Coronavirus Pandemic
Site Plan 2020-2021

2020-2021 Annual Plan - Working Document

School: Cedar River Elementary

Area of Focus:
- Climate and Culture Statement - At CRES we are working to find new ways to close gaps created by the pandemic relative to student, staff, and parent connections to school. Strategies being considered are outlined in the action plans around culture and climate within the contents of this plan.
- Continuous Learning Statement - At CRES we are working on strategies and structures to close the achievement gaps created by the pandemic. In addition to the ideas reference to climate and culture above we are exploring intervention structures and instructional practice ideas articulated in the action plan relative to achievement in the contents of this plan.

1. **Our school is in the following year of implementation:**

   Year 1 ☒   (note: this is a single year only site plan due to COVID-19)

2. **We have updated the following components of our plan and attached the updates:**

   ☒   Achievement Goals

   ☒   Data Collection Plan

   ☒   Work Plan including Professional Learning

3. **Our plan incorporates an emphasis on the following success criteria for Effective Schools (check all that apply):**

☒ Clear and Shared Focus	☒ Frequent Monitoring of Teaching and Learning Focused Professional Development
☒ High Standards and Expectations	
☒ Effective School Leadership	☒ Supportive Learning Environment
☒ High Levels of Collaboration and Communication	
☒ Curriculum, Instruction and Assessment Aligned with Standards	☒ High Level of Community and Parent Involvement

Site Plan Review by Building Leadership Team: December 17, 2020

Site Plan Review with Building Board Rep: December 2, 2020 with Tami Henkel

Site Plan Review by T&L: December 28, 2020

Site Plan Presentation to Board: January 5, 2021

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Establishing Positive School Climate and Culture

[Aligned to Board Goal: Promote positive learning-focused cultures with shared responsibility for all students by increasing positive responses to the annual climate/culture surveys]

School culture gets at our core beliefs in what we believe and value. Culture is a product of the relationship history in a school while climate is a function of how people perceive those relationships in the present. School climate involves many aspects of students', parents', and staff's daily experience. A positive school climate is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting. Establishing and continuing to nurture a positive school climate aligned to the core beliefs of the school and district is the foundation upon which effective learning happens. We address climate & culture from the student, parent, and staff perspective in this site plan.

Whether in remote learning, hybrid learning, or being back full-time face-to-face student attachment to school and learning has a foundation in the school and classroom climate and culture. Relationships have never been so important, nor so challenging, to build, nurture, and maintain.

Student Climate / Culture

Data Collected and Reviewed
There is continued work with the student leadership team which includes student leaders surveying peers for climate and culture. Students meet every other week to discuss perceptions of their respective classrooms and ways to engage peers in school. The team will survey peers and seek feedback to use student voice to guide activities, positive culture support, and share with CRES administration. Both informal feedback from students during the meetings as well as survey data will be used throughout the year.

Focus and Goal
During this time of remote and potentially hybrid learning, we want to ensure that students feel connected to their teachers and to our beloved school.

Work Plan

Activity	Timeline	Responsibility
Student recognition ● Featured announcers ● Positive Principal Phone calls ● Otter Paws	Weekly by grade level Ongoing	Tina McDaniel Fritz/Staff
Intentional relationship building ● Morning Meetings ● Check ins ● Lunch Bunch ● Interest Groups ● PTO Partnership ● 7 Hours SEL PD ● 7 Hours Equity PD ● Student Leadership	Daily Daily Daily by grade Level Weekly, by theme (lego, pets, etc.) Monthly - family events Dec. 2020 - June 2021 Dec. 2020 - June 2021 Nov.2020- June 2021	Classroom Teachers Kalei McKittrick/SEL Paras Kalei McKittrick/SEL Paras Kalei McKittrick PTO PBIS Team Emilie Hard/Dr. Caprice Hollins Tina McDaniel
Special Events ● Harvest Hurrah ● Veterans' Day School Wide Virtual Assembly ● Winter Wonderland ● Spirit Days	 October November December/January Ongoing	Tina McDaniel/Allie Hayes/All Staff Laural Toliver/Tina McDaniel PBIS Team/All Staff Student Leadership/PBIS
Common Expectations ● Review O3's ● Virtual Learning Routines ● Netiquette	 First two weeks of School and after breaks	PBIS Team/Classroom Teachers/All Staff

