



# Continuity of Services Plan

For the 2021-2022 school year, DECA PREP plans for students to return full time in person, five days a week.

## Mitigation Strategies

- **Mask Usage**
  - Students and staff will be encouraged to continue to use masks, despite vaccination status.
  - Students will not be required to wear masks outdoors, as long as there is no congregation.
- **Social Distancing** will be practiced as often as possible
- **Hygiene Practices**
  - Hand sanitizer will be available throughout the buildings, including, but not limited to at entrances
  - Masks will continue to be available to ensure proper mask hygiene

## Identifying Academic Needs

- **NWEA MAP Results:** Students take the MAP assessment three times each year. Following the middle of year assessment (in February), we identified students who did not meet their growth goal and who were outside of the standard deviation (putting them below the 15th percentile). We also identified students who fell outside of the standard deviation and would need to grow more than the average amount in order to be within the standard deviation for a particular grade by the end of the year.
- **Curriculum Embedded Skills Assessments for K-2:** All K-2 students receive regular explicit phonics instruction through Skills Block in the Expeditionary Learning Curriculum. All students also take a benchmark assessment to determine their microphase and how far behind or ahead of a particular grade level they may be.
- **Instruction based in Priority Standards:** All math and reading teachers (K-8) were provided with Priority standards documents for their content and grade level. Instruction is focused on those priority standards that will best prepare students for the next grade level.
- **Whole Class Reviews - ISRs:** In partnership with City Connects, all teachers participate in a Whole Class Review - where teachers and a City Connects coordinator discuss all students in the class - where they are doing well and where they need additional support. For students who are in need of the most intense interventions, Individual Student Reviews (ISRs) are scheduled. ISRs allow space for a teacher, administrator, student, and family to come to the table to create an intervention plan with measurable goals.
- **IEPs:** We are continuing to identify students (through the ISR process) who are in need of IEP services. Students on IEPs are meeting with intervention specialists virtually and/or in person in order to work on IEP goals and classroom content.
- **Instruction based in Priority Standards**
- **Defining qualifications for promotion:** In order to qualify for promotion, students must meet at least one of the following indicators: Passing their reading *and* math classes (K-4) or 3 of 5 core content classes (5-8); Scoring Basic or higher on the math *and* reading OST; scoring within the standard deviation for the respective grade

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levels on reading *and* math MAP (K-4) or within two years of your grade level EOY norm (5-8) in both reading *and* math. This helps us to identify students who are significantly further behind, regardless of engagement.

- **End of Summer Assessments:** For students who went through summer school, we will be able to analyze data from their end of summer assessments to determine growth and/or students who may need retention.
- **Low Engagement:** Teachers will compile a list of students at the end of last year that were the least engaged or that they had the most severe concerns about. Teachers for those students in this current year, should consult that list first when looking to pair students with tutors, volunteers, or other interventions.

## Approaches to Address Academic Gap Filling

- **Instruction based in Priority Standards:** All math and reading teachers (K-8) were provided with Priority standards documents for their content and grade level. Instruction is focused on those priority standards that will best prepare students for the next grade level.
- **Small group intervention:** Based on a number of assessments (MAP and Skills block, etc.), students are identified and pulled for small group intervention throughout the week. These small groups target specific skills in order to fill academic gaps.
- **Friday Intervention:** While our students are required to attend classes Monday - Thursday (either live or remotely), Fridays have been made available for students who need extra remediation. Students are participating in Friday intervention either in person or online. Groups are being run by nearly all staff (teachers, administrators, aides, etc.) and are targeted at developing, reviewing, or introducing new skills in order to fill gaps.
- **Tutors:** Using our large volunteer base, we have been able to set students up with tutors virtually on a 'as needed' basis.
- **Existing Processes and Supports:** Through the ISR (Individual Student Review) process, there are a number of interventions identified for particular students to address their unique needs. These meetings and interventions continue to be a support to students throughout COVID.
- **Spring Break Camps:** Students had the opportunity to attend spring break camp for one week for targeted intervention in grades 3-8.
- **Instruction based in Priority Standards:** All math and reading teachers (K-8) were provided with Priority standards documents for their content and grade level. Instruction is focused on those priority standards that will best prepare students for the next grade level.
- **Extended School Year - Summer School:** In response to COVID-19, we are offering a 5 week extension of the school year for our most at risk students. *Students who are on track for retention, are required to attend and students with significant academic gaps will be prioritized.* Instruction will focus on reading and math. This program will run for 5 days/week for 5 weeks and will allow students to engage in enrichment opportunities in the afternoon and on Fridays. **This is an in person intervention.**
- **Existing Processes and Supports**
- **Accelerated Learning for all Students:** Research shows that the best way to address COVID learning loss, is to provide grade level instruction to all students, all the time - providing interventions and accommodations in the



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moment as opposed to remediating instruction for students who need to make up lost learning.

