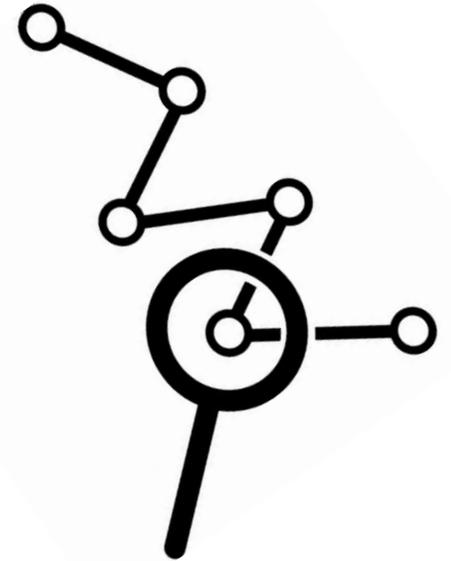




Ardsley Union Free School District Continual Learning Update

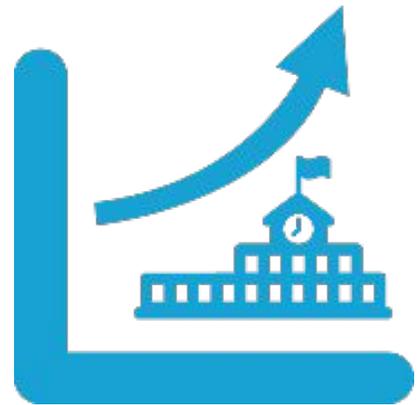
Dr. Duncan Wilson

- 1. Review of Survey Feedback**
- 2. Plans through June**
- 3. Re-Entry Task Force**



Our Process

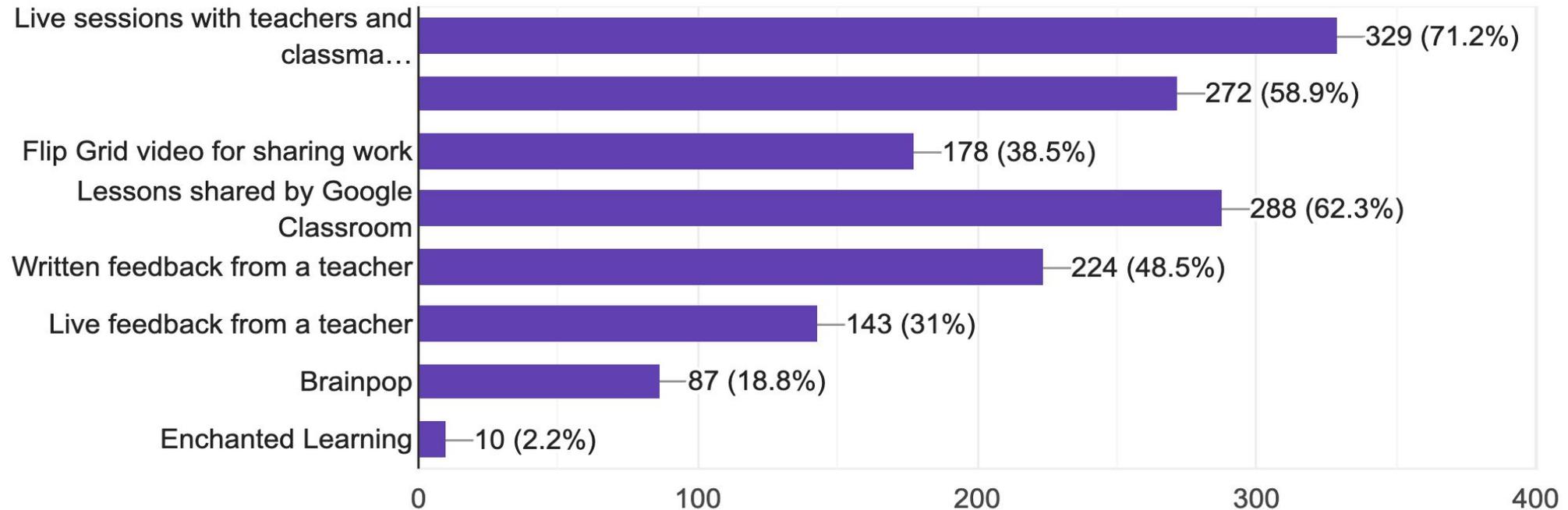
- We received over 450 responses from all three schools.
- The majority of questions were open ended responses.
- We read through the responses to identify trends and then coded each answer by those trends.
- If we could identify a grade or school we did so.
- We quantified the occurrences of codes to see patterns and trends.



