Montgomery County Public Schools’ Recovery of Education Plan

Montgomery County Board of Education
June 29, 2020
Update:
Montgomery County Public Schools’ Recovery of Education Plan
Equity Guiding Principles
Maryland’s school systems must apply an equity lens as they develop every aspect of their plans for the transition to school opening, ensuring that “...for any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups.” This commitment must continue to be a priority.
Core Value

WE BELIEVE that each and every student matters; outcomes should not be predictable by race, ethnicity, or socioeconomic status; equity demands the elimination of all gaps, and creating and maximizing future opportunities for students and staff is necessary.

THEREFORE, we will hold high expectations for all students and staff; distribute resources as necessary to provide extra support and interventions so all students can achieve; identify and eliminate any institutional barriers to students’ success, and ensure that equitable practices are used in all classrooms and workplaces.

1. **For whom does this practice/decision serve or neglect?**
   a) Which racial/ethnic groups are currently most advantaged and most disadvantaged by the practice/decision?
   b) How are they affected differently?

2. **Whose voices are dominating/lacking from the conversation?**
   a) Who’s missing and how can they be engaged?
   b) How have they been informed, meaningfully involved and authentically represented in the development of this practice/decision?
3. **What adverse impacts or unintended consequences could result from this decision?**
   a) Which racial/ethnic groups *could* be negatively affected?
   b) How could adverse impacts be prevented and what provisions will be changed or added to ensure positive impacts on racial equity and outcomes?

4. **What steps are in place for ongoing data collection and reflection of the outcomes?**
   a) What data points are we using/not using in this decision?
   b) How will results and outcomes be documented and communicated to all stakeholders?

5. **How diverse are the stakeholders leading the implementation?**
   a) Are diverse identities and perspectives (racial, ethnically, gender, sexual orientation, socioeconomic, education level, roles/positions) represented and informing the implementation of the practice/decision?
Meals Update

Summer Food Program

• Serving food at 98 sites total
  • 61 MCPS sites
  • Schools, Mobile sites, School Bus, ELO
  • Serving Breakfast and Lunch
  • 37 program sites
• Continued partnerships with community providers, including weekend backpacks
Summer Updates

Student Offerings and Face-to-Face Learning Opportunities
Goal of Summer School Programming

The goal of the summer programs will be to—

Maximize student engagement during the summer months, address learning loss, and offer engaging opportunities that are of interest to students; and determine how to best re-enter schools in the fall.
Vision for Summer Programs

➢ **Academic Component**
  ■ High school Online Pathways
  ■ Middle school math and literacy
  ■ High school Math Boost
  ■ Elementary math and ELA Boost

➢ **Innovation/Enrichment Component**
  ■ Local school proposals
  ■ External partnerships
  ■ Summer Adventures (asynchronous)
## MCPS Summer School Programs

<table>
<thead>
<tr>
<th>Programs</th>
<th>Elementary Schools</th>
<th>Middle Schools</th>
<th>High Schools</th>
</tr>
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<tbody>
<tr>
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<td>ELA Boost</td>
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<td>Enrichment Camps and Programs</td>
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<tr>
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# MCPS Summer School Programs

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>Extend School Year (ESY)</td>
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<td>Summer UP</td>
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<td>George B. Thomas Learning Academy</td>
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<tr>
<td>Transition Services Virtual High School Camp</td>
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MCPS Summer School Programs

Number of Enrichment Programs

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>406</td>
<td>173</td>
<td>92</td>
</tr>
</tbody>
</table>

Types of Local School Enrichment Programs

- Let’s Make Music
- Welcome to the Wonderful World of Coding
- The Essentials of Government and Civic Responsibility
- Authors, Authors, Everywhere!
- Creating Comics
- Let's Breathe Together: Mindfulness and Yoga Time
- and many more
Free MCPS External Partner Programs

Splatdoodle Class with Abrakadoodle MD: Greater Silver Spring
Plant Power Class with Brookside Gardens
Goal Setting Girls with Crittenton Services
FoolProof through the Educational Services Federal Credit Union (ESFCU)
Manny Cooks Class with Manna Food
Ask a Naturalist with Montgomery Parks, Locust Grove Nature Center
Invasive Species Investigation with Montgomery Parks, Black Hill Visitor Center and Nature Programs
Violin Technique Class with National Philharmonic
Playing with Acapella (the App) with Strathmore
Urban Dance 101 with Strathmore
Artist Sketchbooks with Strathmore
Songwriting for the Heart with Strathmore
How to Write A Song or Poem You Feel GREAT About with Strathmore
C.R.U.N.K. Academy! with Story Tapestries
Summer School Instruction in School Buildings

Purpose:
To gain a better indication of how to return back to school in the fall, with an approved plan by the Department of Health and Human Services, a select pilot group of schools may return to the school building at different sites across the district.
Summer School Instruction in School Buildings

