



# Coronavirus Pandemic Site Plan 2020-2021

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## 2020-2021 Annual Plan - Working Document

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**School:** Maple View Middle School

**Date:** December 2, 2020

**Area of Focus:** Effective Support for Students During Remote Learning

**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):**

<input checked="" type="checkbox"/> Clear and Shared Focus	<input checked="" type="checkbox"/> Frequent Monitoring of Teaching and Learning Focused Professional Development
<input checked="" type="checkbox"/> High Standards and Expectations	<input checked="" type="checkbox"/> Supportive Learning Environment
<input checked="" type="checkbox"/> Effective School Leadership	<input checked="" type="checkbox"/> High Level of Community and Parent Involvement
<input checked="" type="checkbox"/> High Levels of Collaboration and Communication	
<input checked="" type="checkbox"/> Curriculum, Instruction and Assessment Aligned with Standards	

**Site Plan Engagement with Building Leadership Team:**

**Site Plan Review with Building Board Rep:**

**Site Plan Review by T&L:**

January 13, 2021

**Site Plan Presentation to Board:**

January 19, 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 climate is a broad, multifaceted concept that involves many aspects of a student's, parents, and staff 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 and culture 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.

This is captured in a visual that has helped so set expectation and focus during all the work with stakeholders as teams identified a full remote model of instruction and services for students with the reopening of schools in September 2020.



## Arms Locked and Hearts Full



The MVMS administrative team came together in August 2020 to create the work plans needed for the 2020-2021 school year. We captured this work on a whiteboard wall underneath the categories of instruction, student culture, and staff culture. At one point, we had over 40 check boxes, with color coded pen marks, and sticky notes prioritizing and categorizing the work ahead of us. The items on this list were important, if not critical--they were a continuation of the important work that had been ongoing since Spring of 2020. But we were missing a vision- a message that could bring purpose and meaning, weaving through the various work plans and sinching them together.

Out of this work came our unifying theme of **Arms Locked/Hearts Full**. We believe that the level of success we have with staff, families, and students will be dependent on the extent to which we can carry out our Arms Locked/Hearts Full approach. We seek to partner with families, students, and staff - this is our Arms Locked approach. We also must lead with our heart, seeking to understand, showing empathy and being mindful of the personal stories of our families, staff, and students--a Hearts Full approach. These words have become our "North Star" as we work with our families, our students and our staff this 2020-2021 school year.

# Student Climate / Culture

## Data Collected and Reviewed

Student Focus Group - WIN Wednesday

Tiny Pulse Survey Results - Spring 2020 and 2020-21 School Year

## Focus

- Supporting and celebrating positive student connections with school.
- Creating personal meaningful connections for students with staff members and tending to student's emotional health.

## Work Plan

Activity	Timeline	Responsibility
<p><b>Student Recognition &amp; Celebration</b></p> <ul style="list-style-type: none"> <li>● Future Ready Awards (quarterly)</li> <li>● Virtual Bear Bucks (quarterly)</li> <li>● Spirit weeks</li> <li>● Arms Locked/Hearts Full webpage</li> <li>● Positive Postcards</li> </ul>	<p>All year Ongoing</p>	<p>Pam McKinney, Ellissa Buckley, Megan Foreman</p>
<p><b>Support of Social Emotional Needs</b></p> <ul style="list-style-type: none"> <li>● Suicide prevention(Jan)</li> <li>● SBIRT (started end of Dec)</li> <li>● Counselors Groups                             <ul style="list-style-type: none"> <li>○ New to district</li> <li>○ Y-Social impact</li> <li>○ 6th grade new friends</li> <li>○ Grief and Loss Support</li> </ul> </li> <li>● Equity Training for teachers( 3x)</li> <li>● SEL-Homeroom lessons</li> <li>● WEB Program</li> <li>● Restorative Justice Training (Nov)</li> <li>● Virtual: See something-say something.</li> <li>● Alignment of SEL lessons: Homeroom/counseling/Health and Fitness</li> </ul>	<p>All year</p>	<p>Counselors, Megan Foreman, WEB Coordinators, Health and Fitness Teachers</p>
<p><b>Creating Personal Connections with most At-Risk Students and their families</b></p> <ul style="list-style-type: none"> <li>● Connection team.</li> <li>● WIN Wed Mentees.</li> <li>● Mentee trainings PST meetings</li> <li>● Home visits - outreach cocoa drops (Nov/Dec)</li> <li>● Problem Solving Team--supports mentor program .(monthly)</li> </ul>	<p>December 2020-ongoing</p>	<p>Admin team, Connections Team, Whole staff</p>

