Enhanced Continuity of Learning Plan 5.0: Reimagining Schools Update

School Board Meeting
Thursday, November 12, 2020

EVERY STUDENT SUCCEEDS

Essential Questions

1. What **guidance + inputs** inform the **decision-making process** for phasing students back to in-person learning?
2. What is the **staff + students' ability** to return?
   a. *Intent-to-Return Form*
   b. *Citywide Program*
3. How are we **gathering data, like MAP,** to determine students' instructional needs?
4. What are the **guidelines from the Virginia High School League** regarding participation in athletics?
5. What are our **upcoming focus areas** for our work teams?

Key Messages + Our Assumptions

- We are guided by **public health** experts (CDC + AHD)

- We are **enhancing** our virtual instruction model

- We plan to **phase in** students (PreK-12) based upon the School Board motion for approval through February 2021 contingent upon staffing and building capacity

Guiding Principles from 4.0... into 5.0

Increase Equitable Access to Improve Learning Outcomes for All Students	Ensure the Voices of Parents, Families, Students	Study Lessons Learned and Data for Preparation and Execution	Value Community Coordination and Collaboration
Build Trust and Allow Creative Ideas for Reopening	Embrace Flexibility While Facing Unprecedented Challenges	Ensure Clear, Consistent, and Frequent Communication	Ensure Students Have Access to Technology and Connectivity

School Board Vote on Phased Reentry Plan

November 5	Begin with **Students with Disabilities in grades K-2** who are enrolled in the Citywide Special Education program who opt into in-person learning. Citywide self-contained students are students with Intellectual Disabilities, Autism, Multiple Disabilities or Emotional Disabilities (contingent upon staffing and building capacity).
November 17	Expand to include **Students with Disabilities in grades 3-5** who are enrolled in the Citywide Special Education program who opt into in-person learning (contingent upon staffing and building capacity).
November 30	Expand to include **Early Childhood Special Education** students who opt into in-person learning (to be housed at the Early Childhood Center) (contingent upon staffing and building capacity).
November 30	Expand to include **Students with Disabilities in grades K-5** who receive self-contained Language Arts and Math instruction who opt into in-person learning (contingent upon staffing and building capacity).
December 2020	Expand to include **Students with Disabilities in grades 6-8** who are enrolled in the Citywide Special Education program who opt into in-person learning (contingent upon staffing and building capacity).
January 2021	Expand to include **all remaining students in grades PreK-5** who opt into in-person learning (contingent upon staffing and building capacity).
February 2021	Expand to include **all remaining students in grades PreK-12** who opt into in-person learning (contingent upon staffing and building capacity).

Health Mitigation Indicators

INDICATORS	Lowest risk of transmission in schools	Lower risk of transmission in schools	Moderate risk of transmission in schools	Higher risk of transmission in schools	Highest risk of transmission in schools
CORE INDICATORS					
Number of new cases per 100,000 persons within the last 14 days*	<5	5 to <20	20 to <50	50 to ≤ 200	>200
Percentage of RT-PCR tests that are positive during the last 14 days**	<3%	3% to <5%	5% to <8%	8% to ≤ 10%	>10%
Ability of the school to implement 5 key mitigation strategies: • Consistent and correct use of masks • Social distancing to the largest extent possible • Hand hygiene and respiratory etiquette • Cleaning and disinfection • Contact tracing in collaboration with local health department Schools should adopt the additional mitigation measures outlined below to the extent possible, practical and feasible.	Implemented **all 5** strategies correctly and consistently	Implemented **all 5** strategies correctly but inconsistently	Implemented **3-4** strategies correctly and consistently	Implemented **1-2** strategies correctly and consistently	Implemented **no strategies**

Core Indicators, Alexandria City, 10/6/2020

Total number of new cases per 100,000 persons within the last 14 days*	127.7
Percentage of RT-PCR tests that are positive during the last 14 days**	4.1%
Ability of the school to implement five key mitigation strategies	VDH does not have these data. CDC recommends self-assessment measuring a school's ability to implement consistent and correct use of masks, social distancing, hand hygiene and respiratory etiquette, cleaning and disinfection, and contact tracing in collaboration with the local health department.

Secondary Indicators, Alexandria City or Northern Region, 10/6/2020

Officials can use these secondary indicators to support the decision-making process in local communities. These secondary indicators should not be used as the main criteria for determining the risk of disease transmission in schools. They should be used to support decision-making derived from the core indicators.

