

Okemos Public Schools

The background is a solid teal color. It features several decorative elements: a large, semi-transparent pie chart in the upper right quadrant; several smaller, semi-transparent pie charts scattered in the upper right and middle right areas; and a semi-transparent bar chart in the bottom right corner with four bars of increasing height.

Reconfirmation of Extended Learning Plan

March 22, 2021



Reconfirm Instructional Delivery Model

District Model: Beginning March 22nd, students have the option to remain 100% remote or to return to in-person instruction for 4 hours a day, 5 days a week. The district will provide 20 hours of in-person instruction for students.

Pre-K: Beginning March 22nd, students have the option to remain 100% remote or to return to in-person instruction.

Elementary (K-4), Middle School (5-8), High School (9-12): Beginning March 22nd, students have the option to remain 100% remote or to return to in-person instruction for 4 hours a day, 5 days a week.



Reconfirm Instructional Delivery Model

Weekly Student Schedule Overview			
	AM Session Concurrent learning with in-person & remote students	Student Lunch Transportation Home Independent Work	PM Session Asynchronous Learning
Elementary Schools	9:00-1:00	1:00-2:30	2:30-3:55
Kinawa 5-6 School	8:45-12:45	12:45-2:15	2:15-3:30
Chippewa Middle School	7:55-11:55	11:55-1:25	1:25-2:40
Okemos High School	7:45-11:45	11:45-1:15	1:15-2:35



Elementary (2) Two-Way Interactions

*Minimum requirement of 75% - Remote (In-person)

	February 17-23	February 24- March 2	March 3- 9	March 10- 16
Kindergarten	99.43%	99.13%	99.68%	100% (100%)
1st	99.23%	97.98%	97.68%	99.48% (100%)
2nd	99.48%	99.48%	98.98%	98.50%
3rd	99.25%	99.23%	98.99%	99.25%
4th	98.69%	98.93%	98.40%	98.74%



Secondary (2) Two-Way Interactions

*Minimum requirement of 75%

	February 17-23	February 24- March 2	March 3- 9	March 10- 16
5th	100%	100%	100%	99.70%
6th	99.70%	99.70%	100%	99.43%
7th	99.70%	99.70%	100%	100%
8th	99.68	99.70%	100%	100%
9th	99.50%	99.80%	99.75%	100%
10th	100%	99.70%	100	99.70%
11th	100%	99.70%	99.70%	100%
12th	99.80%	100%	99.70%	100%



District (2) Two-Way Interactions

*Minimum requirement of 75%

	February 17-23	February 24- March 2	March 3- 9	March 10- 16
District In-person Averages	N/A	N/A	N/A	100%*
District Remote Averages	99.57%	99.47%	99.45%	99.60%

*In-person includes only Kindergarten and 1st Grade for this time period



Reading Benchmark Assessments

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by Fastbridge.

Kindergarten and 1st Grade Benchmark and Classroom Assessment

Report Card Data

Samples of what teachers use to collect classroom data:

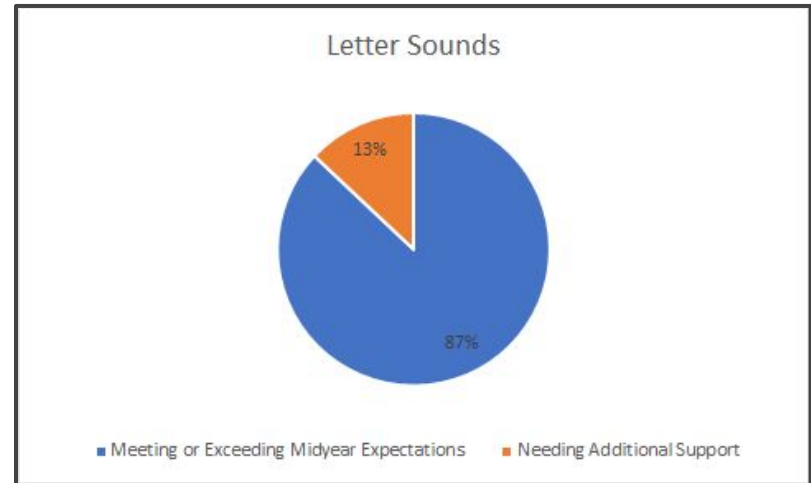
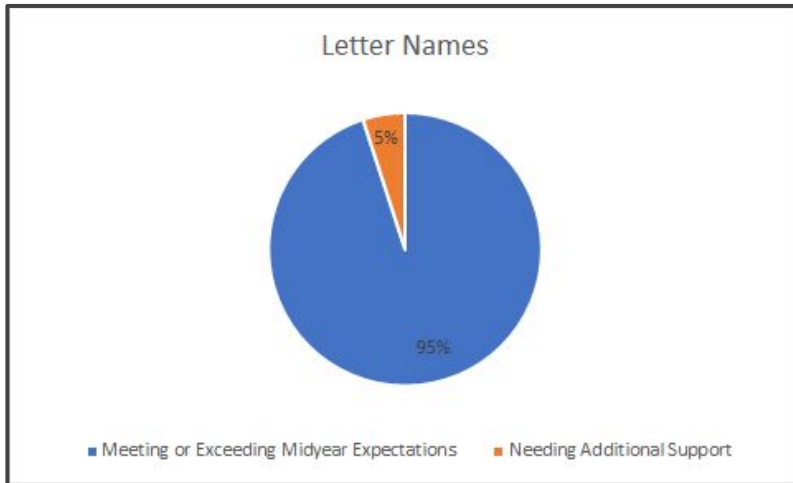
- Reading curriculum assessments
- FlipGrid Videos
- RS Assessments
- Observations
- Google Forms
- One-on-one assessments (such as LN, LS, Sight Words, etc.)
- Fluency checks
- RAZ Kids feedback

