

1 | What are SSoS schools most urgent needs to support student learning in 2021-22?

Category	Description/Example
Student Wellbeing	Districts/schools address students' social emotional, mental health, and basic needs to support student learning.
Student Engagement	Districts/schools address students' behavioral and academic engagement to support student learning.
Remediating Learning Loss	Districts/schools identify core content/skills to prioritize, provide students' access to interventions, and prioritize supporting student subgroups (e.g., SPED/LEP).
Access to High Quality Teaching & Learning	Students need access to qualified instructional and non-instructional staff, qualified leadership and administration, and equity focused instruction.
Access to High Quality Curriculum & Assessment	Students need access to diagnostic and formative assessments, aligned curriculum, and engaging learning opportunities.
Access to Resources Supporting Teaching & Learning	Students need access to adequate technology, reliable internet access, and reliable transportation.
Effective Systems	Districts/schools develop necessary systems to support student learning, including multi-tiered systems of support, data-driven decision making, and systems alignment.
Access to High Quality Professional Learning	Teachers/staff need access to professional learning targeting individual- and school-level needs.
Access to In-Person Learning	Students needs access to consistent in-person instruction; districts/schools address transitioning back to in-person learning.
Student Graduation Rates	Students need access to credit recovery options.
Parent & Guardian Engagement	Districts/schools need to address parent/guardian engagement.
Access to Post-Secondary Opportunities	Students need access to career exploration opportunities and college and career staff.
Staff Wellbeing	Districts/schools address staff social emotional and mental health needs.

Organization Category	Subcategory	Description/Examples	
Student Wellbeing	Social Emotional Needs	Recognizing emotions, building and maintaining relationships, social awareness, and making responsible decisions	
	Mental Health Needs	Anxiety, connectedness, depression	
	Basic Needs	Ensuring students are fed and hydrated	
Student Engagement	Behavioral Engagement	Attendance, participation in school activities, being on time	
	Academic Engagement	Time on task, engaging in class activities	
Remediating Learning Loss	Academic Remediation	Identifying what students missed, understanding what content or standards to prioritize	
	Access to Interventions	Students having access to interventions addressing learning loss	
	Math Learning Loss	Students need access to essential math content and skills lost amid the pandemic	
	ELA Learning Loss	Students need access to essential ELA content and skills lost amid the pandemic	
SPED/ELs Learning Loss	SPED/ELs Learning Loss	Supporting SPED/EL students to access content and skills lost amid the pandemic	
	Access to High Quality Teaching & Learning	Qualified Non-Instructional Staff	Students having access to behavioral health, social workers, and qualified tutors
		Highly Qualified Teachers	Students having access to highly effective teachers
		Equity Focused Instruction	Students having access to equity focused instruction
High Quality Literacy Instruction		Students having access to effective literacy instruction	
Access to High Quality Curriculum & Assessment	High Quality Leadership	Students having access to effective school leadership	
	Diagnostic Assessments	Students having access to diagnostic assessments effectively identifying strengths and weaknesses	
	Formative Assessments	Students having access to formative assessments providing targeted feedback	
	Curriculum Alignment	Students having access to curriculum aligned to instruction, assessments, and individual needs.	
	Engaging Learning Opportunities	Students having access to engaging learning opportunities, including project based and real-world learning.	
	Flexible Learning Opportunities	Students having access to learning opportunities that provide flexibility regarding submission modality and timelines	
Access to Resources Supporting Teaching & Learning	Competency Based Learning	Students have the opportunity to demonstrate they have learned knowledge and skills.	
	Technology Devices	Students having access to laptops, tablets, or other devices	
	Reliable Internet Access	Students having access to reliable internet at home	

Effective Systems	Reliable Transportation	Students having access to reliable means of transportation
	Multi-Tiered Systems of Support	Districts/schools using MTSS to make informed decisions
	Data-Driven Decision Making	Districts/schools using real-time data to make informed decisions
	Student Scheduling	Districts/schools developing schedules that meet individual needs of students
Access to High Quality Professional Learning	Alignment of Systems	Alignment of all district/school systems in support of teaching and learning
	Access to Coaching & Mentoring	Teachers having access to highly qualified coaches or mentors
	Lack of PL on Trauma	Lack of professional learning focused on student trauma
Access to In-Person Learning	Lack of Targeted PL	Lack of professional learning targeted needs of schools or individual teachers
	Lack of In-Person Learning	Students access to in-person learning
	Lack of Direct Support	Students access to in-person supports, including social workers, interventionists
Student Graduation Rates	Transitioning to In-Person Learning	Effectively transitioning students from remote to in-person environments
	Credit Recovery Options	Students having access to credit recovery options
Parent & Guardian Engagement	Low Graduation Rates	Graduating a lower percentage of students
	School Communication	Schools needing to improve ongoing communication with parents/guardians
	Stakeholder Engagement	Lack of stakeholder (e.g., parent/guardians, extended family members) involvement with SSoS schools
Access to Post-Secondary Opportunities	Lack of Family Outreach Staff	Districts/school lack staff focused on stakeholder outreach
	Career Exploration Opportunities	Students having access to explore career opportunities
Staff Wellbeing	College and Career Staff	Students having access to college and career focused staff
	Staff Mental Health	Staff anxiety, connectedness, depression
Other	Staff Relationships	Building and maintaining relationships amongst staff
	COVID-19 Safe Environments	Providing safe and clean environments for students
	Teacher Mindsets	Teachers and staff not having right mindset about continuous improvement