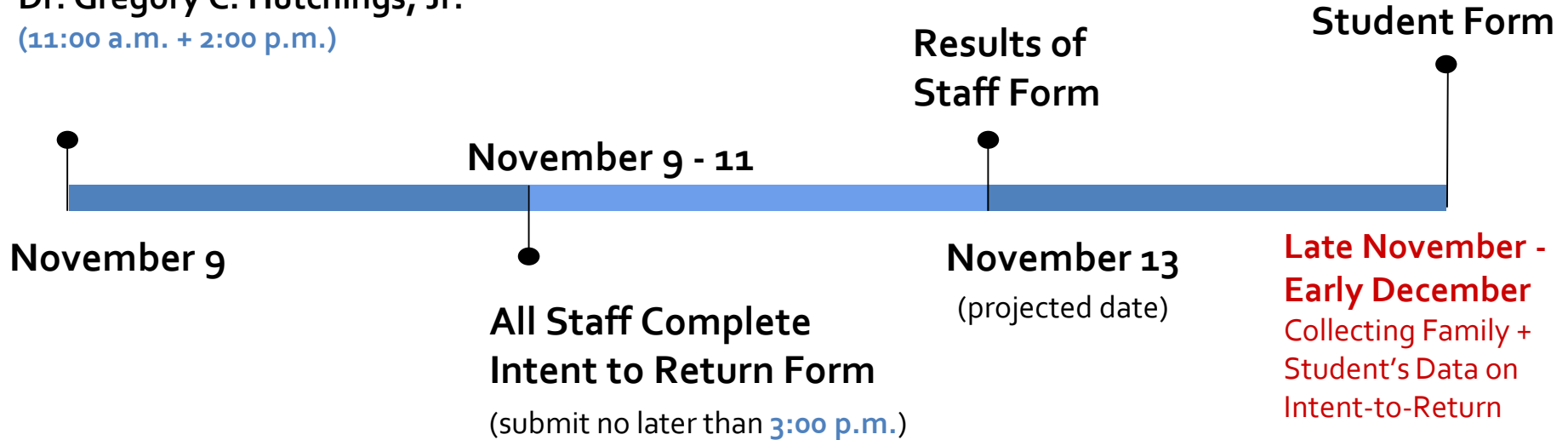| Percent change in new cases per 100,000 population during the last seven days compared with the previous seven days†	-20.2%
Percentage of hospital inpatient beds in the region that are occupied‡	74.5%
Percentage of hospital inpatient beds in the region that are occupied by patients with COVID-19‡	3.3%
Existence of localized community/public setting COVID-19 outbreak§	Please refer to the *Daily Region Metrics* dashboard for information on outbreaks.

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Intent-to-Return Form: Staff + Students

Staff Zoom Video Announcement
Dr. Gregory C. Hutchings, Jr.
(11:00 a.m. + 2:00 p.m.)

Results of Staff Form

Student Form

November 9 - 11

November 9

All Staff Complete Intent to Return Form

(submit no later than **3:00 p.m.**)

November 13
(projected date)

Late November - Early December
Collecting Family + Student's Data on Intent-to-Return

Citywide Program + Simulation

- **Participation From 30 Staff Across Five Departments**

- **Process Mirrored the Planned Daily Schedule**
  - Transportation Department
  - School Nutrition Services
  - Operations Department

- **Practice Opportunity for Instructional Staff**
  - Student Arrival / Departure Procedures
  - Instructional Activities
  - Sanitation Protocols
  - Meal Distribution
  - Health Protocols

- **Staffing Constraints**

Staff Simulation Video

Want to check out the student simulation? Linked **here**

Measures of Academic Progress (MAP) Assessments (1)

In ACPS, educators use assessments to:

Promote	equitable access to high-quality instruction for all students
Empower	students to become assessment-capable learners who develop advocacy and agency for their own learning
Determine	individual students' academic strengths and needs for proficiency and growth
Create	data-informed student groupings aligned with appropriate pacing for teaching and learning
Identify	appropriate, aligned standards for enrichment and intervention that will promote academic growth
Discuss	student outcomes and goals with all stakeholders, including students, parents, and colleagues

MAP GROWTH is a different type of test...

PURPOSE

Determine what the student knows + is ready to learn next

- Low floor/high-ceiling
- Track growth over time
- Personalize instruction for all learners -- *Equity for ALL*

