



## Second Semester Return to Learn Update

Robin Germanos & Jason Chandler





## Welcoming Elementary Students to In-Person Instruction

School	Number of Virtual Students Returning
Harrison	87
Beazley	41
North	120
South	81
Walton	47
Total	376

School / Program	Number of Virtual Students Returning
ECSE	2
PreK	17
Kindergarten	87
First	57
Second	44
Third	56
Fourth	54
Fifth	59
Total	376



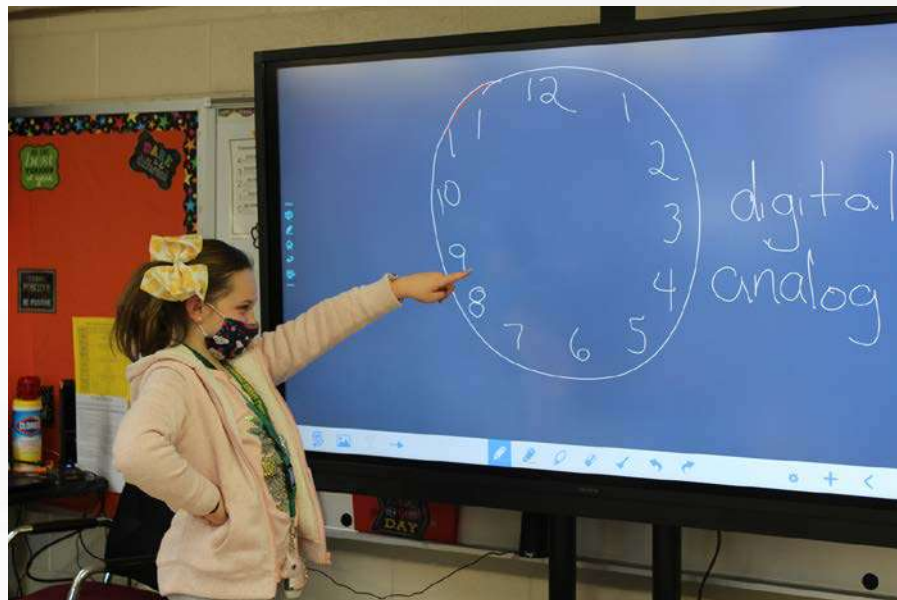
## Welcoming Secondary Students to In-person Instruction

Grade Level	Number of Virtual Student Returning
6th	35
7th	42
8th	76
9th	62
10th	63
11th	53
12th	30
Total	361



# Enrollment for Elementary In-Person Instruction - Second Semester

School	In-person/Total Enrollment	Percentage
Harrison	369/541	68%
Beazley	381/628	61%
North	486/737	66%
South	333/470	71%
Walton	329/515	64%
Total In-person Elementary		66%





## Enrollment for Secondary In-person Instruction - Second Semester



Grade Level	In-Person/Total Enrollment	Percentage
6th	261/456	57.2%
7th	243/484	50.2%
8th	264/496	53.2%
9th	237/499	47.4%
10th	204/409	49.8%
11th	220/451	48.7%
12th	181/386	46.8%
Total	1,610/3,181	50.6%



## Enrollment for Elementary Virtual Students - Second Semester

School	Virtual/Total Enrollment	Percentage
Harrison	172/541	32%
Beazley	247/628	39%
North	251/737	34%
South	137/470	29%
Walton	186/515	36%
Total Virtual Elementary		34%





## Enrollment for Secondary Virtual Students - Second Semester



Grade Level	In-Person/Total Enrollment	Percentage
6th	195/456	42.7%
7th	241/484	49.7%
8th	232/496	46.7%
9th	262/499	52.5%
10th	205/409	50.1%
11th	231/451	51.2%
12th	205/386	53.1%
Total	1,571/3,181	49.3%



# Reading Progress for Second Quarter

## Kindergarten

- 97% of Kindergarten students made progress on the PALS assessment
- Overall PALS scores increased by 61%

