

PCSD “Closing the Learning Gaps”

*Spring Crisis Learning to
Reopening Schools*

**Part 1: Learning Gap Plan
Flash Back and Flash Forward**

August 25-27, 2020



PULASKI COMMUNITY
SCHOOL DISTRICT

FOUNDED ON TRADITION AND PRIDE, FOCUSED ON EXCELLENCE



In the
midst of
every crisis,
lies great
opportunity.

ALBERT EINSTEIN

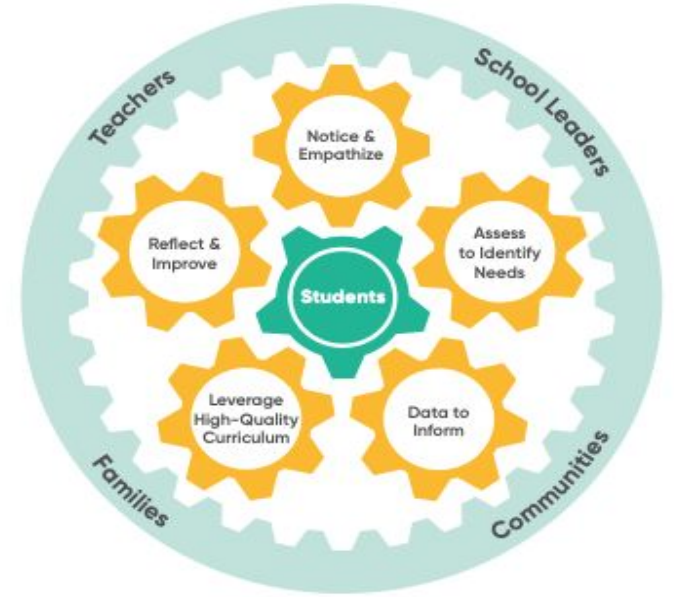
The Now!

Current Reality

“Our most vulnerable students (with special needs, poverty, minority students, younger students) are often the most impacted with interrupted schooling. While it is impossible to predict the impact COVID 19 will have on individual students’ learning, we can learn from and prepare for the challenges ahead by examining and multiplying the “summer learning loss”

[~The Connected Learning Era: Mitigating The COVID 19 Learning Loss](#)

FIGURE 2. The Connected Learning Model



The Now!

Current Reality



Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year.

However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains, and in some grades, nearly a full year behind what we would observe in normal conditions.

https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf?scrllybrkr=97cdb258



The Now!

Current Reality

Figure 2. Reading forecast

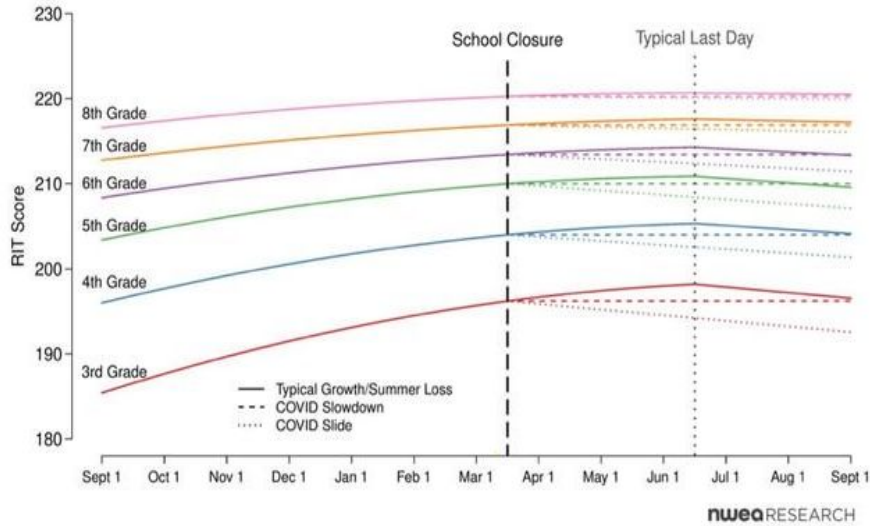
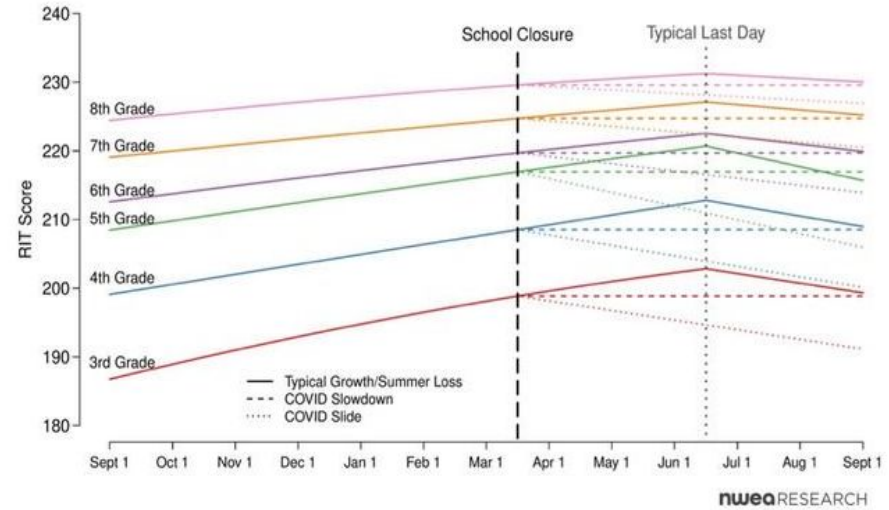


