Practices](#)

We are developing common assessments in all grades as a way to monitor student learning. We will continue to develop these assessments across our district.

Pre-assessment is a foundational piece that our teachers utilize to determine where to spend their time within future lesson planning.

Our teams (both department and grade level) utilize the district's data analysis protocol to inform instructional practices, grade level trends and practices. Through data-influenced decision making, teams have the ability to understand and address the learning needs of students with intentionality.

[Data Analysis Protocol- Newark CSD](#)

4. Recovering Learning through Supportive School-Wide Systems

Definition and Description of the Collaboration ARCH Framework

Our young people need the adults in the community to work together to close the opportunity gaps so that they have access to supportive and rejuvenating opportunities that build resilience for young people who have experienced trauma in communities with chronic poverty and rural isolation from services, including primary care and mental health care.



Collaboration: collaboration is what holds the ARCH together. Without collaborating, youth and families cannot build these core components of development.

Attachment: youth and families that feel supported and connected.

Self-Regulation: Youth and families who have built self-regulation skills to cope with emotions and stress.

Competency: Youth and families who have competencies in academics and skills built for careers and personal growth (academic & life skills).

Health: Youth and families with improved health and wellness.

Redefining Engagement

To accelerate and recover learning, engagement in learning will be a major factor. We will stay focused on three main themes throughout our learning plan:

1. Maintaining high expectations and holding students accountable for meeting these expectations.
2. Utilizing a variety of tasks that are well matched to the intended learning outcomes. This involves continuously moving beyond low-level tasks to engage students in meaningful learning.
3. Establishing a daily routine or structure so students can stay up to date with their work and maintain engagement.

Supporting our students with engagement involves knowledge around their ability to self-regulate and avoid distractions. Self-regulation is a critical skill. We will continue to monitor all of our students in this arena and provide support (tier 2) to those who need additional skill building with self-regulation skills to improve engagement in their classrooms.