## Measures and Monitoring

Measure	Timeline	Responsibility
Tracking Leading measures: attendance, engagement, assignments, Student Connection data, before and after mentee sessions. Problem Solving Team (PST)	December-January	Connections Team PST teams
Alignment of SEL lessons <ul style="list-style-type: none"><li>● Start in Sept - zero lessons</li><li>● Target for January -</li><li>● Target for June -</li></ul>	On-going Check points at end of each semester Weekly counseling/admin meetings	SBIRT Coordinator, Counselors, and Health and Fitness Lead

## Staff Climate / Culture

### Data Collected and Reviewed

Tiny Pulse Survey Results - Spring 2020 and 2020-21 School Year

#### Focus:

- Empowering staff by forming trusting-caring partnerships.
- Creating authentic listening feedback sessions.

#### Work Plan

Activity	Timeline	Responsibility
<b>Listening/feedback loops:</b> <ul style="list-style-type: none"> <li>● Small Group Listening Sessions</li> <li>● Staff focus groups.</li> <li>● Content lead check-in meetings with Instructional Coach</li> <li>● Thoughtful, predictable and strategic email communication.</li> </ul>	Quarterly Summer and Fall  Winter/Spring of 2021  <hr/> Weekly August 2020 On-going  <hr/> On-going Spring 2021	Bill, Rob and Matt        <hr/> Administrative Team        <hr/> Administrative team/Instructional Coach/Teacher Leaders
<b>Care/encouragement:</b> <ul style="list-style-type: none"> <li>● <b>Wall of Heroes</b></li> <li>● Staff Wellness Training (Aug)</li> <li>● <b>Administrative Care team</b></li> <li>● Partnering with content coaches to influence and support work</li> <li>● Build leadership capacity among staff.</li> </ul>		

#### Measures and Monitoring

Measure	Timeline	Responsibility
Care Team Check-ins Listening Sessions <ul style="list-style-type: none"> <li>● Effective e-mail communication</li> <li>● Wednesday. WIN</li> </ul> Staff formative assessments (staff meetings) <ul style="list-style-type: none"> <li>● Are we ready for WIN?</li> </ul>	Quarterly	Administrative team

## Parent/Family Climate / Culture

### Data Collected and Reviewed

Tiny Pulse Survey Results - Spring 2020 and 2020-21 School Year

#### Focus:

- Create and foster a partnership with families, by seeking to understand through a strengths based communication approach.

#### Work Plan

Activity	Timeline	Responsibility
<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>● Videos: communicating arms locked/hearts full</li> <li>● In person visits to families.</li> <li>● Strengths based communication training for staff.</li> </ul> <p><b>Partnerships:</b></p> <ul style="list-style-type: none"> <li>● Frequent Bi-weekly PTA check-ins.</li> <li>● Town Halls: 3X: updated and listening sessions.</li> <li>● Celebratory distribution days.</li> </ul>	<p>Quarterly Winter 2020</p> <p>Fall 2020</p> <p>On going Quarterly Monthly</p>	<p>Bill, Rob, Connections team</p> <hr/> <p>Bill, Administrators and Office Assistants.</p>

#### Measures and Monitoring

Measure	Timeline	Responsibility
<p>Town Hall polls Town Hall listening sessions. Community pulses</p>	<p>Quarterly</p>	<p>Bill, PTA leadership and Dawn</p>



## Student Growth and Achievement

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

- ★ Are students learning in our remote / hybrid models?
- ★ What supports are there and how are they working for students who are struggling?
- ★ Are we identifying and intervening with students who are disengaging from learning?