Figure 1. Mathematics forecast



https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf?scrylbrkr=97cdb258



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The Now!

Current Reality

FIGURE 1 STUDENT SUCCESS ON ASSIGNMENTS VERSUS MASTERY OF GRADE-LEVEL STANDARDS ON THOSE ASSIGNMENTS

Students succeeded on

71%

of their assignments

They met grade-level standards on

17%

of those exact same assignments

**And this was
BEFORE a
pandemic!**

Even though most students are meeting the demands of their assignments, they're not prepared for college-level work because those assignments don't often give them the chance to reach for that bar.

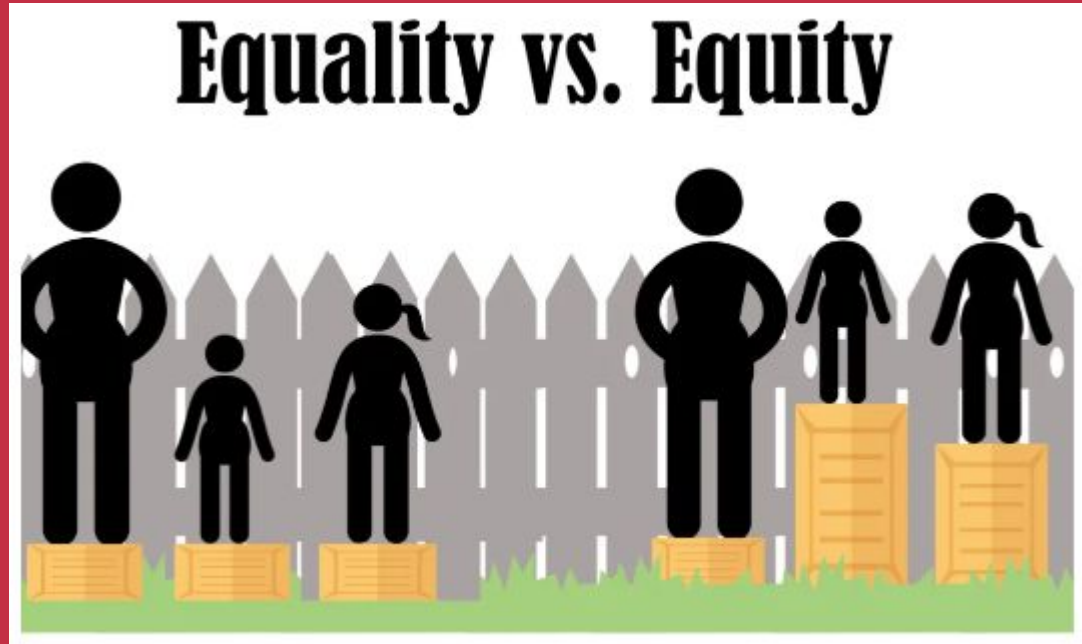
<https://opportunitymyth.tntp.org/different-resources-different-results>



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COVID-19: Achievement Gap vs Opportunity Gap



