



**Southampton County
Public Schools
Bridging the Gaps**

August 9, 2021





Mission:

The mission of Southampton County Public Schools through the combined efforts of staff, students, families, and the community is to ensure a quality education in a safe environment that will prepare students to be successful learners and productive citizens in an ever-changing society.

Vision:

The vision of Southampton County Public Schools is that all students will be successful, productive, lifelong learners in an ever-changing world.

Overview

The Bridging the Gaps Plan will provide avenues for students to demonstrate their academic knowledge and growth on previously deficient objectives and skills. Successful recovery from learning loss will require more than one specific aspect. As part of a comprehensive approach, SCPS has developed 7 goals to ensure student success.

Southampton County Public School Division will focus on delivering highly effective teaching through our 2021-2022 Bridging the Gaps Plan that will utilize all information and guidance from the state, the Virginia Department of Education, the Virginia Department of Health, the Center for Disease Control, and local government.

Curriculum

Instruction

Assessment

Goals of SCPS 2021-22

Bridging the Gaps

- Create an equitable, positive, supportive, and safe learning environment
- Provide meaningful, intentional, consistent, and on-going professional development
- Build and foster family & community connections
- Revise curriculum and pacing to bridge the gap of learning loss
- Assess and monitor continuously to expedite student growth
- Plan individualized, data driven instruction to meet the needs of every learner
- Gather feedback from stakeholders and analyze data for strategic instructional planning



GOAL 1:

Create an equitable, positive, supportive, and safe learning environment

- Positive climate growth
- Build relationships with students, families, and staff
- PBIS: Focus on the positive
- Equity Committee & Equity Training
- Social Emotional Wellness of students and staff
- Child Abuse Recognition/Intervention
- Promotion of Self-Care
- USDA extension of free meals
- Follow CDC Guidelines to ensure safety

A decorative graphic on the left side of the slide features a large purple circle containing the text 'GOAL 2:'. Surrounding this are several other circles in teal, light blue, yellow, and green, some solid and some dashed. A dashed blue line curves around the circles. The main title is in red, and the list items are in black with red bullet points.

GOAL 2:

Provide meaningful, intentional, consistent, and on-going professional development

- New Teacher Professional Development
- Division-wide Professional Development
- Staff input of their professional development (Sched app)
- More frequent Grade Level and Vertical Planning
- Engaging, Research-Based Staff Development
- Clear learning expectations
- Monitor staff to meet individual needs
- Additional professional development through Master Teacher

A decorative graphic featuring a large purple circle on the left containing the text 'GOAL 3:'. A dashed light blue line curves from the top left, around the main text area, and down to the bottom right. Various other circles in colors like pink, orange, green, yellow, and teal are scattered around the page, some with white centers.

GOAL 3:

Build and foster family & community connections

- Clear communication: Remind, e-mail, phone, conferences, and social media
- Remind codes provided by schools are listed in the Bridging the Gaps Plan on the division website
- Connections beyond the classroom
- Community Partnerships: Franklin/Southampton Wellness Coalition and the Western Tidewater Early Childhood Collaboration including DSS, Department of Health, The Sheriff's Department, fire & rescue, banks, local libraries, Western Tidewater Service Board, Probation and Parole, local churches, the Food Bank, STOP and Smart Beginnings Western Tidewater.
- Families are encouraged to reach out to teachers and staff with any questions or concerns they may have

Southampton County Public Schools Building Remind Access Info

Parents may sign up for Individual building Remind Accounts by texting the message listed below for each building to the number '81010'.

Capron Elementary School	@4h36446
Meherrin Elementary School	@eaglesmes
Nottoway Elementary School	@notto
Riverdale Elementary School	@1riverdale
Southampton Middle School	@agggb7
Southampton High School	@hh6cgd



GOAL 4:

Revise curriculum and pacing to bridge the gap of learning loss

- Revisions to local curriculum & pacing
- Use of VDOE Standards, Curriculum Framework, Blueprints, and resources
- Flexible Pacing to meet student needs
- Vertical articulation to facilitate connections to prior content
- VDOE Bridging Standards (K-8)

Bridging Standards of Learning for the 2021-2022

Bridging standards (indicated by bold text in the grade level column below) are ones that meet one or more of the following criteria:

- Functions as a bridge to which other content within the grade level/course is connected, either horizontally or vertically;
- Serves as prerequisite knowledge for content to be addressed in future grade levels/courses; or
- Possesses endurance beyond a single unit of instruction within a grade level/course.

