

Extended COVID-19 Learning Plan

Version: Meets Legislative Requirements with Additional Recommendations

Reconfirmation Meeting

Required Every 30 Days After Initial Plan Approval

Agenda:

- Reconfirm how instruction is going to be delivered during the 20/21 school year
- Public comments from parents and/or guardians on the Extended Learning Plan
- Review weekly 2-way interaction rates

Reconfirmation Meeting for February 8, 2021

Reconfirm how instruction (Return to Learn Plan) is going to be delivered during the 20/21 school year:

(Recommendation: Explain in narrative form any modifications to the original Extended Learning Plan)

Modifications to the original Extended Learning Plan include: 1. A singular Y5 teacher for both remote and in-person students. 2. Analyzing levels of successfully working with +100 remote elementary students. 3. ES remote teachers describe multiple challenges to meet the various instructional needs of (35-40 apiece) remote learners (2-way communications; connectivity; small group reading support; interventions; etc.). 4. ES specials teachers will be assigned responsibility for assisting classroom teachers to provide core content. 5. MS has provided all remote students, who requested, with chromebooks. 6. SPS has ordered 500 additional chromebooks to meet the need districtwide for in-person and remote learners. 7. HS students who attend the JACC will follow the same 4+1 model. 8. Career Center students will be 100% remote on Wednesdays (JCISD decision). 9. MDHHS issued a public health order (effective through Oct.30) that K-5 students wear face coverings at school the same as students in grades 6-12. 10. The same DHHS order directs school districts to publicly and regularly report on their website the affected building or location (as well as informing persons who may have had close contact) of probable or confirmed COVID-19 cases within 24 hours of being notified by the local health department.

In the Elementary, we are having more students returning to in-person. In October, we added 18 students to in-person learning. Teachers are working with students to learn the platform that is to be used during a shutdown. They are having students work on assignments in the platform (SeeSaw/Google Classroom) during the school day so they will know what to do if we are learning from home. We are working on a plan to reintegrate PE back into the gym safely as the weather begins to turn much colder and it will be more difficult to gear up and be outside for the day.

In the middle school, staff have struggled to keep up with both in person instruction as well as virtual and many students were not being successful in virtual learning. To assist with these issues we adjusted the schedules of virtual students to remove one of their enrichments and enrolled them in a Study Skills class. We eliminated Digital Design (in person and virtual) giving one teacher a period with no students to focus on supporting the virtual students in Study Skills. This reduced the number of courses virtual students had to focus on and reduced a virtual prep for most of the other teachers. We created a partnership with Spring Arbor University and assigned Success Coaches to 32 struggling students (mostly Virtual). We had some movement between platforms for an overall increase in 6 students coming back to F2F.

At the HS, we have completed our state testing for all levels (PSAT 9-11) and (SAT 12th). Our SLT has worked to build/modify our full virtual program in the case that we go 100% virtual. We've juggled students going to and from virtual and F2F due to a wide variety of reasons. Students and Teachers are using virtual Wednesday's to "catch-up" F2F students that have fallen behind and require additional support. Our teachers are also responsible for holding all virtual classes with virtual students at the same time. We have re-introduced our PBIS building-wide expectations as well as each teacher's PBIS classroom expectations. Each teacher has a classroom matrix for their specific expectations.

In-town bussing began on Monday, Dec. and will continue through Thursday, March 25. The one bus that is utilized drops off out of town riders before picking up in-town riders so that there isn't a mixing of students. The in-town students ride for less than 15 minutes. Nightly sanitizing of the bus with the antibacterial spray inhibits contamination for 24 hour periods and provides a safe environment.

For the Elementary, part of the past month was spent in remote learning and Thanksgiving Break. Some teachers reported that they had better participation this time and others reported that students were not actively engaged. Elementary students, especially lower elementary require parent support and participation for the students to be successful. Parents are struggling and many are not able to support students at home and their own daily schedules. When something has to give, it is often education. We have been back in session, however, we are seeing a drop in attendance as families are dealing with illness and possible exposures.