Identify Small Groups in Schools Based On:

Building Availability
Summer Programs
Special Education Programs
Principal and Teacher Interest
Parent Interest

Weeks of July 27, August 3, August 10
Innovative Schools Program
Innovative Schools Vision

All students attending selected Title 1 pre-K through Grade 5 are participating in an extended school year calendar that extends the school year and provides them with access to 30 more days of learning and opportunity to additional innovative, enriched, and interdisciplinary learning experiences across content areas. Committed staff will continue to provide high quality instruction that ensures learning continues throughout the year.
Preparing for 2020–2021 School Year

• Meeting with school teams
  o Design of the schedule and the structure of the school year
  o Planning under the assumption that instruction will be delivered remotely

• Collaboration with central office teams
  o Design and implementation of the curricular components
  o Schedules
  o Structures
Guiding Principles

Framework

● The fall recovery will include a robust program that includes planning, strong first instruction, and assessment by the teacher.

● All previous models of Continuity of Learning do not apply in this context. We are moving into a new space of organizing and deploying models of teaching and learning through a remote environment.

● School will begin on July 6.
Guiding Principles

Instructional Experiences

- Students will receive a full instructional experience that will span more of the day with appropriate breaks for independent tasks, breaks, lunch.

- Teachers will be provided with professional development in mathematics and literacy, technology, SEL, and myMCPS Classroom.

- We will increase the synchronous instructional model. This includes more time with daily live instructional opportunities.

- Mathematics and literacy will be taught daily (lessons designed by teachers and planned by teams).

- All content, courses and programs will be taught throughout the week. This includes science, social studies, the arts, and social emotional routines.
Guiding Principles

Teaching and Learning

- Teachers will be asked to reintroduce formative, districtwide and external assessments.
- All students will be provided a chromebook and/or MiFi device.
- The new curriculum will be used for math and English Language Arts.
- We will move to one platform myMCPS Classroom.
Focus for Week 1

Establishing a safe, warm, and welcoming learning environment

- Social Emotional Lessons
- Mindfulness Lessons
- Rituals and Routines
- Navigating virtual learning platform
- Learning structure of lessons and expectations
Focus for Weeks 2-5

Beginning in Week 2 and building through Week 5, lessons will be incorporated in:

- English Language Arts
- Mathematics
- Art, music, physical education, library media
- Science

*Weeks 2-5 will serve as the buildup to the full instructional complement to be implemented by Week 6.
# Sample Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>4th Grade</th>
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<tr>
<td>8:45 - 9:00</td>
<td>Morning Meeting</td>
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<td>Morning Meeting</td>
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<td>Specials</td>
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<tr>
<td>9:00 - 9:15</td>
<td>Math</td>
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<td>Small Groups</td>
<td>ELA</td>
<td>Science/SS</td>
<td>Morning Meeting</td>
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<td>9:15 - 9:30</td>
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<td>Math</td>
<td>Specials</td>
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<td>Small Groups</td>
<td>Science/SS</td>
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<td>10:00 - 10:15</td>
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<td>Math</td>
<td>Specials</td>
<td>Math</td>
<td>Small Groups</td>
<td>Science/SS</td>
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<td>Break</td>
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<td>Specials</td>
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<tr>
<td>11:00 - 11:15</td>
<td>Specials</td>
<td>Science/SS</td>
<td>Break</td>
<td>Break</td>
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<td>Small Groups</td>
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<td>2:00 - 2:15</td>
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<td>3:15 - 3:30</td>
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<td>Teacher Office Hours</td>
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</tbody>
</table>
# Sample Part Day Pre-K Schedule

## Morning Routines at Home reinforcing self-care:
- Wash hands
- Brush teeth
- Eat breakfast
- Make your bed
- Get dressed

