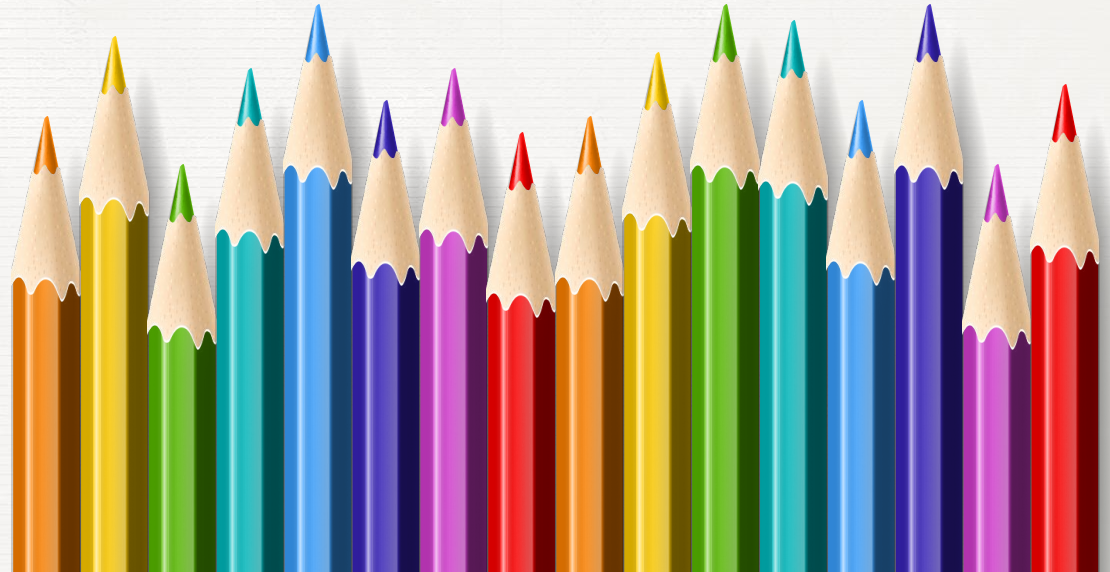


Extended Learning Considerations



Framing for Tonight

- Stepping back before going forward
 - The importance of looking at our data and reviewing the critical elements of our plan prior to deciding on a 2021/22 calendar
- **Framing:** The COVID-19 Pandemic has resulted in the closure of AoA for onsite learning since March 13, 2020. While AoA's staff has done an excellent job of teaching students virtually since then, there is no doubt that all students have been impacted to some degree by the pandemic.
 - Essential Question: How do our elementary and middle school programs address the academic and social emotional needs of **all** of our students so that they are successful in the 2021/22 school year and prepared for success at the next grade level?





Underlying beliefs

- Students' experiences have varied during the pandemic, but all students have been impacted
- To have the highest impact, we must start with further expanding our Tier 1 supports that we know will support **all students**, including those who have higher needs **AND** we need to provide opportunities for joy and community building through increased experiential learning opportunities
- We must provide time and resources for Tier 2 and Tier 3 interventions based on data (STAR, unit and benchmark assessments, etc) as well as universal SEL screeners





Theory of Action



If we provide

- Additional “Bridge to Learning” and experiential learning opportunities
- Additional staff planning and PD time
- Increased targeted support for students, especially in areas of literacy, math, and SEL during the school day...

Then all students will show increased academic growth and social-emotional wellness during the 2021-2022 school year, as measured by both quantitative and qualitative measures, including grade data, student survey data, family survey data, informal assessments, and Star performance data.

Where students are now

Grade data overview (MS)

- ~10% decrease in D/Incomplete grades in 7th and 8th grade

Star data highlights

- Largest growth in 1st and 2nd grade Reading, **and** 4th, 5th, and 7th grade Math
- Growth seen by students in 6th-8th grade reading intervention (5% increase of students reading on or above grade level)
- Almost ½ of 5th, 6th, 7th, 8th graders are not testing at grade level in Reading

Attendance:

MS - 97.65%

ES - 98.03%

Hubs:

MS - 42 spots available as of 2/1/21 (33 enrolled)

ES - 14 spots available (14 enrolled); 28 spots available pending hiring



Star data (Winter scores)



Star **Math**: Percentage of students on or above grade level

1st: 93%

2nd: 75%

3rd: 82%

4th: 79% (up 8% from Fall*)

5th: 79% (up 5% from Fall)

6th: 55%

7th: 72% (up 10% from Fall)

8th: 62%

* Growth is not noted if up or down less than 3%

Star **Reading**: Percentage of students on or above grade level

1st: 100% (up 6% from Fall*)

2nd: 89% (up 10% from Fall)

3rd: 57%

4th: 65% (down 6% from Fall)

5th: 45%

6th: 56%

7th: 56%

8th: 56% (up 4% from Fall)

* Growth is not noted if up or down less than 3%



Goals of the Extended Learning Plan

Academic Outcomes

- Tier 1 math and literacy support
 - Provide all students access to grade level content, while providing strategic scaffolded support for students to reach grade level in reading and math
- Math and literacy intervention based on need
 - Strategically respond to data (STAR, unit and benchmark assessments, etc) in order to provide targeted intervention support (and possibly into the summer of 2022)
- Experiential Learning opportunities throughout the school year

Social Emotional Outcomes

- Create “bridge to learning” program prior to classes starting.
- Prepare to respond in and out of the classroom to various ways in which the stress of COVID and distance learning have impacted students.

Community Outcomes

- Provide time and resources to rebuild entire community. Work with community organizations and family volunteers for experiential learning.