Question #1: Successes (multiple selections NOT ranks)

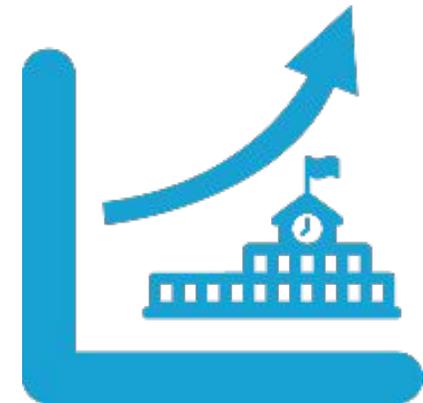
Which experiences that your child has engaged in since school closed have been the most successful in your household?

462 responses



Question #2: Successes Con't (391 Responses)

- Live Interactions with Teachers: 33%
- 1-1 Connections with teachers (chat, phone, or e-mail): 14%
- Software: Google Classroom: 18%
Other Software (flipgrid, Pather Link): 9%
- Video Recorded Lessons (both by teachers and other) 15%
- Special Education Supports: 2%



Third grade - flip grid is a great tool to get my child engaged. The padlets are also pretty good. I think when the students in the class are asked to post their work for all to see, it's more engaging to my child. The math lessons have been notably very good.

Kindergarten - IXL, Epic and Dreambox are my child's favorite independent programs to use. He gets very happy to do that kind of work. Read alouds by his teacher also keep him very engaged.

My son is in second grade and his teacher has been incredible. He loves his google meets, posting on the padlet and flipgrid. He is really enjoying the bird project but overall he misses the classroom and his peers.

Both my kids love Brain Pop and we do the social studies videos and quizzes together. My daughter likes Raz kids and IXL and my son likes Epic.

The kindergarten curriculum is okay. The google meets and maintaining a sense of connection have been really important. They also did some great lessons around Ezra Jack Keats books.

Both of my children's teachers are a huge support and very responsive to any concerns or questions.

In 7th grade, Ms X started off right away providing live recorded sessions and work for the students. She has been available and fair. She also used Brainpop,, activelearn, Ed puzzle, labs and Flipgrid.

Teacher Y also started off immediately with the the classes live recording using herself and YouTube videos. She also gave packets, just like in class. She checks the work to make sure it's understood. She is also available for questions.

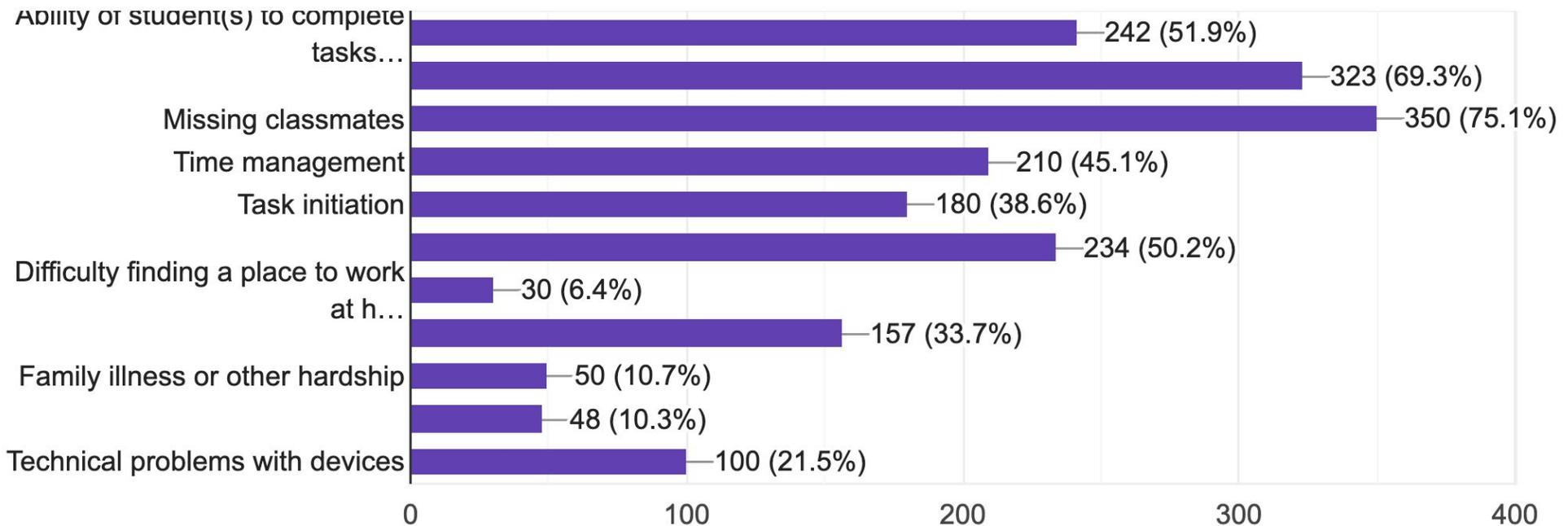
While Social Studies took a bit to get started, both teachers have provided live recording sessions, checking work, providing fair feedback just like in school.

