

Berryville Elementary School

School Improvement Plan 2022-2023

Mrs. Christy Graham: Principal

Grades K-2

GOAL 1

Berryville Elementary School's goal is to have a more positive and productive school culture, thereby improving the quality of our school and the success of our students, as measured in part by the ESSA School Quality and Student Success Indicator score.

by

1.1 Improving attendance and decreasing disciplinary referrals

through the

(1.1.1) Implementation of Bx3 (Training, Coaching, Empowering team and training through state dept)

(1.1.2) Implement positive behavior support (Love in a Big World, CATS charts, positive principal referrals class tagulators...)

(1.1.3) Develop a district Behavior RTI process

(1.1.4) Develop district wide website to include procedures and resources for all tiers

(1.1.5) Provide district PD for the RTI process and strategies for all tiers

using assessments and data to track our progress, including but not limited to

- a specific and relevant student behavior matrix
- the number of discipline referrals
- the type of discipline referrals by description
- discipline referrals by basic sub-population (Male, Female, & Students with Disabilities)
- Pre/Post discipline referral

1.2 Enhancing and improving professional practices

(1.2.1) Recruiting and retaining quality teachers who are committed to the district's vision of teaching and learning

(1.2.2) Providing time for teachers and leaders to participate in regular collaborative teams that utilize a continuous cycle of inquiry and action research

(1.2.3) Providing quality, effective, and relevant professional development

(1.2.4) Recognizing High Impact Teachers

(1.2.5) Recognizing teachers w. Good attendance.

- TESS Framework for Teaching and Learning
- Monitoring Staff Attendance & Recognition
- Monitoring Use of PLC and PD Time
- Student Progress Monitoring
- CWTs, Feedback, and Surveys
- Student achievement data

1.3 Implementing a school schedule that values and prioritizes teacher instruction and student learning

(1.3.1) Developing a daily classroom schedule that incorporates explicit blocks of time in which specific academic, physical, and social/emotional components are incorporated consistently across all grade levels

(1.3.2) Utilize Decision Making Tree to diagnose specific weaknesses to develop targeted Tier II/III and Dyslexia interventions for at-risk students

- CWTs
- Needs assessments
- RTI documentation
- Instructional Time Usage Checks

GOAL 2

Berryville Elementary School's goal is that all students will demonstrate accelerated growth and increased achievement in English Language Arts (ELA), specifically in English, Reading, and Writing, as measured by the ESSA Value Added Growth and Weighted Achievement scores.

2.1 Increasing the quality of differentiated instruction and instructional alignment related to the BSD Vision for Teaching Learning and specific Tier I Instructional "Look Fors"

(2.1.1) Instructional team to provide support to teachers with coaching, curriculum alignment and job-embedded professional development

(2.1.2) Instructional facilitators to provide modeling, observing, and feedback pertaining to differentiated instruction and instructional shifts for all teachers

(2.1.3) Principal CWTs feedback will provide targeted coaching opportunities.

- CTM documentation (Daily)
- School Support Specialist's Coaching Log Analysis (Monthly)
- Classroom observation feedback through EdReflect
- Instructional Rubric

2.2 Developing and implementing daily lesson plans and units of instruction that include formative, common assessments aligned to the AR standards and student learning targets

(2.2.1) Focus on purposeful planning and goal writing

(2.2.2) Utilizing a Professional Learning Communities (PLCs) to analyze data, plan intervention/enrichment, and make ongoing data driven instructional decisions

- Review of teacher lesson plans and cycle artifacts (i.e., Figure 1.8 The Work of Collaborative Teams) (Weekly)
- Student achievement data of classwork, common formative assessments, ACT Aspire Interim data, etc.
- Student results on state required interim and summative assessments

2.3 Implementing authentic literacy practices across all grade levels and content areas

(2.3.1) Utilize texts to build student' background and topical knowledge in each content area throughout each school day

(2.3.2) Student should be reading grade-level texts in all content areas throughout the school day
(2.3.3) Use robust domain specific vocabulary

