



# **Raymond School District**

**2021-22 Post Pandemic Supports**  
**April 21, 2021**



# Presumptions:

- **All students have been impacted by the educational disruptions caused by the pandemic.**
- **The challenges we face are not unique to Raymond; all students across our nation have been adversely impacted in some way.**
- **The District must be strategic in implementing supports that will allow all students to thrive and make strong gains to compensate for the disruptions experienced by students since March 2020.**
- **In the next two years, CARES ACT Funds can be used to put in place special supports and services for all students in need.**



# Presentation Overview

- Information and clarification regarding curriculum implementation this year.
- Individualized planning for students with educational disabilities.
- Data and proposed 2021-22 plans from **Lamprey River Elementary School**
- Data and proposed 2021-22 plans from **Iber Holmes Gove Middle School**
- Data and proposed 2021-22 plans for **Raymond High School**
- Additional questions or discussion.

Notes:

Please ask questions as they arise throughout the presentation.

This presentation will not focus on summer programs except in the context of competency recovery. A separate plan for summer programs has been overviewed at a previous Board meeting.

# Student Supports & Curriculum

- Implications of Remote and Hybrid Instruction
  - Synchronous vs. Asynchronous
  - Fully Remote vs, Hybrid
- Exposure of Curriculum
  - Breadth vs. Depth
- Data Informed Decisions
  - Benchmarking
    - STAR 360
    - Acadience
  - Standardized Assessments
    - SAS
    - SAT
  - Summative Assessments

# Math Consolidated Benchmarking 20/21

Grade	Less than Proficient				Proficient			
	Level 1		Level 2		Level 3		Level 4	
	Total	%	Total	%	Total	%	Total	%
<b>Grade K</b>	-	-	-	-	-	-	-	-
<b>Grade 1</b>	7	23%	6	20%	2	7%	15	50%
<b>Grade 2</b>	29	31%	15	16%	15	16%	34	37%
<b>Grade 3</b>	16	23%	20	28%	18	25%	17	24%
<b>Grade 4</b>	29	38%	14	18%	18	24%	15	20%
<b>Grade 5</b>	21	24%	20	23%	34	39%	13	15%
<b>Grade 6</b>	13	15%	29	34%	36	42%	8	9%
<b>Grade 7</b>	14	14%	34	34%	43	43%	9	9%
<b>Grade 8</b>	15	18%	26	31%	33	39%	11	13%
<b>Grade 9</b>	13	15%	34	40%	27	31%	12	14%
<b>Grade 10</b>	12	16%	23	31%	30	41%	9	12%
<b>Grade 11</b>	23	27%	26	30%	28	33%	9	10%
<b>Grade 12</b>	9	20%	13	28%	20	43%	4	9%
<b>Grade &gt;12</b>	-	-	-	-	-	-	-	-
<b>All Students Summary</b>	<b>201</b>	<b>22%</b>	<b>260</b>	<b>28%</b>	<b>304</b>	<b>33%</b>	<b>156</b>	<b>17%</b>

# Reading Consolidated Benchmarking 20/21

Grade	Less than Proficient				Proficient			
	Level 1		Level 2		Level 3		Level 4	
	Total	%	Total	%	Total	%	Total	%
<b>Grade K</b>	-	-	-	-	-	-	-	-
<b>Grade 1</b>	27	26%	35	34%	25	25%	15	15%
<b>Grade 2</b>	22	23%	23	24%	22	23%	28	29%
<b>Grade 3</b>	16	22%	29	40%	20	28%	7	10%
<b>Grade 4</b>	26	35%	31	42%	15	20%	2	3%
<b>Grade 5</b>	54	61%	23	26%	7	8%	4	5%
<b>Grade 6</b>	29	34%	38	44%	13	15%	6	7%
<b>Grade 7</b>	24	24%	35	34%	33	32%	10	10%
<b>Grade 8</b>	31	36%	22	26%	15	18%	17	20%
<b>Grade 9</b>	39	44%	21	24%	16	18%	12	14%
<b>Grade 10</b>	26	35%	20	27%	19	25%	10	13%
<b>Grade 11</b>	39	46%	24	28%	14	16%	8	9%
<b>Grade 12</b>	15	34%	16	36%	8	18%	5	11%
<b>Grade &gt;12</b>	-	-	-	-	-	-	-	-
<b>All Students Summary</b>	<b>348</b>	<b>35%</b>	<b>317</b>	<b>32%</b>	<b>207</b>	<b>21%</b>	<b>124</b>	<b>12%</b>

# Instructional and Curricular Response

- Proactive Measures
  - Professional Learning Communities
    - Adapted Scope and Sequence
- Responsive Measures
  - Analyzation and Triangulation Data
    - Math and ELA
  - Programming
    - After School/Summer
    - Supplemental Programing
  - Instructional Strategies
    - MTSS
      - Differentiation
        - Flexible Groups
        - Instructional Specialists
        - Title 1 Content Focus



# Student Services

Based on state and federal guidelines, IEP and Section 504 teams will continue providing the necessary supports and services to students required in order to provide a FAPE.





# Student Services: Looking Ahead

- Strengthen Student Intervention Team Participation
- Provide ongoing Consultation and Support to regular and staff and teams
- Implementation of DCAP
- Strengthening and developing programs across the district to better serve our identified population.
- Consultation and training around specially designed instruction and co-teaching from Marilyn Friend
- Staff development around explicit instruction and progress monitoring



# LRES Supports for Students: 2021-2022 School Year

During and After a Pandemic

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## **Our Purpose For Addressing Student Support And Change To Our Instructional Models...**

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Students have not attended school full time, in person since March 2020 causing a lack of consistent daily instruction for all students during hybrid or full remote learning

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Learning schedules and instruction for both remote and hybrid learners did not follow best practice

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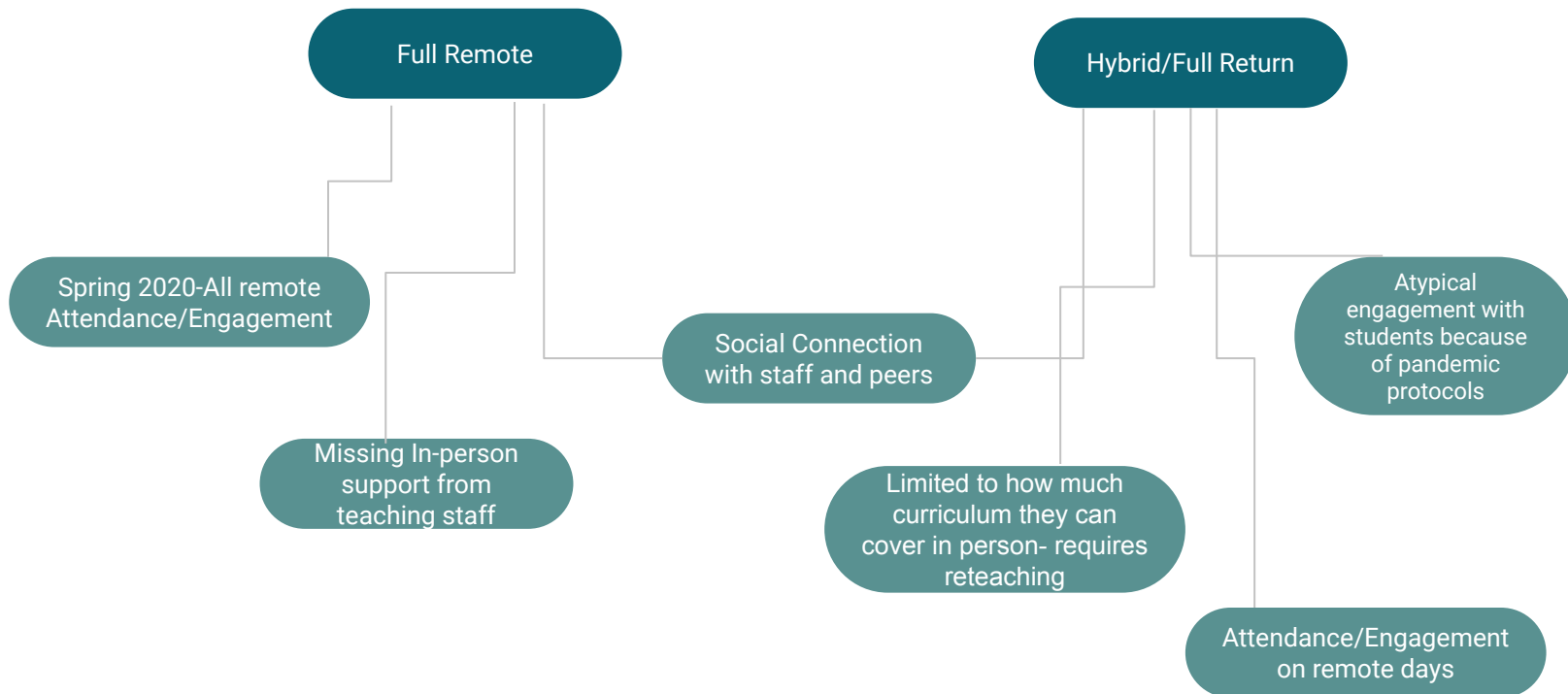
Data shows that students did not progress as they would during a typical academic school year.