Achievement Gap vs Opportunity Gap

FIGURE 9 STUDENT ACCESS TO HIGH-QUALITY ACADEMIC EXPERIENCES

Compared to classrooms with primarily (>75%) low-income students, classrooms with primarily higher-income students tended to receive:

2.1X MORE

grade-appropriate assignments

FIGURE 9 STUDENT ACCESS TO HIGH-QUALITY ACADEMIC EXPERIENCES

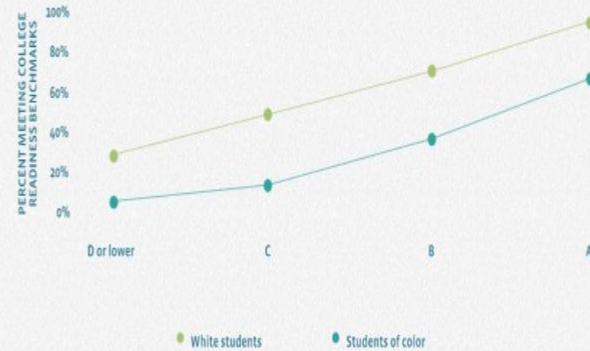
Compared to classrooms with primarily (>75%) low-income students, classrooms with primarily higher-income students tended to receive:

5.4X MORE

grade-appropriate lessons

FIGURE 10 STUDENT PERFORMANCE ON STANDARDIZED TESTS BY LETTER GRADE AND STUDENT RACE/ETHNICITY

ACT & SAT



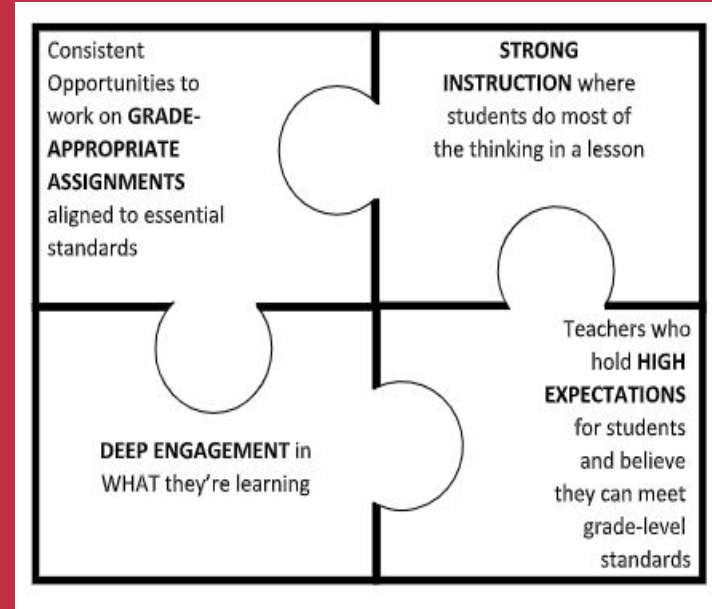
Students of color received grades that less accurately reflected their mastery of rigorous content, as measured by multiple types of assessments.

<https://opportunitymyth.tntp.org/different-resources-different-results>

Achievement Gap vs Opportunity Gap

Every student should have access to grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations, every day, in every class—regardless of their race, ethnicity, or any other part of their identity.

<https://opportunitymyth.tntp.org/recommendations>





This won't be back to school as normal...

- ❑ Necessity for focused collaboration of educators for ALL students
- ❑ Examine what is truly essential to ensure success in grade-level expectations
- ❑ Plan and prepare to close the learning gaps with PCSD Power Standard Flash Back and Flash Forward protocol and Unit Planner/ Pacing Guide



Time to “Settle the Ball”

Brene Brown

Settle the ball so we can position it,
see the field, decide where to go next.

Move from fear, anxiety and scarcity
to proactively thinking and
collaborating together to develop a
learning “gap” plan to get students
what they need



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PCSD Power Standards: Flash Back and Flash Forward

Moving from Crisis to Recovery...