## First grade

- 52% are reading on or above grade level

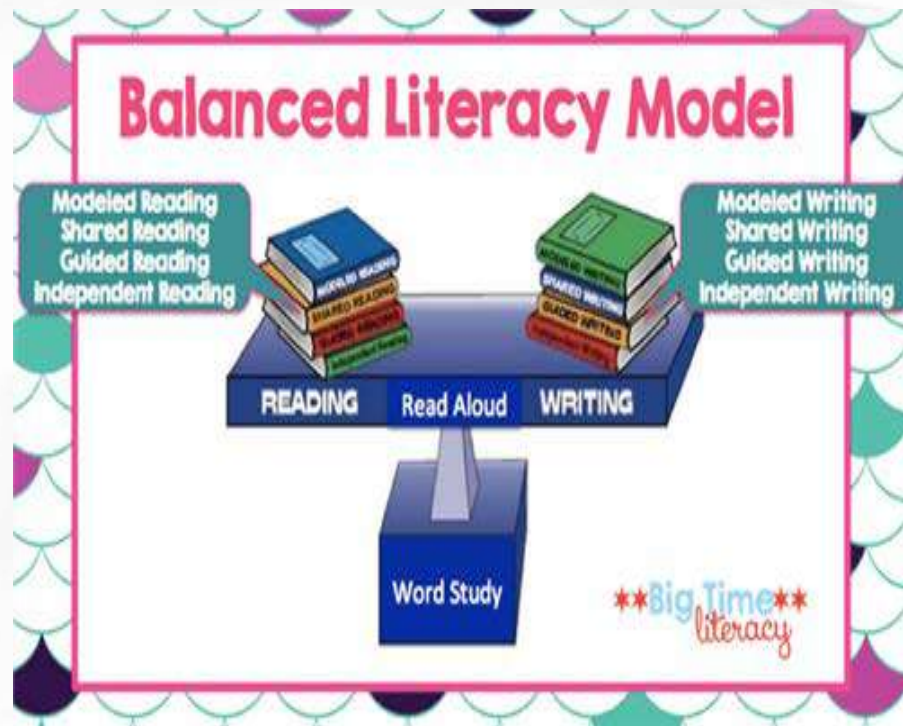


## Balanced Literacy Model

-A framework that integrates the elements of reading, writing, and word study

-It provides a unified structure which allows teachers flexibility to honor the needs of individual learners.

"It will help us be even more detail-oriented in guiding our reading instruction, and I think when we get back to a more "normal" school year we can even combine our reading groups amongst the classes to have the students be even better matched with their like peers." Quote from a Kindergarten Teacher





# Sample Instructional Model

## Balanced Literacy – Sample Instructional Model

### Reading Instruction Block – 90 minutes

Balanced Literacy Component	Kindergarten 1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade 3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade 5 <sup>th</sup> Grade
Read Aloud	10 minutes	10 minutes	10 minutes
Teacher Model	5-7 minutes	8-9 minutes	10 minutes
Small Group Instruction (Guided Reading & Strategy Groups)	20 <u>minutes</u> <u>per group</u>	20 <u>minutes</u> <u>per group</u>	20 <u>minutes</u> <u>per group</u>
Independent Reading (while teacher is working with small groups)	20 minutes	30-35 minutes	35-40 minutes
Phonics/Word Study	30 minutes	30 minutes	30 minutes

### Writing Instruction Block – 30-45 minutes

Balanced Literacy Component	Kindergarten 1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade 3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade 5 <sup>th</sup> Grade
Modeling	5-7 minutes	8-9 minutes	10 minutes