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# “Our Why” Continued...

- Full remote learning for all students Spring 2020 & 2020-2021 School Year Impact

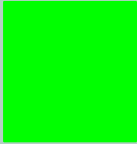


# Data Dive

2020-2021  
Fall & Winter  
Acadience Benchmark Data

## Color Key for Scoring on Acadience Benchmark Testing

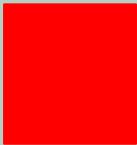
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At or Above Benchmark



Below Benchmark

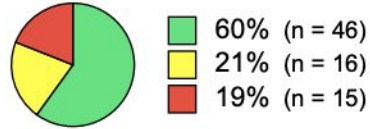


Well Below Benchmark

# K Reading

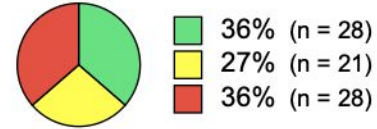
## Beginning of Year

### Reading Composite Score



Number of Students = 77  
Average = 35.2  
Standard Deviation = 22.9  
Score Range = 0 to 95

## Middle of Year

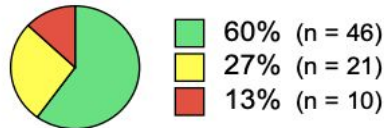


Number of Students = 77  
Average = 106.2  
Standard Deviation = 51.2  
Score Range = 19 to 234

# K Math

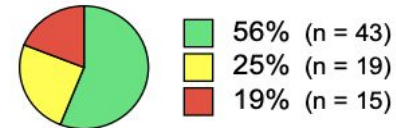
## Beginning of Year

### Math Composite Score



Number of Students = 77  
Average = 32.9  
Standard Deviation = 20.4  
Score Range = 3 to 94

## Middle of Year

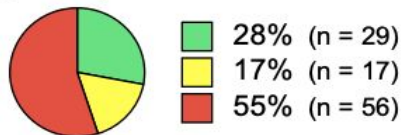


Number of Students = 77  
Average = 78.6  
Standard Deviation = 33.3  
Score Range = 16 to 179

# 1st Reading

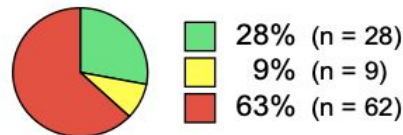
## Beginning of Year

### Reading Composite Score



Number of Students = 102  
Average = 90.1  
Standard Deviation = 36  
Score Range = 9 to 166

## Middle of Year



Number of Students = 99  
Average = 100.9  
Standard Deviation = 83.8  
Score Range = 3 to 405

# 1st Math

## Beginning of Year

### Math Composite Score



Number of Students = 97  
Average = 106.3  
Standard Deviation = 56.5  
Score Range = 13 to 262

## Middle of Year



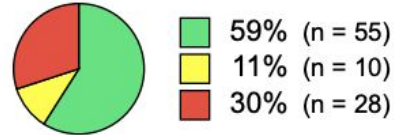
Number of Students = 94  
Average = 34.5  
Standard Deviation = 19.3  
Score Range = 2 to 96



# 2nd Reading

## Beginning of Year

### Reading Composite Score



Number of Students = 93  
Average = 163.4  
Standard Deviation = 92.5  
Score Range = 2 to 351

## Middle of Year

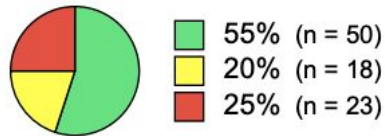


Number of Students = 90  
Average = 195.4  
Standard Deviation = 107.6  
Score Range = 4 to 416

# 2nd Math

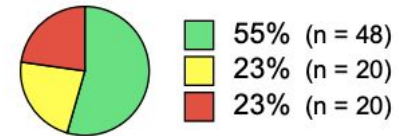
## Beginning of Year

### Math Composite Score



Number of Students = 91  
Average = 33.4  
Standard Deviation = 25  
Score Range = 0 to 128

## Middle of Year



Number of Students = 88  
Average = 51.6  
Standard Deviation = 27.1  
Score Range = 8 to 131

# 3rd Reading

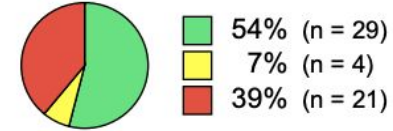
## Beginning of Year

### Reading Composite Score



Number of Students = 68  
Average = 263.5  
Standard Deviation = 102.7  
Score Range = 12 to 448

## Middle of Year



Number of Students = 54  
Average = 283.8  
Standard Deviation = 104.7  
Score Range = 30 to 496

# 3rd Math

## Beginning of Year

### Math Composite Score



Number of Students = 66  
Average = 56.7  
Standard Deviation = 27.8  
Score Range = 10 to 138

## Middle of Year



Number of Students = 64  
Average = 72.8  
Standard Deviation = 29.1  
Score Range = 27 to 153

# **LRES Staff Are Ready To Respond And Support All Students!**

- Administration and teaching staff met to discuss how we can address the needs of our students as they transition back into LRES for the 2021-2022 school year
- Proposals were presented to the administration regarding teacher collaboration and classroom placements for next year
- Teacher placement and teams were finalized
- The staff reviewed research that provided support and resources for the following implementations...

# Configurations for Classes

What will this look like?

## Classroom Models

- Co-Teaching/Team Teaching- same grade teachers
- Co-Teaching/Team Teaching- multi-age (2 grade levels) K / 1, 1 / 2
- Looping- current teacher keeps their class and teaches and continues on to the next grade level
- Traditional classroom placement- students move up to the next grade level with a new teacher



# Multi-Age Classrooms

K/1  
1/2

# Multi-Age Plan

- **Physical Space**
  - 2 classrooms next door
  - Open space between classrooms
  - Fluid movement of students and teachers between spaces
  - More physical space for groupings and independent work
  - Increased access to multi-grade manipulatives and resources
  - Common expectations and routines

# Multi-Age Continued

- **Curriculum and Differentiated Instruction**
  - Ability to vertically align curriculum based on our current academic programs
  - Access to differentiated learning opportunities based on student level
  - Project based learning with various groupings
  - Introduce topics to whole group and break out into smaller instructional groups
  - Frequent Progress monitoring to monitor and plan for flexible groupings



# Multi-Age Plan Continued

- **Advantages**
  - Flexible Groupings - openly sharing students
  - Learning from two teachers, different teaching styles
  - Teachers plan together - sharing ideas and best practices
  - Teachers model collaboration to students
  - Ability to continue to learn during assessments
  - Project based learning across grade levels
  - Building community and self-esteem
  - Students act as role models for peers
  - Transitioning fully remote students back into school environment

# Co-Teaching / Team Teaching

Within The Same  
Grade Levels

Happening at All  
Grade Levels

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# Co-Teaching/Team Teaching

- Flexible groupings to meet the needs of students
  - Frequent Progress monitoring to monitor and plan for flexible groupings
  - Reteaching and enrichment groups
  - Creates an overall sense of community
  - Positive collaboration between teachers and role model of positive collaboration for students to see
  - Allows for ongoing reflection and data for teachers and students
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# Co-Teaching/Team Teaching

We may utilize one of these models or we may integrate a few to support our students needs.

- Team Teaching: Both teachers teach at the front of the room and move about to check in with students (as needed).
  - Parallel Teaching: The class is divided into two groups, and both teachers teach the same information simultaneously.
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# Co-Teaching/Team Teaching

■ Station Teaching: Different learning stations are set up in various areas of the classroom, one for each teacher and at least one for independent student work.

Alternative Teaching: One teacher is at the front of the room or roaming providing large group instruction, while the other teacher works with a small group of students in a different space.

One Teach, One Assist: The lead teacher is at the front of the room, where all students can see, while the other teacher roams among students and assists as needed.

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# Looping

Kindergarten to First  
1st to 2nd Grade  
2nd to 3rd

# Looping

- Students change from one grade level to the next with a minimum of anxiety.
- Looping essentially adds an extra month of teaching/learning time during the second year when the typical transitional period at the beginning of the year is virtually unnecessary.
- Looping provides children with additional time to build relationships on which much of children's learning begins.
- Looping leads to better social, emotional, and academic outcomes.
- It is positive for self regulation, self management, and collaboration.

