Lessons Learned and a Strong Start

Reflecting on the Dismissal,
Planning for the Fall
Objectives for This Evening

➢ Review Celebrations and Lessons Learned
➢ Hear from you: feedback and reflections
➢ Share what we know about the fall
The Journey
Where We Started:

1. We are responsible for ensuring students have equitable access to new learning and receive feedback on that new learning.
2. We must have a system that can respond so that students’ learning is minimally impacted by teacher absence.
3. We can only control so many things.
4. If it is too hard for families, it will not get done. Families will need support.
5. We will have students who do not, cannot or will not do the work that we provide.
6. We will have students over the next few years that have gaps in their learning as a direct result of this dismissal, despite our best efforts.
7. There are some things we have tried that we will have to stop doing because of safety, security, equity and sustainability.
8. We are going to learn a lot together.
March 18th: Last Day of In-Person Instruction

March 18th: Special Education and support staff mobilize for DLPs

March 23rd: Maintenance of Learning Starts

April 6th: Grade and Discipline Alike Collaborations Begin

April 7th: 44 page Continuity of Learning Plan Published

April 13th: Continuity of Learning Plan Launches

April 17th: Common Targets Finalized

April 27th: New Learning Launches

We completely changed our education model in ONE MONTH!
Pillars of Our Plan

- Learning
- Collaboration
- Feedback & Support
- Device & WiFi Access
- Support
Celebrations!

Google Classroom and Class Dojo transition

Continuity of Learning Plan

Common Learning Targets

Collaboration Meetings

Class rituals and celebrations!

Sharing tech tools/resources/lessons

Food distribution

Morning Meetings

Getting all students devices

Over 130 Distance Learning Plans!!!!

Collaboration Meetings

Parking lot WiFi

Strengthened Family/Caregiver Relationships
What Additional Celebrations would you like to acknowledge?
Lessons Learned
Routines

- Consistent routines and expectations vital
- Morning meetings
- Weekly vs. Daily schedules
- Clear procedures for turning in work

If students struggled to do it in class, they struggled to do it online

Parents needed just as much support as students
Communication

- Central contact log helpful—esp for families with multiple children or child(ren) on plans
- Websites as communication hub
- Newsletters
- 1:1 Calls and Google Meet check-ins

△ Switching from maintenance to new learning expectations a challenge
△ Some communication streams were unclear
Expectations for Learning

- Google Classroom and Class Dojo made it easy to communicate work expectations and submit work
- Explicitly teaching expectations was effective
- Pare down learning into much smaller chunks

- Different grade levels had different challenges
- Students not responding to/finding feedback was a universal pattern
Learning and Teaching

→ Flipped classroom methodologies worked well
→ Short, explicit videos best for asynchronous
→ Having specific learning targets made selection of materials easier
→ Individual synchronous

Δ More opportunities for student discourse and collaboration
Δ More differentiation needed to reach all students
Δ Focus on work quality, instead of completion
Δ Ensuring students have time for all required targets
Assessment

→ Interview and game type assessments most ‘pure’ measures of student progress (running records, you-go-I-go, flash cards)

→ Students explaining their thinking/learning in video

△ Sometimes hard to tell what was independent work

△ Feedback was a major component of assessment and use of feedback was a demonstrated gap in knowledge for students
Relationships with caregivers and families strengthened in many cases

Hooked students into learning

Students that we wrap around and worry about the most were often hardest to reach and support

Peer-to-peer relationships and social-emotional skills
Attendance and participation

→ A majority of students regularly participated across content and disciplines

→ The more avenues for choice and participation, the more students engaged

△ Surprised by struggles of some
△ When tech access was limited: hard to measure
△ Many of the students we saw absent were ones we saw absent while in-person
△ Participation in UA was inconsistent
Collaborations

- Sharing resources, lessons, evidence and tips across GISU with others with same role—helpful and needed

- Student support services collaborations with teachers essential

△ Need for cross-role collaborations

△ Need for more frequent job alike collaboration during in-person instruction

△ Need to explore more integration of content/disciplines
Have the capacity to get a device into every home
Youngest students showed independence and ease with platforms
Interactive Google Slides, Jamboard, Kami and more!