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>9:00-9:10 a.m. SEL/Meet &amp; Greet</td>
<td>9:00-9:10 a.m. SEL/Meet &amp; Greet</td>
<td>9:00-9:10 a.m. SEL/Meet &amp; Greet</td>
<td>9:00-9:10 a.m. SEL/Meet &amp; Greet</td>
<td>9:00-9:10 a.m. SEL/Meet &amp; Greet</td>
</tr>
<tr>
<td>9:40-9:50 a.m. Tech / Movement Break</td>
<td>9:40-9:50 a.m. Tech / Movement Break</td>
<td>9:40-9:50 a.m. Tech / Movement Break</td>
<td>9:40-9:50 a.m. Tech / Movement Break</td>
<td>9:40-9:50 a.m. Tech / Movement Break</td>
</tr>
<tr>
<td>9:50-10:20 a.m. Literacy with classroom teacher Pre-K</td>
<td>9:50-10:20 a.m. Literacy with classroom teacher Pre-K</td>
<td>9:50-10:20 a.m. Literacy with classroom teacher Pre-K</td>
<td>9:50-10:20 a.m. Literacy with classroom teacher Pre-K</td>
<td>9:50-10:20 a.m. Literacy with classroom teacher Pre-K</td>
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<tr>
<td>10:30-11:30 a.m. Differentiation (Individual/Small Group) Check-In Specials/Content Extension Activities (Daily Reading/Outdoor time/Free Play)</td>
<td>10:30-11:30 a.m. Differentiation (Individual/Small Group) Check-In Specials/Content Extension Activities (Daily Reading/Outdoor time/Free Play)</td>
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</tr>
<tr>
<td>11:30-12:30 Teacher Lunch and Planning Time</td>
<td>11:30-12:30 Teacher Lunch and Planning Time</td>
<td>11:30-12:30 Teacher Lunch and Planning Time</td>
<td>11:30-12:30 Teacher Lunch and Planning Time</td>
<td>11:30-12:30 Teacher Lunch and Planning Time</td>
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Curriculum Guidance

Elementary Maths Curriculum - Recommended Fall Content & Implementation

Guiding Principles: Instructional Approach
- School will open with all students starting instruction at the next recommended grade level.
- Grade level learning will be consolidated as appropriate to maintain coherency and to accommodate interventions.
- Consider meeting with students in smaller numbers to ensure effective teaching for understanding and to provide feedback.
- All components need to be completed daily for each lesson. Sequence of components is designed by the lesson structure in the teacher materials.
- Independent practice is provided by Eureka Math. Problems assigned for homework should mirror those assigned during the day’s Problem Set.
- Students receiving ESL services will receive English Language Development instruction during the concept development or student debrief of the mathematics block.
- For maximum flexibility of implementation, consider 75-80 minutes daily for math instruction.

Eureka Math Lesson Components - Fall

<table>
<thead>
<tr>
<th>Component</th>
<th>Instructional Considerations</th>
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</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>Include during synchronous instruction. Select one or two fluency activities from those included to use. Practice routines need to be well-established and practiced in order to be effective.</td>
</tr>
</tbody>
</table>
| Application Problem  | Could be included during synchronous instruction or assigned asynchronously. Teachers need to choose one of the three approaches to the use of the application problem:  
  - Modeling with interactive questioning  
  - Guided practice  
  - Independent practice  
  - Students should complete the assignment outside of school and come share out. Considerations should be made for how to integrate with tools to maximize interactivity of the concept development. (e.g. Family, HandsOn, etc.) |
| Concept Development  | Include during synchronous instruction. Teachers should purposefully select the modeling problems that they use during the Concept Development lesson. If students receive ESL support, ESL teachers and classroom teachers should co-teach during and make strategic instructional decisions to amplify the language demands of each session in order to provide access to the content for multilingual students. Teachers should keep in mind the linguistic considerations that students need to use to communicate their ideas. Taught lessons should be done synchronously. |
Curriculum Guidance

- Provides guidance on instructional approach
- Components for each lesson
- Instructional considerations
- Professional development recommendations
- ESOL/English language development (ELD) guidance
- Special education guidance

- Scope and sequences also are provided to reflect missed learning during MP4 of school year 2019–2020
- Guidance on Social Emotional Learning
- Guidance on small group for ELA
  - Close reading of complex text
  - Readers Theater
  - Literature circles
  - Reading skill and strategy instruction
  - Intervention
  - English Language Development
  - Guided reading
Professional Learning

- Benchmark Advance
  - July 6-10 2020 afternoons
- Eureka Math
  - June 9-12 2020
- OCTO
  - Month of July
Family Outreach, Engagement, and Communication

• Surveys of families to solicit their insights on program delivery and virtual learning

• Parent outreach and communication about program delivery

• Collaboration with PTAs
  o To engage in dialogue and communication surrounding how the 2020-2021 school year will look different.
  o More robust instruction in all content areas versus the Continuity of Learning.

• Virtual Home Visits
  o Will be occurring the week of July 6–10.
  o The assigned family service workers began contacting the families of incoming prekindergarten students on June 2, 2020.
Extended School Year (ESY) Programs
Extended School Year
Summer 2020

Purpose:
ESY services are intended to address critical life skills and are designed to assist students with disabilities with the emergence, maintenance, or critical generalization of specific IEP goals to provide an educational benefit.
Where are we in the ESY process for Summer 2020?

**Collaboration**
Collaborated with the all summer program leaders as part of the Summer Recovery Plan Team

**Program Planning**
Service delivery program plans were developed by each program supervisor and stakeholders. Each program has face-to-face instruction for half of the ESY program

**Communication**
MCPS community update communication
Evening parent update meeting
Reminders and supports to schools
Where are we in the ESY process for Summer 2020?