### Data Reviewed

#### Stakeholder Perceptions: How is remote learning going?

Pulse Survey (October 2020)

Stakeholder	Terrible	Not Great	Ok	Good	Excellent	Ok to Excellent
<b>Parents</b> (n=561)	7%	16%	32%	34%	11%	77%
<b>Students</b> (n=439)	5%	16%	43%	26%	11%	80%
<b>Staff</b> (n=48)	0%	25%	58%	15%	2%	75%

#### Overall Class Grades (A → F) Comparison to Similar Data Points in Prior Years

	% A's	% B's	% C's	% D's	% F's	% C- or less	% D+F
2018-19 Term 1	56%	25%	12%	4%	3%	9%	7%
2019-20 Term 1	53%	24%	14%	6%	3%	12%	9%
2020-21 Term 1	53%	21%	11%	6%	9%	18%	12%
2018-19 Sem 1	49%	29%	14%	5%	3%	12%	8%
2019-20 Sem 1	49%	27%	14%	7%	3%	13%	10%
2020-21 Sem 1	48%	23%	13%	9%	7%	20%	16%

*Data source: Homeroom Extract Gradebook Grades Duplicated student count, passing grades removed*

### Monitoring of Learning Through Class Grades

#### Maple View Middle School Current Count of Grades All Students All Courses

Grades	Total #	Total #	Total #	Total #	Total #	Total #	Total #
	10-31-2020	11-15-2020	11-25-2020	12-6-2020	12-20-2020	1-10-2021	1-24-2021
<b>F</b>	755	639	653	596	629	666	592
<b>D</b>	266	290	284	290	285	317	316
<b>D+</b>	109	142	142	149	141	152	156
<b>C-</b>	147	181	180	180	191	201	219
<b>D &amp; F</b>	1130	1071	1079	1035	1055	1135	1064
<b>C- or less</b>	1277	1252	1259	1215	1246	1336	1283
<b>P</b>	18	2	2	2	1	1	2

Data source: Homeroom Extract Gradebook Grades (All MS S1) Duplicated student count, D&F includes D+ grades

**Maple View Middle School Current % of Total of Grades All Students All Courses**

Grades	% of Total	% of Total	% of Total	% of Total	% of Total	% of Total	% of Total
	10-31-2020	11-15-2020	11-25-2020	12-6-2020	12-20-2020	1-10-2021	1-24-2020
<b>F</b>	12.4%	11.0%	11.2%	10.4%	10.6%	11.3%	10.3%
<b>D</b>	4.4%	5.0%	4.9%	5.0%	4.8%	5.4%	5.5%
<b>D+</b>	1.8%	2.4%	2.4%	2.6%	2.4%	2.6%	2.7%
<b>C-</b>	2.4%	3.1%	3.1%	3.1%	3.2%	3.4%	3.8%
<b>D &amp; F</b>	18.6%	18.4%	18.5%	18.0%	17.8%	19.3%	18.5%
<b>C- or less</b>	21.0%	21.5%	21.6%	21.1%	21.0%	22.7%	22.3%
<b>P</b>	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Data source: Homeroom Extract Gradebook Grades (All MS S1) Duplicated student count, D&F includes D+ grades

**Students with 1 or more D/F Grades (Unduplicated)**

# of D/F Grades	# Students	# Students	# Students	# Students	# Students	# Students	# Students
	10-31-2020	11-15-2020	11-25-2020	12-6-2020	12-20-2020	1-10-2021	1-24-2020
<b>1</b>	156	148	158	156	145	157	130
<b>2</b>	114	106	109	90	96	87	78
<b>3</b>	80	75	75	78	75	78	65
<b>4</b>	62	57	56	58	62	71	61
<b>5</b>	30	36	34	31	31	38	45
<b>6</b>	14	13	14	13	15	16	19
<b>More than 3 D/F Grades</b>	106	106	104	102	108	125	125
<b>Total Students D/F</b>	456	435	446	427	424	447	398

