ROAD TO RECOVERY

A Priority Playbook for YOUR School
ROAD TO RECOVERY– Presenters

Matt Pope
Chief Transformation Officer

Teri Clement
Director of School Transformation

Amy Havard
Director of School Transformation
ROAD TO RECOVERY– E3 Alliance

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

E3 Alliance is a nonprofit 501(c)(3) organization based in Austin, Texas.
ROAD TO RECOVERY– Who is here today?

Participants:
- 45% Principals
- 30% District Leaders
- 18% Assistant Principals
- 7% Teachers

Locations:
- Texas, California, New York, Florida, Maryland, Missouri, North Carolina, Indiana, Pennsylvania, Arizona, Alabama, New Jersey, Kentucky, Egypt, St. Lucia
ROAD TO RECOVERY – Agenda

- Priority Playbook Overview
- Playbook Categories
- Priority Playbook Roadmap
- Closing
COVID-19’s impact on education has challenged our work like never before and we have learned many lessons. As leaders, we acknowledge this reality and stand ready to tackle the hard work of planning for our schools. This **Priority Playbook** will serve as a guide to transform our schools by providing a structure for the planning and ideas for HOW to get this work done!
## ROAD TO **RECOVERY**— Priority Playbook

<table>
<thead>
<tr>
<th>Stage</th>
<th>Implications for School Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crisis</td>
<td>● School buildings ordered closed</td>
</tr>
<tr>
<td><strong>Transition</strong></td>
<td></td>
</tr>
<tr>
<td>Re-entry</td>
<td>● School buildings partially reopen</td>
</tr>
<tr>
<td></td>
<td>● Some students at school, some at home</td>
</tr>
<tr>
<td></td>
<td>● Rolling closures</td>
</tr>
<tr>
<td>Recovery</td>
<td>● School buildings fully back in session</td>
</tr>
<tr>
<td></td>
<td>● School budgets reflect economic reality</td>
</tr>
<tr>
<td><strong>Transformation</strong></td>
<td></td>
</tr>
<tr>
<td>New Normal</td>
<td>● Schools reflect a changed society</td>
</tr>
</tbody>
</table>
ROAD TO RECOVERY—Priority Playbook

Leading Forward
Leading the Transformation

A Safe Place
A Healthy, Secure Environment

We’re in this Together
Support Student & Staff Attendance

A Place to Belong
Reignite School Culture

Close the Gap
Equitable, High-quality instruction for all
Leading Forward
Leading the Transformation

ROAD TO RECOVERY– Priority Playbook
Leading the Transformation

• Engage with a diverse, representative leadership team
  • Plan frequent collaboration times (in-person or virtual)
  • Create a decision-making process
  • Check the “pulse” frequently with the team on the school community

• Recognize that what was important before, is still very important
  • Ensure mission, goals & improvement plans still drive decision making
Leading the Transformation

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

The Team Members:
- Administrators
- Instructional Coaches
- Counselors
- Teacher Leaders-Dept
- Teacher Leaders-Grade Level
- Social Workers
- Family Liaison
- Head Custodian
- School Nurse
- Student Leaders
- Family Representatives

- Safety Task Force
- Instructional Model Task Force
- Student and Staff Wellness Task Force
### Wilson HS Communication Plan

#### Static Communications

<table>
<thead>
<tr>
<th>Name</th>
<th>What</th>
<th>When</th>
<th>How</th>
<th>To</th>
<th>Owner</th>
<th>Composer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Drop off and Pick Up Procedures</td>
<td>Times • Traffic Flow • Norms and expectations</td>
<td>1 week before start of school year</td>
<td>Emailed and posted to social media and posted on public website, post and email when changes are made</td>
<td>All parents and community</td>
<td>Assistant Principal</td>
<td>Admin creates and reviews with leadership team, admin updates throughout the year as needed</td>
</tr>
</tbody>
</table>