**ESY Eligibility**
- ESY eligibility (registration) due date was **June 8**
- 4,703 enrolled
- 222 declines
- 5,239 eligible for ESY

**Parent Contact**
- ESY letters sent home by case managers
- ESY teachers and related service providers will be contacting parents **July 6-10** to discuss Individualized Distant Learning Plans

**Hiring**
- Application window closed **June 12**
- Allocations sent to programs on **June 17** to start hiring

**Supports**
- Summer Program Guide
- Service Delivery Schedules
- Templates
- Professional Development
Schedules

9:30 a.m.–12:30 p.m. - 3-hour elementary programs and special schools
Augmentative and Alternate Communication, Autism Aspergers, Autism Resource, Bridge, Deaf/Hard of Hearing (D/HOH) kindergarten (K)-12 Class, Gifted and Talented/Learning Disabled (GT/LD), Home School Model (HSM), Learning and Academically Disabled (LAD), Elementary Learning Center, Elementary Learning for Independence (LFI), Physical Disabilities K–5, Resource, Social Emotional Special Education Services (SESES), Speech Resource K–12

8:30 a.m.–12:30 p.m. - 4-hour elementary programs
Autism, Extensions, School Community-based (SCB)

8:00 a.m.–12:00 noon - 4-hour secondary programs
Autism, Extensions, SCB, MCPS special schools
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</table>
| 9:00–9:30 a.m.    | Morning Meeting (live)  
(Caregiver Coaching, Attendance, Social Emotional Learning, Communication Skills) |
| 9:30–10:00 a.m.   | Break for personal care  
- Collaborative planning and collaboration with staff  
- Data entry and analysis (IEP)  
- Instructional planning |
| 10:00–11:00 a.m.  | New Learning Direct Instruction (live)  
(ELA/Math) through Small Group Instruction |
| 11:00–12:00 p.m.  | One on One Instruction  
- 1:1 sessions with students (live)  
- Parent contact/coaching/collaboration  
- Teletherapy Sessions  
- Independent Work to Reinforce Instruction on Google Classroom (asynchronous learning) |
| 12:00–12:30 p.m.  | Enrichment Sessions to Reinforce Skills (live)- Facilitated by support staff  
Areas of: functional communication (AAC), movement/mobility, fine motor, vision, SEL, etc.  
- Collaborative planning and collaboration with staff  
- Data entry and analysis (IEP)  
- Instructional planning |
| 12:30–1:00 p.m.   | Closing Corner (Live)  
- Review the day’s content  
- Check for Understanding/Assessment (when appropriate)  
- Review and answer caregiver questions of asynchronous content  
- Preview tomorrow’s lesson focuses  
- Celebrate success/special activity |
School Year 2020-2021
Fall Re-entry Planning
Maryland Recovery of Education

1. All local school systems must ensure that MD College and Career Ready Standards pre-K-12 are taught in all content areas and the State Frameworks are followed for each content.

2. Early in the school year, schools must determine where their students are instructionally, identify the gaps in learning, and prepare a path for instructional success and recovery.

3. Local school systems must establish a Recovery Plan Stakeholder group that is representative of their schools and community.

4. Local school systems must follow protocols for the safe transportation of students to and from schools.

5. The Maryland Public Secondary School Athletic Association (MPSSAA) logistical decisions for an incremental return of participation, using factual data and aligning with state and local recommendations and restrictions.
Maryland Recovery of Education (continued)

6. Local school systems should follow procedures that are developed by the MSDE in collaboration with the MD Department of Health for an individual who tested positive for COVID-19.

7. Follow safety protocols for collection of materials, cleaning of schools and other facilities, daily cleaning, and nutrition as established by MSDE in collaboration with the MD Department of Health.

8. Each local school system needs to develop their own plan for communication.

9. Local school systems should follow established Special Education Protocols.

10. Local school systems should develop a system for tracking attendance when students are engaged in distance learning.
Structures to Serve Students

- Conditions and Constraints
- Knowns
  - Delivery Models by Level
  - Flexible Interchangeable Systems
  - Consistent Instructional Delivery Rotations
  - Diagnostic and Prescriptive Approach
Focus of Re-entry Planning

- Social Emotional Learning Component
- Full day instructional schedule
- Synchronous and Asynchronous Instruction
- Professional Development
- Parent Training Component
- Logistics Analysis
- Mandatory Safety Training
- Substitute Training
- Support Staff
Health and Safety Protocols

Personal health measures

• Students and Staff: Health symptom attestation, face coverings, handwashing and hand sanitizer
• Minimize sharing of instructional materials

Facility cleaning protocols

• Increased frequency, focus on high use intensity areas and touchpoints

Social distancing

• Reduced numbers of students in classrooms and buildings
• Classroom layouts to maintain distance, minimize contact
• Minimize use of large common spaces, congregating in groups
Discussion