Learning Technology Grant Year 1 Program Report   January 1, 2025 – June 30, 2025
Due by July 30, 2025

Grant Awardee District/Consortium Name: Sodus CSD (Wayne County Consortium - Red Creek CSD, Marion CSD, Clyde-Savannah CSD)

Name and Title of Person(s) Filing Report:

1. In the chart below identify the main goals of your program that were outlined in the proposal and the Program Activities Plan. Identify if you have fully, partially, or not met these goals. Provide specific results from each goal (qualitative and quantitative). Describe with detail how/why each goal was fully, partially, or not met. Please be very specific, as this will help us to improve the process and assist you and others to be successful going forward. Create additional rows if needed.

Goal	Fully Met, Partially Met, Not Met	Specific results of goal (qualitative)	Specific results of goal (quantitative)	Materials/ Artifacts posted to LTG Webpage	Specific Reason(s) Why Fully Met, Partially Met, or Not Met
Establish cohorts of Learning Technology Professionals, focused on the development of digital, personalized learning curriculum and instructional practices.	Partially met	• Marion CSD is in collaboration with WFL BOCES to open a consortium CTE program, as well as distance learning courses for fall 2025 • Sodus has developed a Health and Human Services CTE approved program. Students earn credits toward graduation while	4/4 districts	Microcredential	The grant leadership team has met and established working relationships for collaboration. Initial action steps were focused on analysis of MTSS and parent engagement efforts.

		simultaneously learning about Health & Human Services careers and building their own social-emotional skills. ● Marion CSD's Personalized Learning "Core 4" microcredential was shared across the consortium as a resource for staff interested in expanding their knowledge and skills. ● Clyde-Savannah hosted one of our in-person meetings and is hiring a new grant administrator to lead this work; initial trainings completed and more formal PLC's can occur this fall and Clyde-Savannah is joining Sodus' CTE program as a BOCES share			

| Implement a digital platform to support the MTSS process to identify and reduce the impact of COVID related learning loss via an Early Warning System and Credit/Skill Recovery | Partially met | • The consortium convened a digital professional learning leadership team to review grant objectives and conduct initial analysis of MTSS practices, including analysis of the effectiveness of new practices such as Knight's Ride at Marion CSD, where students experiencing chronic absenteeism have a second chance bus with a supportive adult that knocks on the door, inviting them to come to school.
• Through collaborative conversations and collective learning, all districts are now using the Early Warning System in Panorama.
• Peaceful Schools is | TFI scores
Sodus ES:
Overall - 84%
Tier 1 - 90%
Tier 2 - 81%
Tier 3 - 82%

Sodus Int:
Overall 87%
Tier 1 - 87%
Tier 2 - 92%
Tier 3 - 95%
Sodus Int. MTSS Handbook

Sodus Jr Sr
Overall - 76%
Tier 1 - 70%
Tier 2 - 77%
Tier 3 - 79%

Clyde-Savannah Elementary School:
Overall - 70%
Tier 1 – 67%,
Tier 2 – 62%,
Tier 3 – 79%

Clyde-Savannah High School:
Overall: 70%
Tier 1 – 70%,
Tier 2 – 85%,
Tier 3 – 59% | MTSS Handbooks are being developed or revised over the summer

Marion Elementary School MTSS Handbook (24-25)

WFL BOCES Handbook Template

Clyde Savannah Elementary MTSS Guidebook.docx

Red Creek MTSS Handbook | This goal is partially met because all action steps have not yet been completed. All districts are now using the Early Warning System in Panorama to identify students in need of Tier 2 or Tier 3 support, and ongoing efforts are planned in this area for improving communication between key stakeholders working with students, continuing work on identifying students not on track for graduation, as well as monitoring the effectiveness of interventions.

Through an initial analysis of MTSS practices and technology integration across the consortium, it was determined that foundational MTSS training was needed due to staff turnover and implementation drift. Peaceful Schools is preparing to deliver that content in August. |

		offering an MTSS Overview Training August 21st, as staff turnover and implementation drift have occurred since the consortium districts provided foundational professional development. This training will reinforce the use of the digital early warning system. ● Community Schools Coordinators in 4/4 districts received on the spot coaching in the MTSS framework and use of technology to identify students in need of additional support/at risk of not graduating. ● The digital professional learning leadership team will assess ongoing training needs for all 3	Marion Elementary: Overall - 86% Tier 1 - 77% Tier 2 - 85% Tier 3 - 82% Marion Jr-Sr High: Overall - 66% Tier 1 - 87% Tier 2 - 35% Tier 3 - 71% Red Creek Elementary School: Overall - 86% Tier 1 –87 %, Tier 2 – 88%, Tier 3 – 82% Red Creek Middle School: Overall - 87% Tier 1 – 87%, Tier 2 – 85%, Tier 3 – 88% Red Creek High School: Overall - 50% Tier 1 – 37%, Tier 2 – 46%,		

