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| **Tool I—Learning Recovery & Redesign**  **Guiding Principles Self-Assessment** | **PLANT SEEDS** |

**What do we mean by “Plant Seeds”?**

As you recover from the pandemic and use ESSER funds to address immediate needs, how can you also make choices that begin or accelerate the long-term shifts you want for your district? **In other words, while you fill holes, also plant seeds.** One way to help make those choices is to start with your own strategic plan — or with AASA’s [Learning 2025 framework](https://aasacentral.org/learning-2025-framework/) — and plan backwards to this moment. Another is to pause when making spending choices and ask whether a different choice (even a slightly different one) might create more impact toward your long-term vision and goals. Regardless of how you approach it, your ESSER funds should help you make progress on big priorities.

**How much of a priority is this Guiding Principle for your initial planning?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Low Priority |  | Somewhat Priority |  | Moderate Priority |  | High Priority |
|  | | | | | | | |
| *Why?* | | | | | | | |

**Do you see look-fors like these in your current plan?**

Although almost every area of your plan is an opportunity to plant seeds for long-term transformation, below are some *illustrative* examples of how this Guiding Principle might show up in your current plan.

* **Your plan helps staff develop the knowledge, skills, and mindsets that will be needed to realize your long-term vision.**
  + For example, if your vision includes shifting from a punitive toward a restorative approach to discipline, then use ESSER funds to train all staff on a different model and support their development of the skills and mindsets necessary to implement it well, equitably, and sustainably.
  + Likewise, if you are investing in high-dosage tutoring as an immediate support, then leverage that effort to also shift toward greater learner personalization, innovative staffing models, and/or different uses of time in the long term.
* **Your plan includes multi-year initiatives that mature and/or scale over time.** For example, if you’ve embraced a vision of a competency-based instructional model, sequence your ESSER investments to develop the necessary building blocks from now through September 2024.
* **Your plan explicitly connects ESSER spending to your desired long-term shifts**. For example, your written plan is grounded in your vision, sets goals that align to it, shows stakeholders how each strategy helps lead the district there, and identifies relevant metrics to monitor progress.

**How much does this Guiding Principle actually show up in your plan?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Minimally |  | Somewhat |  | Moderately |  | Significantly |

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| --- |
| *Describe specific ways in which this Guiding Principle* ***shows up*** *in your plan*. |

|  |
| --- |
| *Describe specific ways in which this Guiding Principle is* ***lacking*** *in your plan*. |

**How can you integrate this Guiding Principle more?**

The following resources may be helpful as you seek more ways to Plant Seeds in your plans:

[**Start Here**](https://www.erstrategies.org/tap/start_here) (Education Resource Strategies) – For each of ERS’s five recommended “power strategies,” this webpage (or [PDF](https://www.erstrategies.org/cms/files/4749-start-here-pdf.pdf)) identifies what to “do now” to meet immediate needs while also laying a sustainable foundation for the big changes to “build toward.”

[**Advancing Student and Staff Health with COVID-19 Relief Funding**](https://thrivingschools.kaiserpermanente.org/coronavirus-response/addressing-student-and-staff-health-with-covid-relief-funding/)(AASA, FutureEd, Healthy Schools Campaign, and Kaiser Permanente) **–** The table on pages 10-13 illustrates how to think about short- and long-term investments in the same area. This approach can be used in other parts of your plan as well.

[**Learning Acceleration for All: Planning for the Next Three to Five Years**](https://tntp.org/assets/covid-19-toolkit-resources/Learning_Acceleration_for_All_2021.pdf) (TNTP) – Grounded in the context of accelerating student learning through the recovery period, this guide can help you plan a multi-year strategy to accomplish any goal.

**What will you do differently now?**

After reviewing your plans and your responses to this Self-Assessment, what changes will you make to better apply this Guiding Principle? Use the table below to identify your team’s next steps, responsible team member(s), deadlines, and resources needed to succeed.

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| --- | --- | --- | --- |
| **Action Item** | **Owner** | **Deadline** | **Resources Needed** |
|  |  |  |  |
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