## Additional Instructional Supports and scheduling

- Hire\* an additional Reading Specialist and an additional Math Specialist (1 year positions)
  - To provide small group instruction for both remediation and acceleration- data driven
  - Provide instructional support in the classroom with the teacher- modeling and co-teaching
- Grade level Intervention blocks scheduled in the daily master schedule for literacy and math
  - Flexible groups to support all learners at the grade level

\*Cares Act Funding - estimated \$78,220 per position



# Next Steps

## Communication

- Information going out in Tuesday Updates
- Letters to families for Looping opportunities
- Letters to eligible Full Remote Families for multiage opportunities with current teachers
- Parent Input Form
  - With specific questions geared towards this plan

## Master Schedule

Staff will begin working on the 2021-2022 Master Schedule

### **Important Focus Areas:**

- Common planning time for teachers
- PLC worked into the schedule
- Intervention blocks in the schedule for math and reading

## Classroom Moves & PD

- Reconfiguring classroom spaces so that co-teachers and multi-age teachers are in close proximity.
- PD Opportunities for Teachers

# Questions?

Lamprey River Elementary School





# Iber Holmes Gove Middle School Supports for Students: 2021-2022 School Year

During and after a pandemic

# Summer School

## Who:

- Students who failed 1 or more core academic courses will be required to attend

## What:

- Competency recovery focused on english & math, with the integration of social studies / science (STEM & Humanities)
- Students will attend session(s) until competency recovery is achieved

## Why:

- To build skills to prepare students to be successful in the next grade.
- Number of students (grades 4-7) currently not meeting grade level competencies.
  - STEM - 54
  - Humanities - 58

# Summer School

## ➤ Dates of Sessions:

- Session 1 (July 6'th- July 15'th)
- Session 2 (July 20'th - July 29'th)
- Session 3 (August 3'rd - August 12'th)

## ➤ Sessions are 2 weeks long and will run Tuesday - Thursday from 8am to 12pm.

- Students failing 1 core academic course will need to attend 1 session.
- Students failing 2 core academic course will need to attend 2 sessions.
- Students failing 3 or more core academic courses will need to attend all 3 sessions.
- Any student enrolled in summer school will need to successfully complete their competency recovery work to pass the class.

# Academic Support 2021-2022 School Year

## Who:

- Through the use of STAR360 data, students who have been identified as **Substantially Below Proficient** (Level 1) in Reading and/or Math.

## Why:

- To help address pandemic-related learning loss.
- To decrease the gap between low and high achieving students.
- To provide “at risk” students with extra support in “high needs” areas such as math and reading.



# Levels of Performance



Level 1 = Substantially Below Proficient



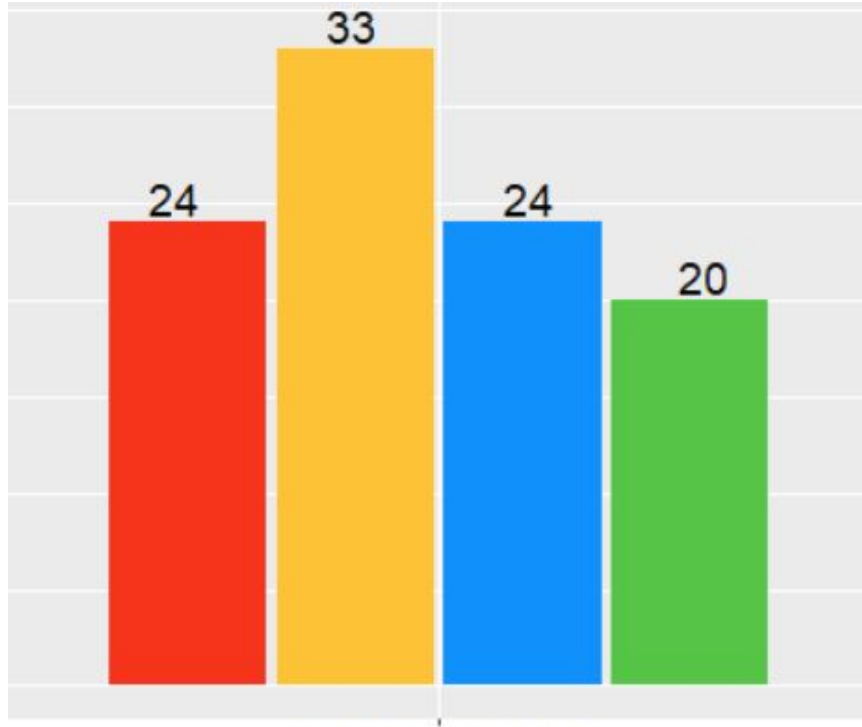
Level 2 = Partially Proficient



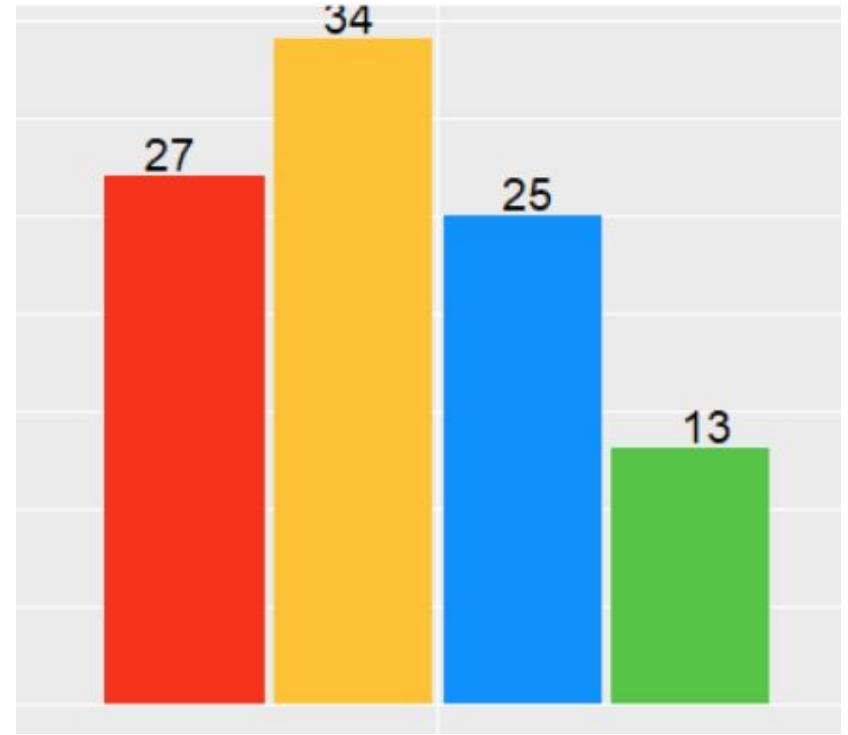
Level 3 = Proficient



Level 4 = Proficient with Distinction



**Winter 2019/2020**



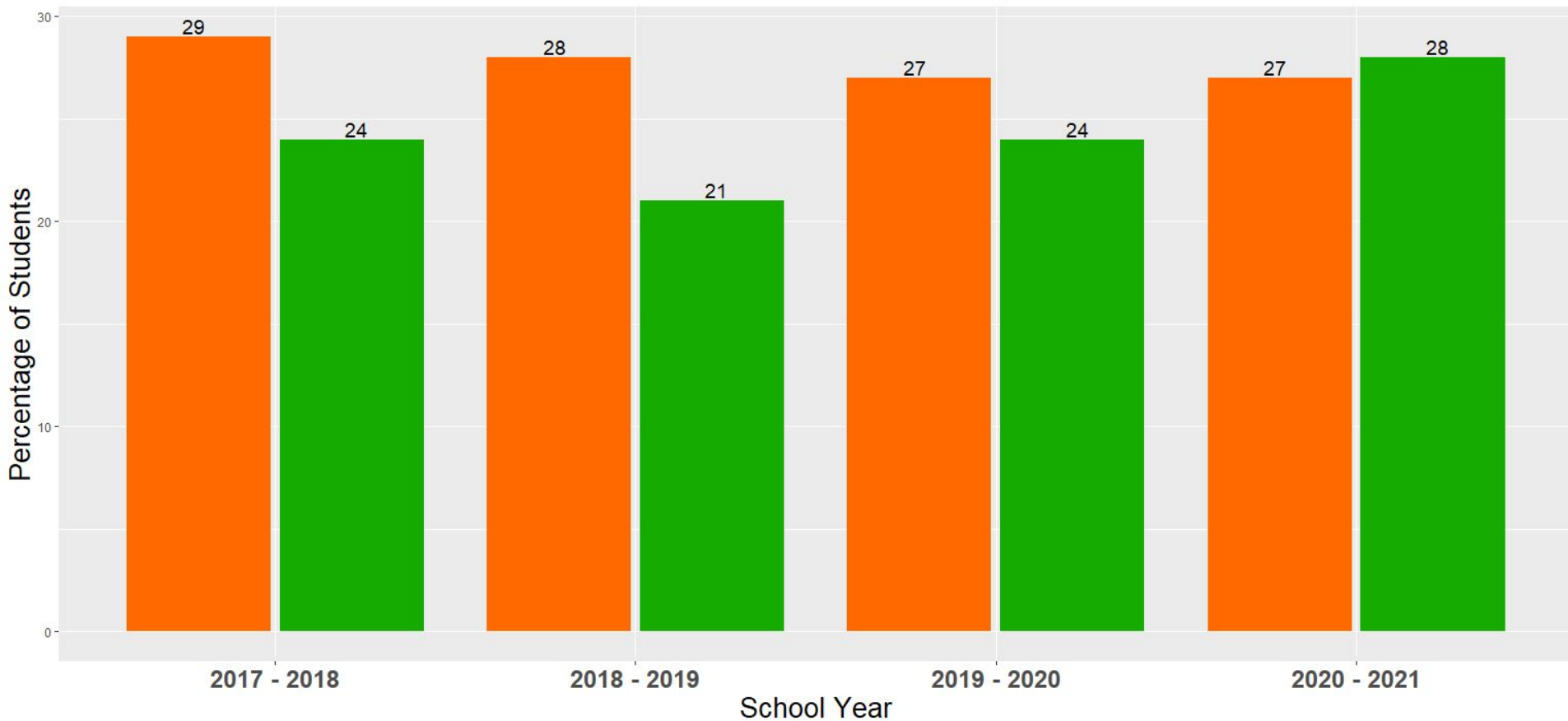
**Fall 2020/2021**

READING: The data shows an overall decrease across all levels.



