Quarter 3 Chats: Success and Challenges

Successes	Growth Areas
School teams across the division identified notable success in the following areas:	School teams identified the following challenges:

Successes

School teams across the division identified notable success in the following areas:

Instruction
- School staff return to in-person instruction
- Teachers' flexibility and innovation to adapt lesson plans to the Virtual PLUS+ learning environment
- Implementing small group instruction in the Tier 1 learning environment
- Designing and implementing effective Special Education Self-Contained and Co-taught Classes - teaching models for students with disabilities
- Implementing differentiated Instructional Walkthrough observations
- Weekly meetings to monitor academic progress
- Increasing the capacity and fidelity of Multi-Tiered Systems of Support (MTSS) processes

Student Engagement
- Student participation in hybrid instruction – return to in-person learning
- Reductions in D and F grades
- Targeted outreach to students and families to address chronic absenteeism

Professional Learning
- Equity and anti-racism focused Professional Learning
- Professional Learning Communities (PLCs)
- Data Inquiry and Quarterly Chats

Specialized Supports
- Implementing Social, Emotional, and Academic Learning (SEAL) Monday's supports
- Designing and implementing effective Special Education Self-Contained and Co-taught Classes - teaching models for students with disabilities
- Middle School Study Hall

Growth Areas

School teams identified the following challenges:

Instruction
- Intensive time demands of transition to reopening schools for hybrid and prioritizing students for participation in in-person learning
- Demands of implementing concurrent and in-person teaching models
- Lack of access to students with significant challenges who choose to participate in virtual learning
- Inequitable learning experience among virtual learners and students experiencing chronic absenteeism
- Use of Tier 1 small group to address learning loss
- Staff fatigue

Specialized Instruction
- Co-Taught Lesson plans with evidence of language acquisition and best practices for English Learner (EL) students
- Incorporating reading and writing strategies across the curriculum
- Instructional time to English Language Arts (ELA) Proficiency continuing achievement gaps
- Limitations in effectively implementing Multi-Tiered Systems of Support (MTSS) Intervention in the virtual environment

Student and Family
- Supervision/child care issues
- Increases in student absenteeism due to Spring Break, vacations, international travel, and transitions
- Internet/technology issues
- Missing vaccine and physical exam records
- Isolation and COVID-19 pandemic limitations