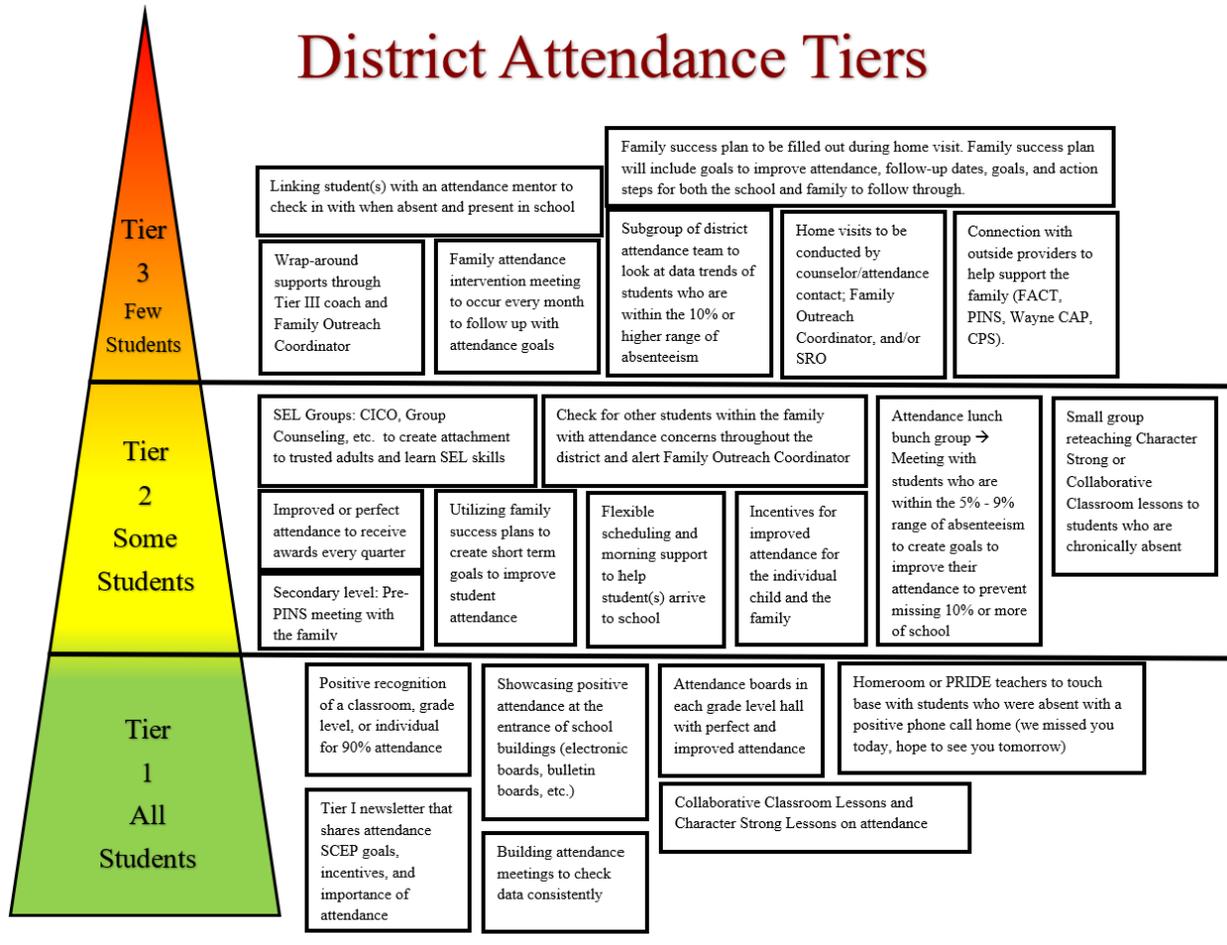
Attendance and Chronic Absenteeism

In order to prioritize learning within our schools and classrooms, we must first engage students within the learning process. According to Attendance Works, across the country, more than 8 million students are missing so many days of school that they are academically at risk. Chronic absence — missing 10 percent or more of school days due to absence for any reason—excused, unexcused absences and suspensions, can translate into students having difficulty learning to read by the third grade, achieving in middle school, and graduating from high school. Our MTSS framework will be utilized to address attendance issues district wide. Building level teams will continue to analyze student attendance data to proactively identify trends and provide additional interventions as needed. The district level team will work to strengthen systems and improve collaboration between buildings to improve practices for our students and families.

Newark CSD Attendance Practices within the MTSS framework:

[**District Attendance MTSS Triangle.docx**](#)

District Attendance Tiers



Mental Health Supports

The Newark Central School District clinicians (counselors, psychologists, and social workers) are available for mental health supports. Please know that they are still available to provide support and coordination to outside agencies. You can access the clinical staff by calling your student's main office.

Lincoln School: 315-332-3342

Perkins School: 315-332-3315

Kelley School: 315-332-3320

Middle School: 315-332-3290

High School: 315-332- 3240

Newark also has community agencies that can provide mental health support.

Wayne Behavioral Health Network staffs the Open Access Center. The Open Access Center provides assessment for mental health and substance abuse issues, including drug addiction, alcoholism, and mental health or emotional crisis. The Open Access Center determines and

links individuals to the appropriate level of care including detox, inpatient services, outpatient services, residential treatment and emergency care. Mental health services are provided for ages 5 and up and substance abuse services for ages 14 and up. There is no fee for the access center and the clinic services accept all insurances and utilize a sliding scale fee. Call 315-946-5750. Office is open 7:00 am – 10:00 pm.

Victim Resource Center is a private, non-profit domestic, sexual, stalking, dating violence, and child abuse service agency located in Newark. They can be contacted 24 hours a day/7 days a week at 1-800-456-1172.

Family Counseling Services of the Finger Lakes is a community agency that can provide support to youth, adults and/or families. Unfortunately, currently there a waitlist for the Newark location but the Sodus location is taking new clients. Families would need to call the Newark office at #315-331-8494 to set up an appointment for Sodus. The information is below:

Newark Office Address:

150 Van Buren Street

Newark, NY 14513

Sodus Office Address:

6692 Middle Road, Suite 2200

Sodus, NY 14551

If immediate assistance is needed:

*Call or visit CPEP @ Clifton Springs Hospital 315.462.1080

*Call Finger Lakes Lifeline 2-1-1

*Call 9-1-1

*Contact the National Crisis Text Line by texting HOME to 741-741

The Behavior Mental Health Team (School Counseling Department Leader, Director of MTSS and Innovative Programming, Director of Community Schools and Grant Services, School Counselors, School Psychologists, Family and Community Program Coordinator, Prevention Counselors) in the Newark CSD engages in numerous activities in order to support our students' academic, social/emotional, and career/vocational functioning. All areas of the Multi-Tiered System of Support (MTSS) process and included in this team's daily work. Some of the services provided include:

- Individual counseling
- Group Counseling
- Crisis Intervention Response
- Special Education Plans and Evaluations
- Coordinate Section 504 Plans

- Classroom Observations
- Functional Behavior Assessments/ Function Based Thinking
- Behavior Support Plans/ Behavior Intervention Plans
- Coordinate/Communicate with Local and Regional Services
- Conducts Home Visits
- Participate in Parent meetings
- Teacher consultation and team collaboration for social/emotional needs
- Transition Planning

The full [NCSD Comprehensive Counseling Plan](#) goes into detail regarding interventions in place to support our students in across the district.

Each school within the Newark Central School District has a Request for Assistance (RFA) process that parallels our MTSS framework. Any staff member can complete an RFA to flag a student in need of more supports. This request can be for academic, behavioral, mental health (risk to self or others) or attendance concerns. From there, the RFA team in each building will review referrals to ensure that supports are identified for students.

Newark CSD continues to utilize Trauma, Illness and Grief (TIG) training. The TIG Core Curriculum prepares school staff to meet the holistic needs of students, as well as individual, group, and/or community crisis response. Our building level crisis teams utilize a TIG process to ensure consistent, efficient and comprehensive responses to crises within our community.

Credit Recovery (High School)

High School students who have a need to recover course credits may have the opportunity to participate in Apex Learning during or after their school day. This online learning platform can also be accessed at home. Apex Learning courses are standards-aligned, interactive and highly engaging courses for students to regain credits. By providing this program as a Tier 2 intervention, our students have the opportunity to recover learning throughout the school year. We are committed to monitoring the impact of the platform and making adjustments that are necessary for improved outcomes.

Compensatory Education Services

We offer a variety of special education supports and services across our five schools, both in district and outside of our district. Our special education staff are provided with ongoing professional development to ensure our students with disabilities are exposed to high quality, specially designed instruction. The continuum below is adjusted yearly, if not more often, based on student need.

| | | | |
|---------------|----------------|--|--|
| In District | Lincoln School | SHAPE 6:1:1 special class K-1 st grade; 1st-2 nd grades | <ul style="list-style-type: none"> • Counseling • Occupational Therapy • Physical Therapy • Speech Language Therapy • Specially Designed Physical Education • Skilled Nursing • Interpreter • Teacher of the Deaf • Hearing Assistive Technology • Instruction in Braille • Vision Services • Orientation & Mobility • Assistive Technology |
| | Perkins School | 12:1:1 special class K-2 | |
| | | 1/2 Consultant Teacher K and 1 st grades | |
| | | Full day Consultant Teacher 2 nd Grades | |
| | Kelley School | SHAPE 6:1:1 special class 3-4, 4-5 | |
| | | 12:1:1 special class 3-5 | |
| | | 15:1 3 rd and 4 th grades | |
| | | Consultant Teacher 3 rd , 4 th , and 5 th grades | |
| | | Resource Room | |
| | Middle School | 12:1:1 NYS Alternate Assessment 6-8 | |
| | | 15:1 6-8 English, Math, Science, and Social Studies | |
| | | Consultant Teacher for 6 th , 7 th , and 8 th grades for English, Math, Science, and Social Studies | |
| | | SHAPE 6:1:1 special class grades 6-8 | |
| | | Resource Room | |
| | High School | 12:1:1 NYS Alternate Assessment 9 th grade-age 21 | |
| | | 15:1 9 th , 10 th , 11 th , 12 th English, Math, Social Studies | |
| | | Consultant Teacher 9 th grade English, Math, Science, Social Studies | |
| | | Consultant Teacher 10 th grade English, Math, Science, Social Studies | |
| | | Consultant Teacher 11 th grade English, Math, Social Studies | |
| | | Consultant Teacher 12 th grade English, Social Studies | |
| Resource Room | | | |