#### Recurring Communications

<table>
<thead>
<tr>
<th>Name</th>
<th>What</th>
<th>When</th>
<th>How</th>
<th>To</th>
<th>Owner</th>
<th>Composer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Newsletter</td>
<td>Upcoming events • Celebrations and spotlights • Current instructional focus</td>
<td>Thursdays @ 5pm</td>
<td>Email • Archived to staff internal site</td>
<td>All staff</td>
<td>Assistant Principal</td>
<td>Admin and leadership team outline content during weekly meeting</td>
</tr>
<tr>
<td>Parent Newsletter</td>
<td>Upcoming events • Celebrations and spotlights • Weekly Challenge</td>
<td>Tuesdays @ 10am</td>
<td>Email • Archived on public website • Link posted to FB and Instagram</td>
<td>All parents and community</td>
<td>Principal</td>
<td>Principal with input requested from all staff via google form</td>
</tr>
</tbody>
</table>

#### Specific/Time-Bound Communications

<table>
<thead>
<tr>
<th>Name</th>
<th>What</th>
<th>When</th>
<th>How</th>
<th>To</th>
<th>Owner</th>
<th>Composer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change to visitor procedures</td>
<td>Reason for change • Specific change • Updated info sheet with all procedures</td>
<td>As soon as decision is made • At least 2 days before implementation</td>
<td>Email • Update website • Sign in front office • Post to social media • Parent Newsletter • Principal Coffee</td>
<td>All district support staff, parents, community</td>
<td>Principal</td>
<td>Principal with guidance from leadership team</td>
</tr>
</tbody>
</table>
A SAFE PLACE

A Healthy, Secure Environment

• Consider all stakeholders’ needs
  • Gather input from your students, staff, families, district & community
  • Evaluate the impact of decisions on different stakeholders
A SAFE PLACE

A Healthy, Secure Environment

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

Johnson Academy

2020-21 Survey Plan

When: Send survey to families and staff every 2 weeks beginning the week of May 25th until August 3rd

How: Email survey and post on Facebook, Twitter and website
- Call after no response on first 2 surveys
- Home visit if no response on calls

Who:
- Office staff send out via email and make posts
- Admin make phone calls and home visits
- Admin monitor data every 2 weeks to evaluate impact on safety, scheduling and staffing

Questions (English and Spanish):
- Based on what you know today about social distancing and assuming our school is prepared for health and safety, select the response that best matches your plans for the Fall 2020. (in-person, virtual, hybrid)
- If you will be attending in-person, which model would you prefer? (AM/PM, alternating days, etc.)
- What information would you like us to know?
# A SAFE PLACE— Variations in Scheduling Example

## 50/50 Learning Experience **Student** Schedule

<table>
<thead>
<tr>
<th>AM Face-to-Face (Self Contained)</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:55</td>
<td>Math</td>
<td>Social Studies</td>
<td>Math</td>
<td>Social Studies</td>
<td>Math</td>
</tr>
<tr>
<td>9:00-9:55</td>
<td>ELA</td>
<td>Fine Arts</td>
<td>ELA</td>
<td>Fine Arts</td>
<td>ELA</td>
</tr>
<tr>
<td>10:00-10:55</td>
<td>Science</td>
<td>PE</td>
<td>Science</td>
<td>PE</td>
<td>Science</td>
</tr>
<tr>
<td>11:00am</td>
<td>AM departs, Lunches to-go</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PM Virtual Learning</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30-2:25</td>
<td>Social Studies</td>
<td>Math Enrichment</td>
<td>Fine Arts</td>
<td>ELA Enrichment</td>
<td>PE</td>
</tr>
<tr>
<td>2:25-3:00</td>
<td>Teacher Check-in Support</td>
<td>Teacher Check-in Support</td>
<td>Teacher Check-in Support</td>
<td>Teacher Check-in Support</td>
<td>Teacher Check-in Support</td>
</tr>
</tbody>
</table>
# A SAFE PLACE— Variations in Scheduling Example