At the Middle School the number of positive cases in students and families continues to rise. Rather than bouncing back and forth between 4 days per week F2F and full virtual for all, we would like to begin having A/B days where half of the student body attends Monday and Tuesday and the other half attends Thursday and Friday. Our room capacity is 18 and 5 of 9 cohorts are above that capacity. Splitting this in half will reduce our classes to the largest of 11 keeping both students and staff safer. We would assign families the 2 days per week based on 1. advanced math course and 2. Spanish, and 3. band section. This would begin Jan 4 through the end of the 3rd marking period March 19th at which time we will re-evaluate our ability to return to 4 days per week. Additional support Wednesdays continue to be beneficial for students who are behind. Should we be required to be full virtual again and are allowed to meet with small groups, we have identified 60 students who will be asked to come in due to lack of success with 2 previous virtual learning attempts. They will be bussed in 30 students each day on Tuesdays and Thursdays for a half days per week and supervised by paraprofessionals in the middle school.

At the High School we have seen far better engagement and overall success than our previous shut down in October. Our teachers have committed to spending a good chunk of meeting time on direct instruction rather than to just go over assignments and work. We also began bringing in Special Ed students as soon as we were permitted. We are getting approximately 10-12 SPED kids each day. We are waiting to see if we are permitted to return F2F on Weds. We have plans for both scenarios. We have a schedule for both scenarios in regards to final exams. Our SLT is meeting Wednesday to see what adjustments/concessions we need to make in regards to exams. Some districts have waived exams-- I don't think that we will. Some kids still just completely shut down and tune out when we turn to virtual learning. We are constantly making contact with families and homes for students that are struggling. Some students see the mountain of work they have created for themselves by tuning out and don't know where to even start. We have been creating plans for each of these students on an individual basis.

At the Elementary level, we continued to see students and staff with exposure situations and did have to quarantine one classroom and those adults associated with it just prior to Christmas Break. During the first week of January, we moved to remote learning and had students check out their assigned device to assist with remote learning as well as printed copies of materials that students needed for the week. Teachers posted assignments, held zoom meetings, presented lessons, and worked with families to help keep

students engaged. As we prepare to return in-person, we are working to complete student Fountas and Pinnell reading assessments and will have that information for the Feb. 1st reporting document.

At the Middle level, we have had 12 additional students this semester in our face to face classrooms. Instead of pursuing an alternate day schedule, we opened the flexible wall in each pod and created ONE large co-hort and two co-horts of 19 who could distance in regular classrooms. Instead of having teachers rotate between classrooms, we are having 2-6 students report to a different location in the school and zoom in to the classroom or work on the virtual lesson for that class period. The students selected for this will not be the same students for each period and will be monitored by a parapro in the separate location. This is a way to keep students physically in the building with support more often and keep the concentration of people in any one space to a minimum. In addition, this first week of virtual learning has gone very well, we were able to bring in the neediest students face to face so they began the semester on track rather than a week behind. We offered wifi cafe every afternoon for students to come use good internet and learn in a quiet location although we have very limited participation. Students have been NWEA testing the last week of the previous semester and the first week of second semester for our mid-year data reporting next month. We elected to forgo first semester exams in favor of additional instructional days.

High School: The HS made incredible improvement in failure rates when we were permitted to bring in small groups of failing/struggling students. Below is a snapshot of what we did from 12/8-12/16 (and we still had a couple more days to work with them): Final numbers are not in as of today (Jan. 6th) as we are still working with students to complete Incomplete work from 1st semester.

9th Grade:

34 Students failing 123 classes

11 Students failing 19 Classes

10th Grade:

30 Students failing 103 Classes

8 Students failing 14 Classes

11th Grade:

19 Students failing 40 Classes

10 Students failing 15 Classes

12th Grade:

11 Students failing 34 Classes

9 Students failing 12 Classes

We are creating “Wednesday School” for students that failed a course(s) in the 1st semester. Those students will be asked to come in on Weds (virtual days) and work with specific teachers to master the content they failed to master 1st semester. We currently have 18 seniors that are off track and will need significant credit recovery in the 2nd semester. Synchronous instruction on M, W, F began Jan. 4 where students have live virtual class on the hour beginning at 8AM. Teachers post “office hours” on Tuesday and Thursday for support and personally invite struggling students to attend those small group sessions. A large number of our students did succeed 1st semester and will be given a full breakfast reward as part of our PBIS program during the first week we return F2F. We do not have a significant increase of students returning F2F 2nd semester...nearly the same number that returned F2F as chose to go full virtual...it’s basically a wash.