| | |
|-----------------|--|
| Out of District | Wayne Finger Lakes BOCES: Newark Education Center, Career Creations, Midlakes Education Center, Red Jacket Education Center (K-6), Wayne Education Center (7-12), Finger Lakes Secondary School (7-12) |
| | Monroe 1 BOCES: Bird/Morgan, Creekside, O'Connor Academy, eStart |
| | Hillside: Andrew Trahey, Crestwood, Halpern |
| | Consortium: PalMac CSD, Wayne CSD |
| | Rochester School for the Deaf |
| | Holy Childhood |
| | Mary Cariola |
| | The Kessler Center |
| | Norman Howard |
| | CP of Rochester |
| | Wayne ARC |
| Pre-school | Roosevelt, Crestwood, Happiness House Geneva, Happiness House Canandaigua, Rochester School for the Deaf, independent service providers for SEIT and related service providers |

5. Intervention

Definition and Description of MTSS in Newark CSD

Multi-Tiered Systems of Support (MTSS) is the framework that Newark CSD staff utilize to answer the essential questions of:

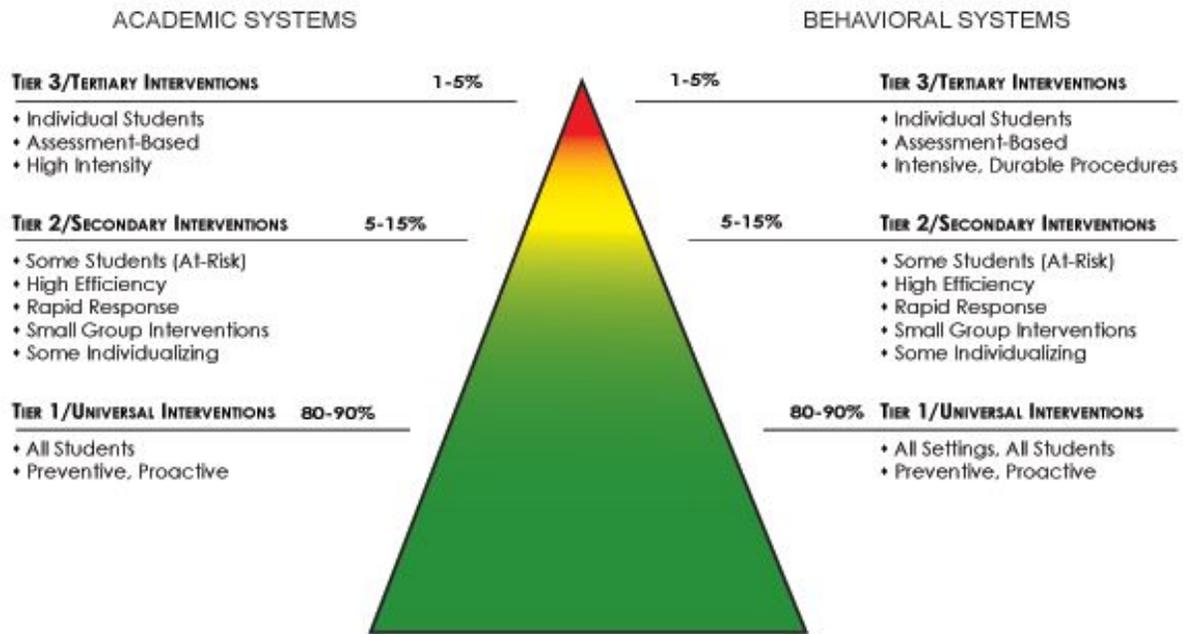
- What do all of our students and staff need?
- What do some of our students need?
- What do a few of our students need?

Through these questions, we are able to use data to influence our decision making. We have systems in place throughout each school to ensure that the best practices are put in place for our students. We measure fidelity across our practices to inform us of changes that need to be made and outcomes that need to be improved.

Our learning recovery plan at Newark CSD will continue to utilize our MTSS framework to renovate our best practices. We are not looking to transform what we have, we are looking to

renovate, or make it better. The following graphic has helped guide the work of MTSS within our district.