According to my son, the live sessions with [English Teacher], in particular, are engaging and fun since he can ask questions and read To Kill a Mockingbird out loud as if he was in a proper classroom environment.

Question #3: Challenges (multiple selections NOT ranks)

Please tell us briefly which CHALLENGES your children have faced in your household in the past 8 weeks.

466 responses



Question #4: Challenges (385 Responses)

Struggles with organization, planning, navigating the work: 21%

Limited Teacher Contact: 15%

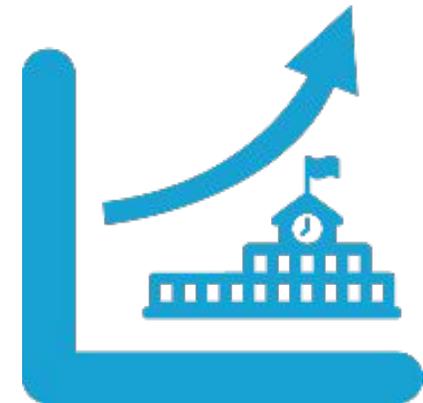
Need for Parental Support/ lack of independence: 12%

Ease of Technology Use (eg google classroom) 10%

SEL: Isolation, motivation, focus issues: 14%

Work Load: 4%

Overall Program Quality: 8%



I have 4 and timing of everyone needing to concentrate is hard. The younger grades need constant attention to get anything done because the work is so remote and different. Information on timing of Google meets have not been sent out in a concise manner. Different for all grades

For my 8th grader the schedule for live sessions starting at 8:30 is too early and the class times are too variable from day to day, with no reminders for meeting times. Also, it is difficult and confusing to manage assignments and due dates when many are written out within paragraphs instead of in bullet or list format. I also think that some classes are giving excessive amounts of work, with little & very delayed feedback. Mostly, the lack of direct accountability to teachers has really decreased motivation in my normally conscientious student.

Lack of structure. We set up a schedule but it can be challenging for a 6th grader to self-motivate and also follow instructions. She has felt stressed to "get it all done" and has rushed through, but we go over her work every afternoon and that has helped. It's hard to do that and work full time, but I think the teachers are doing their best!

We struggle the most is time management. My husband and I do not like kids to be on screen for so long so we make them take breaks and therefore the assignments take longer. I think they are missing on learning at a deeper level because they miss classroom discussions and interactions with their teachers. I think socially they miss seeing their friends and I get very upset and angry children at times. I do not have enough space for them to all work quietly. They have to work at the dining table and with that comes a lot of distraction.

Question #5: Engagement (397)

Live Experiences with Teachers and Classmates: 33%

Non-Live Video and Apps: 21%

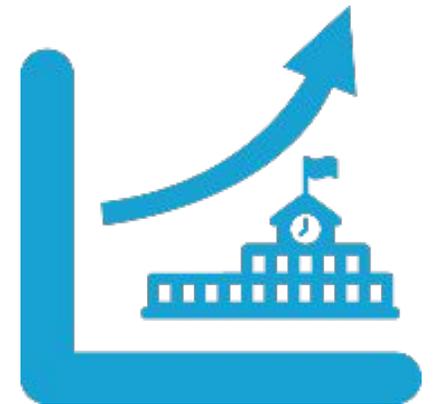
Specific Subjects Mentioned:

Math: 2%

Science: 2%

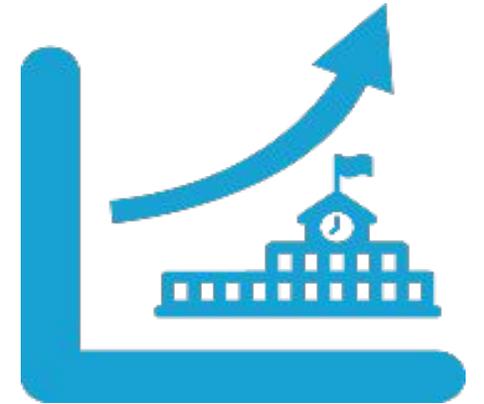
Read Aloud: 2%

Answers also mentioned the importance of schedules, small groups, and contact with peers as highlights. Others mentioned a specific lesson, story, or assignment.



Question #6: Live Sessions (407)

- Very Positive: 17%
- Positive: 44%
- Adequate: 4%
- Mixed Reviews: 7%
- Needs Improvement: 10%
- Not Effective: 4%
- Not Helpful: 11%



Also mentioned were frequency and types of interactions. At elementary level the concept of daily interactions was mentioned.

Live sessions are very helpful, my son feels very happy and walks away with a greater understanding of the lesson and expectations for homework.