# Percentage of Students at Level 1 in Reading

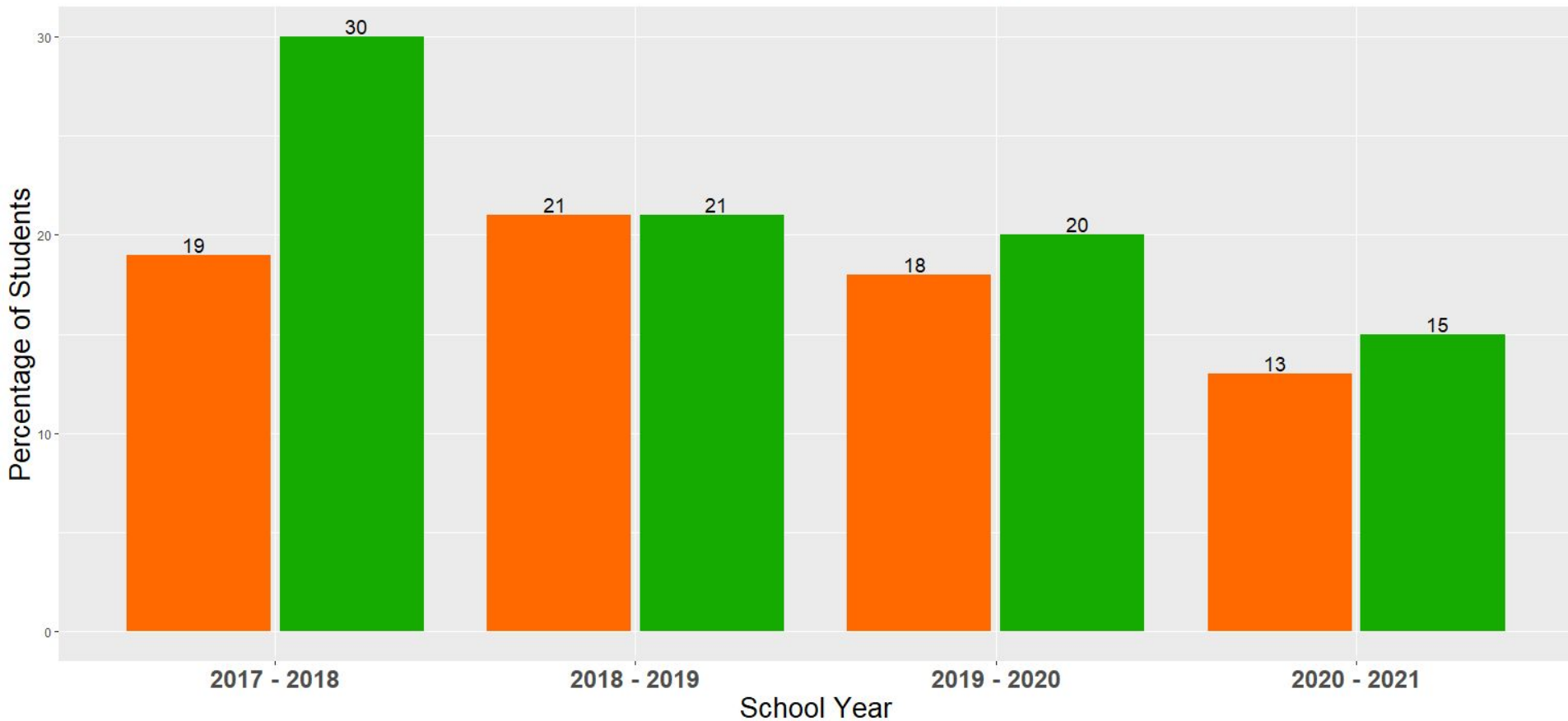
Time of Year: ■ Fall ■ Spring



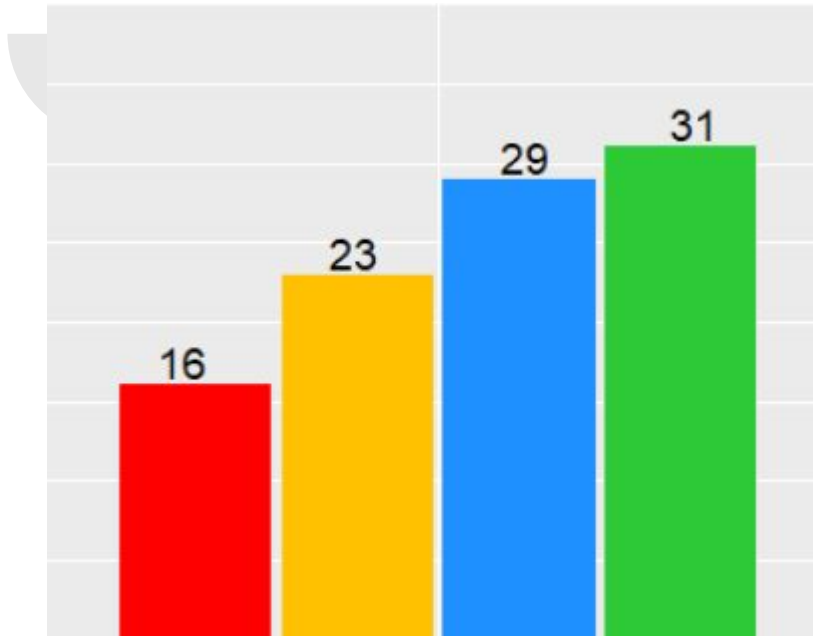
There is a noticeable difference this year.

# Percentage of Students at Level 4 in Reading

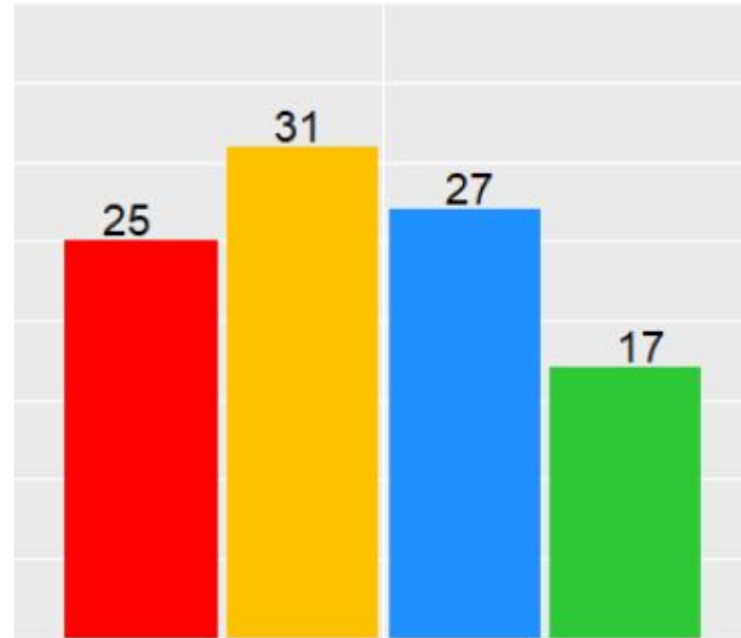
Time of Year: ■ Fall ■ Spring



There is a significant decrease in the percentage of students that are at or above benchmark (level 4).