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

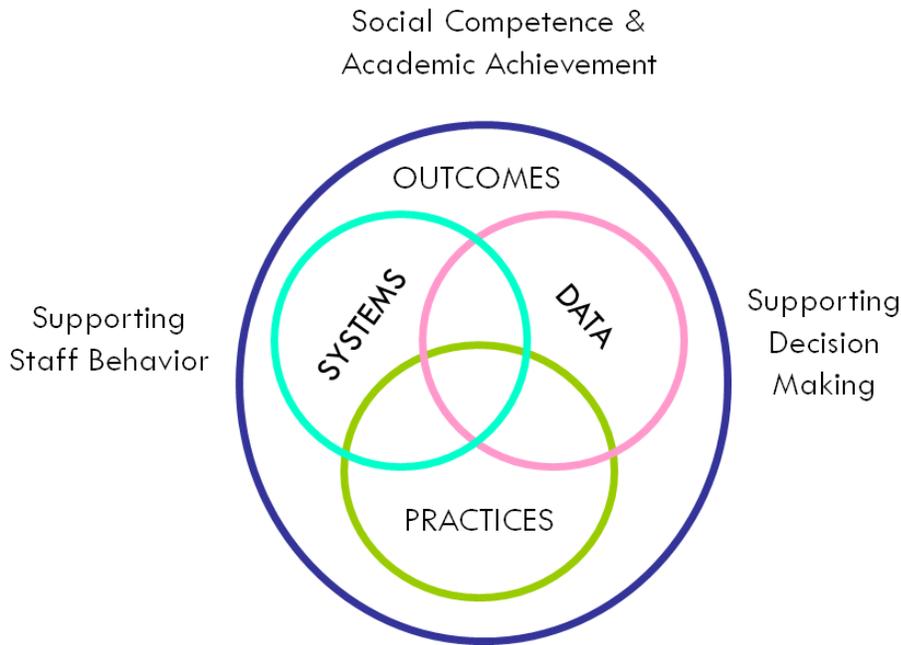


Through the use of data, systems and practices, our schools each have mapped out resources to ensure the following outcomes of MTSS are achieved:

Our building has a framework for which we organize our systems and practices by the use of data so that...

- We have our resources organized in a way
- To help kids get help early
- By doing stuff that is likely to work and
- Providing supports to staff to ensure it is done right
- And make sure that our kids are successful!

In our teaming and systems level conversations, we go back to the core components of MTSS to ensure that we are always checking fidelity and ensuring outcomes.



Overview: Tier II Systems

Universal Screening and Ongoing Assessment:

The table below describe the data we will use to make data influenced decisions within our MTSS framework. Tier 1 is universal screening data and informs us of overall trends within our data. This screening data at Tier 1 helps us start to begin taking stock of the strengths and needs of our students and their learning.

Each building has established systems teams that meet regularly to ensure we are using the data below at each tier to influence decision making, enhance fidelity and monitor student progress. We use our Tier 1 data (listed below) to look at overall trends and universal supports. The trends in our diagnostic and behavioral data inform instruction in both of these arenas. Future lessons in SEL and academic will need to loop in these missing skills of our students to ensure that they are receiving more exposure, practice and feedback for their areas of weaker skill development.

| Academic | Behavioral/SEL |
|---|--|
| <ul style="list-style-type: none"> • i-Ready Diagnostic- ELA and Math 3 times yearly for grades K-8 • NYS ELA assessment data for grades 3-8 • NYS Math assessment data for grades 3-8 • Being a Reader data for grades K-5 | <ul style="list-style-type: none"> • Panorama SEL student data 3 times yearly (K-2 teacher perception, 3-12 student perception) • Panorama SEL adult wellness data 3 times yearly • Office Discipline Referrals through School Tool |

| | |
|---|---|
| <ul style="list-style-type: none"> • Math local assessment data for grades K-8 • ELA local assessment data for grades K-8 • NYS Regents assessment data for grades 9-12 • Local Report card data • Common formative assessments UPK-12 | <ul style="list-style-type: none"> • Classroom Incidents through School Tool • Attendance Data through School Tool • Building Specific Data to inform SEL/Behavioral Well-Being (examples include; student acknowledgement data, sparkle hearts, pride stickers) • Counseling office and/or nurse visits • Schoology engagement data • Seesaw engagement data |
|---|---|

Progress Monitoring Data:

Progress monitoring tools are tools that serve as warning indicators that students are not making the expected progress. From there we are able to provide supplemental and intensive interventions to those who are not responding to Tier 1 instruction. Below are the data sets that we will use to progress monitor student learning. Our Tier 2 and Tier 3 systems teams utilize Panorama to support data conversations and inform fidelity of student growth.