## 50/50 Learning Experience Teacher Schedule

### AM Face-to-Face Connections and Instruction

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:15</td>
<td>Period 1</td>
<td>Period 4</td>
<td>Period 1</td>
<td>Period 4</td>
<td>Period 1</td>
</tr>
<tr>
<td>9:20-10:05</td>
<td>Period 2</td>
<td>Period 5</td>
<td>Period 2</td>
<td>Period 5</td>
<td>Period 2</td>
</tr>
<tr>
<td>10:10-10:55</td>
<td>Period 3</td>
<td>Period 6</td>
<td>Period 3</td>
<td>Period 6</td>
<td>Period 3</td>
</tr>
<tr>
<td>11:00am</td>
<td>Students Depart</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00-1:00PM</td>
<td>Planning and Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PM Virtual Enrichment & Check-Ins

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00-1:35</td>
<td>Period 4</td>
<td>Period 1</td>
<td>Period 4</td>
<td>Period 1</td>
<td>Period 4</td>
</tr>
<tr>
<td>1:45-2:20</td>
<td>Period 5</td>
<td>Period 2</td>
<td>Period 5</td>
<td>Period 2</td>
<td>Period 5</td>
</tr>
<tr>
<td>2:30-3:05</td>
<td>Period 6</td>
<td>Period 3</td>
<td>Period 6</td>
<td>Period 3</td>
<td>Period 6</td>
</tr>
</tbody>
</table>
### Virtual Learning Experience: Elementary Teacher Schedule

#### AM Virtual

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:30</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math Enrichment</td>
</tr>
<tr>
<td>9:30-9:50</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
</tr>
<tr>
<td>9:50-10:50</td>
<td>ELA</td>
<td>ELA</td>
<td>ELA</td>
<td>ELA</td>
<td>ELA Enrichment</td>
</tr>
<tr>
<td>11:00-1:00</td>
<td>Planning and Lunch Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### PM Virtual

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00-1:35</td>
<td>Science</td>
<td>Social Studies</td>
<td>Science</td>
<td>Social Studies</td>
<td>Class Meeting (weekly celebrations)</td>
</tr>
<tr>
<td>1:45-2:25</td>
<td>Small Group or Individualized Instruction</td>
<td>Small Group or Individualized Instruction</td>
<td>Small Group or Individualized Instruction</td>
<td>Small Group or Individualized Instruction</td>
<td>Science Enrichment</td>
</tr>
<tr>
<td>2:30-3:00</td>
<td>Class Meetings and Check-ins</td>
<td>Class Meetings and Check-ins</td>
<td>Class Meetings and Check-ins</td>
<td>Class Meetings and Check-ins</td>
<td></td>
</tr>
</tbody>
</table>
Leading Forward
Leading the Transformation

A Safe Place
A Healthy, Secure Environment

We’re in this Together
Support Student & Staff Attendance

ROAD TO RECOVERY– Priority Playbook
WE’RE IN THIS TOGETHER

Support Student & Staff Attendance

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

• Implement systems for potential, non-traditional school environment(s)

  • Develop plans for collecting and monitoring attendance data in all modalities of school scheduling

  • Establish system to accurately report attendance according to state/district guidelines

  • Outline roles and responsibilities within new attendance plans and systems

WE’RE IN THIS TOGETHER
WE’RE IN THIS TOGETHER – Attendance Team Example

2020-2021 Committees/Teams

Smiley Middle School

Whatever it takes for EVERY Student!

<table>
<thead>
<tr>
<th>Attendance Leadership Team</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Juan Hernandez</td>
<td>6th Grade Teacher Representative</td>
<td>Veronica Ramon</td>
</tr>
<tr>
<td>Tyrone Freeman</td>
<td>7th Grade Teacher Representative</td>
<td>Amanda Walton</td>
</tr>
<tr>
<td>Beatriz Rodriguez</td>
<td>8th Grade Teacher Representative</td>
<td>Julissa Martinez</td>
</tr>
<tr>
<td>Marvin Percy</td>
<td>Electives Teacher Representative</td>
<td>Lisa Davies</td>
</tr>
<tr>
<td>Rebecca Benavides</td>
<td>Family Representative</td>
<td>Michael Booker</td>
</tr>
<tr>
<td>Christine White</td>
<td>District Representative</td>
<td>Alma Rodriguez</td>
</tr>
</tbody>
</table>

Reviews data and develops differentiated support for every staff and student.
WE’RE IN THIS TOGETHER – Guidance on When to Stay Home Example

Edgeville Eagles
Healthy Attendance Guidelines

Eagles, as a community of learners who maintain a safe environment, please use the guidelines below to pay attending to your health and avoid spreading illness to others. In addition, use the tips listed below to avoid absences when possible.