Measures and Monitoring

Measure	Timeline	Responsibility
Student Recognition ● Weekly Announcement Applications ● Positive Principal Phone Call completed forms ● Parent/Student Response	November Through the End of Remote Learning Monthly Count	Tina McDaniel Fritz/Staff
Intentional Relationship Building ● Student Survey Data ● Check-in's PST Data ● Counselor/Student Reflections ● Counselor/Student Reflections ● Participation Data	Annually Monthly, by grade level After Each Session After Each Session	T&L Kalei McKittrick Kalei McKittrick/SEL Paras Kalei McKittrick
Special Events ● Harvest Hurrah Participation ● Veteran's Day Assembly Feedback ● Winter Wonderland Participation	Monthly Event Day PBIS/ILT Feedback	PTO Officers Admin. Team PBIS/ILT
Common Expectations ● Teacher Perceptual Data ● Observation Data ● PBIS Data	Event Days Fall Conference Annual Inquiry cycles Monthly	PBIS Team Fritz/Kristin/Teachers PBIS Team

Staff Climate / Culture

Data Collected and Reviewed

When reflecting on the Elementary Remote Learning - Tiny Pulse Results from Spring, 2020 (slide 16) we noted 23% of Cedar River Staff rated their mental health as falling in the "fair to poor" range. Our focus is always around supporting our staff as best we can. Knowing what their mental health was in the spring, we are able to intentionally build culture pieces to address this. Since the beginning of school in the fall, we have consistently had about 70% of our teachers on-site, teaching from their classrooms. This allows us to have regular contact with this cadre of staff, increasing support as needed. The 30% of teachers who are at home are definitely on our radar as needing a different kind of support, touchpoint, and check-in. We want them to feel a part of the CRES teaching community, too. Our staff is under an immense level of stress in attempting to deliver the highest caliber of education within their power right now. Many are working 15+ hours a day, 6 days a week. Historically the CRES staff go above and beyond for our students, we are so very proud of their ethic, caring, and focus.

Focus
During remote and potentially hybrid teaching, we want to ensure that our staff continues to maintain their social/emotional wellness as well as continue to build positive and collaborative relationships.

Work Plan

Activity	Timeline	Responsibility
Teacher/Staff Input Structures ● ILT Meetings ● PBIS Meetings ● PST Meetings ● CRES Admin Meetings ● CR T&L Meetings	 Bi-Monthly Monthly Weekly Weekly Weekly	 Fritz/Kristin/ILT Tina/Karen/PBIS Team Kalei McKittrick/PST Team Tina/Doug/Jenn/Kalei/Kristin/Fritz Kinsi/Kristin/Fritz
Relevant PD Opportunities ● SEL Focus - Book Study or proposed plan by ILT member ● Instructional practice ● Equity	 Monthly Monthly	 Kristin/Fritz/ILT Kristin/Fritz/ILT
Staff Wellness ● Collaboration around practice, planning, and assessment ● Consistent communication and clarity around expectation ● Staff Connection Activities, BINGO, happy hour, etc. ● Appreciation Focus ● Sunshine goodies ● Staff Highlights ● Staff lunch ● Thankful Thursday ● Secret Santa ● Paraeducator Appreciation	7 hours over four months Daily As needed Monthly Weekly	Dr. Hollins Grade Levels CRES Admin Team CRES Admin Team Sunshine Committee Sunshine Committee Fritz

	Ongoing, socially distanced Weekly in November December January	Various CRES Admin Team

Measures and Monitoring

Measure	Timeline	Responsibility

Teacher/Staff Input
    ● ILT Minutes
    ● PBIS Minutes
    ● PST Minutes
    ● Admin Meeting Feedback
    ● CR T&L Feedback
	
	Bi-Monthly
	Monthly
	Weekly
	Weekly
	Weekly
		
		Fritz/Kristin
		Tina/Karen
		Kalei
		CRES Admin Team
		Kinsi/Kristin/Fritz

Relevant PD staff evaluation forms	Following PD Offerings	Participants
Staff Wellness ILT Feedback	Bi-Monthly	ILT

Parent/Family Climate / Culture

Data Collected and Reviewed
Patterns in the Elementary Parent Survey, Fall 2020, suggest a preference for live instruction, optional specialist activities, students back in school, flexible scheduling, opportunities for social/peer interactions, and teacher feedback.

Focus
During remote and potentially hybrid learning, we want to ensure that parents continue to feel a part of our school community and partners in the learning of their children.