(2.3.3) Establishing and implementing common expectations and language for writing instruction across all content area classrooms using Empowering Writers

- CWTs using Tier I Instructional "Look Fors"
- Ongoing/Regular Fidelity Checks

2.4 Demonstrating knowledge, expertise, and strategies related to the Science of Reading

(2.4.1) Increase focus and time spent on Phonics utilizing Phonics First curriculum for daily literacy instruction

(2.4.2) Utilizing Phonemic Awareness Curriculum by Michael Heggerty and 95% group as a supplemental resources

(2.4.3) Participating in ongoing professional development focused on the Science of Reading (R.I.S.E.)

- CWTs
- Needs assessments
- RTI documentation
- Instructional Time Usage Checks

GOAL 3

Berryville Elementary School's goal is that all students will demonstrate accelerated growth and increased achievement in Math and the content areas. Specifically in Math and science, as measured by the ESSA Value Growth, Weighted Achievement, and a portion of the School Quality and Student Success scores.

3.1 Increasing the quality of differentiated instruction and instructional alignment related to the BSD Vision for Teaching Learning and specific Tier I Instructional "Look Fors".

(3.1.1) Instructional team to provide support to teachers with coaching, curriculum alignment and job-embedded professional development

(3.1.2) Instructional facilitators to provide modeling, observing, and feedback pertaining to differentiated instruction and instructional shifts for all teachers

(3.1.3) Principal CWTs feedback will provide targeted coaching opportunities

- CTM documentation (Daily)
- School Support Specialist's Coaching Log Analysis (Monthly)
- Classroom observation feedback through EdReflect
- Instructional Rubric

3.2 Developing and implementing daily lesson plans and units of instruction that include formative, common assessments aligned to the AR standards and student learning targets

(3.2.1) Focus on purposeful planning and goal writing

(3.2.2) Utilizing a common planning time (CTMs) to analyze data, plan intervention/enrichment, and make ongoing data driven instructional decisions through the PLC at Work process

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(3.3.3) Establishing and implementing common expectations and language for writing instruction across all content area classrooms using Empowering Writers

- CWTs using Tier I Instruction "Look Fors"
- Ongoing/Regular Fidelity Checks

3.4 Providing all teachers with knowledge that promotes the understanding of Mathematical practices

(3.4.1) Implement Illustrative Mathematics curriculum and routines for daily math instruction

(3.4.2) Focus on implementing the 8 Mathematical Practice Standards

(3.4.3) Participating in ongoing professional development with Illustrative Math and Math Quest

- CWTs
- Needs assessments
- RTI documentation
- Instructional Time Usage Checks

Berryville School District

Theory of Action

Statements

If we implement actions and activities that build a positive and productive school culture including, but now limited to improving attendance and decreasing disciplinary referrals, enhancing and improving professional practices, and utilizing a school schedule that impacts teacher instruction, student learning, and is reflective of our values and priorities, **Then** the quality of our school and the success of our student will improve.

If we implement research-based, specific, and strategic actions and activities in English, reading, writing, and the content areas that are focused on the science of reading and authentic literacy practices that helps students to show growth in reading, science, and social studies, **Then** our students will demonstrate increase academic achievement in ELA and science.

If we implement research-based, specific, and strategic actions and activities in math that are focused on the eight mathematical practices that helps students to show growth in math, **Then** our students will demonstrate increase academic achievement in Math achievement.

Berryville Intermediate School

School Improvement Plan 2022-2023

Dr. Lisa Geren: Principal
Grades 3-5

GOAL 1

Berryville Intermediate School's goal is to have a more positive and productive school culture, thereby improving the quality of our school and the success of our students, as measured in part by the ESSA School Quality and Student Success Indicator score.

by

1.1 Improving attendance and decreasing disciplinary referrals.

through the

(1.1.1) Implementation of Bx3 (Training, Coaching, Empowering team and training through state dept)

(1.1.2) Implement positive behavior support (Empower Me/ Bocat Traditions, positive principal referrals class tagulators...)