Some homes with devices needed more for multiple students
Older students needed support with email and basic google functions
Explore additional safe communication platforms
Strong collaborations with Special Educators, support staff and teachers.
Interventionists leveraged many tools and techniques to keep kids engaged.

Ensuring that grade level targets and individual targets are met.
Explore how we support students who have needs that emerge and the roles we all play in supporting those needs.
Scheduling

Some teams and schools created “master schedules” that helped with instruction and contact.

Create “master schedules” to support teachers, families with multiple children, children with multiple supports.
From your perspective:
What went well?
What could we improve?
Next Year
For the time period of the dismissal, we prioritized relationships and social-emotional health of families within the set of guidance and requirements put forth by the Agency of Education.

Now, we can stop, reflect, and move forward in an informed way. Keeping what worked, reexamining kinks in the system, and creating for areas that we hadn't previously considered.

Next year, though our model will be informed by the health guidance and influenced by the pandemic, we can go into the school year with a clear picture of how we are going to offer uninterrupted, high-quality instruction for all students.
Goal is in-person instruction knowing that short-term dismissals are likely
Current Health and Safety Guidance

1. Decrease risk of individuals infected with COVID-19 from entering the school building through effective public health prevention

2. Decrease transmission of COVID-19 among staff and students through effective public health measures

3. Quickly identify individuals with COVID-19 and put containment procedures in place to minimize the impact on students, staff and education

4. Ensure that the special needs of students with physical, emotional and behavioral concerns are thoroughly addressed in a fair and equitable manner

5. Communicate regularly with staff, students, families and the community to provide assurances that schools are working to keep students and staff safe and healthy

6. Ensure that COVID-19 health guidance safeguards an equitable educational experience for all students
Three Possible Steps of Operation

Step I: Schools are closed for in-person instruction. Remote learning opportunities should be provided for all students. Support provision of student services such as school meal programs, as feasible.

Step II: Schools are open for in-person instruction with enhanced physical distancing measures and for children who live in the local geographic area only.

Step III: Schools are open for in-person instruction with distancing measures. Restrict attendance to those from limited transmission areas (other Step III areas) only.
Family/Caregiver Orientations

Prioritize/establish routines that translate across settings

Explore subscriptions/online programming GISU-wide

Reexamine Device Distribution procedures

Teach independent learning behaviors

Supportive & specific attendance expectations

Incorporate online learning platforms from beginning, in-person

Purposefully build more space for cross-role collaborations

Virtual Master Schedule

Keep it simple—then build!

Incorporate online learning platforms from beginning, in-person

Common Targets

Build in choice

Reexamine roles to leverage skill sets

TIPS

TRICKS

Virtual Master Schedule
WHAT ELSE WOULD YOU LIKE US TO CONSIDER?
Lingering Questions
How do we launch the school year for new students?

What can we do safely?

How do we leverage our collective strength & expertise across all settings?

How do we handle shared staff/people who work across buildings?

How do we accommodate for students and staff who cannot or do not feel comfortable returning to in-person?

How do we ensure equitable learning for ALL?

Should we flex the school day hours?

How do we ensure all students have basic supplies needed to be successful at home?

What is the in-person model going to look like?

What does assessment look like?

How will we meet the needs of all students when the gaps are likely larger than ever?

What worked or did not work according to families?

How do we maintain & build same strong relationships with families/caregivers?

How do we know what to plan and order? Are there common supplies?

How will we support families who are back to work during short-term dismissals?

How can we equitably switch to a more proficiency based target model than one focused on whether learning occurred?

How will we ensure we operate collectively and not retreat to silos?

How do interventionists proactively build relationships with families that will transition to remote settings?

What does team-building within a class look like if we don’t all meet in person?

Is there a way to prioritize in-person instruction for some who have the most access barriers?

If families choose to home-school, can their children participate in UAs?
What Questions are on the top of your Mind?
Looking Ahead
As we plan here is how we will stay grounded

Identifying the Knowns:
- Guidance from Health Dept and AOE
- What we know works
- What we know were challenges

Identifying the Unknowns
- Building scenarios for what we can’t predict
- Recording questions that may not have answers yet

Recognizing there will always be Unknowns
- Commitment to communicate & collaborate to address and respond flexibly
WE'RE ALL IN THIS TOGETHER