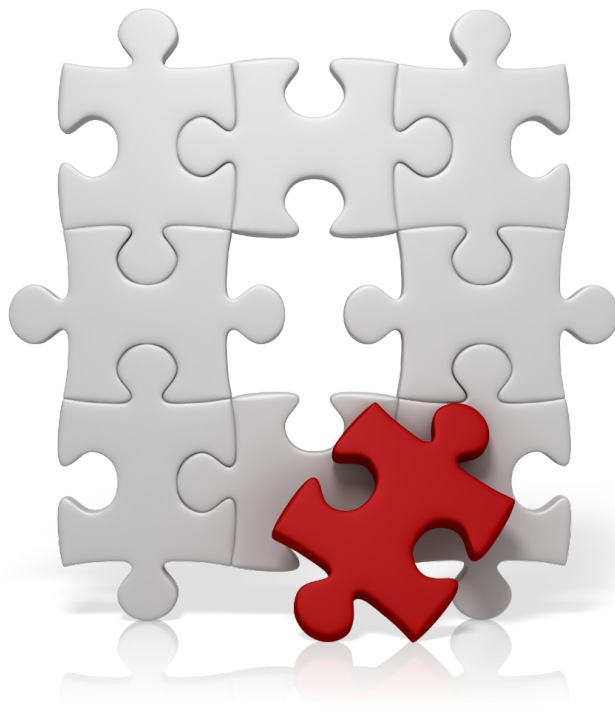


# Southampton County Public Schools Bridging the Gaps



Southampton County Public Schools  
P.O. Box 96  
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\*This document has been created to communicate the Southampton County Public School Division's plan to address unfinished learning that occurred during the COVID-19 Pandemic.

## 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.

## PROFILE OF A VIRGINIA GRADUATE



Integrating essential knowledge and Virginia's 5 C's – critical thinking, creative thinking, communication, collaboration, and citizenship will assist in planning, instruction, and assessments.

## CONTACT INFORMATION

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## Goals of SCPS 2021-2022 for 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 & 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



# SOUTHAMPTON COUNTY PUBLIC SCHOOL DIVISION

## 2021-2022 Bridging the Gaps Plan



### OVERVIEW

Southampton County Public School Division(SCPS) recognizes the negative impact of COVID-19. As educators, we know the potential negative impact of COVID-19, student sustained learning loss during our school closure, and disparities in the implementation of learning continuity can exacerbate or create gaps in student achievements. Many students were unfortunately not successful with virtual learning.

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.

SCPS will focus on delivering highly effective teaching through our 2021-2022 SCPS Bridging the Gaps Plan that will utilize all information and guidance from the Virginia Department of Education, the Virginia Department of Health, and the Center for Disease Control.

## DIVISION BRIDGING the GAPS GOALS

Southampton County Public Schools (SCPS), with the direction of the Virginia Department of Education, will be focused on bridging the gap in learning created by the COVID-19 Pandemic. From the Spring of 2020 through the 2020-2021 School year, students were faced with extensive disruptions in their traditional learning routines. SCPS is dedicated to evaluating unfinished learning and providing students with intentional, individualized instruction in an environment conducive to learning. This plan will elaborate on the actions the division's School Board, the division superintendent, administration, teachers, staff, and the community will take to drive students forward and bridge the learning gaps caused by the COVID-19 Pandemic.