(1.1.3) Develop a district Behavior RTI process.

(1.1.4) Develop district wide website to include procedures and resources for all tiers

(1.1.5) Provide district PD for the RTI process and strategies for all tiers

using assessments and data to track our progress, including but not limited to

- a specific and relevant student behavior matrix
- the number of discipline referrals
- the type of discipline referrals by description
- discipline referrals by basic sub-population (Male, Female, & Students with Disabilities)
- Pre/Post discipline referral

1.2 Enhancing and improving professional practices.

(1.2.1) Recruiting and retaining quality teachers who are committed to the district's vision of teaching and learning

(1.2.2) Providing time for teachers and leaders to participate in regular collaborative teams that utilize a continuous cycle of inquiry and action research

(1.2.3) Providing quality, effective, and relevant professional development

(1.2.4) Recognizing High Impact Teachers

(1.2.5) Recognizing teachers w. Good attendance.

- TESS Framework for Teaching and Learning
- Monitoring Staff Attendance & Recognition
- Monitoring Use of PLC and PD Time
- Student Progress Monitoring
- CWTs, Feedback, and Surveys
- Student achievement data

1.3 Implementing a school schedule that values and prioritizes teacher instruction and student learning.

(1.3.1) Developing a daily classroom schedule that incorporates explicit blocks of time in which specific academic, physical, and social/emotional components are incorporated consistently across all grade levels

(1.3.2) Utilize Decision Making Tree to diagnose specific weaknesses to develop targeted Tier II/III and Dyslexia interventions for at-risk students

- CWTs
- Needs assessments
- RTI documentation
- Instructional Time Usage Checks

GOAL 2

Berryville Intermediate School's goal is that all students will demonstrate accelerated growth and increased achievement in English Language Arts (ELA), specifically in English, Reading, and Writing, as measured by the ESSA Value Added Growth and Weighted Achievement scores.

by

2.1 Increasing the quality of differentiated instruction and instructional alignment related to the [BSD Vision for Teaching Learning](#) and specific [Tier I Instructional "Look Fors"](#)

through the

(2.1.1) Instructional team to provide support to teachers with coaching, curriculum alignment and job-embedded professional development

(2.1.2) Instructional facilitators to provide modeling, observing, and feedback pertaining to differentiated instruction and instructional shifts for all teachers

(2.1.3) Principal CWTs feedback will provide targeted coaching opportunities

using assessments and data to track our progress, including but not limited to

- CTM documentation (Daily)
- School Support Specialist's Coaching Log Analysis (Monthly)
- Classroom observation feedback through EdReflect
- Instructional Rubric

2.2 Developing and implementing daily lesson plans and units of instruction that include formative, common assessments aligned to the AR standards and student learning targets

(3.2.1) Focus on purposeful planning and goal writing

(2.2.2) Utilizing a Professional Learning Communities (PLCs) to analyze data, plan intervention/enrichment, and make ongoing data driven instructional decisions

- Review of teacher lesson plans and cycle artifacts (i.e., Figure 1.8 The Work of Collaborative Teams) (Weekly)
- Student achievement data of classwork, common formative assessments, ACT Aspire Interim data, etc.
- Student results on state required interim and summative assessments

2.3 Implementing authentic literacy practices across all grade levels and content areas

(2.3.1) Utilize texts to build student' background and topical knowledge in each content area throughout each school day

(2.3.2) Student should be reading grade-level texts in all content areas throughout the school day
(2.3.3) Use robust domain specific vocabulary

(2.3.3) Establishing and implementing common expectations and language for writing instruction across all content area classrooms using Empowering Writers

- CWTs using [Tier I Instruction "Look Fors"](#).
- Ongoing/Regular Fidelity Checks

2.4 Demonstrating knowledge, expertise, and strategies related to the Science of Reading

(2.4.1) Implement new Reading Workshop curriculum

(2.4.2) Increase the focus and time spent on Advanced Phonics and vocabulary for daily literacy instruction

(2.4.3) Utilizing Equipped for Reading Success by David Kilpatrick and 95% group as a supplemental resources for small group instruction

(2.4.4) Participating in ongoing professional development focused on the Science of Reading (R.I.S.E.)

