

Identification of Instructional Gaps and Student Needs

Overview of Continuity of Learning Plan

Students in Fauquier County Public Schools began remote learning in March of 2020. Following the direction from VDOE for no new learning in Spring, teachers were advised to focus on reviewing material, extending previous learning and reviewing concepts and skills that had been taught prior to the closing. Our division also followed the recommended no-grading policy and participation in the online continued learning was optional.

Fauquier County Public Schools decided to approach the school closure and potential loss of learning in three phases:

- **Phase One** (April 14- May 22) - During this time, educators connected with students and their families to bring the 2019-2020 school year to a close. Activities to extend learning were provided during this time as well as students had opportunities to complete any missing assignments. After the school year ended, it was recorded which students did not receive instruction during this time by choice or due to limited access.
- **Phase Two** (July 6-23) - In May, planning began for a broad outreach Summer Learning Program, which had over 1100 students enrolled. At the close of Phase Two, school communities will be able to cross reference participation and student needs and make recommendations for supporting a variety of students depending on current level of need.
- **Phase Three** (beginning of the 2020-2021 school year) - Once our students return to our schools in the fall and we have more consistent contact with our students and their families, the experiences for students in Phase Three will largely need to be personalized for each student. We will target students who did not participate in Phase One or Phase Two.

With the return to school in the fall, all educators will prioritize the social and emotional well-being of themselves, their students and families as a primary concern.

Teachers will be asked to approach the new learning by identifying the instructional gaps that may exist and work with all students to meet their needs.

Identifying Learning Needs

- Review the completed planning charts that were developed by the VDOE for standards taught before the closure, during the closure, and standards not yet taught.
- Prioritize the most critical prerequisite or focus skills and understandings to maximize student growth and future learning. [80/20 Rule (Pareto's Law) says 80% of performance is based on mastery of 20% of the critical/non-negotiable skills.]

- Utilize norm-referenced growth assessments and formative assessments before and during instruction to determine what students know, understand, and are able to do. Initial testing to begin no earlier than September 14, 2020.
- Use data to help design instructional planning, provide choice activities, develop lessons, and provide performance tasks that encourage creative thinking, collaboration, problem solving, and deep learning for all students.

Grade Level Assessment Plan

Grade Level	Language Arts	Mathematics
K	PALS	VKRP
1st	PALS	Paper/pencil or Performance Matters Screener
2nd	PALS	Paper/pencil or Performance Matters Screener
3rd - 5th	MAP Growth	MAP Growth
6th - 8th	STAR Reading	MAP Growth
Algebra I		MAP Growth

Developing Supports for Student Success and Well-Being

Emotional Well-Being for All Students:

Administrators will collaborate with our network of school counselors to develop protocols and procedures to support the mental health and well-being of students.

Students with Disabilities:

IEP teams will review and revise plans, addressing students' needs in the IEP. IEP teams will consider appropriate accommodations and related services.

English Learners (ESL Students):

Students who have a response that is other than English to one of the home language questions and who do not have a 2020 WIDA ACCESS composite proficiency level will need to be screened for eligibility in the ESL program within the first thirty days of school.

All students who have been identified as English Learners (EL) are eligible for ESL services and must receive instruction that provides meaningful access to the same curriculum and educational opportunities as all students receive.

2020 WIDA ACCESS or WIDA Screener proficiency levels will be used to determine appropriate instructional supports.

ESL Teachers should support all eligible ESL students by providing instruction to students who receive ESL services through a pull-out or inclusion model and by continuing to collaborate with content teachers to ensure the appropriate supports and accommodations are provided to the ELs in their classes.

Content teachers should continue to accommodate the learning environment and instruction for their ESL students by:

- Establishing routines
- Including instructional supports such as modeling and use of visuals
- Intentionally promoting the development of academic vocabulary across content areas
- Modifying assignments by adding visuals and reducing the amount of language required to understand the work expected
- Allowing students to submit various forms of responses in order to demonstrate knowledge of material

Create Revisions to Curriculum, Pacing, and Instructional Delivery

Curriculum and Pacing:

Instructional Supervisors, instructional coaches, department heads, and council members for each content area will work together to modify curriculum and pacing documents to identify the essential standards/concepts that need to be emphasized during the school year. Professional development will be provided to all teachers to review changes and coaches, department heads, and council members will plan periodically with teachers to review pacing needs and instructional needs of students.

Instructional Delivery:

Professional development will be provided for all teachers on strategies for engaging students in a virtual platform and/or a blended learning environment.

Instructional leaders will emphasize the importance of meaningful and timely feedback to students on progress toward mastery of essential learning goals.

Potential Barriers:

- Providing services to students while following social distancing protocols
- Validity and accessibility of assessments if students take them virtually
- Limited class time due to the A/B scheduling of students each week (in-class two days and at-home two days)
- Traditional Grading practices