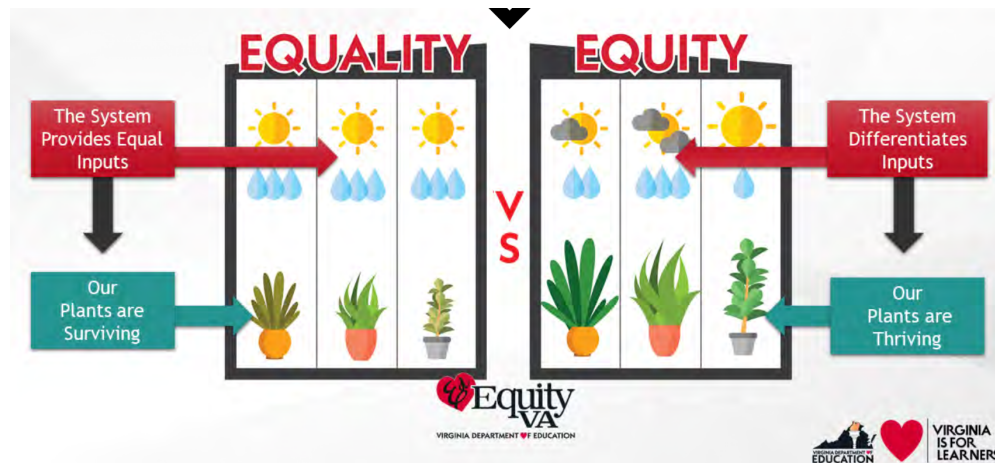


### **Goal 1:** *Create an equitable positive, supportive, and safe learning environment*

Before any instruction or learning can occur, staff and students must feel comfortable in their work/learning environment and have a sense of determination, will, and hope. Administrative staff and teachers will be intentional with building relationships with parents, students, and staff to foster that culture. Celebrations of positive experiences, rather than negative, will be encouraged and expected. Staff will greet students at the beginning of the school day/class period, spend 1-on-1 time with students, make connections with student interests, make positive phone calls, send positive referrals, be a listening ear, and give students a voice in the classroom.

As part of the focus on positive culture, all schools in Southampton County will be adopting and participating in Positive Behavioral & Intervention Supports (PBIS). PBIS is a nationally-recognized approach to support positive academic and behavioral outcomes for all students. In Virginia schools, PBIS is the behavioral component of the Virginia Tiered Systems of Supports (VTSS). PBIS is designed to shift the focus more on positive behaviors rather than negative behaviors to facilitate a safe and comfortable environment for students. At the middle and high school level, PBIS involves a software where teachers and staff are able to reward students with points for positive behaviors. Students are only able to earn points; points should never be taken from students. Students are able to cash in points for tangible and intangible rewards such as a book from the book vending machine, time in the video game room, snow cones, cotton

candy, popcorn parties, ice cream parties, bounce houses and yoga time. Additional PBIS reward ideas can be found at: <https://www.pbisrewards.com/pbis-incentives/>



While further developing positive climate growth, SCPS will commit to ensuring that educational equity is a reality for each individual student and staff member by further developing Equity Leaders and providing consistent professional development on building culturally competent leaders. An Equity committee has been developed to reassure students' and staff's individual educational and professional needs are being met. Administration will check in with staff/students frequently to ensure all parties are comfortable throughout the entire division. Student voice will also be considered when evaluating any concerns with a student's comfort level.

Social-emotional wellness is also a critical component to the success of all students and staff in SCPS. The division is committed to ensuring that students and staff are in the right frame of mind to be successful. Staff will be trained on providing positive social-emotional experiences to help students overcome the effects of the COVID-19 Pandemic. SCPS staff will be committed to monitoring students and their mental well-being. Staff will report any mental health concerns with students/families to the building guidance counselor and/or administration. Administration will report any concerns with mental health strain of staff to division leadership. In the event that it becomes necessary, communication with mental health professionals will be an option. Guidance counselors in each building will be offering office hours to work with and complete exercises involving the social-emotional health of any students that may need

these services. In addition, promotion of self-care of staff will be strongly encouraged throughout the division. This year, all SCPS schools will have a wellness/Zen room that houses exercise equipment, massage chairs, etc. giving staff access to a location and materials to practice self care. Our first priority will always be the health and safety of each and every one of our students and staff members.

During the Pandemic, child abuse cases and neglect have been on the rise. All administration and staff will receive professional development on Child Abuse Recognition & Intervention. Additional training for staff is located on the VDOE website at: [https://www.dss.virginia.gov/family/cps/mandated\\_reporters/cwse5691/story\\_html5.html](https://www.dss.virginia.gov/family/cps/mandated_reporters/cwse5691/story_html5.html). School staff are considered mandated reporters by the state of Virginia, and all reports of abuse should be reported to administration. Administration will report abuse to the Southampton Social Services Department. Additional information on Child Abuse Recognition and Intervention can be found on the VDOE Website at [https://www.doe.virginia.gov/teaching/licensure/child\\_abuse\\_training.shtml](https://www.doe.virginia.gov/teaching/licensure/child_abuse_training.shtml)

Research determines that hunger can affect a student's ability to learn. This year, SCPS schools will also ensure that students are continuing to be fed. Through the assistance of the USDA, all students will receive free breakfast and lunch the entire 2021-2022 school year. In an effort to promote student interest in eating school lunches/breakfasts, students may participate in samples/"tastings" at PTA or school events.