- CWTs
- Needs assessments
- RTI documentation
- Instructional Time Usage Checks

GOAL 3

Berryville Intermediate School's goal is that all students will demonstrate accelerated growth and increased achievement Math and the content areas. Specifically in Math and science, as measured by the ESSA Value Growth, Weighted Achievement, and a portion of the School Quality and Student Success scores.

by

3.1 Increasing the quality of differentiated instruction and instructional alignment related to the [BSD Vision for Teaching Learning](#) and specific [Tier I Instructional "Look Fors"](#)

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(3.1.1) Instructional team to provide support to teachers with coaching, curriculum alignment and job-embedded professional development

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- CWTs using [Tier I Instruction "Look Fors"](#)
- Ongoing/Regular Fidelity Checks

3.4 Providing all teachers with knowledge that promotes understanding of Mathematical and practices

(3.4.1) Implement Illustrative Mathematics curriculum and routines for daily math instruction

(3.4.2) Focus on implementing the 8 Mathematical Practice Standards

(3.4.3) Participating in ongoing professional development with Illustrative Math and Math Quest

- CWTs
- Needs assessments
- RTI documentation
- Instructional Time Usage Checks

Berryville School District

Theory of Action

Statements

If we implement actions and activities that build a positive and productive school culture including, but now limited to improving attendance and decreasing disciplinary referrals, enhancing and improving professional practices, and utilizing a school schedule that impacts teacher instruction, student learning, and is reflective of our values and priorities, **Then** the quality of our school and the success of our student will improve.

If we implement research-based, specific, and strategic actions and activities in English, reading, writing, and the content areas that are focused on the science of reading and authentic literacy practices that helps students to show growth in reading, science, and social studies, **Then** our students will demonstrate increase academic achievement in ELA and science.

If we implement research-based, specific, and strategic actions and activities in math that are focused on the eight mathematical practices that helps students to show growth in math, **Then** our students will demonstrate increase academic achievement in Math achievement.

If we implement blended learning which allows each student to continue learning grade level or content standards through an educational plan that leverages both technology-based and face-to-face instructional approaches and ensure the flexibility to implement onsite or remote teaching and learning and to pivot as necessary, **Then** our students will continue learning and increase their academic success.

Berryville Middle School

School Improvement Plan 2022-2023

Mr. John McClellan, Principal
Grades 6-8

GOAL 1

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by

1.1 Improving attendance and decreasing disciplinary referrals.

PR=Bx3 Team Members

through the

(1.1.1) Implementation of Bx3 (Training, Coaching, Empowering team and training through state dept)

(1.1.2) Implement positive behavior support.

(1.1.3) Develop a district Behavior RTI process.

(1.1.4) Develop district wide website to include procedures and resources for all tiers.

(1.1.5) Provide district PD for the RTI process and strategies for all tiers.

using assessments and data to track our progress, including but not limited to

- a specific and relevant student behavior matrix
- the number of discipline referrals
- the type of discipline referrals by description
- discipline referrals by basic sub-population (Male, Female, & Students with Disabilities)
- Pre/Post discipline referral

1.2 Enhancing and improving professional practices.

(1.2.1) Recruiting and retaining quality teachers who are committed to the district's vision of teaching and learning

(1.2.2) Providing time for teachers and leaders to participate in regular collaborative teams that utilize a continuous cycle of inquiry and action research

PR- John McClellan

(1.2.3) Providing quality, effective, and relevant professional development

PR- E. Hall/H. Zaloudek

(1.2.5) Recognizing High Impact Teachers

PR- John McClellan

(1.2.4) Recognizing teachers w. Good attendance

PR- John McClellan

- TESS Framework for Teaching and Learning
- Monitoring Staff Attendance & Recognition
- Monitoring Use of PLC and PD Time
- Student Progress Monitoring
- CWTs, Feedback, and Surveys
- Student achievement data