2 | What additional supports or resources do SSoS schools need to address most urgent needs in 2021-22?

Category	Description/Example
Professional Learning	Teachers are provided with professional learning to address individual and/or school-level needs; districts/schools have the opportunity to collaborate with ISD/ESA personnel.
Hiring Personnel	Districts/schools hire additional personnel to support local needs.
School Funding	Additional funding is allocated to address district/school needs.
Student Supports	Students have access to supports addressing academic and behavioral health needs.
State Policy & Supports	State policy is revised to provide greater flexibility at the local level; MDE provides statewide resource database for districts/schools to access.
School Operations	Districts/schools develop systems to foster building-, content-, or grade-level collaboration.
Staff Supports	Staff have access to supports addressing wellbeing or instructional needs.
Family & Community Engagement	District/schools establish partnerships to promote parent/guardian engagement.

Organization Category	Subcategory	Description
Professional Learning	General Instruction Support	Teachers participating in PL focused on non-content specific instructional pedagogy
	ISD/ESA Consultation	Districts/schools having the opportunity to collaborate with ISD/ESA personnel
	Teacher Coaching	Teachers participating in ongoing coaching
	Executive Coaching	Administrators participating in ongoing executive coaching
	Effective Data Use	Teachers/administrators participating in PL focused on effective data use
	Student Engagement	Teachers participating in PL focused on student engagement amid COVID-19
	Competency Based Education Technology Integration	Teachers participating in PL focused on competency-based learning Teachers participating in PL focused on integrating technology in the classroom
Social Emotional Learning Other	Teachers participating in PL focused on social emotion learning Teachers participating in PL focused on assessment, supporting diverse learning, or hybrid teaching.	
Hiring Personnel	Behavioral Health Interventionists	District/schools hiring qualified social workers or mental health staff District/schools hiring interventionists to focus on accelerating student learning
	Highly Qualified Teachers Staff Recruiter	Districts/school hiring highly qualified teachers Districts hiring recruiters to identify and recruit high qualified staff
	Community and Family Outreach Coordinator	District/schools hiring community and family outreach coordinators
	Other	Districts/hiring personnel to support school operations and attendance/truancy concerns.
	School Funding	General Funding
Student Supports		Funding to provide direct student supports
Instructional Supports		Funding to provide teachers with instructional support
Personnel Hiring		Funding to hire additional personnel
Educational Technology		Funding to provide equip schools/teachers/students with necessary technology
Student Supports	Academic Supports	Students have access to tutors, mentors, academic interventions
	Mental Health	Students have access to social workers, mental health professionals, or referrals
	Basic Needs	Students have access to food, hydration, clothing, educational materials

	SEL Supports	Students have access to resources or materials supporting social and emotional development
	Other	Students have access to attendance supports, incentives, real life experiences, enrichment activities
State Policy & Supports	Flexibility in RAG Funding Use	ISD/ESA, districts, and schools have greater flexibility in how to use RAG funds
	MDE Regulation	Flexibility of 1098 funding, changing accountability requirements for virtual schools, streamlined pupil accounting guidelines
	Support Monitoring RAG Implementation	Additional ISD/ESA support in facilitating continuous improvement and monitoring RAG implementation
	Statewide Resource Database	Developing resources to disseminate statewide
	Other	Systemic approach for drafting RAG service plans, curriculum flexibility, survey of school/district needs
School Operations	Planning & Collaboration Time	Provide time for teachers/staff to plan and collaborate
	PLC Structures	District/school develop structures for implementing and monitoring professional learning communities
Staff Supports	Staff Well-Being	Teachers/staff have access to supports or resources focused on wellbeing
	Other	Curricular resources, instructional supports
Family & Community Engagement	Parent/Guardian Partnerships	School established partnerships with parents/guardians to promote engagement
	Community Resources	Community provides ISD/ESA, district, school with local resources
Other	Other	Instructional delivery changes, ISD/ESA adaptability, removing RAG funds