

**District Name:** Pleasant Valley Public Schools

**Date:** April 23, 2020

**District Area of Focus:** *Student engagement* that is taking place through alternative instruction based on the Continuity of Learning/COVID-19 Plan for Pleasant Valley Public Schools

**Input:** Pleasant Valley Public Schools Continuity of Learning/COVID-19 Plan.

Process	Output	Feedback
<p>Building Leaders:</p> <ul style="list-style-type: none"><li>• Talk with all classroom teachers to see if all students are checking in</li><li>• Check to ensure all advisory teachers are using the district communication checklist</li><li>• Track possible problem situations and follow up with advisory teachers to resolve</li></ul> <p>Classroom Teachers:</p> <ul style="list-style-type: none"><li>• Post initial engagement task to check in with students</li><li>• Post two instructional tasks per week and check to make sure students are able to access resources</li><li>• Provide packets for weeks 1-2 of alternative instruction for home delivery</li><li>• Offer phone/zoom office hours &amp; track conversations</li></ul> <p>Advisory/Homeroom Teachers:</p> <ul style="list-style-type: none"><li>• Place calls/confirm email and Schoology check-ins with advisory students</li><li>• Check with parent/guardian to confirm understanding of the communication process using the district checklist</li></ul> <p>Intervention/Special Ed Teachers:</p> <ul style="list-style-type: none"><li>• Communicate with assigned students/families to schedule discussion for remaining year IEP/504 adjustments</li></ul> <p>Building Support Team Members:</p> <ul style="list-style-type: none"><li>• Use reporting protocol to follow tech issues for students unable to connect or with issues in following through on submitting learning tasks</li></ul>	<p>Output goals:</p> <p><i>Broad goal: We want to make sure we are connecting with every single student in some manner within the first week and know if we need to modify the way we are reaching out to them if they are not able to directly connect with their teachers.</i></p> <ol style="list-style-type: none"><li>1. All students' families have a contact through the Advisory/Homeroom teacher designee in week one and that any communication or engagement issues are noted on the student tracking form so that the Building Support Teams can reach out to resolve the issue.</li><li>2. All teachers should have posted week 1 and 2 assignments; we want to have at least 80% on-time submissions by students and follow up with any that have not by the end of week 2.</li><li>3. All SE/Intervention student families should have been contacted by week 1 to schedule the IEP check-in or 504 review within the following two weeks.</li><li>4. Building Support Team is able to resolve all situations of connectivity or communication between students and teachers by the end of week 2.</li></ol> <p>Actual Results:</p>	

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**Date:** April 23, 2020; *Follow up on May 8, 2020*

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**Input:** Pleasant Valley Continuity of Learning/COVID-19 Plan.

Process	Output	Feedback
<p>Building Leaders:</p> <ul style="list-style-type: none"><li>• Talk with all classroom teachers to see if all students are checking in</li><li>• Check to ensure all advisory teachers are using the district communication checklist</li><li>• Track possible problem situations and follow up with advisory teachers to resolve</li></ul> <p>Classroom Teachers:</p> <ul style="list-style-type: none"><li>• Post initial engagement task to check in with students</li><li>• Post two instructional tasks per week and check to make sure students are able to access resources</li><li>• Provide packets for weeks 1-2 of alternative instruction for home delivery</li><li>• Offer phone/zoom office hours &amp; track conversations</li></ul> <p>Advisory/Homeroom Teachers:</p> <ul style="list-style-type: none"><li>• Place calls/confirm email and Schoology check-ins with advisory students</li><li>• Check with parent/guardian to confirm understanding of the communication process using the district checklist</li></ul> <p>Intervention/Special Ed Teachers:</p> <ul style="list-style-type: none"><li>• Communicate with assigned students/families to schedule discussion for remaining year IEP/504 adjustments</li></ul> <p>Building Support Team Members:</p> <ul style="list-style-type: none"><li>• Use reporting protocol to follow tech issues for students unable to connect or with issues in following through on submitting learning tasks</li></ul>	<p>Output goals and <i>Actual Results (in red italics noted below)</i></p> <p><i>Broad goal: We want to make sure we are connecting with every single student in some manner within the first week and know if we need to modify the way we are reaching out to them if they are not able to directly connect with their teachers.</i></p> <ol style="list-style-type: none"><li>1. All students' families have a contact through the Advisory/Homeroom teacher designee in week one and that any communication or engagement issues are noted on the student tracking form so that the Building Support Teams can reach out to resolve the issue. <i>1243 of 1452 students reached in week 1; 1385 in week 2</i></li><li>2. All teachers should have posted week 1 and 2 assignments; we want to have at least 80% on-time submissions by students and follow up with any that have not by the end of week 2. <i>65 of 74 teachers posted both week 1 &amp; 2 assignments; 1211 students submitted work by week 1; 1303 by week 2; 80% of non-responses from packet/phone contact (no home Internet access)</i></li><li>3. All SE/Intervention student families should have been contacted by week 1 to schedule the IEP check-in or 504 review within the following two weeks. <i>118 of 130 IEP follow-ups scheduled; 41/118 504 follow-ups</i></li><li>4. Building Support Team is able to resolve all situations of connectivity or communication between students and teachers by the end of week 2. <i>Connected with 141 of 209 student families during week 2; 18 more resolved on date of review. 46 of the remaining 50 were chronically absent students.</i></li></ol>	<p><i>Based upon the identified data of the actual results, we see primary issues connecting with families of students who are chronically absent and those who do not have home Internet or computer access. An individual check on these cases revealed that the advisory teachers contacted homes via phone only once in week 1 and only two times in week 2, usually during the scheduled teacher office hours of 11am to 1pm. Because these may be situations where parents are not available during the day, we will have advisory teachers call at 9am, 1pm, 4pm, and 8pm every night until contact is made or explanation is identified.</i></p> <p><i>The first two weeks focused on initial contact and problem resolution for families that had students who were unable to access homework or communicate homework back to the teacher and 97% of these are now resolved. So, in week 3, we will ask teachers to track participation in the completion of assignments. For those teachers who have assignments or content that involve use of discussion or collaboration tools, we will ask them to self-report the number of students who provide comments or discussion at least twice on this week's task so that we can see how many are using these kinds of tasks and see how many students are responding.</i></p> <p><i>Low % of families scheduling 504 plan meetings or discussions because these were requested solely via email. We will follow up with an email on Monday and calls by Wednesday from counselors to schedule the rest.</i></p>