**Winter 2019/2020**

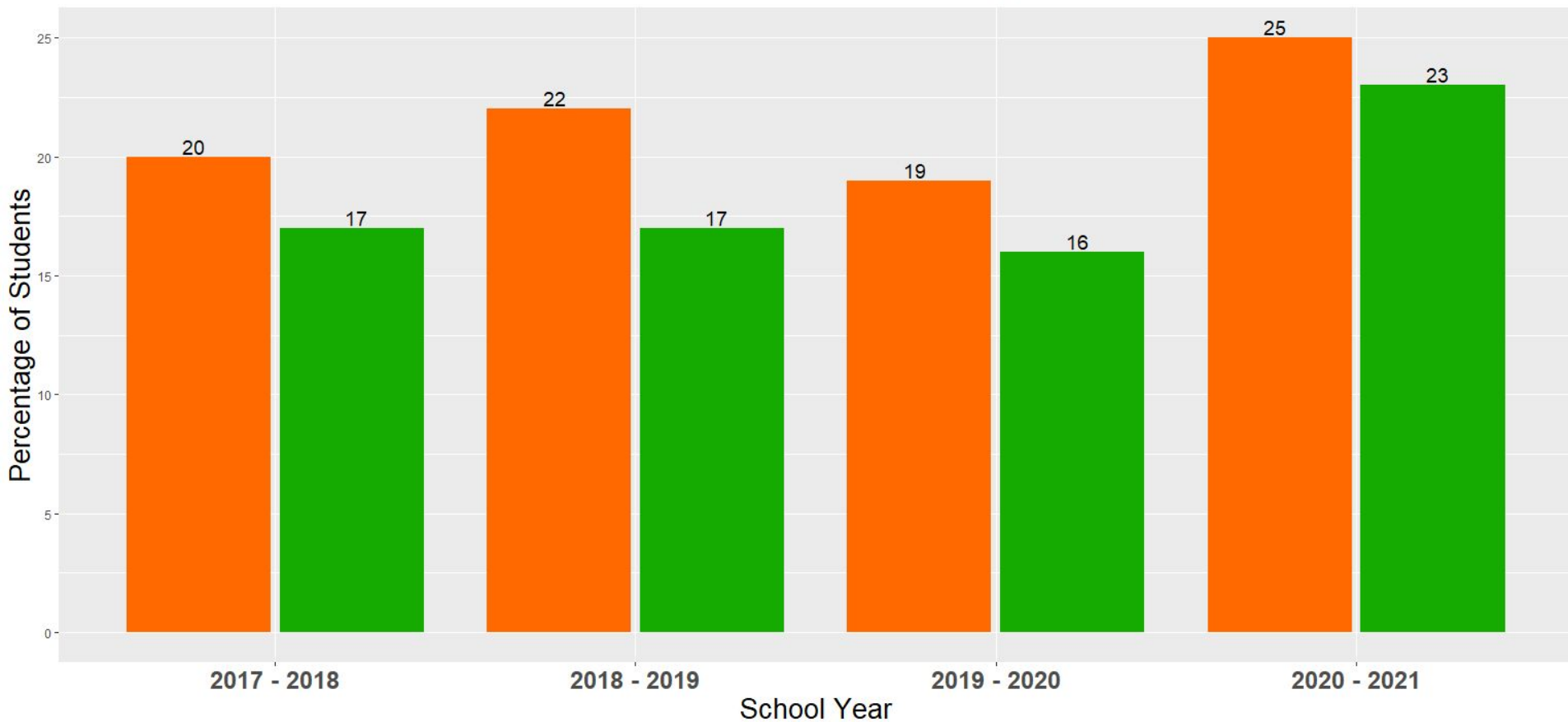


**Fall 2020/2021**

**MATHEMATICS:** The data shows an overall decrease across all levels.

# Percentage of Students at Level 1 in Math

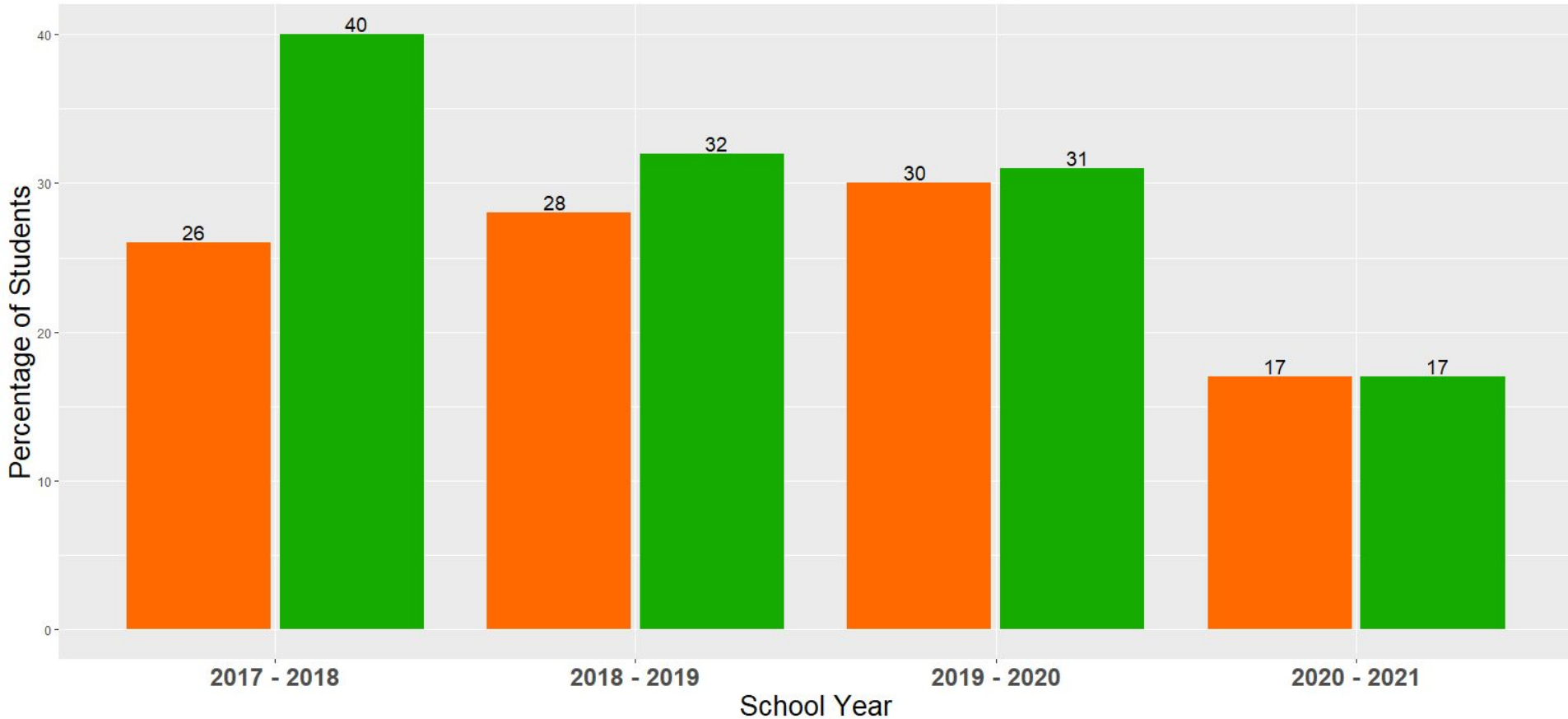
Time of Year: ■ Fall ■ Spring




More students are testing at level 1.

# Percentage of Students at Level 4 in Math

Time of Year: ■ Fall ■ Spring



There is a significant decrease in the percentage of students that are at or above benchmark (level 4).



**Star Math Enterprise Assessment (GRADES 3-7)**  
**2021/2022**

**PR Distribution Summary**

<b>Performance Level</b>	<b>Students</b>	<b>Percent</b>
<b>Level 1</b>	<b>106</b>	<b>25%</b>
<b>Level 2</b>	122	29%
<b>Level 3</b>	131	31%
<b>Level 4</b>	61	15%
<b>Total:</b>	420	100%

Based on current scores  $\frac{1}{4}$  of the students will need urgent intervention.



# Star Reading Enterprise Assessment (GRADES 3-7) 2021/2022

## PR Distribution Summary

<b>Performance Level</b>	<b>Students</b>	<b>Percent</b>
<b>Level 1</b>	<b>112</b>	<b>27%</b>
<b>Level 2</b>	126	30%
<b>Level 3</b>	113	27%
<b>Level 4</b>	69	16%
<b>Total:</b>	420	100%

Based on current scores  $\frac{1}{4}$  of the students will need urgent intervention.

# Current Academic Supports

## MTSS - Multi-Tiered Systems of Support

MTSS focuses on providing high-quality instruction and interventions matched to student need. Based on similar performance data, students are assigned to either a math or reading MTSS group for either **intervention** or **enrichment**.

## WIN - What I Need

WIN block is time dedicated to students' individual academic needs, i.e. taking part in a reteaching session, reassessing, and/or enrichment.





## **Proposal:**

Add an **additional Tier III intervention time** in math and ELA for the 2021-2022 school year for those students who are performing at Level 1 in ELA and/or math. The addition of a small group, up to 12 students, working with either a math or ELA interventionist during the Unified Arts period every other day. These students would have one day of intervention and the next day in UA class.

Basically these low performing students would have up to three times during their school day to improve their skills; in their regular classes, during MTSS, and through their intervention instruction.

# Proposal

**Data Dive** - To identify strengths and challenges for the current school year to inform teaching and learning for this summer and next school year.