With continuous concerns of COVID-19 and the "delta variant", SCPS will continue to follow CDC guidelines and implement mitigation strategies. Under the direction of Will Melbye (SCPS Coordinator of Auxiliary Services), safety protocols will be clearly articulated and implemented with fidelity. In the event that CDC regulations are updated, new regulations will be clearly communicated to staff with the expectation of immediate implementation.



**Goal 2:** *Provide meaningful, intentional, consistent, and on-going professional development*

SCPS will be holding intentional, research-based and extensive New Teacher Training and Professional Development sessions including, but not limited to, recovery of learning loss, equity, mental health/self-care, special education services, and new programs throughout the division. Input from administration, as well as staff, will be

considered prior to scheduling topics for specific sessions. Staff members will have mandatory sessions for part of the professional development but will also have the flexibility to choose some of their professional development sessions through the Sched app. Professional development sessions will be designed to be engaging and interactive for staff, giving staff an opportunity to have hands-on productive practice in session strategies/ideas. Leadership in the school division will encourage sessions to provide many resources that teachers/staff can access quickly and easily during instructional planning. A division resource page will be provided by the Curriculum/Instruction Department for each instructional level for staff to have quick and easy access to additional resources. Throughout the professional development days, clear learning expectations and experiences will be communicated to staff. Leadership will also monitor individual staff and their professional development needs continuously throughout the school year using observations, surveys and data. Teachers will also have access to the online Master Teacher professional development website, sessions, and tools.



### **Goal 3: *Build and foster family & community connections***

Communication will be key to successful implementation of our 2021-2022 Bridging the Gaps Plan; Southampton County Public School Division will frequently communicate with stakeholders through the district website and social media. Parent and student communication will occur through in-person scheduled meetings, phone calls, Remind, e-mails, our learning management system (Schoology), and Schoology conferences. In addition to sharing information and available resources with our families and community, a strong focus will be on expanding and strengthening trusting relationships with all stakeholders.

SCPS understands that communication with its staff, students, families and community is a critical component of student success. The same communication will be instrumental in closing the gaps in learning loss from the COVID-19 Pandemic. Open lines of communication with parents will be established through phone calls, e-mails, Schoology Conferences, and Remind. (Remind codes for each individual school are listed below.) Teachers will share their individual Remind information with students in their respective classes. If a child does not bring home information to join a teacher's

class, the parents are encouraged to contact that individual teacher via Schoology, phone, or e-mail to obtain that information. Parent(s)/guardian(s) will also receive information on how to view their child(ren)'s grades online. This information can be obtained from each school's main office at any time during the school year.

<b>Southampton County Public Schools Building Remind Access Info</b>	
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

Staff may also be encouraged to build professional connections with families outside of the school day. Division administration, building administration, and staff will be encouraged to keep parents updated with classroom happenings and assignments through the Remind app, Facebook, Twitter, Schoology, and/or newsletters. In addition, teachers should also provide accessibility to their most up-to-date contact information so that students/parents are able to ask questions or express concerns. Parents, guardians and students are requested to reach out to any SCPS staff with any questions or concerns they may have.

Community Partnerships are also vital to recovery efforts. As suggested by the VDOE, SCPS strives to develop partnerships that include local museums and organizations to incorporate resources supporting the local culture/history into the learning program. SCPS will maintain close partnerships with the Franklin/Southampton Wellness Coalition and the Western Tidewater Early Childhood Collaboration. These two organizations include members from all areas of the community: 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. SCPS thanks these community partners for their commitment to SCPS student success.