PCSD Power Standards Flash Back and Flash Forward Protocol

Step 1: Get clear on current status (Flash Back)



Step 2: Get clear on most important immediate prerequisite skills (Flash Forward)



Step 3: Collaborative pre-instruction protocol to discuss and plan learning progressions (Unit Planner/Pacing Guide)



PCSD Power Standards and Safety Nets

PCSD K-12 Power Standards

AND

Safety Net Skills for Math

AND

K-5 Math Pacing Guides

Pulaski Community School District
Safety Net Skills for
Math Power Standards
Grade 3

Numbers & Operations - Fractions:

Develop understanding of fractions as numbers

CCSS.MATH.CONTENT.3.NF.A.1

Students will understand fractions as equal parts of a whole using number lines and/or area models.

Numbers & Operations in Base Ten:

Use place value understanding and properties of operations to perform multi-digit arithmetic

CCSS.MATH.CONTENT.3.NB.A.2

Accurately add and subtract within 1000 using strategies and algorithms based on place value properties, of operations, and/or the relationship between addition and subtraction

Operations & Algebraic Thinking:

Multiply and divide within 100

CCSS.MATH.CONTENT.3.OA.C.7

Multiply within 100 efficiently (according to teacher discretion) using a strategy. Exposure to division within 100

Pulaski Community School District
Safety Net Skills for
Math Power Standards
Grade 2

Operations & Algebraic Thinking:

Add and subtract within 20

CCSS.MATH.CONTENT.2.OA.B.2

Fluently add and subtract within 20 using mental strategies. 2 By end of Grade 2, know from memory all sums of two one-digit numbers.

Numbers & Operations in Base Ten:

Understand place value

CCSS.MATH.CONTENT.2.NB.A.1

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g. 706 equals 7 hundreds, 0 tens, and 6 ones.

Use place value understanding and properties of operations to add and subtract

CCSS.MATH.CONTENT.2.NB.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction

Pulaski Community School District
Safety Net Skills for
Math Power Standards
Grade 4

Numbers & Operations - Fractions:

Extend understanding of fraction equivalence and ordering

CCSS.MATH.CONTENT.4.NF.A.1

Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

Understand decimal notation for fractions, and compare decimal fractions

CCSS.MATH.CONTENT.4.NF.C.6

Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

Numbers & Operations in Base Ten:

Generalize place value understanding for multi-digit whole numbers

CCSS.MATH.CONTENT.4.NB.A.2

Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on the meaning of the digits in each place, using $>$, $=$, $<$ symbols to record the results of



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PCSD Power Standards: Flash Back and Flash Forward

PCSD Power Standards: Flash Back and Flash Forward Protocol

Grade Level _____

Team Members:

[PCSD Power Standards Flash Back and Flash Forward Protocol](#)



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Step 1: Get clear on current status (Flash Back)



C O N T E N T A R E A	Previous Teacher: Which power standards are you MOST concerned about students struggling with going into the next grade level or course based on spring school closure. What data regarding this power standard would be helpful for next year's teacher? NO MORE THAN 3 PER CONTENT AREA!	Special Education Teachers: Lack of progress towards grade level power standards are you MOST concerned about going into next year? NO MORE THAN 3 PER CONTENT AREA!

PCSD Power Standards: Flash Back and Flash Forward

[PCSD Power Standards Flash Back and Flash Forward Protocol](#)

- K-5 Elementary Focus: ELA and Math
- K-5 Specialist Focus as a team on power standard gaps
- 6-12 Focus on Content Areas



Step 1: Get clear on current status (Flash Back)



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	NO MORE THAN 3 PER CONTENT AREA!	NO MORE THAN 3 PER CONTENT AREA!

PCSD Power Standards: Flash Back and Flash Forward

[PCSD Power Standards Flash Back and Flash Forward Protocol](#)

- Examine existing data from last school year
- Identify the standards that were prioritized from your power standards last year during crisis learning
- What power standards are you MOST concerned about students struggling with this upcoming year
- No more than 3 per content area.



Step 1: Get clear on current status (Flash Back)



C O N T E N T A R E A	Previous Teacher: Which power standards are you MOST concerned about students struggling with going into the next grade level or course based on spring school closure. What data regarding this power standard would be helpful for next year's teacher?	Special Education Teachers: Lack of progress towards grade level power standards are you MOST concerned about going into next year? NO MORE THAN 3 PER CONTENT AREA!
	NO MORE THAN 3 PER CONTENT AREA!	