6 teachers for 2 days, June 21 & 22

**\*Hire an additional English/Language Arts Interventionist**

Grades 4-8 / UA Rotation Class Size (Max 12)

**\*Hire an additional Math Interventionist**

Grades 4-8 / UA Rotation Class Size (Max 12)

**Continue WestEd PD** - Reading Across the Curriculum & Tier I Teaching Strategies

\*Cares Act Funding - estimated \$78,220 per position

Example: Students would have an Intervention scheduled for green days and a UA scheduled for white days.

# Questions

Iber Holmes Gove Middle School





# Raymond High School Supports for Students: 2021-2022 School Year

During and after a pandemic

# RHS Competency Recovery

## Who:

- Students who failed 1 or more core academic courses will be required to attend

## What:

- Competency recovery focused on STEM & Humanities
- Students will attend session(s) until competency recovery is achieved.

## Why:

- Number of students currently failing one or more STEM or Humanities Classes :  
(Grades 9-12)
  - STEM - 62
  - Humanities - 75

# RHS 8th Skills Camp

## Who:


- Incoming freshmen who are level 1 or 2 math and ELA will be required to attend

## What:

- Focus on building foundational skills in math and ELA for a successful freshman year.
- Students will attend full schedule.

## Why:

- Number of 8th students currently at level 1 or 2 in STAR:
  - Math - 37
  - ELA - 60



# Star Math Enterprise Assessment (GRADE 8) 2021/2022

## PR Distribution Summary

<b>Performance Level</b>	<b>Students</b>	<b>Percent</b>
<b>Level 1</b>	<b>15</b>	<b>18%</b>
<b>Level 2</b>	22	26%
<b>Level 3</b>	30	36%
<b>Level 4</b>	17	20%
<b>Total:</b>	84	100%

Based on current scores 18% of the students will need urgent intervention.



# Star Reading Enterprise Assessment (GRADE 8) 2021/2022

## PR Distribution Summary

Performance Level	Students	Percent
Level 1	29	35%
Level 2	31	37%
Level 3	13	16%
Level 4	10	12%
<b>Total:</b>	83	100%

Based on current scores 35% of the students will need urgent intervention.