SCPS will conduct parent inservices and videos to assist in understanding Schoology and other programs such as IXL, SeeSaw, Study Island



#### **Goal 4: *Revise curriculum and pacing to bridge the gap of learning loss***

To assist with closing the learning gap, the VDOE recommends revisions to local curriculum and pacing. Curriculum will focus on student mastery of priority standards and address learning gaps, while remaining grounded in research based instructional practices that support deeper learning. Continue to provide opportunities for advancement and access to rigorous learning experiences for all students based on individual needs.

During professional development week and throughout the school year, grade level and content area teams will meet to revise and improve pacing guides. While revising pacing guides, staff members will add additional information to the pacing from the VDOE Bridging Standards including prerequisite knowledge from previous grade levels and future grade level connections. (\*See example of the VDOE Bridging Standards documents below) Staff will use vertical articulation to facilitate connections to prior content (using the learning bridges). Staff will also access the VDOE's Standards of Learning, Curriculum Framework and Blueprints (Blueprints are for SOL testing grade level/content areas only) to ensure that pacing is parallel to the state standards and expectations. Staff will be expected to follow such pacing as closely as possible, but division leadership understands that student populations from different schools may need additional or less instructional time for a particular standard or objective.

\*The chart below is an example of identifying 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.

**Grade 7 Mathematics – Bridging Standards**  
**School Year 2021-2022**

Grade 7 Content Focus Areas	Prerequisite Knowledge (Linked to JIT Quick Checks) Grade 5	Prerequisite Knowledge (Linked to JIT Quick Checks) Grade 6	Grade 7 (Linked to Just In Time Mathematics Quick Checks)	Possible Grade 7 Connections Across Content Focus Areas	Possible Future Grade Level/Course Content Connections
		<a href="#">6.12a</a> , <a href="#">6.12b</a> , <a href="#">6.12c</a> , <a href="#">6.12d</a>	<b>7.10e</b> Make connections between and among representations of a proportional or additive relationship between two quantities using verbal descriptions, tables, equations, and graphs		Graphs of Linear Functions (Grade 8)
Representing Data with Histograms		<a href="#">6.10a</a>	<b>7.9a</b> Represent data in a histogram	Compare and Order Rational Numbers	
	<a href="#">5.16b</a>	<a href="#">6.10b</a>	<b>7.9b</b> Make observations and inferences about data represented in a histogram	Compare and Order Rational Numbers	
	<a href="#">5.16c</a>	<a href="#">6.10c</a>	<b>7.9c</b> Compare histograms with the same data represented in stem-and-leaf plots, line plots, and circle graphs	Compare and Order Rational Numbers	
Determining Probability	<a href="#">5.2a</a> , <a href="#">5.2b</a> , <a href="#">5.15</a>	<a href="#">6.2a</a> , <a href="#">6.2b</a>	<b>7.8a</b> Determine the theoretical and experimental probabilities of an event		Determine Probabilities of Independent and Dependent Events (Grade 8)
	<a href="#">5.2a</a> , <a href="#">5.2b</a> , <a href="#">5.15</a>	<a href="#">6.2a</a> , <a href="#">6.2b</a>	<b>7.8b</b> Investigate and describe the difference between the experimental probability and theoretical probability of an event	Compare and Order Rational Numbers	Compare and Contrast the Probabilities of Independent and Dependent Events (Grade 8)



**Goal 5:** *Assess & monitor continuously to expedite student growth*

Assessments are designed to be part of the learning process. SCPS teachers/staff will conduct initial assessments of student academic needs and use the data collected to inform instructional planning that is targeted, differentiated, and scaffolded. They will examine and adjust grading practices to ensure that they are conducive to equity and considerable to bridging the gaps due to extended school closures; the focus will be on content mastery and project-based learning that includes all three forms of engagement: academic, kinesthetic, and emotional (the most powerful). Assessments will continuously be performed in the classroom to monitor individual student progress.

The term “assessment” is not to be confused with testing. Students may demonstrate mastery in a variety of ways: discussions, journal entries, hand signals, response cards, exit tickets and products, etc. Assessments should be a good balance of formative and summative, and teachers are encouraged to be creative with their assessments. The use of technology is strongly encouraged: Schoology, Flocabulary, quizizz.com, Kahoot!, etc. Mini-assessments are also encouraged by the VDOE.