- **High Dosage Tutoring:** High Dosage Tutoring has proven to be an effective intervention for students. With additional federal funding, we intend to dedicate time and space to ensuring that our students have access to high quality tutors during our school day.
- **Launch (and Re-Launch) of High Quality Curricular Resources:** This school year, we began use of four high quality curricular resources across our district. Next school year, we'll be re-launching our existing math and reading programs - working to shape our teacher mindset and explicitly outline the expectations for use this school year. We will also be adopting a high quality program for our elementary school to support math instruction.
- **Attendance Incentives:** In order to ensure that students have access to high quality instruction every day, we will work to prioritize attendance for all students and may dedicate funding to attendance programs and incentives in order to get students to school.
- **Systems to Monitor Progress:** We will need district level and building level systems in order to monitor progress toward goals throughout the year. Time on the calendar will be designated for conversations around progress monitoring and academic intervention.

## Approaches to Identify and Address Social & Emotional Needs

### Identify

- **Whole Class Reviews:** In partnership with City Connects, all teachers participate in a Whole Class Review - where teachers and a City Connects coordinator discuss all students in the class - where they are doing well and where they need additional support. For students who are in need of the most intense interventions, Individual Student Reviews (ISRs) are scheduled. ISRs allow space for a teacher, administrator, student, and family to come to the table to create an intervention plan with measurable goals.
- **Weekly Teacher Concern Form:** This form completed by teachers identifies which students are struggling academically and social emotionally.
- **Attendance Tracker:** This tracker is used to identify students who may have attendance issues or are truant. It helps us uncover why or identify if there are additional things taking place that prohibits students from attending school, if they are safe and if there are additional needed supports.
- **Health Screenings:** School nurses will conduct annual screenings and conduct periodic checks with students based on need
- **Student Wellness Survey:** Students will take a survey to report their current wellness and their perception of school culture

### Address

- **Conscious Discipline Team:** Training our 5th-8th grade staff to use Conscious Discipline.
- **Whole Class Reviews**
- **Individual Student Reviews (Individual Student Reviews):** ISRs place a magnifying glass on students who are in need of whole child support and provide wrap-around services for those specific students



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- **Non-Academic Extracurriculars (The SPOT):** 'The Spot' helps teach and reinforce the non-cognitive skills that are an essential part of creating a well rounded student.
- **Advisors:** Advisors are provided for each student in 5th-12th grade. Advisors are the first line of support for students and families as it relates to personal, academic and needed supports for our students. Advisors have personal relationships with the advisees and are students' safe adults.
- **School Counselor:** School counselors provide counseling services, provide support for families and work directly with teachers, staff and school administrators to implement plans for students who require additional support.
- **Weekly Teacher Concern Form**
- **Check in/check out program-** Check In Check Out is a positive, proactive Tier 2 intervention. It is designed to help some of our students keep track of their behavior choices throughout the day. At the start of each day, the children involved "check in" with their mentor and "check out" with their mentor at the end of the day. They receive rewards for meeting their behavior/point goal.
- **Morning Meeting:** Morning meeting is a system teachers use to check in with their students first thing in the morning. This allows them to see where students are when they arrive at school. It also allows students the opportunity to share anything that is top of mind for them. It allows trust and relationships to form and be established.
- **Attendance Tracker**
- **Restorative Practices:** Restorative practices at DECA helps build healthy communities, increase social capital, decrease crime and antisocial behavior, repair harm and restore relationships.
- **Equity Faculty Training:** This training is dedicated to creating a culture and system where every student and staff are treated the same and making sure every student and staff has the support they need to be successful. It also allows for courageous conversation to take place as it pertains to racial and social injustices.
- **Conscious Discipline Implementation**
- **Spring/Summer Basketball-** Students will engage in in-person skills and drills to socially interact with peers and mentors to promote healthy activity and competitive spirit.

## Periodic Review and Public Input

- DECA's District Leadership Team (DLT) will revisit its Continuity Plan in August 2021 and provide the Board and other relevant stakeholders with updates. The team will revisit the plan as needed before and after the planned review in August 2021.
- This plan will be published on the school's website and families can submit input through email, outlined on the webpage.
- Any future revisions will be reflected in this document and updated on the distinct website.