# Reading On Grade Level Charts

Reading on Grade Level – 1<sup>st</sup> Grade

Grade Level	1 <sup>st</sup> 9-Weeks			2 <sup>nd</sup> 9-Weeks		
	Above	On	Below	Above	On	Below
1	<ul style="list-style-type: none"> <li>- Instructional reading level is 1<sup>st</sup> grade/ Level H/I or above</li> <li>- Reading and writing words with short and long vowels, blends &amp; digraphs</li> <li>- Reads 45 words correct per minute</li> <li>- Score 675 or higher on STAR Early Literacy</li> <li>- STAR Reading score is 1.0 or <u>higher</u></li> </ul>	<ul style="list-style-type: none"> <li>- Guided Reading Level is F or higher</li> <li>- Reading and writing CVC words with blends and digraphs</li> <li>- Score between 587-674 on STAR Early Literacy</li> </ul>	<ul style="list-style-type: none"> <li>- Identified on PALS</li> <li>- Guided Reading Level C</li> <li>- Developing COW or Rudimentary COW</li> <li>- knows beginning and ending sounds</li> <li>- Score below 587 on STAR Early Literacy</li> </ul>	<ul style="list-style-type: none"> <li>- Instructional Reading Level is 2<sup>nd</sup> grade/ Guided Reading level J or higher</li> <li>- Reads 70+ <u>wcpm</u></li> <li>- Reading and writing words with long vowel patterns</li> <li>- Score above 743 on STAR Early Literacy</li> <li>- STAR Reading score is 1.3 or higher</li> </ul>	<ul style="list-style-type: none"> <li>- Guided Reading Level is between G &amp; H</li> <li>- Reads 40+ <u>wcpm</u> on grade level text</li> <li>- Reading and writing words with short and high frequency long vowel patterns, blends &amp; digraphs</li> <li>- Score Between 674-753 on STAR Early Literacy</li> <li>- STAR Reading score is 1.0 or higher</li> </ul>	<ul style="list-style-type: none"> <li>- Developing knowledge of short vowel words, blends &amp; digraphs</li> <li>- Score Below 743 on STAR Early Literacy</li> <li>- STAR Reading score is below 1.0</li> </ul>
	3 <sup>rd</sup> 9-Weeks			4 <sup>th</sup> 9-Weeks		
	Above	On	Below	Above	On	Below
	<ul style="list-style-type: none"> <li>- Guided Reading level is L or higher</li> <li>- Reads 80+ <u>wcpm</u> 2<sup>nd</sup> grade text</li> <li>- Reading and writing words with long vowel patterns, learning low frequency long vowel patterns</li> <li>- STAR Reading score is 1.5 or higher</li> <li>- Score above 775 on STAR Early Literacy</li> </ul>	<ul style="list-style-type: none"> <li>- Guided Reading Level is between H &amp; I</li> <li>- Reads 50+ <u>wcpm</u> on grade level text</li> <li>- Reading and writing words with short and high frequency long vowel patterns, blends &amp; digraphs</li> <li>- Score above 743 on STAR Early Literacy</li> <li>- STAR Reading Score is 1.0-1.5</li> </ul>	<ul style="list-style-type: none"> <li>- Guided Reading Level is F or lower</li> <li>- Developing knowledge of short vowel words, blends &amp; digraphs; beginning to read and write words with high frequency long vowel patterns</li> <li>- Score below 743 on STAR Early Literacy</li> <li>- STAR Reading Score is below 1.5</li> </ul>	<ul style="list-style-type: none"> <li>- Guided Reading level is M or higher</li> <li>- Reads 90+ <u>wcpm</u> on 2<sup>nd</sup> grade text</li> <li>- Reading and writing words with long vowel patterns, learning low frequency long vowel patterns</li> <li>- Score above 800 on STAR Early Literacy</li> <li>- STAR Reading Score is above 2.0</li> </ul>	<ul style="list-style-type: none"> <li>- Guided Reading Level is between I &amp; J</li> <li>- Reads 70+ <u>wcpm</u> on 1<sup>st</sup> grade level text</li> <li>- Reading and writing words with short and high frequency long vowel patterns, blends &amp; digraphs</li> <li>- Score above 765 on STAR Early Literacy</li> <li>- STAR Reading Score is 1.5-2.0</li> </ul>	<ul style="list-style-type: none"> <li>- Guided Reading Level is H or lower</li> <li>- Developing knowledge of short vowel words, blends &amp; digraphs; beginning to read and write words with high frequency long vowel patterns</li> <li>- Score below 743 on STAR Early Literacy</li> <li>- STAR Reading score is below 1.5</li> </ul>