Please stay home for 24 hours if you:
- Have a fever of 100+°
- Vomit more than once or have diarrhea
- Have flu or COVID-like symptoms: fever, cough, difficulty breathing, sore throat, chills, or aches and pains
- Have been diagnosed by a doctor with a contagious disease (chicken pox, strep throat, etc.)
- Please consult our nurse if you are not sure 555-123-1234

Please stay home if you:
- Have been exposed to known COVID source in the last 14 days (will switch to Remote Learning)

Tips for Avoiding Absences:
- Get a flu shot
- Schedule dental and well-check visits outside of regular school hours
ROAD TO RECOVERY – Priority Playbook
A PLACE TO BELONG

Reignite School Culture

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

• Sustain & Support
  • Continue deliberate opportunities for relationship building and healing-based practices
  • Champion collective commitments
  • Provide opportunities for shared fun
  • Review and adjust focus to respond as needs change throughout the year
• Engage families and community in safe or virtual events
A PLACE TO BELONG—Re-entry Curriculum Example

SHS Dragon Camp: Better Together
(First 5 days of school + every Friday Meeting)

**Dragon DNA**

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

**Wellness Workshop**

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

**Mindset Study Seminar**

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

**The Dragon Way**

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

**Community through Communication**

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

**Believe There is Good**

- Better through **Kindness**: We can’t heal ourselves by wounding each other. Dragons, you’ll find, are kind.
A PLACE TO BELONG— Build Habits of Connection

Example
A PLACE TO BELONG– Build Habits of Connection

Examples

Hand Signals

Logos / T-shirts

“Clayton Proud!” → “Say it Out Loud!”

“Falcons RISE!” → “ABoVE THE SKIES!”

Call and Response
ROAD TO RECOVERY—Priority Playbook

- Leading the Transformation
- A Safe Place: A Healthy, Secure Environment
- We're in this Together: Support Student & Staff Attendance
- A Place to Belong: Reignite School Culture
- Close the Gap: Equitable, High-quality instruction for all
CLOSE THE GAP

Equitable, High-Quality Instruction for All

• Plan for strategic adjustments in curriculum
  • Collaborate to select only the MOST essential standards for current grade level
  • Prioritize skills and concepts that are foundational to college, career and real-world readiness

• Implement deliberate systems of assessment to inform curriculum focus and instructional plan
  • Develop assessment norms for administering assessments in different modalities
  • Utilize common pre-assessments to narrow focus on the MOST essential standards
  • Implement common formative assessments frequently throughout unit of study; including analysis of student work.
CLOSE THE GAP

Equitable, High-Quality Instruction for All

• Focus on implementation of evidence-based instructional practices
  • Plan for acceleration, not remediation
  • Responsive instructional design should be student-focused, with increasing independent, critical thinking, speaking, reading and writing.

• Utilize effective virtual & blended learning models
  • Engage instructional technology in creative ways that enhances & elevates instruction
  • Use virtual tools to personalize pathways for all students to achieve mastery of essential standards
CLOSE THE GAP—Plan for Strategic Adjustments in Curriculum Example

<table>
<thead>
<tr>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2-3 weeks before the beginning of the unit</td>
</tr>
<tr>
<td>• 2-3 weeks before the beginning of the unit</td>
</tr>
<tr>
<td>• First unit: pre-assessment during re-entry camp</td>
</tr>
<tr>
<td>• Subsequent units: pre-assessment 1-2 weeks before the start of the next unit</td>
</tr>
<tr>
<td>• Each Cycle: Unit plan, formative assessments and lesson plans will be developed 1 week ahead of time</td>
</tr>
</tbody>
</table>
CLOSE THE GAP—Plan for Strategic Adjustments in Curriculum Example

**GUIDING QUESTIONS**

- Of the standards identified for this unit, which are most important for current grade level and readiness for the next grade level?
- Of those, which align with college, career and real-world readiness?

