



Accelerating Learning In The Face Of A Pandemic

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COVID Impact on Teaching and Learning

Covid-19 Challenges 2020 (March-June)

All students in full remote mode & teachers learning how to deliver instruction in full remote mode.

There were varying levels student engagement/attendance.

- Impacted whole-class instruction
- Impacted small group instruction
- Impacted individualized instruction

Impact on Teaching and Learning cont.

Covid-19 Challenges 2020-2021 (September-present)

- Remote and in-person instruction simultaneously made it challenging for teachers to give full attention to either group.
- Much less small group instruction due social distancing safety protocols
- Inconsistent engagement and work completion for remote learners, whether fully remote or while in quarantine
- Difficult to fully support and assess remote learners
- Less overall instructional time due to the need for mask breaks and extended dismissal time due to high volume of parent pick-up

Despite these challenges, we remain focused on our Mission in the short- and longer term

The mission of Regional School District 17 is to engage students in an educational community that challenges them with high standards and builds their capacity for success and their aspiration to improve themselves and their society.

Strategic Actions To Accelerate Learning

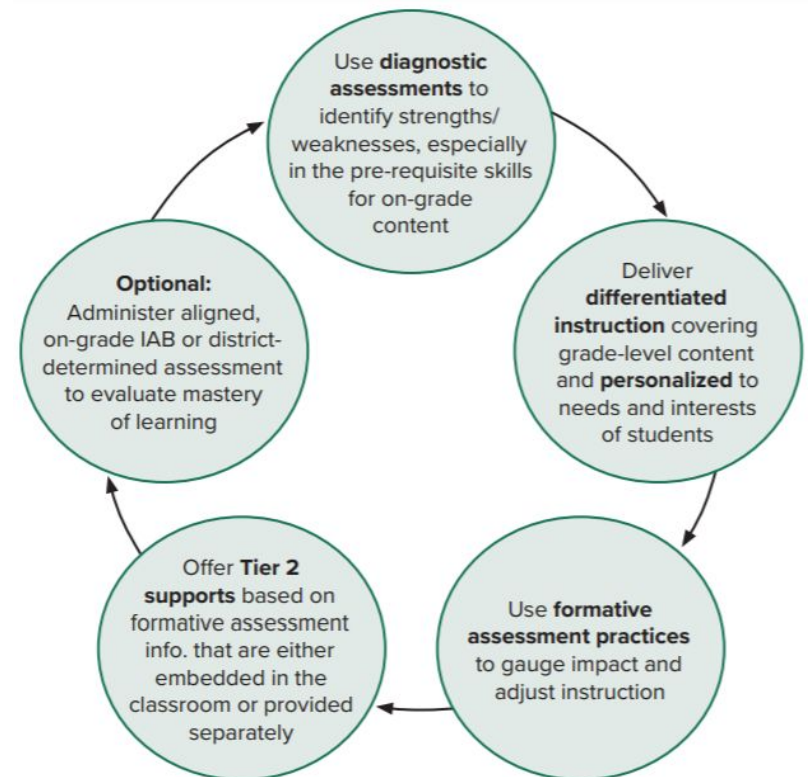
- Curriculum: Grade/course curriculum adjustments to focus on the essential content & skills/foundations for the grade
- Instruction: Differentiation by classroom teacher and targeted, supplemental, small group interventions
- Feedback & Assessment: Frequent, formative
- Data Review: 4-5 week cycles to ensure methods are resulting in growth

**How do we
know how
our students
are doing?**

- **Continuous Improvement Planning (CIP) Process**
- **Data Review Cycles**

The CIP Process Involves Assessing to Inform Instruction

- Utilize on-grade instruction with scaffolds and supports
- Use assessments to inform instruction
- Monitor student growth and performance



Data Review Cycles to Monitor Student Growth and Performance

- Analyze student performance relative to internal/timely assessments (as well as to external benchmarks; SBAC/SAT)
- Analyze how a whole grade level is performing
- Analyze individual student performance and growth - plan for and provide supplemental intervention where needed
- Assess the degree to which instruction/intervention is taking hold and adjust as needed



K-8 Academic Priorities

Continuous Improvement Plans (CIP)

Goal: All K-8 students will meet individual growth targets and grade level expectations in reading and math.

Steps We've Taken -Literacy

Strategy	Target	Desired Outcome
Systematic phonemic awareness instruction	Grades K-2	Provided all students in K-2 with strong foundational skills
Foundations	K-3	Implemented systematic phonics instruction with fidelity
Increased reading interventionists (added 1 interventionist and re-deployed lit coaches)	K-8	Additional students serviced for intervention
Lexia	K-3	Personalized systematic phonics instruction
Spelling instruction (Word Journeys)	3-5	Spelling linked to phonics and improved reading and writing fluency
iReady Personalized Reading instruction	4-8	Personalized reading instruction in vocabulary, and comprehension (literary and non-fiction).