Work Plan

Activity	Timeline	Responsibility
Live Instruction ● Continue two synchronous lessons during remote learning	September 2020 - Present	Classroom Teachers
● Pilot some synchronous writing experiences	October 2020 - Present	5th Grade Teachers 1st Grade teachers 4th Grade teachers
● Grade 5 incorporating Science/Social Studies	November - Present	5th Grade Teachers
● SPED students are receiving live instruction every day, for all content	September 2020 - Spring 2021	SPED Team
Specialists ● Synchronous (intentional and meaningful) support of targeted students	January 2021	Specialists
● Encouraged but not mandatory participation		
● Synchronous opportunities during conference week	October 2020 - Spring 2021	Principal/Staff
Flexible Schedules ● Pilot schedule revisions based on feedback	October 2020 - Spring 2021	Specialists
Social/Peer Interactions ● Lunch Bunch ● Interest Groups	September 2020 - June 2021	Fifth Grade Teachers
Teacher Feedback ● On-going communication of student progress plan by grade level/teacher		Kalei McKittrick/SEL paras
		Certificated Staff

Measures and Monitoring

Measure	Timeline	Responsibility
Live Instruction ● Parent survey results	Spring 2021	T&L
Specialists ● Increase student participation and attendance	Teacher Response	ILT
Flexible Schedules ● Parent survey results	Spring 2021	T&L
Social/Peer Interactions ● Parent survey results	Spring 2021	T&L

Student Growth and Achievement

[Supports Board Goal: Accountability for increasing student growth and achievement]

Data Reviewed

Collecting relevant, student-pure assessments and data has proven to be a bit challenging during remote learning. We want to ensure the data we use to help guide academic goals and direction accurately represent the current growth and achievement of students. When looking at previous yearly data from Cedar River students, it suggests a growth line we can follow, up, straight, or down. Unfortunately, what we are seeing is that some of our students have plateaued in growth and some are even regressing. The gap that is being created is due to remote learning. There is a lack of opportunity for teachers to teach responsively and we are seeing a decline in student engagement in their learning.

Focus

During remote and potentially hybrid learning, we want to ensure that students continue to engage in deep learning designed to support them in achieving standards as well as build bridges across learning gaps created by this pandemic. We will build in Professional Development opportunities to support teacher capacity to provide rigorous, high-quality remote education both synchronously and asynchronously. We are pursuing a structure to support students impacted negatively by remote learning.

Work Plan

Activity	Timeline	Responsibility
Providing effective, meaningful feedback to students ● Using learning platforms to leverage feedback ● One-on-one and small groups ● Feedback on student work ● Focused PD around specific feedback ● Focus on Powerful practices ● Coach support, inquiry cycles	January/February: -Collaborative time 1/mo -Grade level meeting 1/mo -Staff Meetings -Micro PD sessions	Fritz, Kristin, CRES ILT
Use of Formative and summative assessment to inform data tracking ● Identify pre/posts assessments to target student growth ● Qualify students for support ● Use data to make instructional decisions and next steps ● Anecdotal notes	Feb-March: -Collaborative time 1/mo -Grade level meeting 1/mo -Micro PD sessions	Fritz, Kristin, CRES ILT

● PD focused on F/S practices ● Focus on Powerful practices ● Coach support, inquiry cycles ● RAP/MAP Program		
Students are engaged in assessing their learning ● Student reflection, evaluation and analysis of work ● Setting goals ● PD focused on assessment for learning ● Focus on Powerful practices ● Coach support, inquiry cycles	April/May: -Collaborative time 1/mo -Grade level meeting 1/mo -Micro PD sessions	Fritz, Kristin, CRES ILT
Structure to support students impacted by remote learning ● Identified at-risk students ● On-campus learning opportunities ● Proposal and identification tool in the process	January 2021	Fritz, Tina, Kalei

Professional Development Summary

When?	Instructional Practice	# participants
September	Tech Platforms/Start with the Heart Cross Grade Level Collaboration by Content K-2 and Hybrid return to school Models	All K-5 teachers
October	K-2 and Hybrid return to school Models	All K-5 teachers, by grade level band
November		
December	Powerful Practices in a Remote Classroom	ILT
January	Powerful Practices in a Remote Classroom Providing effective, meaningful feedback to students	
February	Use of Formative and summative assessment to inform data tracking	
March		
April	Students are engaged in assessing their learning	
May		

Teacher Inquiry Cycle

	Q1 Sep-Nov	Q2 Nov-Jan	Q3 Jan-March	Q4 March-June
Topic	Goals Conferences	-Based on instructional practice goals or self-identified topics	-Providing effective, meaningful feedback to students -Use of Formative and Summative assessment to inform data tracking	-Use of Formative and summative assessment to inform data tracking -Students are engaged in assessing their learning
# participants	37	2 new teachers		