1.3 Implementing a school schedule that values and prioritizes teacher instruction and student learning.

PR=Principal and Counselor

(1.3.1) Developing a daily classroom schedule that incorporates explicit blocks of time in which specific academic, physical, and social/emotional components are incorporated consistently across all grade levels

PR=John McClellan

(1.3.2) Utilize Decision Making Tree to diagnose specific weaknesses to develop targeted Tier II/III and Dyslexia interventions for at-risk students

PR=Classroom Teachers

- CWTs
- Needs assessments
- RTI documentation
- Instructional Time Usage Checks

PR=Person Responsible

GOAL 2

Berryville Middle School's goal is that all students will demonstrate accelerated growth and increased achievement in English Language Arts (ELA), specifically in English, Reading, and Writing, as measured by the ESSA Value Added Growth and Weighted Achievement scores.

by

2.1 Increasing the quality of differentiated instruction and instructional alignment related to the [BSD Vision for Teaching Learning](#) and specific [Tier I Instructional "Look Fors"](#)

through the

(2.1.1) Instructional team to provide support to teachers with coaching, curriculum alignment and job-embedded professional development.

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2.2 Developing and implementing daily lesson plans and units of instruction that include formative, common assessments aligned to the AR standards and student learning targets

(2.2.1) Focus on purposeful planning and goal writing

(2.2.2) Utilizing a Professional Learning Communities (PLCs) to analyze data, plan intervention/enrichment, and make ongoing data driven instructional decisions

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(2.3.3) Use robust domain specific vocabulary

(2.3.3) Establishing and implementing common expectations and language for writing instruction across all content area classrooms using Empowering Writers

- CWTs using [Tier I Instruction "Look Fors"](#)
- Ongoing/Regular Fidelity Checks

2.4 Demonstrating all teachers with knowledge, expertise, and strategies related to the Science of Reading.

(2.4.1) Increase the focus and time spent on Advanced Phonics and vocabulary instruction within daily literacy instruction.

(2.4.2) Utilizing Xtreme Reading and Equipped for Reading Success by David Kilpatrick as a supplemental resources

(2.4.3) Participating in ongoing professional development focused on the Science of Reading (R.I.S.E.)

- CWTs
- Needs assessments
- RTI documentation
- Instructional Time Usage Checks

GOAL 3

Berryville Middle School's goal is that all students will demonstrate accelerated growth and increased achievement Math and the content areas. Specifically in Math and science, as measured by the ESSA Value Growth, Weighted Achievement, and a portion of the School Quality and Student Success Scores.

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- CWTs using [Tier I Instruction "Look Fors"](#)
- Ongoing/Regular Fidelity Checks

3.4 Providing all teachers with knowledge that promotes understanding of Mathematical and practices

3.4.1) Continue to implement Illustrative Mathematics curriculum and routines for daily math instruction

(3.4.2) Focus on implementing the 8 Mathematical Practice Standards

(3.4.3) Participating in ongoing professional development focused on Math Quest

- CWTs
- Needs assessments
- RTI documentation
- Instructional Time Usage Checks

Berryville School District

Theory of Action

Statements

If we implement actions and activities that build a positive and productive school culture including, but now limited to improving attendance and decreasing disciplinary referrals, enhancing and improving professional practices, and utilizing a school schedule that impacts teacher instruction, student learning, and is reflective of our values and priorities, **Then** the quality of our school and the success of our student will improve.

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Berryville High School

School Improvement Plan 2022-2023

Mrs. Donnel Armstrong, Principal

Grades 9-12

GOAL 1

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by

1.1 Improving attendance and decreasing disciplinary referrals.

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through the

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- the type of discipline referrals by description
- discipline referrals by basic sub-population (Male, Female, & Students with Disabilities)
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1.2 Enhancing and improving professional practices.