## New Book Rooms





## Small Group Instruction



## PreK

- New PreK class at North
- Total- 120 students in 6 classes
  - 91 in-person students
  - 29 virtual students

Registration for PreK and Kindergarten will start in April!

PreK provides our students with the necessary skills to be successful in Kindergarten







# Elementary Remediation Plan

## School Wide Remediation Times/Grade Level Remediation Times

- set time each day for small group instruction and remediation
- tutors, interventionists, learning specialists, resource teachers

## Virtual Fridays

- small group remediation times with classroom teacher
- small group remediation with tutors, interventionists, learning specialists
- cross classroom remediation groups

# VTSS



The VTSS process will allow the division to :



-analyze data on behavior



-have dialogue about the patterns in the data



-build and support district and school level teams to discuss current practices and changes that will be implemented



-discuss and provide needed professional development to correct data trends



-discuss equity and access to education for all students



-systematic approach with coaching to improve practices in behavior for students, staff, and the community



RTI (Response To Intervention)  
3 Tiers of Support



# Tiered System of Supports

## TIER 2: INTERVENTIONS FOR STUDENTS

	READING	MATH	Behavior
Curriculum and Instruction	Core instruction plus additional instruction that is targeted and definable for students at-risk for maintaining state standards of proficiency	Core instruction plus additional instruction that is targeted and definable for students at-risk for maintaining state standards of proficiency	School-wide expectations and rules state in school and district handbooks PBIS Character Education Classroom Behavior Plan Develop clear procedures for classroom tasks Social/emotional lessons
Time	30 minutes at least twice a week	30 Minutes at least twice a week	3-4 times a week
Assessments	STAR/STAR Early Literacy PALS Common Assessments Quarterly Benchmarks Writing Folders F and P Benchmark Running Records SOL tests	STAR Math Common Assessments Quarterly Benchmarks SOL Tests	Checklists
Interventions	Reading Interventionist Small Group with teacher aligned to targeted area of need LLI Math Buddies PALS Title I IXL Reading Eggs Before School Tutoring Peer Tutoring Chunking of Assignments Shorten Assignments	Math Interventionist Small Group with teacher Math Buddies IXL Before School Tutoring	Daily Communication log with parents Guidance Sessions Behavioral Plan Visual Schedule Reward System Check In Check Out Structured Breaks Peer Mentoring

### TIER 3: INTENSIVE INTERVENTION FOR SELECT STUDENTS











	Reading	Math	Behavior
<b>Curriculum and Instruction</b>	Intensive, research based program delivered by trained teachers	Intensive, research based program delivered by trained teachers	Intensive individualized behavioral expectations
<b>Time</b>	30 - 60 minutes, 4 - 5 times a week	30 - 60 minutes, 4 - 5 times a week	Daily
<b>Assessments</b>	STAR/STAR Early Literacy PALS Common Assessments Quarterly Benchmarks Writing Folders F and P Benchmark Running Records SOL tests Program specific assessment	STAR Math Common Assessments Quarterly Benchmarks SOL Tests	FBA BIP
<b>Interventions</b>	Wilson just words IEP services IEP accommodations	IEP	FBA BIP Check In Check Out Peer Mentor Behavioral Meetings Behavioral contracts Structured Breaks Fidgets TDT services
<b>Fidelity Monitoring</b>	IEP team meeting notes Administrator's observations and data from staffings	IEP team meeting notes Administrator's observations and data from staffings	Feedback and monitoring of FBA and BIP Counselor observations