MAP Screening Tests are computer adaptive in reading and math

- Grades 2-12
- Screening tests have 19-20 questions
- Provide overall RIT scores and Lexiles for reading
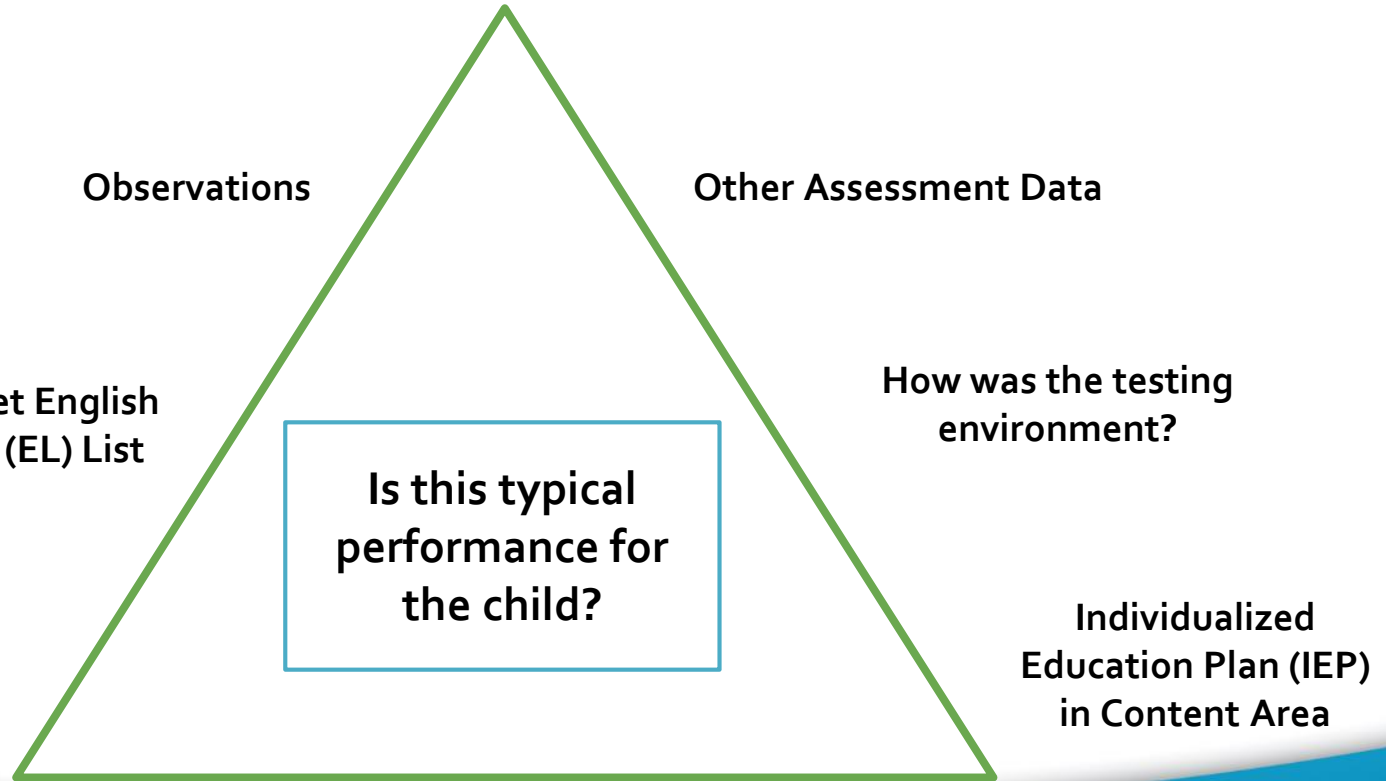- Set baseline for goal-setting and instructional planning

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MAP Reports and Training

MAP Screening Reports	Report Uses	Audience for Turnkey Training Preparation
Grade Report	- Determine Covid-19 learning loss/establish baseline data - Grade level flexible grouping (following data triangulation) - Identifying PLC Professional Learning needs - Flagging candidates for intervention and enrichment	**ACPS Data Cohort** - Building Administrators - Instructional Coaches - Interventionists
Class Report	- Class level flexible grouping - Identifying PLP goals - Supporting personal Professional Learning needs	**MAP Champions** - Classroom Teachers - Specialists - Case Managers
Student Progress Report	- Advise each student and support their progress - Develop learning goals collaboratively with each student and their families - Make quick comparisons between reading and math RIT scores for each student	**MAP Champions** - Teachers - Students - Families

MAP Data Triangulation

Consider students performing below the 30th percentile for intervention and above the 85th percentile for enrichment.

Remember the limitations of this assessment.

Observations

Other Assessment Data

Off Target English Learner (EL) List

How was the testing environment?

Is this typical performance for the child?

World-Class Instructional Design and Assessment (WIDA) Level

Individualized Education Plan (IEP) in Content Area

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Virginia High School League

Current State for Virginia High School League Athletics
- Winter Sports Season Starts **December 14, 2020**
- Fall Sports Season Starts **February 15, 2021**
- Spring Season Starts **April 12, 2021** - 60% Games to be Played

VHSL Guidelines for Return to Participation
- Winter Sports - Basketball, Gymnastics, Swim + Dive, Wrestling, Indoor Track, Sideline Cheer, Ice Hockey (Club Sport)

Safety Protocols

● **Cleaning of Equipment + Facilities**	● **Fans + Capacity**	● **Game Play**
● **Masks**	● **Social Distancing**	

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Preview of Work Teams: Focus Next Week

GROUP 1
English Learner (EL) Students Return

- Given our projected start date for in-person learning, what **key actions** must we complete, and by when?

GROUPS 2 + 3
Elementary / Secondary Instructional Models + Academic Supports

- If we **transition to a hybrid instructional model,** what kinds of **professional learning support** do we need in place for all staff?
- If we **remain virtual**, what **innovative academic supports** can we provide for our students virtually and in person?

GROUP 4
Reviewing Staff Intent to Return Form

- What **trends** are emerging from the staff return form?
- What **implications** do these trends have for phasing in additional groups of students?

GROUP 5
Citywide and Special Education Program Return

- After Week 1 of students in the building, what have we **learned**?
- How does Week 1 inform how we plan for **phasing in Citywide 3-5**? Also, what are plans for other grades?

VirtualPLUS+
PHASED REENTRY PLANS

Continuity of Learning Plan 5.0 | October 2020

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Thank You!

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Virtual PLUS+ Phased Reentry Plans

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