Wonderfully - please do more. Would love 8 hours per day ideally but recognizing that's an outrageous request, maybe an hour per day to review work and talk through assignments would help.

MY son likes it however, gets bored waiting for his turn to engage with the teacher/s. I feel like 1-1 or small group sessions could help mitigate some of that.

Very enthusiastic. Not the same (have to wait turns in structured way) but by far the best element of remote learning.

According to my sophomore daughter, the continual learning wasn't working as well to her since she can barely learn new things by just doing daily assignments from teachers without having enough knowledge taught from the teachers.

2 high schoolers. MUCH more enthusiastic about live sessions with teachers, REtain more information, test better, comprehension improved, all around best way to go.

Survey Summary: 4 Trends

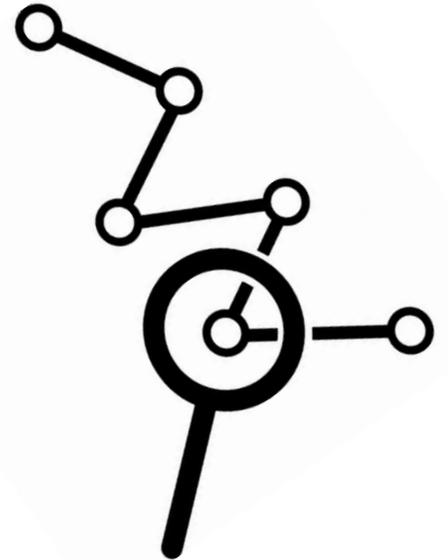
- The **Frequency and nature of Live Sessions** has the biggest impact on the positive experiences of students. Small group structures.
- **Feedback:** Hugely positive when present, hugely negative when absent
- Responses to other methods if independent work (video, apps) varies. **“One size does NOT fit all.”**
- **Organization and Structure support Independence.** Even then, some students struggle with independence while other are able to manage.

It's hard to do that and work full time, but I think the teachers are doing their best!

Impact of the Survey:

- The four trends are the main focus of the professional development on May 22 in all three schools.
- This data will also inform our work in June, throughout the summer, and during next year.
- Two trajectories:
 1. Overall Improvement
 2. Closing the gaps between the best practices and the least effective practices through structures, expectations, and collaboration.

1. Review of Survey Feedback
2. Plans through June
3. Re-Entry Task Force



Planning Through June

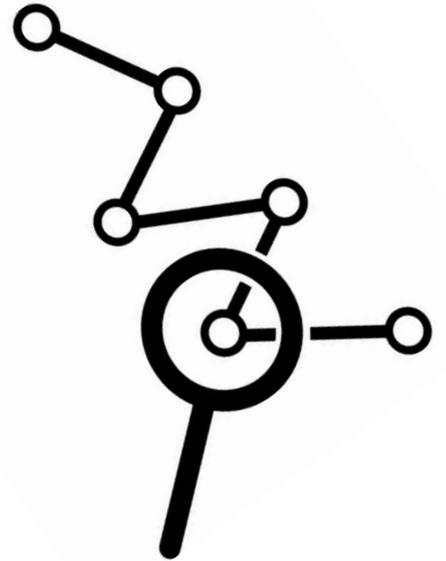
- 1. Professional Development Continues**
- 2. Building Level School Closing Procedures**
- 3. Report Cards**
- 4. Placement Processes and Transitions**
- 5. Celebrations**
- 6. June Professional Planning for Fall**

June 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

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1. Review of Survey Feedback
2. Plans through June
3. **Re-Entry Task Force**



- The slow work of recovery has begun with the goal of opening schools in September before a vaccine for Covid-19 will be ready.
- While some guidance will be provided, the responsibility of developing a comprehensive re-entry plan for schools will fall on each community.
- This work will be complex, and subject to changes as the trajectory of the pandemic evolves in the coming months.



Three Possible Scenarios:

1. School buildings/campuses do not open and/or need to close for 2 weeks up to 2 months at a time.
2. School buildings/campuses open with social distancing (“Split Attendance”)
3. School buildings/campuses open and business as usual



Considerations:

- Our best thinking is that we plan for **Scenario 2** to begin in September, but this target changes as the pandemic “curve” develops. In particular, TESTING and CONTACT TRACING are needed.
- We may need to be able to shift between plans 1-3. I.E. School campuses open one way in September -- but close again in the fall.
- Scenario 3 is unlikely without a vaccine or other robust medical intervention.
- Attendance challenges of individual teachers and students due to illness/quarantine will also be an issue.
- Health needs of vulnerable students and staff will also be a consideration



Structure:

- District Team
- Building Teams
- Community Forums and Surveys



Timeline:

- The first Task Force Forum will be on Wednesday, June 3 7:30-9:30PM.
- Building Level Teams will come online in late June
- Community Outreach will begin immediately as we look for your input, questions, and expertise.



Thank You