## PBIS

- Positive Behavior Recognition Program
- Voice Level charts
- School Matrix for behaviors to include tiered interventions
- Lesson plans for behavior to be taught and practiced
- Establish teams to discuss behavioral interventions

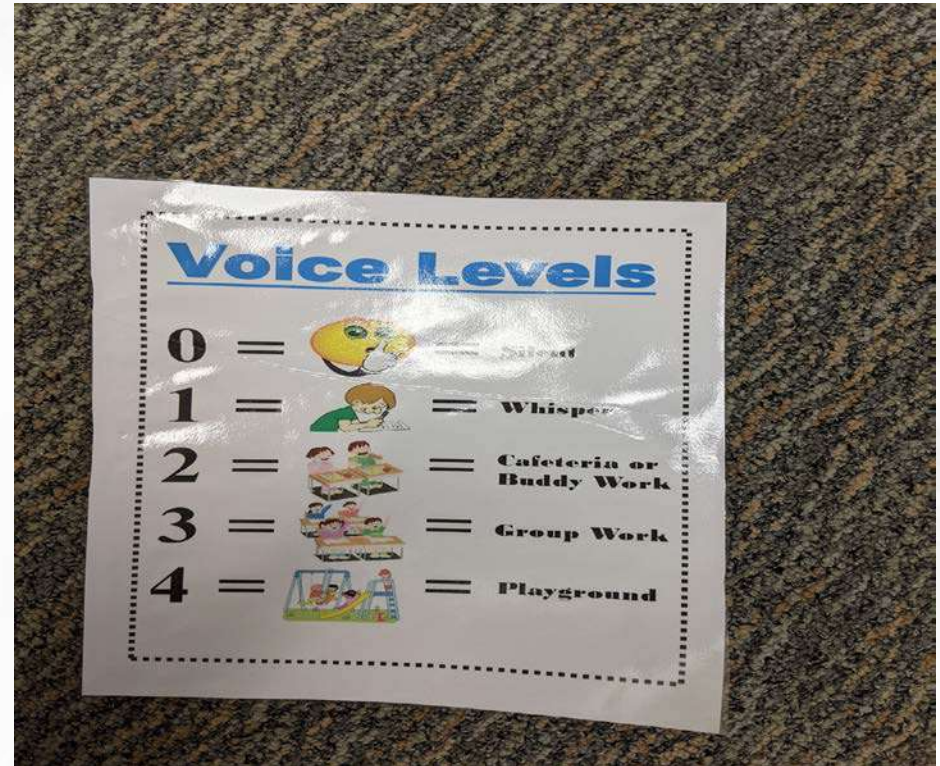


# School Matrix

<p>Home Page - x Mail - Robin Germ x Harrison Matrix 20 x Google Account x North Update Q2 x Google Account x Elementary Updat: x +</p> <p>https://docs.google.com/document/d/1OKyrEwEabo5ubpnCWk4PvCUazqk49ySwzmb-jdyDk/edit?ts=60300c4c</p> <p>Harrison Matrix 2020-2021 ☆ ⓘ ⚙</p> <p>File Edit View Tools Help</p> <p>Request edit access Share R</p>				
<p><b>School and Classroom</b></p>	<ul style="list-style-type: none"> <li>- Use polite words</li> <li>- Follow directions the first time</li> <li>- Raise your hand</li> </ul>	<ul style="list-style-type: none"> <li>- Be an active participant</li> <li>- Have materials out and use appropriately</li> </ul> 	<ul style="list-style-type: none"> <li>- Take care of your area</li> </ul> 	<ul style="list-style-type: none"> <li>- Stay in your space</li> </ul>
<p><b>Distance Learning</b></p>	<ul style="list-style-type: none"> <li>- Follow video procedures from teacher</li> <li>- Use microphone and video as directed by teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Be an active participant</li> <li>- Work in a quiet space/area</li> <li>- Keep video still</li> </ul>	<ul style="list-style-type: none"> <li>- Have supplies ready</li> <li>- Be on time</li> <li>- Complete work</li> </ul>	<ul style="list-style-type: none"> <li>- Use online etiquette</li> <li>- Share your login information o with your parent/guardian</li> <li>- Stay on teacher assigned sites</li> </ul>
<p><b>Hallways</b></p>	<p><b>Voice Level 0</b></p> <ul style="list-style-type: none"> <li>- Use walking feet</li> <li>- Keep hands and feet to yourself</li> </ul> 	<ul style="list-style-type: none"> <li>- Be aware of self and others</li> </ul>	<ul style="list-style-type: none"> <li>- Keep hallway clean</li> <li>- Report to assigned classroom/area</li> </ul>	<ul style="list-style-type: none"> <li>- 4S Line (Single, Straight, Silent, Separate)</li> </ul> 
<p><b>Cafeteria</b></p>	<p><b>Voice Level 1 (In line)</b> <b>Voice Level 2 (seated)</b></p> <ul style="list-style-type: none"> <li>- Use manners (raise hand, say please/thank you)</li> </ul>	<ul style="list-style-type: none"> <li>- Be prepared with your lunch, money, and other supplies needed</li> </ul> 	<ul style="list-style-type: none"> <li>- Eat only your own food</li> <li>- Clean your area</li> <li>- Throw all trash away</li> <li>- Allow others time to eat</li> </ul> 	<ul style="list-style-type: none"> <li>- Stay seated</li> <li>- Face forward</li> <li>- Keep food on your tray or in container</li> <li>- Wash hands before eating</li> </ul>