PCSD Power Standards: Flash Back and Flash Forward

[PCSD Power Standards Flash Back and Flash Forward Protocol](#)

- What power standards did students show lack of progress towards during crisis learning?
- What power standards are you most concerned about for upcoming school year?
- No more than 3 per content area.



So Important That...

- You'll spend a lot of time teaching it.
- You'll spend time assessing it.
- You will have data-driven conversations about it.
- You'll intervene on it.
- A student can't move on without it.



PCSD Power Standards: Flash Back and Flash Forward

[PCSD Power Standards Flash Back and Flash Forward Protocol](#)

- Flash Forward is for the teacher in 2020-21 school year: Receiving Teacher
- Focus on prerequisite skills and concepts that are going to be needed related to the learning gaps of power standards in crisis learning
- When, where and how will you and your team address these in 2020-21? What are best practices or strategies to close the gaps?

Step 2: Get clear on most important immediate prerequisite skills (Flash Forward)



Receiving Teachers: Based on the previous teacher information on learning gaps, which immediate prerequisite skills and concepts will be most important to include in your pre-instruction planning to ensure students can reach grade level proficiency? When, where and how will you address it to build the bridge from school closure to 2020-21 school year?

Receiving Teachers: What are the best strategies to use to teach these skills and concepts to close the learning gaps from these essential power standards from previous grade?

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PCSD Power Standards: Flash Back and Flash Forward

Discussion Notes				
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Discussion Questions pertaining to Flash Back and Flash Forward Protocol (Write notes in box above)

1. Why are you concerned about this power standard and students struggling?
2. Were you able to assess students on the power standard? If so, what did the data tell you?
3. What are the best strategies to teach the skills and concepts that students didn't receive last year during school closure and created learning gaps?
4. Other thoughts?



Samples of Flash Back-Flash Forward

SAMPLE: 2nd to 3rd (5/15/20)



FLASH BACK



FLASH FORWARD

	<p>Current Teachers: Which priority standards are you MOST concerned about students struggling with going into the next grade level or course by subject area, including SEL.</p> <p>NO MORE THAN 3 PER CONTENT AREA!</p>	<p>Case Managers and Related Services: Lack of progress towards which IEP goals are you MOST concerned about going into next year?</p> <p>NO MORE THAN 3!</p>	<p>Receiving Teachers: What are your MOST essential standards within each course/content area?</p>	<p>Receiving Teachers: Which immediate prerequisite skills and concepts will be most important to include in your pre-instruction planning to ensure students can reach grade level proficiency?</p>
<p>R E A D I N G</p>	<p>CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.RL.2.1 and RI 2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p>	<p>CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.RL.2.1 and RI 2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate</p>	<p>CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</p>	<p>Discussion: Imbed focus on foundational literacy skills. Integrate K-2 phonics piece into 3rd grade for at least this cohort.</p> <p>Consider cross grade purposeful regrouping for guided reading to reach all learners' levels.</p> <p>ALL students get grade level shared reading with grade level standards focus.</p>

Samples of Flash Back-Flash Forward (Continued)

	<p>Discussion: Looks like--ask and answer questions, read and respond in a coherent way, why we read info text, how to use text features to understand</p> <p>Using text evidence is a challenge</p> <p>Have integrated into all remote learning lessons</p> <p>Prior to closure--built in more guided reading time (up to 3 sessions per day), using specialists</p> <p>Whole class instruction--teaching comprehension skill using shared reading</p>	<p>understanding of key details in a text.</p> <p>Discussion: Basic reading skills are a major issue--currently appx. 20% of IEP-entitled students reading independently ng at K/1 level (F and P level B)</p>	<p>CCSS.ELA-LITERACY.RI.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RI.3.2</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	
WRITING	<p>CCSS.ELA-LITERACY.W.2.1</p> <p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons,</p>	<p>Discussion: Same needs as identified for grade level; IEP goals are standards-aligned.</p> <p>Foundational skill gaps definitely impact these kids!</p>	<p>CCSS.ELA-LITERACY.W.3.4</p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing</p>	<p>Discussion: More fully imbed Google Read and Write as a tool for students to get thoughts out.</p> <p>Consider Rooted in Reading as a bridge tool--continue to connect all writing and</p>

Samples of Flash Back-Flash Forward (Continued)