(1.2.1) Recruiting and retaining quality teachers who are committed to the district's vision of teaching and learning

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PR- John McClellan

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- TESS Framework for Teaching and Learning
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1.3 Implementing a school schedule that values and prioritizes teacher instruction and student learning.

PR=Principal and Counselor

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PR=John McClellan

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GOAL 2

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by

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through the

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2.4 Demonstrating all teachers with knowledge, expertise, and strategies related to the Science of Reading.

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- **CWTs**
- **Needs assessments**
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- **Instructional Time Usage Checks**

GOAL 3

Berryville High School's goal is that all students will demonstrate accelerated growth and increased achievement Math and the content areas. Specifically in Math and science, as measured by the ESSA Value Growth, Weighted Achievement, and a portion of the School Quality and Student Success scores.

3.1 Increasing the quality of differentiated instruction and instructional alignment related to the [BSD Vision for Teaching Learning](#) and specific [Tier I Instructional "Look Fors"](#)

(3.1.1) Instructional team to provide support to teachers with coaching, curriculum alignment and job-embedded professional development.

(3.1.2) Instructional facilitators to provide modeling, observing, and feedback pertaining to differentiated instruction and instructional shifts for all teachers

(3.1.3) Principal CWTs feedback will provide targeted coaching opportunities.

- CTM documentation (Daily)
- School Support Specialist's Coaching Log Analysis (Monthly)
- Classroom observation feedback through EdReflect
- Instructional Rubric

3.2 Developing and implementing daily lesson plans and units of instruction that include formative, common assessments aligned to the AR standards and student learning targets

(3.2.1) Focus on purposeful planning and goal writing

(3.2.1) Utilizing a common planning time (CTMs) to analyze data, plan intervention/enrichment, and make ongoing data driven instructional decisions through the PLC at Work process

- Review of teacher lesson plans and cycle artifacts (i.e., Figure 1.8 The Work of Collaborative Teams) (Weekly)
- Student achievement data of classwork, common formative assessments, ACT Aspire Interim data, etc.
- Student results on state required interim and summative assessments

3.3 Implementing authentic literacy practices across all grade levels and content areas

(3.3.1) Utilize texts to build student' background and topical knowledge in each content area throughout each school day

(3.3.2) Student should be reading grade-level texts in all content areas throughout the school day
(2.3.3) Use robust domain specific vocabulary

(3.3.3) Establishing and implementing common expectations and language for writing instruction across all content area

- CWTs using [Tier I Instruction "Look Fors"](#)
- Ongoing/Regular Fidelity Checks

3.4 Providing all teachers with knowledge that promotes understanding of Mathematical and practices

(3.4.1) Continue to Implement Illustrative Mathematics curriculum and routines for daily math instruction

(3.4.2) Focus on implementing the 8 Mathematical Practice Standards

(3.4.3) Participating in ongoing professional development focused on on Math Quest

- CWTs
- Needs assessments
- RTI documentation
- Instructional Time Usage Checks

Berryville School District

Theory of Action

Statements

If we implement actions and activities that build a positive and productive school culture including, but now limited to improving attendance and decreasing disciplinary referrals, enhancing and improving professional practices, and utilizing a school schedule that impacts teacher instruction, student learning, and is reflective of our values and priorities, **Then** the quality of our school and the success of our student will improve.

If we implement research-based, specific, and strategic actions and activities in English, reading, writing, and the content areas that are focused on the science of reading and authentic literacy practices that helps students to show growth in reading, science, and social studies, **Then** our students will demonstrate increase academic achievement in ELA and science.

If we implement research-based, specific, and strategic actions and activities in math that are focused on the eight mathematical practices that helps students to show growth in math, **Then** our students will demonstrate increase academic achievement in Math achievement.

If we implement blended learning which allows each student to continue learning grade level or content standards through an educational plan that leverages both technology-based and face-to-face instructional approaches and ensure the flexibility to implement onsite or remote teaching and learning and to pivot as necessary, **Then** our students will continue learning and increase their academic success.