- **How will students demonstrate mastery of selected, standard(s)?**
  - verb, content, level of thinking?
  - assessment items from prior years?
  - How will we pre-assess?
  - How will we assess after instruction?

- **How will we use the pre-assessment results to adjust the unit and lesson plans?**
  - Which concepts need more or less time?

- **How will we lead the learning so that all students are successful?**
  - How will we formatively assess along the way?
  - How does the pathway for learning differ for each student?
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ROAD TO RECOVERY – Priority Playbook Roadmap

Roadmap to Recovery: A Priority Playbook
Planning for re-entry and transformation to your school community!

Welcome to the Roadmap.
This tool is intended to support your planning for the 2020-2021 school year. You may choose to complete every section or only the parts that are most applicable to your school community. Please contact us if you would like support as you and your team work through the Priority Playbook.

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

As a non-profit, E3 Alliance is a mission-driven organization focused on impact for ALL Students by transforming school systems. As seasoned educators, the E3 Alliance team possesses the knowledge and first-hand experience transforming schools to sustained success with solutions for leadership, school culture, effective instruction, and special populations.

Contact us if you would like more support:
Lori Davis, Director of Transformation Partnerships
ldavis@e3alliance.org
Visit our website
## A Place to Belong: Reignite School Culture

**Building a welcoming and inspirational school community!**

### Connections before Content

<table>
<thead>
<tr>
<th>Writing Team (WT)</th>
<th>Wishlist</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team leaders</td>
<td>&gt; Get to know you games</td>
<td>15-Jul-20</td>
</tr>
<tr>
<td></td>
<td>&gt; Strategies for dealing with stress</td>
<td>First draft of curriculum finished</td>
</tr>
<tr>
<td>SEL/counselor lead</td>
<td>&gt; Expectations for common areas</td>
<td>22-Jul-20</td>
</tr>
<tr>
<td></td>
<td>&gt; Digital safety</td>
<td>LT review and give feedback</td>
</tr>
<tr>
<td>Social worker</td>
<td>&gt; Friendship and community principles</td>
<td>31-Jul-20</td>
</tr>
<tr>
<td></td>
<td>&gt; School song, chant, hand sign</td>
<td>Final draft of curriculum finished</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3-Aug-20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WT reviews with PD plan with LT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8/8/2020 PM session</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team provides Re-Entry PD to teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>August 14-16, 2020</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Re-Entry Camp for all students</td>
</tr>
</tbody>
</table>
### A Place to Belong: Reignite School Culture

*Building a welcoming and inspirational school community!*

<table>
<thead>
<tr>
<th>Step</th>
<th>What</th>
<th>How</th>
<th>When</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>VALUES</td>
<td>All staff create a set of value words (3-6) that are aligned to mission and vision</td>
<td>In-person poster/sticky notes Virtual brainstorm tool</td>
<td>8-Aug-20</td>
<td>Lead by leadership team members</td>
</tr>
<tr>
<td>Commitments</td>
<td>All staff split into groups. Each group develops a commitment statement with the value word they are given</td>
<td>In-person posters Virtual shared document and conference</td>
<td>9-Aug-20</td>
<td>Each group has at least one LT member</td>
</tr>
<tr>
<td>Consensus</td>
<td>Staff reviews commitment statements and has an opportunity to give feedback</td>
<td>In-person posters Virtual shared document</td>
<td>9-Aug-20</td>
<td>LT reviews feedback and adjusts if needed, publishes collective commitments</td>
</tr>
</tbody>
</table>
# A Place to Belong: Reignite School Culture

*Building a welcoming and inspirational school community!*

## Habits of Connection and Communication

<table>
<thead>
<tr>
<th>Habit</th>
<th>What</th>
<th>How</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellness Check-ins</td>
<td>One-on-one conversation with student to assess needs and listen to concerns</td>
<td>In person (advisory or other time), phone, or conferencing tool</td>
<td>Assigned mentor teacher</td>
<td>at least once per month</td>
</tr>
<tr>
<td>Virtual Morning Meetings</td>
<td>Live stream of morning meeting once per week for parents and students at home to participate in</td>
<td>Through online classroom portal or protected conference tool</td>
<td>Classroom teacher</td>
<td>once per week</td>
</tr>
</tbody>
</table>
# ROAD TO RECOVERY – Priority Playbook Roadmap