Identifying themes or trends that help inform our steps:
- ILT meetings
- Informal feedback from teacher leaders
- CRES Teaching and Learning weekly meetings (Fritz, Kristin, Kinsi)
- Grade level meetings (weekly, and as needed)

Measures and Monitoring

Measure	Timeline	Responsibility
Student growth goal data by content and grade level	December 2020-May 2021	Individual teachers and teams Fritz, Kristin, CRES ILT
Data table using core assessment ● need to think on HOW to represent numbers. ● Historic data for math, unit data for rdg. wtg?	January	Fritz and Kristin
Reading Scores Running Records and report cards marks for reading levels all students reviewed for rank order RAP only - monitoring assessments	Oct 2020 Jan 2020 June 2021	Kinsi Gregson
Math Scores Math unit assessments and report card scores for all students reviewed for rank order MAP only - monitoring assessments Math running records	Oct 2020 Jan 2020 June 2021	Tiffaney Martin

Interventions Supporting Our Struggling Students

RAP - Reading Assistance Program

		Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5
Sept-Jan 42 Students (Total)	# students served	5	17	9	3	5	3
	% of all Level 1	5/5 students 100%	12/12 students 100%	5/5 students 100%	2/4 students 50%	1/1 students 100%	3/3 students 100%
	% of all Level 2	0/1 Students 0%	2/2 Students 100%	4/6 Students 67%	1/7 Students 14%	4/12 Students 34%	0/4 Students 0%
Feb - June	# students served						
	% of all Level 1						
	% of all Level 2						

Brief program description in remote learning
- 1:1 remote tutoring format
- Thirty minutes, two times per week lessons
- Four reading instructors
- Lessons are scheduled by families, or with family input, at times that accommodate both students' academic and family schedules
- Lesson content is based upon Common Core standards and learning targets follow a progression of reading skills that support classroom reading instruction in both phonics and comprehension, while also differentiating for individual student needs
- Research-based best practices
- Visual, verbal and interactive engagement strategies
- Attendance is tracked on a daily basis through classroom teachers
- Teachers, parents, and administrator partnerships with families and staff to engage students in learning.
- Fall data reliability is limited
- Capacity of the program is smaller in our remote setting

Parent Partnership
- Parents are partnering with reading instructors to support their student's reading lessons and growth.
- Lesson structure facilitates high levels of communication between families and RAP instructors
- Models of how to talk about books with children about books are provided
- Guides and written question stems in the RAP Handbook

Celebrations
- High levels of family engagement and communication

- Families express continuing appreciation!
- 1:1 setting has fostered a focus on individual student needs, while simultaneously supporting and uplifting student strengths
- Stigma attached to leaving class for intervention has been removed
- We have updated program processes and procedures

Note
- We are serving a small amount of level 3 students. This is because although their level is a 3 based on prior data, their growth since March has been stagnant due to a lack of RAP attendance and participation
- Regarding level 1 students that are not being served, their parents may have either declined or did not meet all RAP criteria

MAP - Math Assistance Program

		Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5
Sept-Jan 20 Students	**# students served**	0	2	2	2	8	6
	% of all Level 1	N/A	0/0 100%	0/0 100%	2/2 100%	7/8 88%	5/6 83%
	% of all Level 2	N/A	2/2 100%	2/4 50%	0/11 0%	1/11 .09% (MV)	1/14 .07% (MV)
Feb - June	**# students served**						
	% of all Level 1						
	% of all Level 2						

Brief program description in remote learning-
- MAP services are currently offered for thirty minutes, twice a week in a 1:1 setting
- 1 MAP paraeducator at Cedar River
- Lesson schedules accommodate student's academic and family schedules
- MAP instruction is data driven and focus on the Common Core standards, building a strong number sense foundation, flexible thinking, and using best practices to meet student needs
- Differentiating lessons allows students opportunities to actively engage in mathematics, and fosters a growth mindset
- Hands on and visual modeling provides students with scaffolds for growth
- Teachers monitor attendance on a daily basis partnering with administrators to engage students and families in learning

Parent Engagement-

- Parents are partnering with math specialists and MAP instructors to support their student's math growth
- Parents are provided extra math games, fluency resources, models, and manipulatives that help guide their student with practice at home
- Parent Engagement - Title 1 Parent Information meeting for RAP/MAP/ELL held on October 28th

Celebrations-

- Families are grateful for the opportunity for MAP support!
- Parents are active partners in their child's math growth and are often able to engage in lessons with their students
- Students feel comfortable taking risks and growing as math