Data Source: Homeroom Data Grids D&F includes D+ grades

**Maple View Middle School Student Attendance Cumulative Across Year**

	Sept 9-1 to 10-1	Oct 9-1 to 11-1	Nov 9-1 to 12-1	Dec 9-1 to 1-1	Jan 9-1 to 2-1	Feb 9-1 to 3-1	Mar 9-1 to 4-1	Apr 9-1 to 5-1	May 9-1 to 6-1
<b>% Students 90% Attendance</b>	79.8%	78.9%	79.1%	80.9%	80.3%	80.7%	79.8%		
<b>% Students Extreme Chronic Absence (20%+ absence)</b>	8.3%	9.3%	8.9%	8.5%	8.1%	7.4%	7.5%		
<b>% Students Chronic Absence (10% absence) + Grades of D/F</b>	-	16.6%	16.8%	16.3%	16.1%	17.6%	18.9%		

<b>% Students Extreme Chronic Absence + Grades of D/F</b>	-	8.5%	8.6%	8.3%	7.4%	6.8%	7.4%		
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Data Source: Homeroom Data Grids

### Maple View Middle School Student Attendance Month by Month

	Sept 9-1 to 10-1	Oct 10-1 to 11-1	Nov 11-1 to 12-1	Dec 12-1 to 1-1	Jan 1-1 to 2-1	Feb 2-1 to 3-1	Mar 3-1 to 4-1	Apr 4-1 to 5-1	May 5-1 to 6-1
<b>% Students 90% Attendance</b>	79.8%	75.8%	79.7%	82.0%	77.2%	80.8%	75.8%		
<b>% Students Extreme Chronic Absence (20%+ absence)</b>	8.3%	11.5%	11.0%	8.4%	10.1%	8.6%	11.1%		
<b>% Students Chronic Absence (10% absence) + Grades of D/F</b>	-	18.3%	16.9%	15.2%	17.0%	17.2%	21.2%		
<b>% Students Extreme Chronic Absence + Grades of D/F</b>	-	9.3%	10.0%	7.6%	8.5%	8.2%	10.0%		

Data Source: Homeroom Data Grids

# WIN Wednesday Implementation

## Focus

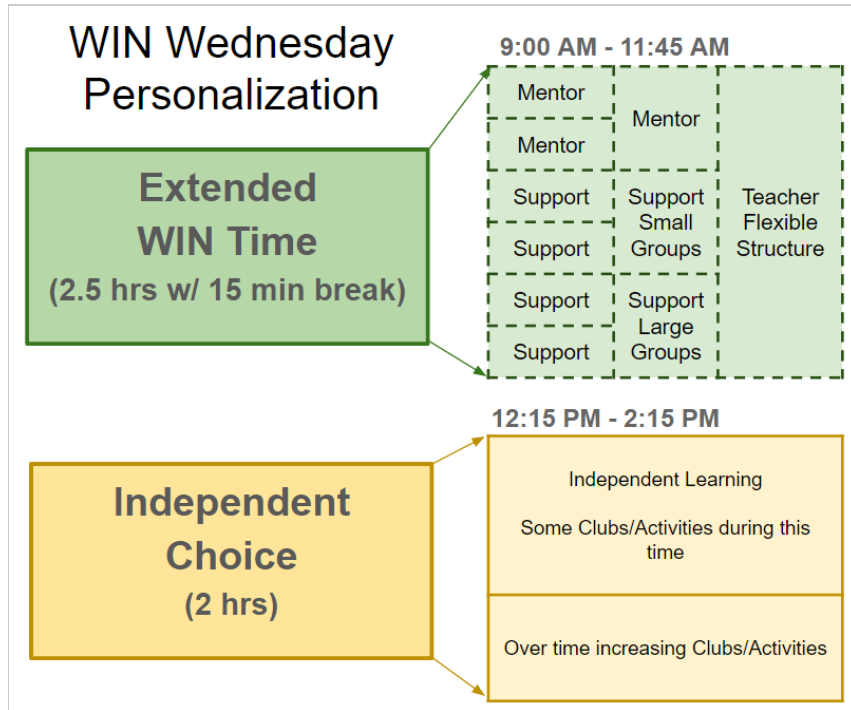
### WIN Wednesday Implementation

Provide support to improve learning for students struggling to engage and learn in our 100% remote model.