## A Place to Belong: Reignite School Culture
Building a welcoming and inspirational school community!

### Sustain & Support

<table>
<thead>
<tr>
<th>Opportunity</th>
<th>What</th>
<th>How</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun Friday Flings</td>
<td>Short, fun movement activity</td>
<td>10 min activity developed by counselors and sent out to teachers one week in advance, takes social distance guidelines into consideration</td>
<td>During Friday morning announcements</td>
</tr>
</tbody>
</table>

### Opportunities for Relationship Building

| Opportunity          | What                        | How                                                                 | When                        |

### Champion Collective Commitments

<table>
<thead>
<tr>
<th>Broadcasting: (making when visible)</th>
<th>Language Shaping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post commitments in common areas, front office, and classrooms</td>
<td>Explain the WHY for everything (PD, data protocols, procedures) using your collective commitments</td>
</tr>
<tr>
<td>Add commitments to email signature</td>
<td>Align language in agendas, forms, website, social media to match your collective commitments</td>
</tr>
<tr>
<td>Read during morning announcements</td>
<td>Develop pivot stems based on your collective commitments</td>
</tr>
</tbody>
</table>

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## A Place to Belong: Reignite School Culture

Building a welcoming and inspirational school community!

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Audience</th>
<th>Topics</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Coffees</td>
<td>Parents, community members</td>
<td>Celebrations, recent policy and procedure changes, answer questions</td>
<td>Alternate date/time/modality to allow for parents with different schedules and children at home to participate. Ask for RSVP and questions to be submitted ahead of time to plan for safety and anticipate resources to share.</td>
</tr>
<tr>
<td>Virtual Literacy Fair</td>
<td>Families, children of all ages, community members</td>
<td>Read alouds, book recommendations, fun activities that match books, strategies for students and parents</td>
<td>Plan for synchronous (read alouds, strategy demos, silly activities related to a book, book chat board) and asynchronous activities (recorded read alouds, suggested activities, resources on strategies for parents) that families can choose access from your website.</td>
</tr>
</tbody>
</table>

### Actions We Need to Take to Build a Place to Belong

- Develop Re-Entry Curriculum
- Schedule and Plan Staff PD on Re-Entry Curriculum
# ROAD TO RECOVERY – Priority Playbook Roadmap

## Roadmap: Putting the Playbook into action

Prioritizing and Detailing the work of your Leadership Team

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

<table>
<thead>
<tr>
<th>Priority (1=highest)</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Develop Re-Entry Curriculum</td>
</tr>
<tr>
<td>2</td>
<td>Schedule and Plan Staff PD on Re-Entry Curriculum</td>
</tr>
</tbody>
</table>

## Before First Day of School

<table>
<thead>
<tr>
<th>Action</th>
<th>Who</th>
<th>When</th>
<th>How</th>
<th>Communication Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop Re-Entry Curr</td>
<td>Writing Team</td>
<td>by July 15, 2020</td>
<td>Zoom meetings and shared workspace</td>
<td>Include Re-Entry experience in back to school info for families and teachers. Info should include WHY it is necessary and what to do.</td>
</tr>
</tbody>
</table>
Leading Forward
Leading the Transformation

A Safe Place
A Healthy, Secure Environment

We’re in this Together
Support Student & Staff Attendance

A Place to Belong
Reignite School Culture

Close the Gap
Equitable, High-quality instruction for all

ROAD TO RECOVERY—Questions?
ROAD TO RECOVERY

- Use the Playbook & Roadmap
- Share the Playbook & Roadmap
- Partner with us!
  ○ Lori Davis, ldavis@e3alliance.org
ROAD TO RECOVERY

- **Attend** July 21st Webinar
  - 1:30pm-2:30pm CST
  - New Examples
  - Registration will be sent out
ROAD TO RECOVERY

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