<p>and provide a concluding statement or section.</p> <p>CCSS.ELA-LITERACY.W.2.2</p> <p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>CCSS.ELA-LITERACY.W.2.3</p> <p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>Discussion: Struggle with foundational decoding skills for word accuracy, writing a sentence with capital/punctuation</p> <p>Stamina for writing is a challenge.</p> <p>A key strategy has been using</p>		<p>types are defined in standards 1-3 above.)</p> <p>CCSS.ELA-LITERACY.W.3.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p>	<p>language pieces to the texts being read</p> <p>Use predictable schedules and structures/graphic organizers.</p>
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Samples of Flash Back-Flash Forward (Continued)

	<p>graphic organizers to plan writing across strands but grounded in what they've read. ALL writing is text based to connect to reading.</p> <p>Rooted in Reading has been a great resource.</p>			
M A T H	<p>CCSS.MATH.CONTENT.2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>CCSS.MATH.PRACTICE.MP1 Make sense of problems and</p>	<p>CCSS.MATH.CONTENT.2.OA.B.2 Fluently add and subtract within 20 using mental strategies.</p> <p>CCSS.MATH.CONTENT.2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>CCSS.MATH.CONTENT.3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>CCSS.MATH.CONTENT.3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p> <p>CCSS.MATH.CONTENT.3.OA.D.8 Solve two-step word problems using the four</p>	<p>Discussion: Continue daily number talks to revisit prior skills and boost 2 step word problem solving/critical thinking/place value (2nd to model their methods and structure), built around the skills of needs identified via CFAs</p> <p>Purposeful regrouping of students by need after shared lesson-- "guided math" across the 3 teachers, fluid groupings</p> <p>Focus on place value and its application to larger numbers</p> <p>Build in time to review addition and subtraction. Connect</p>

Samples of Flash Back-Flash Forward (Continued)

	<p>persevere in solving them.</p> <p>CCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.</p> <p>Discussion: Students struggle to apply strategies to complex tasks and show stamina.</p> <p>Difficulties with thinking about math processes--problem solving mindset applying basic skills. In addition to the core resource, implemented a weekly schedule for math talks to consistently spiral back to key content while building thinking skills.</p>		<p>operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.3</p>	<p>addition and multiplication; consider moving multiplication to later to ensure time to focus on addition/subtraction and 2-step word problems.</p>
SEL	<p>Being responsible for regulating your emotions.</p> <p>Being respectful, safe, cooperative and kind to others; and resolving conflict in positive ways.</p> <p>Being safe, cooperative and kind in making ethical, constructive choices about personal and social behavior.</p>	<p>Discussion: Students struggle with independence in starting, sustaining, and finishing work.</p>	<p>Being responsible for regulating your emotions.</p> <p>Being respectful, safe, cooperative and kind to others; and resolving conflict in positive ways.</p> <p>Being safe, cooperative and kind in making ethical, constructive choices about personal and social behavior.</p>	<p>Discussion: Consistently pre-teach expectations and structures for group work.</p> <p>Strategically determine how to build connections regardless of the context (in person, virtual, hybrid).</p>
	<p>Discussion: This group struggles with and needs explicit support on: Grit and stamina Independence Problem solving Some social interaction issues peer to peer Emotional, reactive</p> <p>Need structure when collaborating with others--structures must be repeatedly taught and reviewed.</p>		<p>Discussion: Given all we think we know about students and staff returning after COVID-19 closure, key instruction and support will need to focus on: -You are SAFE here -Kindness -Compassion--understanding each others' perspectives -Growth Mindset--for kids and ourselves!</p>	

August 25, 2020
11:30-3:30 pm
(2 hours with Teams)

Collaborative Team Time to Complete Flash Back and Discussion Section:

- K-5 Elementary Focus: ELA and Math
- K-5 Specialist Focus as a team on power standard gaps
- 6-12 Focus on Content Areas



August 26, 2020
7:30-10:00 am
(2.5 hours with Vertical Teams)

Collaborative Team Time to Complete Flash Forward/Discussion Section:

- 7:30-8:30 am with previous grade level (K-1, 2-3, 4-5, 6-7, 8-9, 10-11)
- 8:45-9:45 am with next grade level (1-2, 3-4, 5-6, 7-8, 9-10, 11-12)

***Elementary teachers focus on ELA and Math. Elementary specialist meet together. 6-12 teachers focus on content area.



Questions