Building teams also utilize Panorama behavioral information to proactively identify students needing additional support.

Tier 2:

| Academic | Behavioral/SEL |
|--|--|
| <ul style="list-style-type: none"> • i-Ready Diagnostic- ELA and Math 3 times yearly for grades K-8 • i-Ready growth monitoring data • Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) reading data • Math intervention skills data • Apex Learning Credit Recovery and Tutorial Data grades 6-12 | <ul style="list-style-type: none"> • Panorama SEL student data 3 times yearly (K-2 teacher perception, 3-12 student perception) • Office Discipline Referrals through School Tool • Classroom Incidents through School Tool • Attendance Data through School Tool • Counseling office and/or nurse visits • Check In Check Out Daily Progress Report data • Group counseling skills intervention data • Mentoring skills intervention data • Surveys and perception data for Tier 2 interventions |

Tier 3:

| Academic | Behavioral/SEL |
|--|--|
| <ul style="list-style-type: none">• Specific targeted academic data individualized for one student to monitor growth• Any above listed data can be utilized in a student's plan | <ul style="list-style-type: none">• Specific targeted academic data individualized for one student to monitor growth• Any above listed data can be utilized in a student's plan |

Tutoring

We know that tutoring will be an important part of our MTSS framework and recovery efforts. This can supplement core instruction and can come in a variety of forms. At Newark CSD we will use the data to support which of our students need tutoring and what research-based practices will be developmentally appropriate to meet their needs. Our MTSS teams will progress monitor, report and adjust the efforts of tutoring so that there are clear objectives and outcomes. As with all of our interventions, communication systems which include the student's teachers and families will be a part of the plan.

Extended School Day Program

The Newark CSD Extended School Day program will focus on providing opportunities for our students to grow socio-emotionally and academically through after school summer and school programming. The mission is to ensure our students have the opportunity for education, recreational and enrichment programs. This program will provide a supervised environment that promotes safety by increasing attachment, self-regulation, social emotional and academic competencies and mental and physical health. In addition to Newark CSD our program will partner with Youth Advocacy Program (YAP), Expeditions of Empowerment, Wellness in Newark Community Coalition (WIN), Newark Public Library, Family Counseling Services of the Finger Lakes and Wayne ARC. These partners will have continual input in planning, implementation, and continuous improvement through their role in the Advisory Board. This program will impact our rebound efforts by targeting on average 220 at risk students a year for 2 hours a day, 3 hours a week through these opportunities.

Tier 2 Supplemental Interventions

| Academic | Behavioral/SEL |
|---|--|
| <p><i>In addition to the above listed interventions, layer on top:</i></p> <ul style="list-style-type: none"> • SIPPS Reading Intervention • Tier 2 ELA • Tier 2 skills-based reading support • Tier 2 skills-based ELA support • Tier 2 skills-based Math support • Apex Learning Credit Recovery • Apex Learning Tutorials • i-Ready Math toolkit | <p><i>In addition to the above listed interventions, layer on top:</i></p> <ul style="list-style-type: none"> • Check in Check out • Small group skills-based counseling • Small group academic based counseling • Mentoring • Restorative Practices small group circles • Function based thinking for small groups • Why Try small group lessons • Second Step small group lessons • Character Strong lessons in a small group |

Tier 3 Intensive Interventions

| Academic | Behavioral/SEL |
|--|---|
| <p><i>In addition to the above listed interventions, layer on top:</i></p> <ul style="list-style-type: none"> • Individual academic support in math or reading • IST plan for individualized support | <p><i>In addition to the above listed interventions, layer on top:</i></p> <ul style="list-style-type: none"> • Individual counseling • Function based thinking plans • IST plan for individualized support • Restorative conversations • Wrap/Renew with community supports |

Resources:

Fisher, Douglas; Frey, Nancy; Smith, Dominique; Hattie, John: Rebound, Thousand Oaks, CA, 2021.

Fisher, Douglas; Frey, Nancy; Smith, Dominique; Hattie, John: Leading the Rebound, Thousand Oaks, CA, 2021.