Reading Benchmark Assessments

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by Fastbridge.

	Proficient	Not Proficient
Fall Kindergarten (letter identification)	71%	29%
<i>Target- 14 letter names/minutes</i>		
Winter Kindergarten (letter identification)	27%	73%
<i>Target- 42 letter names/minutes</i>		

Additional data below from Semester 1 report cards



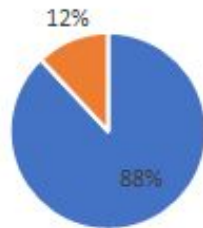
Reading Benchmark Assessments

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by Fastbridge.

	Proficient	Not Proficient
Fall- 1st Grade (Nonsense Words)	48%	52%
<i>Target- 10 words/minute</i>		
Winter- 1st Grade (Nonsense Words)	41%	59%
<i>Target- 17 words/minute</i>		

Additional data below from Semester 1 report cards

Phonics/Sight Words



- Meeting or Exceeding Midyear Expectations
- Needing Additional Support

Comprehension



- Meeting or Exceeding Midyear Expectations
- Needing Additional Support



Extended Learning Plan Education Goal

Goal 3 - All students (2-12) will decrease their risk level in social, emotional, and academic behaviors from Fall to Spring as measured by Fastbridge.

- In analysis of student outcomes, data will be disaggregated with a specific focus on students with disabilities, Black or African American students, and economically disadvantaged students.
- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards healthy social, emotional, and academic behaviors.
- Results from screening assessments and formative assessment will be continuously discussed and analyzed by staff.

Social Emotional Screening

Goal 3 - All students (2-12) will decrease their risk level in social, emotional, and academic behaviors from Fall to Spring as measured by Fastbridge.

2nd-4th
Grade
Students

	Low Indicators	Some Indicators
All	82%	18%
<i>Fall- All</i>	<i>79%</i>	<i>21%</i>
Asian	89%	11%
Black or African American	83%	17%
<i>Fall- Black or African American</i>	<i>79%</i>	<i>21%</i>
Two or More Races	82%	18%
White	78%	22%
Students with Disabilities	66%	34%
<i>Fall- Students with Disabilities</i>	<i>59%</i>	<i>41%</i>
Students without Disabilities	83%	17%
Economically Disadvantaged Students	77%	23%
<i>Fall- Economically Disadvantaged Students</i>	<i>71%</i>	<i>29%</i>
Non-Economically Disadvantaged Students	81%	19%

Social Emotional Screening

Goal 3 - All students (2-12) will decrease their risk level in social, emotional, and academic behaviors from Fall to Spring as measured by Fastbridge.

5th-8th
Grade
Students

	Low Indicators	Some Indicators
All	83%	17%
<i>Fall- All</i>	83%	17%
Asian	90%	10%
Black or African American	74%	26%
<i>Fall- Black or African American</i>	78%	22%
Two or More Races	76%	24%
White	82%	18%
Students with Disabilities	65%	35%
<i>Fall- Students with Disabilities</i>	59%	41%
Students without Disabilities	85%	15%
Economically Disadvantaged Students	72%	28%
<i>Fall- Economically Disadvantaged Students</i>	74%	26%
Non-Economically Disadvantaged Students	86%	14%

Social Emotional Screening

Goal 3 - All students (2-12) will decrease their risk level in social, emotional, and academic behaviors from Fall to Spring as measured by Fastbridge.

9th-12th
Grade
Students

	Low Indicators	Some Indicators
All	81%	19%
<i>Fall- All</i>	<i>77%</i>	<i>23%</i>
Asian	87%	13%
Black or African American	71%	29%
<i>Fall- Black or African American</i>	<i>79%</i>	<i>21%</i>
Two or More Races	79%	21%
White	80%	20%
Students with Disabilities	51%	49%
<i>Fall- Students with Disabilities</i>	<i>61%</i>	<i>39%</i>
Students without Disabilities	83%	17%
Economically Disadvantaged Students	77%	23%
<i>Fall- Economically Disadvantaged Students</i>	<i>68%</i>	<i>32%</i>
Non-Economically Disadvantaged Students	82%	18%

	Two-way Communication	Benchmark Data (Math & Reading)	Screeners Data (Social & Emotional Health)	Survey Results, COVID Handbook updates, or Extended Learning Plan updates (if available)
April	X			X
May	X			X
June	X	X	X	X