<p><b>Restroom</b></p>	<p><b>Voice Level 1</b></p> <ul style="list-style-type: none"> <li>- Give privacy</li> <li>- Keep the restroom clean</li> <li>- Leave school supplies at your desk</li> </ul> 	<ul style="list-style-type: none"> <li>- Be quick</li> <li>- Flush, Wash, Leave</li> </ul> 	<ul style="list-style-type: none"> <li>- Report problems to an adult</li> </ul>	<ul style="list-style-type: none"> <li>- Wash your hands with soap and water before returning to seat</li> <li>- Wait your turn</li> </ul>
<p><b>Playground</b></p>	<p><b>Voice Level 4</b></p> <ul style="list-style-type: none"> <li>- Include everyone</li> </ul> 	<ul style="list-style-type: none"> <li>- Listen and watch for your teacher</li> <li>- Stop and line up when</li> </ul>	<ul style="list-style-type: none"> <li>- Use equipment properly</li> <li>- Collect and return equipment</li> </ul>	<ul style="list-style-type: none"> <li>- Wear proper attire/shoes</li> <li>- Report injuries and</li> </ul> 



# Voice Levels





## PBIS

### Social and Emotional Learning

#### -implementation of Morning Meetings

-Morning Meeting uses teacher modeling for students to practice and learn important social skills that will benefit the students' social and academic lives. Morning Meetings set the tone for respectful learning, trust, cooperation, problem solving, and a sense of community in the classroom.

-Students greet one another and then the students are allowed to share something about themselves and listen to their peers share





# Social Emotional Support for Students



## Social Emotional Support for Staff





# Secondary Remediation Plan

## Daily Remediation/Intervention:

- Academic Lab, Seminar, and Tutorial
- Math and Reading Intervention

## After School Tutoring:

- Students are provided after school tutoring opportunities both virtually and in-person.
- After school tutoring schedules are prescriptively designed and intended to remediate skills necessary

## Extension of Learning Plan:

- Four week program intended to provide students with the opportunity to build mastery and remediate skills from first semester
- Students attend synchronous instruction on Friday's based on content and need. Students then complete asynchronous modules throughout the week.
- Students are assessed weekly to determine mastery and skill development.





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