# Levels of Performance



Level 1 = Substantially Below Proficient



Level 2 = Partially Proficient

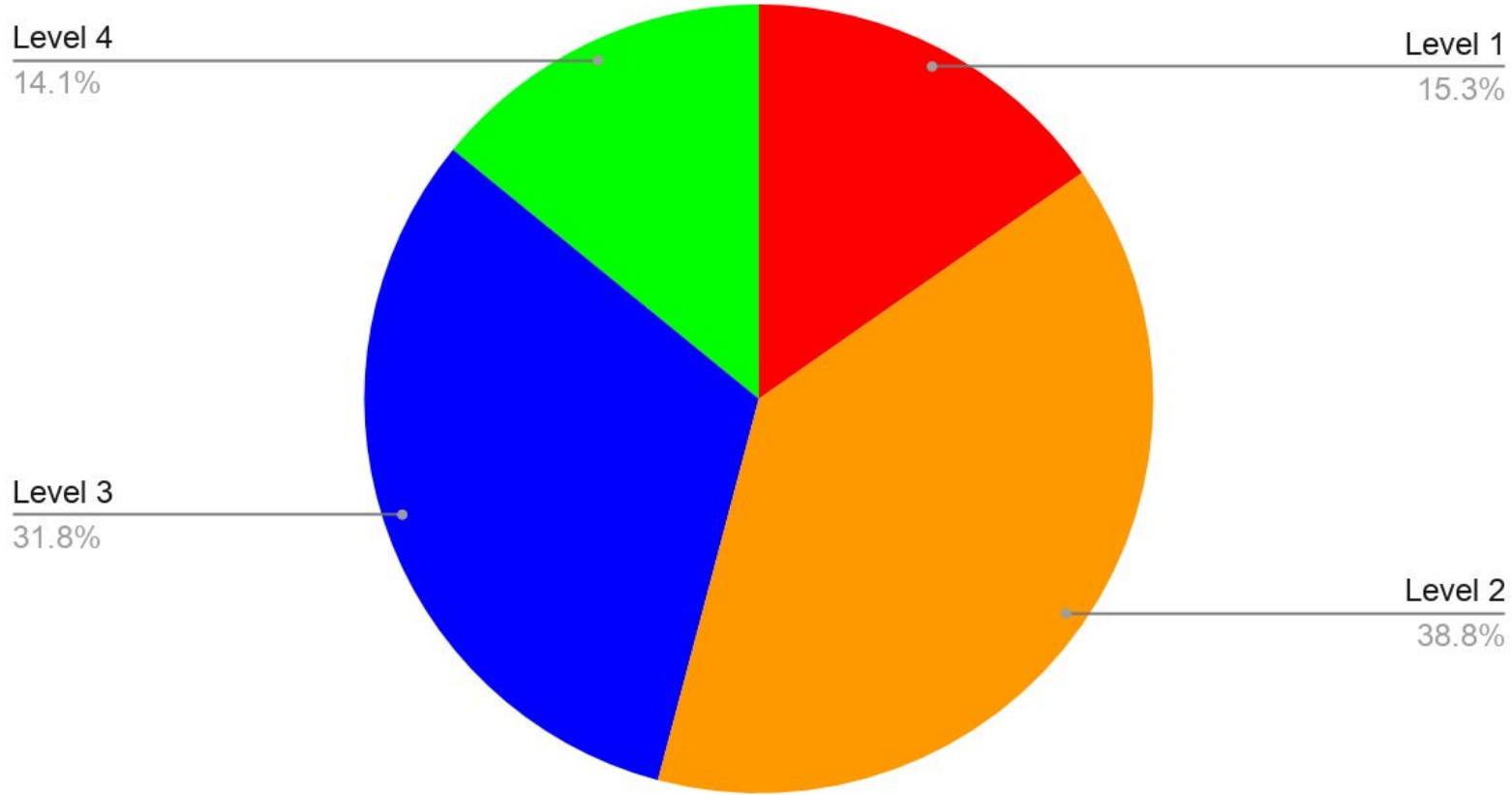


Level 3 = Proficient

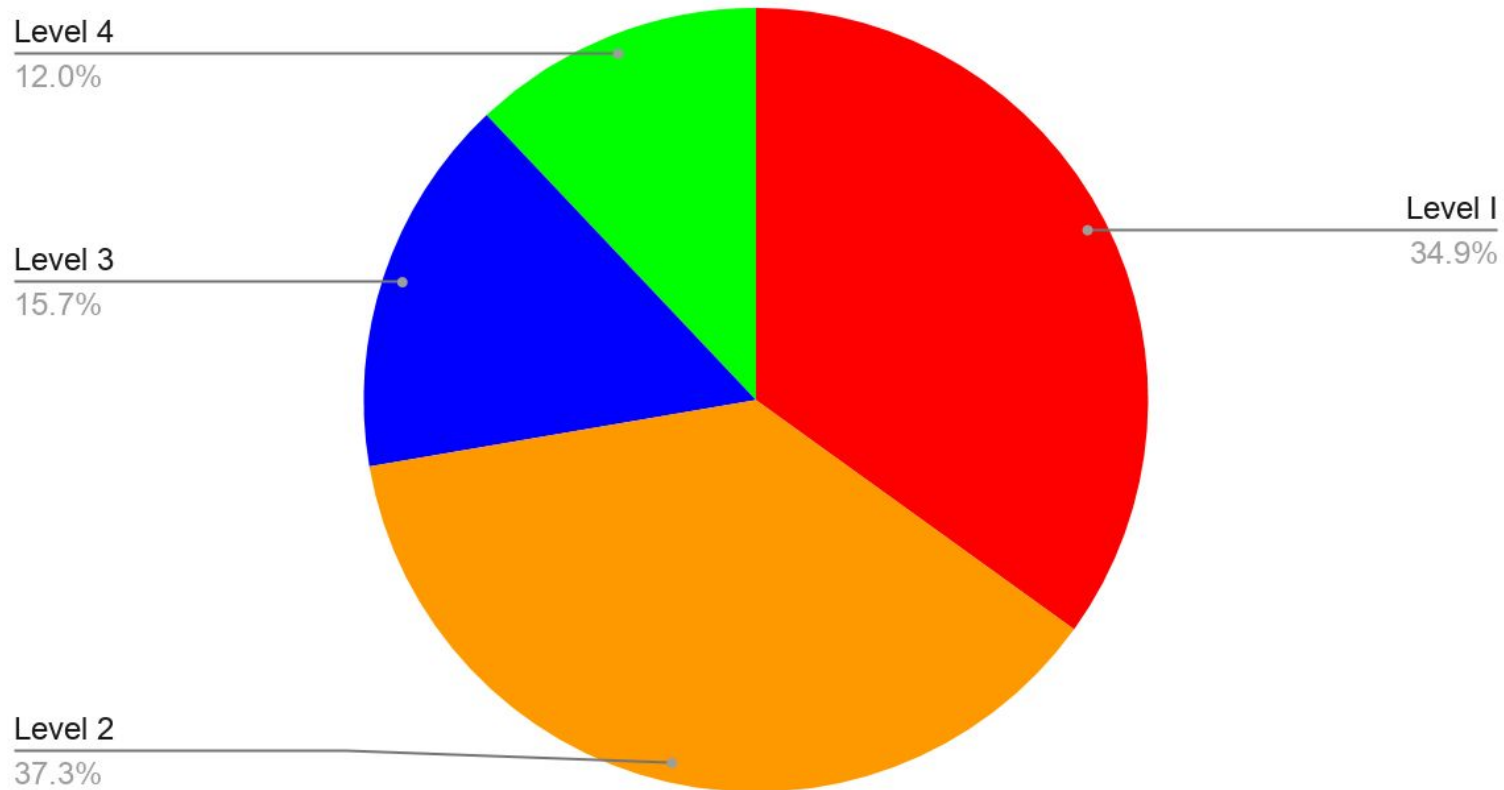


Level 4 = Proficient with Distinction

# 8th Grade - Math



## 8th Grade - Reading



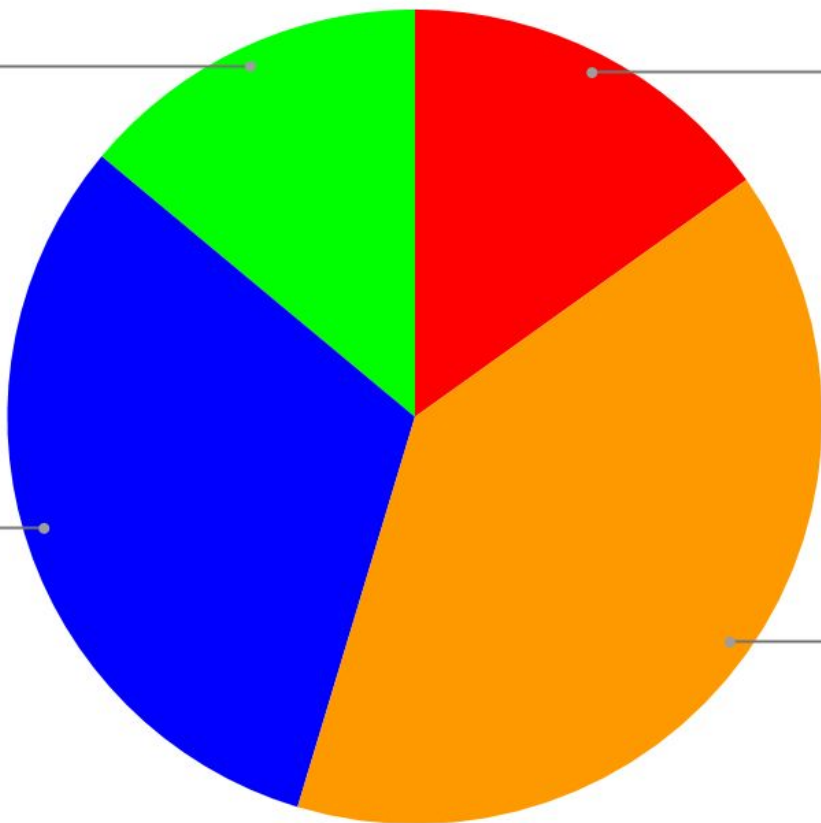
## 9th Grade - Math

Level 4  
14.0%

Level 1  
15.1%

Level 3  
31.4%

Level 2  
39.5%



# 9th Grade - Reading

Level 4

13.6%

Level 3

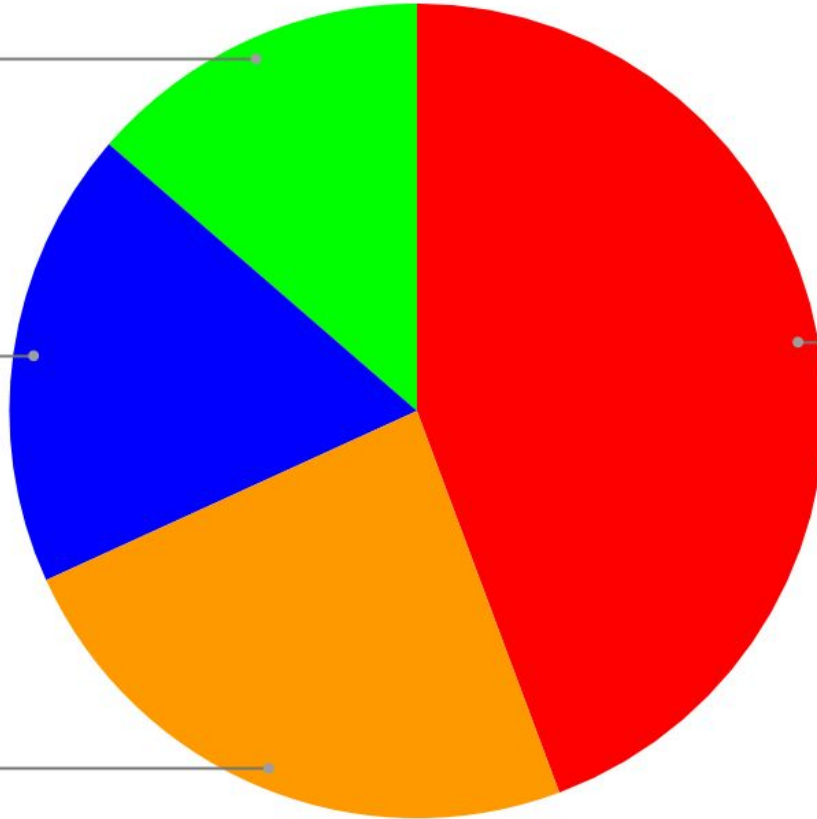
18.2%

Level 2

23.9%

Level 1

44.3%



# 10th Grade - Math

Level 4

12.2%

Level 1

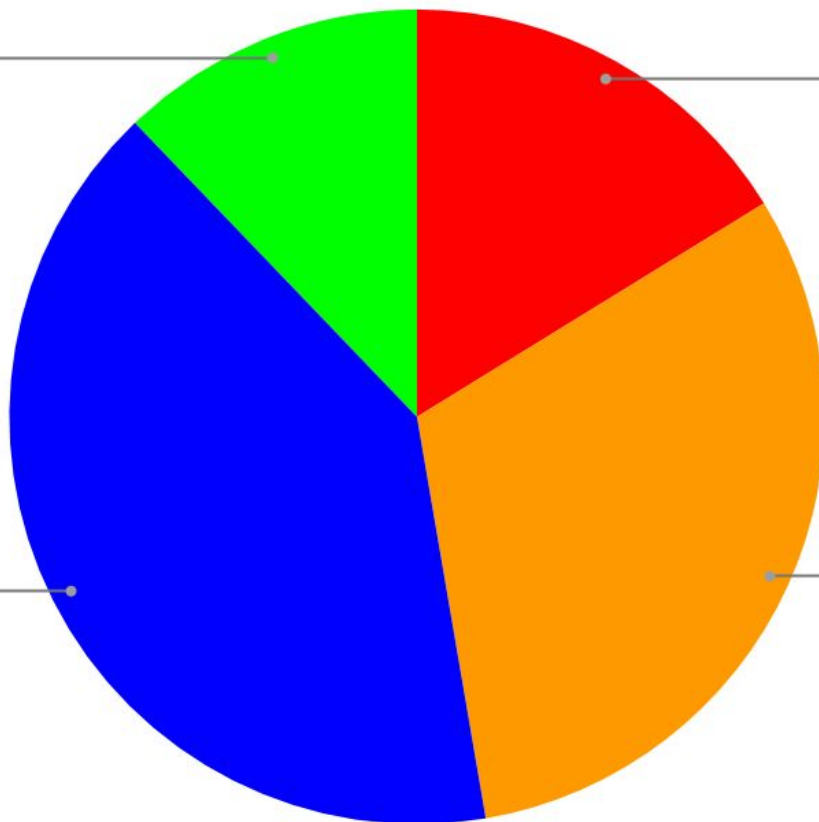
16.2%

Level 3

40.5%

Level 2

31.1%



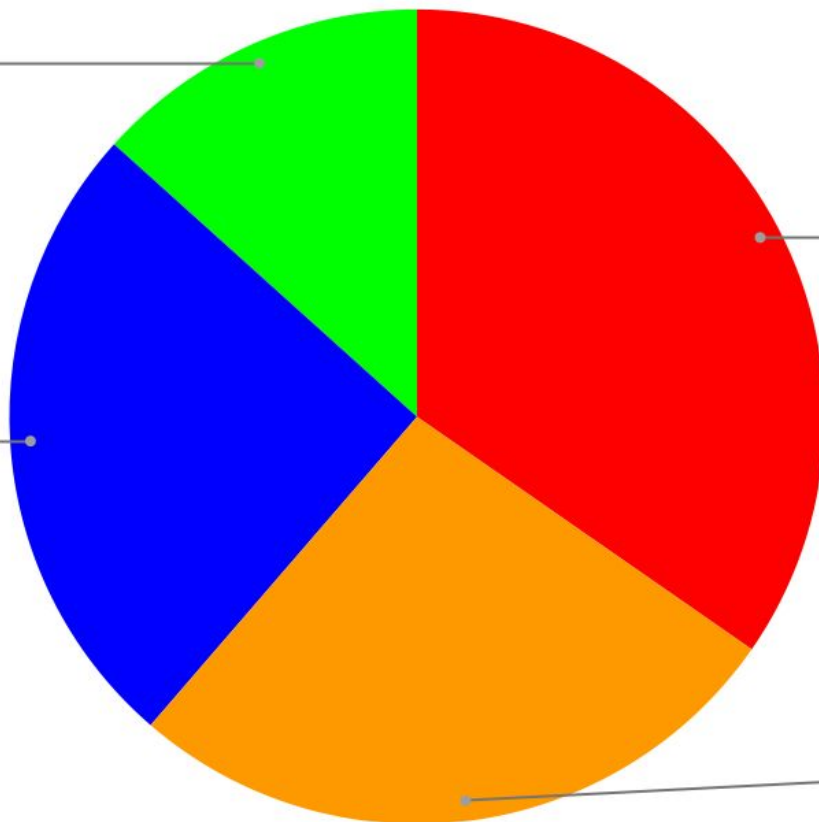
# 10th Grade - Reading

Level 4  
13.3%

Level 3  
25.3%

Level 1  
34.7%

Level 2  
26.7%



# 11th Grade - Math

Level 4

9.4%

Level 3

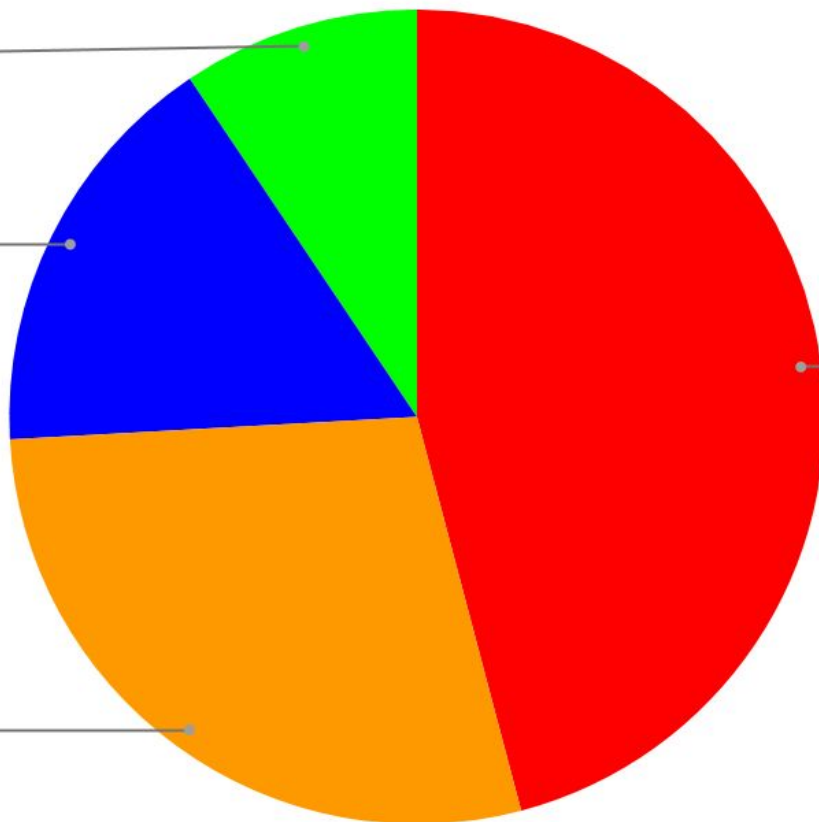
16.5%

Level 2

28.2%

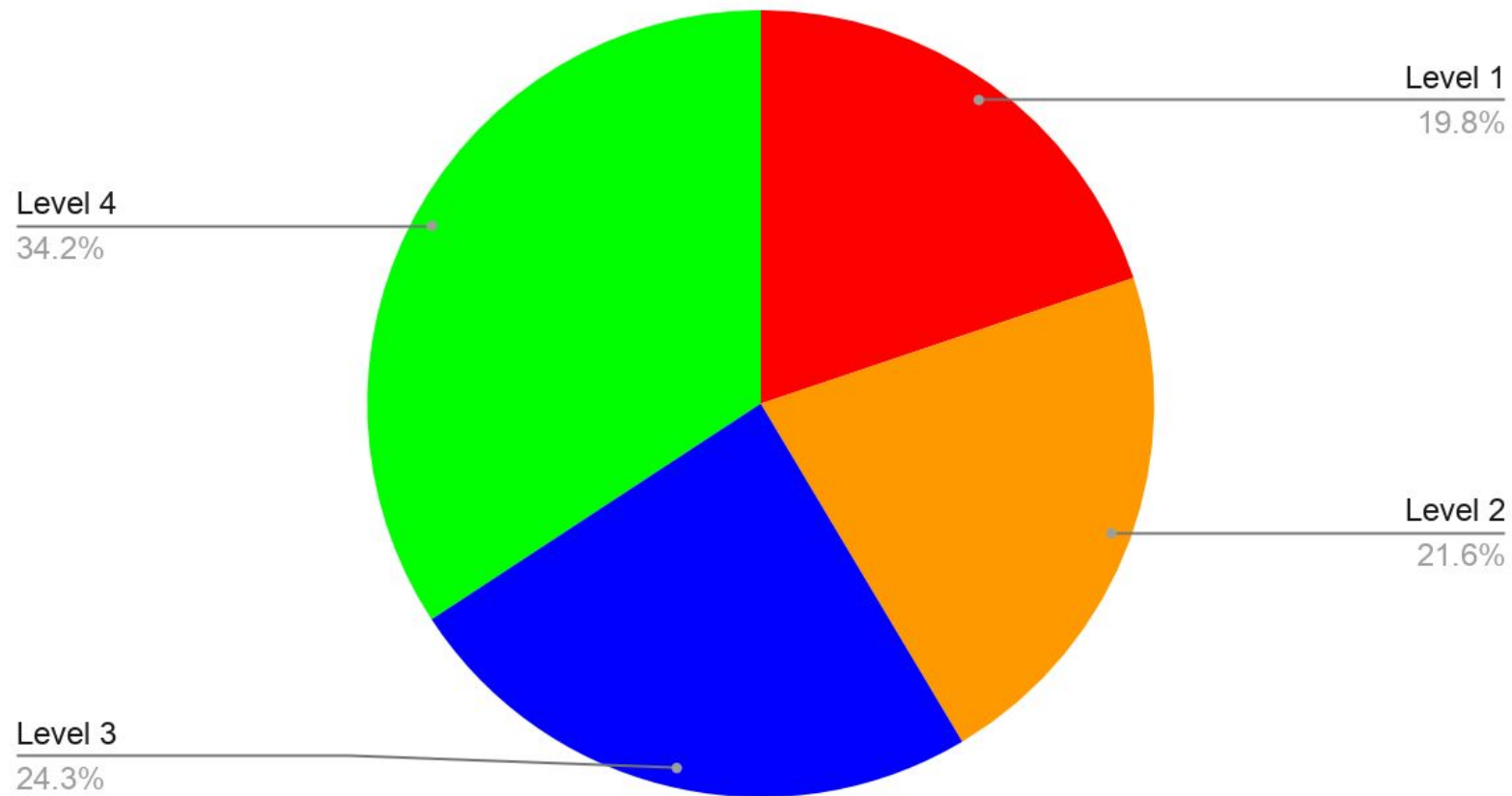
Level 1

45.9%





# 11th Grade - Reading



# Proposal for School Year 2021 - 2022

**STAR 360** - Data will be used to identify students weak in math and ELA and those students failing will be assigned to the appropriate interventionist 2 - 3 times a week to help build foundational skills in Math and ELA.

**Funding:** CARES Act

**Reading Interventionist** (Grades 9- 12) / Ram Time & Study Hall

**Math Interventionist** (Grades 9- 12) / Ram Time & Study Hall

**Building Wide PD Training** - Reading across the curriculum

\*Cares Act Funding - estimated \$78,220 per position

# Proposal for School Year 2021 - 2022

## Tier II Interventions:

**Ram Time:** Students will be scheduled by SIT members to the teachers of the courses they are failing. This will be done on a weekly basis. Additionally, freshman who are particularly weak in reading and/or math will be scheduled to interventionists a couple times a week.

**Study Hall:** Students with reading and/or math skills at level 1 and 2 will be assigned to interventionists during their study halls to boost fundamental skills. This will occur 2 - 3 times a week.

# Questions

Raymond High School