		goals.	Tier 3 – 65% 4/4 districts implementing EWS using panorama Marion Jr-Sr High experienced a 3% reduction in chronic absenteeism compared to the 23-24 SY and a 3% increase in the number of students considered on track for attendance.		
Increase family/parent voice and engagement by increasing comfort and competence with instructional technology and digital learning	Partially met	• Conducted an analysis of family engagement efforts throughout the consortium. • Peaceful Schools provided an overview of the Dual Capacity Framework to the grant leadership	4/4 making progress	[Marion CSAB Minutes](#) [Sodus Familias Unidas Minutes](#) [Red Creek CSAB Minutes](#)	This goal is partially met because not all action steps have been completed. 4/4 schools now have a functioning Community Schools Advisory Board with agenda, active membership, and minutes. More learning has to be done to fully implement the Dual Capacity Framework. Peaceful Schools will deliver an overview to a greater audience later summer or early fall. New learning gained at the National Conference will be shared with stakeholders during the next

		team. ● Members from the consortium attended National Community Schools & Family Engagement conference including sessions on the Dual Capacity Framework ● A Marion/Sodus subcommittee met to strategize around language barriers for Spanish-speaking families leading to the implementation of a Spanish phone line in both districts. ● Sodus CSD has initiated Familias Unidas - a specific family engagement opportunity for Spanish speaking families. Technology needs were a topic discussed in the most recent meeting.		[Sodus CSAB Minutes](#) [Clyde Savannah CSAB Minutes](#)	leadership meeting.

		4/4 Districts are now utilizing community schools advisory boards (CSABs) for family engagement. - Community Schools Coordinators in 4/4 districts received on the spot coaching in the use of technology to support family engagement.			

2. Please complete the following cells with an overview of the funds your program spent this year:

Award Amount	Total Funds Spent
$200,000	$200,000

3. Describe the specific strengths of your program over this last year, including any areas of growth.
   - Collaboration and sharing of resources and tools has been an area of strength. The digital professional learning leadership team has engaged in collaborative conversations to identify common areas of need, as well as to share replicable practices that are working well in individual districts. The team has identified common areas of need to focus on our next steps and are reviewing professional development needs on an ongoing basis.
   - All districts increased use of student data systems like Panorama to improve early warning interventions and pilot small group interventions. In Clyde-Savannah that meant small groups of students in study hall, and in Marion it meant a "Knight's Ride" Chronic Absenteeism intervention and in all cases the theme of engagement enhanced by data and technology are present.
   - Initial exploration of AI– our Sodus Superintendent was on the BOCES WFL Leadership Academy and was part of a group that brought an AI guest speaker and a relationships guest speaker to develop the skills of districts across our

WFL BOCES (25 districts) The themes of our grant- family connection and better use of technology– were visible in the shape of the regional training.

4. Describe any struggles your program has faced over this last year, what actions you have taken to overcome these challenges, and your suggested action plan going forward.
   - As anticipated, substitute coverage is an ongoing challenge. While there is funding embedded for PLCs during non-contract hours, it has been a challenge to coordinate common times for PLCs.
   - In retrospect, our original plans should have factored in considerations around incorporating AI into instructional practices and how students can use this new technology.

5. Please share any other important information regarding your program.

   Participating districts are leveraging the community schools strategy as a way to address equity and provide more coordinated support for students and families. As part of this effort, each district is continuing to strengthen its Multi-Tiered Systems of Support (MTSS) by participating in the Wayne-Finger Lakes BOCES MTSS Roundtables. These sessions have provided a valuable space for collaboration and shared learning across districts. All districts are also using the community schools strategy to prioritize students, families, staff, and partners in shared decision making through their community schools advisory boards.

   A growing area of focus has been exploring how AI tools can help teams work more efficiently—particularly in areas like data tracking, intervention planning, and progress monitoring. While we have had productive conversations about monitoring the effectiveness of interventions and identifying students at risk of not graduating, our team is continuing to seek ways to use AI and other technology tools to increase efficiency.