Plan Overview

Staff PD

- Week in June for “bridge to learning” planning
- 2 weeks in August
- Additional time throughout the year to focus on strong planning

Bridge to 2021 Learning

- Re-Establish Joy of Learning
- Build Community
- Establish Routines
- Ongoing experiential opportunities

Increased support during the school day

- Increased staffing = math/literacy support
- Increased staffing = SEL/mental health support



Summer Program

Elementary School

- . Consider “Targeted Orientations”
- . 4-5 weeks (June-July) 9-4 am, after care 4-5:30
- . SPED students who have ESY will join the program
- . Academic and social enrichment taught by Summer School staff

Middle School

- . 4-5 weeks (end of June-July) for rising 6th, 7th and 8th graders
- . Academic enrichment in the morning and elective enrichment in the afternoon (will also consider half day schedule)
- Select students for initial invitations based on school year attendance and grade data (Incompletes); extend invitations to the rest of the community based on initial response from first round if invitations
- Separate SPED ESY



Additional Staff Professional Development

June 21-25: Bridge to Learning planning (small team)

August 2-13 (additional 3 days): All staff

To consider: planning time during experiential learning weeks (if we bring in outside organizations)



Bridge to Learning

Week of August 16*

- Students engage in literal and figurative community-building activities. Students meet in small groups with teachers and staff in the mornings to engage in reflection and community building activities (possible partnership with Mindful Life Project). In the afternoons, students work on projects with community organizations and/or volunteers to celebrate the return to campus - mural painting, building garden beds, etc.
- Leah and Miranda will convene a team for planning to work on details and logistics

** Given the realities of the calendar and the time necessary for planning - we do not think we can have students on campus earlier than August 16



Increase Academic Support during the school day- Elementary School

- Increase Reading Interventionist position to full time to serve K-5 with the SIPP's phonics based reading program in small groups. Ongoing progress must occur to strategically respond to reading needs.
- Hire one non-SPED instructional aid to support additional reading groups, and support math intervention in workshop form.
- Provide ongoing trainings on SIPP's curriculum and instructional best practices to build the expertise of all teachers
- Launch ILT to support with progress monitoring



Increase SEL Support during the school day- Elementary School

- Create a Wellness Team to design, implement and monitor SEL student supports
- Implement school-wide universal SEL screener to give to students within the first 2 weeks of school to assess needs (repeat screener mid-year)
- Dedicated time set aside at the start of each school day for a “Morning Meeting” or “Community Circle”
- Hire a full time School Psychologist intern (supervised by the part time School Psychologist) so that there will always be a trained School Psychologist onsite to respond to immediate student SEL needs.
 - Proactive Measure: School Psychologist and Intern will SEL curriculum (TBD)
 - Provide staff with ongoing PD to build their expertise on SEL support in the classroom, developing a common language across the school.
- School wide assemblies



Ongoing Experiential Learning - MS & ES

- Idea #1: Partner with local organizations to conduct 2-3 weeks of programming throughout the year in week-long sessions. Students either choose one project for the full year or get to do different ones each session. Each week culminates with a community showcase. Teachers have time during these weeks for planning.
 - Planting Justice, Oakland Freedom Theater, Youth Impact Hub, Destiny Arts, YouthSpeaks, etc
- Idea #2: AoA-designed and implemented project weeks that are connected to curriculum. Run by teachers/staff with community volunteers.
 - Community Building, Young Minds of the Future, Community Action, End of Year Projects
- [More Details](#)



Increase Academic Support during the School Day - Middle School

- Hire additional non-SPED IAs to staff all math classes with an additional support adult. This will allow teachers to offer small group intervention and differentiated workshops during class time.
- Restructure Tutorial time to utilize RTI model to provide targeted support and intervention
- Hire literacy coach (part time) to train teachers on Tier 1 literacy supports through PD and push-in and to work with the Strategic Literacy teacher to revise the Tier 2/Tier 3 literacy intervention program.
- Continue ongoing work on deep learning planning, performance based assessment, and competency-based grading



Increase SEL Support during the School Day - Middle School

- Create a wellness team to design, implement, and monitor beginning of school programming that will support the re-acclimation process when we return to campus. Consult with mental health specialist while designing program.
- Implement school-wide universal SEL screener to give to students within the first 2 weeks of school to assess needs (repeat screener mid-year)
- Adopt a new advising curriculum (Wayfinder) that focuses on SEL and developing a sense of belonging for students.
- Provide PD for staff to develop and implement a mentorship advising program that asks advisors to provide higher level of mentorship and support to advisees
- Utilize RJ Team to develop, implement, and monitor behavior plans and supports for students as needed



Staffing, Finance, Data



Staffing

Elementary School

- Increase Reading Interventionist to full time
- Full time Instructional Aid
- Full time School psychologist intern (supervised by part time school psych)

Middle School

- Non-SPED Math-IAs (2-3)
- Part-time literacy coach
- Mental health consultant



Financial Considerations

- ✘ One-time programmatic costs vs ongoing programmatic improvements (academic & SEL)
- ✘ Ability to hold traditional in-person instruction with standard class sizes (24-28 students per class)
- ✘ Potential need for a hybrid or on-going distance learning program for 21-22
- ✘ Enrollment & ADA: data from our families will be needed to ensure that we are able to offer a program that meets the needs of our current and future students



Measuring Growth

Fall 2021

- Star Reading and Math
- Progress reports
- SEL screener
- Small group/intervention data

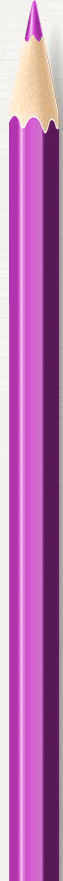
Winter 2021-22

- Star Reading and Math
- Grades
- Small group/intervention data
- SEL screener

Spring 2022

- Star Reading and Math
- Grades
- ELPAC
- CAASPP
- Small group/intervention data





Thanks!

Questions?