- Aggressively target and support impacted students to create a plan and make change
- Provide student feedback (both positive & growth focused)
- Improve sustainability for teachers to provide quality lessons and experiences for all students M-Tu-Th-F

### Schedule Modification to Address Student Needs

- Implement personalized extended WIN Wednesday (WIN - What I Need)
- Morning instructional blocks will include required sessions for students that are assigned sessions by staff, for students in good standing there will be a high degree of choice and independent learning
  - 1:1 Mentoring of students at high risk and check-in/check-out for some students
  - Small group sessions focused on content based academic feedback and support
  - Larger group sessions focused on content based academic support
  - Small and large group sessions with support staff to include counseling, school nurse, dean, SBIRT
  - Larger group enrichment sessions
- Afternoon sessions will include required sessions for students when assigned by staff. There will also be an increasing variety of options for optional student involvement in clubs and activities.
  - Small and large group sessions with support staff to include counseling, school nurse, dean, SBIRT
  - Larger group enrichment sessions
  - Required check-in/check-out for some students
  - Optional clubs and activities open to all students



## Work Plan

Activity	Timeline	Responsibility
Summer 2020 Development of MS Model for Fall Reopening		MS Principals + T&L
Principal ILT Feedback		Bill Weis
Principal Staff Feedback Survey		Bill Weis
Stakeholder Pulse Survey - Feedback on Engagement and Supporting Success	Oct 9-15	MS Principals & T&L
Development of Meeting Needs Custom Application Partnership with School Data Solutions (SDS)	Nov 4 - Dec 2	T&L - Dawn Wakeley SDS
Teacher Training for WIN Wednesday Implementation <ul style="list-style-type: none"> <li>- Why WIN Wednesdays? Setting expectations</li> <li>- Mentoring Guidelines and Supports</li> <li>- Content Specific Academic Supports</li> <li>- Supporting Teacher / Team Collaboration</li> <li>- Using the Homeroom Application - Meeting Needs</li> </ul>	Nov 18  Nov 25	MS Principals Megan Foreman Bldg. & Content Coaches Bldg. & Content Coaches T&L - Dawn Wakeley
Develop & Implement WIN Wednesday Sessions <ul style="list-style-type: none"> <li>- Mental health and other supports</li> <li>- Check-in / check-out</li> <li>- Mentoring Guidelines and Supports</li> <li>- Enrichment Sessions</li> <li>-</li> </ul>	Dec 2 → ongoing	Counselors & SBIRT Deans SBIRT Coordinators Librarians + T&L + ?
Communications Plan for WIN Wednesdays <ul style="list-style-type: none"> <li>- Initial information to staff</li> <li>- Initial information to students &amp; families</li> <li>- Meeting Needs Application - 1st WIN Wed Assignments</li> <li>- Meeting Needs Application -WIN Wed Parent Info Night</li> </ul>	Nov 30 January (if needed)	MS Principals

## Measures and Monitoring

Measure	Timeline	Responsibility
Pulse Surveys (Stakeholder perception data) <ul style="list-style-type: none"> <li>- Engagement and Supporting Success</li> <li>- WIN Wednesday - Staff</li> <li>- WIN Wednesday - Staff &amp; Students</li> <li>- WIN Wednesday - Staff &amp; Students &amp; Parents</li> </ul>	Oct 9-15 Dec 2 Dec 9 Dec 16	MS Principals & T&L
Monitoring of Course Grades & WIN Activities <ul style="list-style-type: none"> <li>- Summary data for site plan tracking</li> <li>- Classroom data &amp; intervention reflections</li> </ul>	Ongoing 2-3 wks Weekly	T&L - summary data Teacher Leaders w/team