Grade 3 Mathematics – Bridging Standards
School Year 2021-2022

[This document identifies bridging standards in the 2016 *Mathematics Standards of Learning*. Bridging standards allow for the identification of content that can be connected when planning instruction and promote deeper student understanding.



Bridging standards (indicated by bold text in the grade level column below) are ones that meet one or more of the following criteria:

- Functions as a bridge to which other content within the grade level/course is connected, either horizontally or vertically;
- Serves as prerequisite knowledge for content to be addressed in future grade levels/courses; or
- Possesses endurance beyond a single unit of instruction within a grade level/course.

The selection of content focus areas, potential connections, and the sequencing of content in this document serve as examples only and are intended to assist with curricular development.

Grade 3 Content Focus Areas	Prerequisite Knowledge (Linked to JIT Quick Checks) Grade 1	Prerequisite Knowledge (Linked to JIT Quick Checks) Grade 2	Grade 3 (Linked to Just in Time Mathematics Quick Checks)	Possible Grade 3 Connections Across Content Focus Areas	Possible Future Grade Level/Course Content Connections
Using Place Value to Compare/Order Numbers	1.2a , 1.5ab	2.1ab	3.1a Read, write, and identify the place and value of each digit in a six-digit whole number, with and without models	Solving Problems with Addition/Subtraction	Decimal Place Value (Grade 4)
		2.1a , 2.1d	3.1b Round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand	Solving Problems with Addition/Subtraction	Round Number through Millions (Grade 4)
	1.2b , 1.2c	2.1a , 2.1c	3.1c Compare and order whole numbers, each 9,999 or less	Interpret data	Compare/Order Numbers through Millions (Grade 4)
Solving Addition/ Subtraction Problems with Whole Number	1.6 , 1.7a , 1.7b	2.5a , 2.5b , 2.6a , 2.6b	3.3a Estimate and determine the sum or difference of two whole numbers	Round Whole Numbers	Compute with Larger Numbers and Decimals (Grade 4)
	1.6	2.5a , 2.6a , 2.6b , 2.6c	3.3b Create and solve single-step and multistep practical problems involving sums or differences of two whole numbers, each 9,999 or less	Organize/Interpret Data	Solve problems with Larger Numbers and Decimals (Grade 4)
	1.13 , 1.14	2.16	3.16 Identify, describe, create, and extend patterns found in objects, pictures, numbers and tables	Compare/Order Numbers	Solve Practical Problems; Identify Rule (Grade 4)

GOAL 5:

Assess & monitor to expedite student growth

- Initial assessments of student academic needs
- Equitable grading practices
- Content mastery & Project-Based Learning
- Good balance of formative and summative
- Assessments do not have to be a “test”: discussions, hand signals, response cards, exit tickets, hand signals, & products
- Use of Technology: Schoology, quizizz.com, Kahoot!, & Flocabulary
- Focus on student growth
- Growth Assessments: New Fall 2021 Grades 3-8 Reading/Math Growth SOL Tests, Performance Matters, STAR Testing, PALS Testing, Informal Phonics Inventories (IPI’s), Ganske Screening for Word Study.

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GOAL 6:

Plan individualized, data driven instruction to meet the needs of every learner

- Analyze assessment data frequently
- Data driven and individualized instruction
- Small group instruction
- Scaffolded approach to learning
- Focus on vulnerable populations: racial/ethnic minorities, socioeconomically disadvantaged, Special Education, 504 population, English Language Learners, gifted, etc.
- High-quality instructional materials: Schoology, SeeSaw, online text, new HMH Reading Series, Virtual Virginia, Study Island, Write to Learn, Delta Math, Reading A-Z, Reading Eggs and Flocabulary
- Differentiated instruction (within the student's Zone of Proximal Development (ZPD))
- Accommodate individual readiness and learning styles

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GOAL 7:

Gather feedback from stakeholders and analyze data for strategic instructional planning

- On-going process
- Continuous feedback in as many forms as possible
- Parental feedback
- Educator feedback
- Staff feedback
- Community feedback
- Division leadership feedback
- Use feedback in moving forward