



Oneida Township School District No. 3
Strange Elementary School
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Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

Our teaching staff is completely committed to providing a multifaceted education in a learning environment that promotes self-discipline, fosters enthusiasm for learning and values the integrity of each individual in our school community.

Because of the uncertainty of these challenging times, it was never assumed that face to face learning would be possible, so we extensively planned for both scenarios. Our teaching staff has tirelessly worked throughout the summer months to prepare for the start of school. We were in constant communication with our families, providing updates as things developed and checking on their personal welfare.

We have diligently worked to comply with all the Covid-19 requirements while maintaining as close to normal in-school environment for our students to thrive in. Lesson plans are in place, class schedules are working, NWEA testing has commenced and logs have been established to track IEP and 504's.

We expect that as students return to school, that many will be behind and will need extra support to catch up. Benchmark testing (NWEA) will occur as soon as possible in September. Results will be carefully analyzed. Plans will be put into place to address any deficiencies that are identified thus giving additional support to students. Progress towards goals will be carefully tracked and adjustments made as needed.

Opening Statement - continued

In the event of a positive Covid-19 test, we will switch to remote learning. We have 'School in a Box, Ready to Learn' with all their textbooks, journals, chromebooks, headphones, and schedules included, which can be sent home at a moment's notice. It is our goal to be as prepared as possible, so that transitioning between in-person and remote learning will be seamless.

School in a Box, Ready to Learn



Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

NWEA assessments in reading and math will be administered to all students three times during the school year: once in the first three weeks of the school year, early in January, and prior to the last week of school. Students will receive growth goals utilizing NWEA growth norms. Students will achieve one half of their yearly growth goal by January as measured by mid-year NWEA testing and obtain the complete growth goal by the last week of school as measured by end of year NWEA testing.

Educational Goals - CONTINUED

Teachers will use formative assessments and summative assessments to monitor student progress between benchmark assessments. Progress reports will be posted on the school's website by February 1, 2021 and June 18, 2021.

Parents will be informed of their student's growth goal and encouraged to participate in the achievement of the goal. Parents will be provided with materials/activities to engage their students in the learning process at home.

Goal 1 - All students (K-6) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA growth norms.

- Students performing below grade level as measured by Fall 2020 benchmark assessments, will have a "Individualized Growth Plan" outlining additional supports.
- Sight words and fluency will be a focus area for grades K-2.
- Growth Plan goals will be monitored and tracked. Adjustments will be made as needed.
- Students performing below grade level will receive daily small group instruction.

Goal 2 - All students (K-6) will improve performance in Math from Fall to Spring as measured by NWEA growth norms.

- Students performing below grade level as measured by Fall 2020 benchmark assessments, will have a "Individualized Growth Plan" outlining additional supports.
- Vocabulary and math fact fluency will be part of each "Individualized Growth Plan" (Grades 1-6) while Kindergarten students will focus on number sense skills and vocabulary.
- Growth Plan goals will be monitored and tracked. Adjustments will be made as needed.
- Students performing below grade level will receive daily small group instruction.

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Strange School will begin the school year by having in-person instruction at the school building five days a week as long as students and staff remain healthy and free of any covid-19 symptoms. Strange School currently has an enrollment of 28 students and they will be split between the two buildings in a cohort model. Students in K-1 (10 students) will meet together in one building, while 2nd-6th grade (18 students) will meet in the main building. Students will be instructed in proper hygiene and other safety measures to reduce the risk of viral spread.

Plans and materials are in place should any students or staff members test positive for Covid-19. Instruction will immediately move to a synchronous remote learning model for all students for at least two weeks. Following Barry-Eaton County Health Department guidelines, in-person instruction will resume when it is safe to do so.

To meet student needs during synchronous remote learning, each student will have access to their individual textbooks, a school provided chromebook, and any other materials or manipulatives that they would need to be successful. Students will meet with their teachers 2-4 times each week via zoom for small group instruction. (Instructional groups will range in size from 3-9 students.)

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District had planned for that exposure to occur for in-person instruction.

Instruction is currently delivered face-to-face in the school building, five days a week. Should a positive test for covid-19 occur, students will receive their instruction remotely via zoom meetings. The same academic standards that are planned for face-to-face instruction will be covered with the students in a remote environment. Year-long pacing guides will continue to be followed while teaching remotely. Remote instruction will be delivered in small groups (3-9 students) to allow for more student engagement and participation. Small group instruction will also facilitate accurate formative assessment and progress monitoring by teachers.

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

During face-to-face instruction, student work will be graded and returned to parents weekly via students' Friday Folders. Parents have access to teachers on a daily basis at drop off/pick up times. Remote parent-teacher conferences will be held in December and March.

Individual improvement plans will be monitored and progress reports given to parents regularly.

Should the school need to move to remote learning, student assignments will be physically delivered to the family each Friday for the coming week. Work from the previous week will be collected at the same time. Student work will be reviewed/graded by teachers and returned to the parents the following week. Teachers will reteach any identified deficiencies in the students' work during the weekly zoom meetings.

Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

Should instruction switch to remote learning, all students will be provided with a chromebook, headphones, and mouse to participate in zoom meetings with their teachers.

We do have GEER funds available in the amount of \$1,126.00 that can be used to assist in providing connectivity to homes without internet. We are in the process of identifying the families that may need assistance.

- **Please describe** how the District will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

While instruction is face-to-face, student accommodations will be provided as delineated in the student's IEP. Support staff (speech therapists) will provide the support services as outlined in the IEP.

Should the school switch to remote instruction, support staff will meet with their assigned students via Zoom to provide services. Accommodations will be provided during remote instruction as well.

- **Optional Considerations for District Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how the District will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.

2. Please describe how the District will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District.

1. Fledgling/struggling students will be taught in small groups to allow for greater student participation/engagement. Small groups will also facilitate more frequent and accurate formative assessments to monitor student progress. Small groups will be utilized during in-person as well as remote learning.
2. Oneida Township School District No. 3 does not currently have any students participating in these programs.