February update:

Elementary- We have not changed much in the Elementary during the last month. We have been

brainstorming and are meeting in groups to come up with strategies to address student achievement gaps. We recently assigned 10 students to Engage Michigan tutors for additional support for learning. We are working on being intentional with students this spring to increase skills and also trying to think outside the box on ways to continue to close the gaps going into the fall. We have begun some small group tutoring twice a week that will continue through May.

Middle School has not seen significant changes since the January report and we are maintaining smaller cohorts in each grade level with one large cohort that splits into two different rooms when needed. One group zooms in to the room with the classroom teacher. This was good practice for our recent quarantined students and staff. Quarantined staff continue to teach students by zooming in to provide direct instruction to students who are in school with parapro or substitute support in the classrooms. We recently assigned 28 students to Engage Michigan tutors for additional support for learning. We completed NWEA testing and the second Delta Math assessment and will be starting intervention groups in the next few weeks for those students who are missing specific math skills.

High School-- We have worked hard to start our GRADUATION ACHIEVEMENT PROGRAM. Currently we have 17 enrolled in the program (11 F2F and 6 Virtual). We have 4 others committed to the program but they are currently quarantined. We are confident we will fill the 25 open spots by the end of this week. We have also started our Wednesday School Program for students that are slightly behind in credits. Those students will come to school from 7:45-10:30 on Weds. to work on E2020 to regain lost credit. We identified 31 students who have the option of using Weds. School. The moving back and forth from F2F to virtual due to possible exposures has taken its toll on our students.

Failure Rate Comparison Between Years: (End of 1st Semester Grades):

19-20: failed one course: 37 failed 2 or more: 18
 20-21: failed one course: 84 failed 2 or more: 50

*** Of the 84 students failing a course...60% failed multiple courses. In many cases it was an all or nothing situation where students completely disengaged in the learning process. Our staff has done an amazing job going above and beyond to keep our school open by covering for quarantined teachers, subbing, etc. We currently have ZERO outside subs in our building so we are covering for 6 different teachers with our own staff....and we haven't missed a beat. We are incredibly fearful that the state will shut down all extracurricular activities this winter. If so, I am extremely afraid of the effect this will have on our HS students involved in activities. The HS submitted 49 students to ENGAGE MI as part of the Graduation Alliance. As of Friday Jan. 29, one HS student is taking part.

Document Public Comments:

Review Weekly 2-Way Interaction Rates

Jan.-Feb.	All Students
1/6-1/12	(893/967) 92%
1/13-1/19	(852/966) 88%
1/20-1/26	(864/964) 89%
1/27-2/2	(720/966) 74%

Review Weekly 2-Way Interaction Rates for High School

Jan.-Feb.	All Students	100% Remote*	100% Non-Remote
1/6-1/12	(248/298) 83%	(59/66) 89%	(184/213) 86%
1/13-1/19	(217/299) 73%	(58/66) 88%	(153/214) 72%
1/20-1/26	(227/297) 76%	(55/65) 85%	(167/213) 78%
1/27-2/2	(77/297) 26%	(35/66) 53%	(40/212) 19%

Review Weekly 2-Way Interaction Rates for Middle School

Jan.-Feb.	All Students	100% Remote*	100% Non-Remote
1/6-1/12	(208 /219) 95%	(28/38) 74%	(180/181) 99%
1/13-1/19	(215/219) 98%	(37/38) 97%	(178/181) 98%
1/20-1/26	(218/219) 100%	(38/38) 100%	(180/181) 99%
1/27-2/2	(217/219) 99%	(36/38) 95%	(181/181) 100%

Review Weekly 2-Way Interaction Rates for Elementary

Jan.-Feb.	All Students	100% Remote*	100% Non-Remote
1/6-1/12	(437/450) 97%	(68/74) 91%	(369/376) 98%
1/13-1/19	(420/448) 94%	(68/71) 95%	(352/377) 93%
1/20-1/26	(419/448) 94%	(67/71) 94%	(352/377) 93%
1/27-2/2	(426/450) 94%	(68/71) 95%	(358/379) 94%

*Recommended, but not required by legislation, to report on Remote/Not Remote and by building or grade span