While assessing, the focus should be on individual student growth rather than solely on summative grades. A list of assessments designed to measure growth and will be utilized by SCPS during the 2021-2022 school year are, as follows:

- 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.

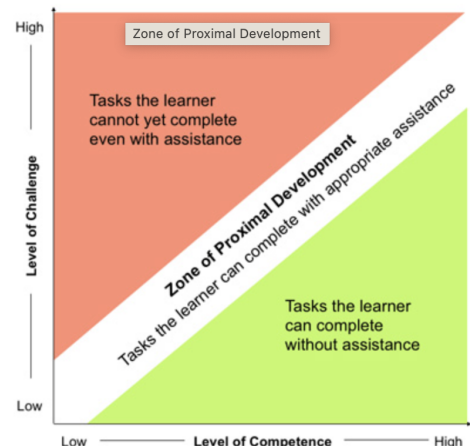
\*\*\*Additional assessments as prescribed by Division Leadership may also be prescribed.



**Goal 6:** *Plan individualized, data driven instruction to meet the needs of every learner*

After giving assessments, teachers/staff will analyze data from assessments and use the data to be intentional with their instruction. Instruction will be student-focused, highly engaging, and relevant to students’ lives. Teachers will pay attention to vulnerable student populations, gaps in instruction/data, and use a tiered/scaffolded approach to teaching for mastery.

They will use high-quality instructional materials that support deeper learning and creative scheduling to allow time for intensive instruction. High-quality instructional materials provided by the division include Schoology, SeeSaw, online texts, the new Houghton-Mifflin Harcourt Reading Series (grades K-12), IXL, Plato, Virtual Virginia, Study Island, Write to Learn, Delta Math, Reading A-Z, Reading Eggs, and



Flocabulary. Some creative scheduling suggestions are: after-school tutoring (fall, winter, and/or spring), intense remediation, peer tutors, “lunch bunch” with teacher(s), accelerated learning academies, and after school care support.

Small group and individualized instruction will be of high priority during the 2021-2022 school year. SCPS will conduct small group instructional support sessions for students who receive services under section 504, Title I, students with disabilities (IEPs) or other identifiable groups, including those classified as English Language Learners and vulnerable students. In addition, intense remediation pull-outs and push-ins will occur with our Reading Specialists and Math Coach. Teachers will afford personalized learning opportunities within each individual student’s zone of proximal development (ZPD). Providing students with differentiated and/or leveled instruction, increases student comfort/buy-in and in turn provides increased and faster learning and understanding. Regular education teachers will communicate with the Special Education Team to gain exposure to/offers strategies that are specific to student disabilities to better reach the Special Education population.

Teachers will also develop new, differentiated lessons that are creative and accommodate students' different learning styles. Students are more apt to retain concepts taught if they are highly engaged in the lesson: physically, mentally, and emotionally. Teachers will access the resource pages developed by the Division Curriculum/Instruction Team while planning to access up-to-date and current instructional ideas and strategies. Teachers are encouraged to collaborate with other teachers in the division and reach out to division leadership for assistance with planning.

Grade-level/content pacing guides, lesson plans, and instruction will be monitored and observed frequently. Instructional teams will update pacing guides depending on student mastery and when requested by the Curriculum and Instruction Department. Lesson plans on the planbook.com website will be evaluated and input will be provided by principals and division leadership. Classroom observations in all grade level and content areas will take place and support will be provided where necessary.



**Goal 7:** *Gather feedback from stakeholders and analyze data for strategic instructional planning*

Closing the learning gaps from the COVID-19 Pandemic will be an on-going process that goes beyond the 2021-2022 School Year. SCPS will gather continuous feedback from students/parents, educators, staff, division leadership and the community in as many forms as possible. Forms of data collection can include, but are not limited to, surveys, Google Forms, communication with administration and staff, etc. SCPS Division Leadership encourages any questions/concerns necessary to guarantee the success of all learners. Feedback from stakeholders will help SCPS Leadership continue to assist students in bridging the gaps in summer school and beyond.