Literacy Data

Grade level	DRA/TC 2021 Trending toward	DRA/TC Historical	SBAC Historical
K-2	75%	76%	
3	70%	77%	69%
4	75%	88%	75%
5	65%	77%	74%
6	70%	82%	70%
7	85%	81%	71%
8	67%	87%	75%

Percent of
students at
or above
goal

Literacy Data

- K-2 Students have caught up to where they typically are at this time of the year with additional reading intervention/small groups
- Grades 3, 5, 6, 8 students are not where they typically are and we are addressing the needs through intervention and coaching, and planned summer learning programs
- Grade 4, 7 students are where they typically are
- Students who were already in need of intervention support require more intensive intervention for longer durations of time.
- More HKHS students are failing English and SS courses than in typical years. We are addressing this with summer credit recovery programs.

Steps We've Taken - Math

Strategy	Target	Desired Outcome
Implemented Ready Classroom (Year 1)	K-8	High quality Tier One/Core instruction in grade-level content
Focused curriculum upon prerequisite skills alongside grade level skills	1-8	Increased student success by making connections to prior knowledge
Prioritized instruction on the major work of the grade	K-8	Students mastered the most important skills
Monitored student progress frequently	K-8	Differentiated and adapted as needed to increase growth and performance
Increased math intervention (0.5 FTE)	K-3	More students served for intervention
Math Lab	6-8	Targeted math support for classroom content

Math Data Trends

Grade level	End of Year (internal data trending toward)	End of Year (Historical, internal)	SBAC (Historical, external)
K	75%	75%	
1	70%	87%	
2	70%	84%	
3	68%	65%	75%
4	68%	84%	72%
5	70%	85%	63%
6	72%	79%	61%
7	68%	75%	56%
8	52%	67%	55%

Percent of
students at
or above
goal

Math Data

- K-3: Performing similarly or lower on classroom assessments.
- Grade 4 & 5: Making less growth from fall to winter than in previous years. We will address this with before school programs and additional intervention in 2021-22.
- Grades 6 & 7: Making slight gains or slow growth. We will address this with after school programs and Math Lab in 2021-22.
- Grade 8: These students have not closed the gap, and we will address this with Math Lab for the rest of this year and additional math skills intervention alongside Algebra I next year.
- More HKHS students are failing Math courses than in typical years. We are addressing this with summer credit recovery programs.

HKHS Literacy and Numeracy (SAT)

11th Grade SAT Results

Percent of students at goal (3 or 4)

	2016	2017	2018	2019	2020	2021
ELA	86	83	83	81		81
Math	54	55	56	57		55

Average score

	2016	2017	2018	2019	2020	2021
ELA	563	562	571	555		557
Math	531	542	544	544		552

- Percent of students at or above goal is similar to other years.
- Average score is similar or improving.

HKHS Credit Recovery Plan

- COVID-19 Impact: More students failed one course and some students failed multiple courses compared to non-COVID years
- Plan: Credit Recovery summer program for 8 courses taught by HKHS teachers in-person in summer 2021 and 2022
- Intended Outcome: Demonstrate mastery of the essential skills of the course to regain credit and readiness for the next course in the subject

Communicating with Students and Families

- Message is strength-based, focusing on what the student knows and can do, where he/she is on district benchmark assessments and how he/she can obtain necessary skills; build upon strengths and address foundational gaps
- Communication with parents about ways we are accelerating student learning
 - Provide scaffolds and supports
 - differentiated instruction
 - targeted small group instruction
 - expanded intervention
 - Leveraging technology to address skill gaps
 - personalized instruction

Also Keeping Our Eye On...

- Incoming kindergarteners who may not have had a typical or high-quality preschool experience
- Students returning from homeschooling or private school
- Re-engaging remote learners

Proposed Use of ESSER II & III Grant Funds to Accelerate Learning (K-5)

Strategy	Target	Desired Outcome
Jump Start School Readiness	PreK and K	Enhance readiness of students with limited school experience
2.5 Reading Interventionists 1.5 Math Interventionists	K-5	Increase the percentage of students meeting reading and math benchmarks through supplemental targeted small group instruction during the 2021-22 school year
Summer Learning Academy	K-3	Increase the percentage of K-3 students meeting reading and math benchmarks through a summer learning academy during summer 2021 and 2022.
Math & ELA extended day	Gr 2-3 Gr 5	Boost students' math and literacy skills via 6 week sessions <ul style="list-style-type: none"> • Before-school BES/KES • Before-school HKIS

Proposed Use of ESSER II & III Grant Funds to Accelerate Learning (6-8)

Strategy	Target	Desired Outcome
iReady Reading/Math monitoring and instruction	4-8th grade	Communicate with students and families about iReady weekly progress; meet with students who are struggling; summers 2021 & 22
Reading extended day	Gr 6-8	Boost students' reading skills via 6 week sessions
Math extended day	Gr 6-8	Boost students' math skills via 6 week sessions
Reading to Learn Boost	8->9th grade	8th and 9th English teachers provide boost on key ELA skills and strategies

Proposed Use of ESSER II & III Grant Funds to Accelerate Learning (9-12)

Strategy	Target	Desired Outcome
Credit Recovery	9-12	Students who failed courses will have the opportunity to master essential content and recover credit. Summer 2021 & 2022
1.0 Math Interventionist	9-12	Increase the percentage of students meeting math benchmarks by engaging in supplemental targeted small group instruction

How will we know our efforts have accelerated learning?

- Increase in percentage of students at or above grade level in reading and math on par or better than historic performance
- Increase in percentage of students meeting their growth targets
- Improved engagement and work completion resulting in improved grades and course credit earned

