Survey Data and Improvements to
Hybrid and Distance Learning 2.0 Models
November 12, 2020

Mahtomedi
Public Schools

Overview

- Learning Model Survey Data Background
  - Role of Surveys to Inform Operations
  - Details of Survey Collection
- School Building Overviews
  - Strengths
  - Areas for Operational Improvement
  - Professional Development: October 30

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Learning Model Survey Data

Family Survey

The family survey was emailed to all Mahtomedi Public Schools families on October 12, 2020 and the survey closed on October 18, 2020.

The survey included 16 district-wide questions and five elementary-specific and four secondary-specific questions about their experience under the current learning model during the fall of 2020.

A total of 1,355 surveys were completed district-wide.

Student Survey

O.H. Anderson Student Data:
The student survey was given to students in grades 3-5 at O.H. Anderson between October 12-14. A total of 524 surveys were completed by students.

MMS Student Data:
The student survey was emailed to all students in grades 6-12 at Mahtomedi Public Schools on October 8, 2020 and the survey closed on October 16, 2020. A total of 219 surveys were completed by students.

MHS Student Data:
The student survey was emailed to all students in grades 6-12 at Mahtomedi Public Schools on October 8, 2020 and the survey closed on October 16, 2020. A total of 254 surveys were completed at Mahtomedi High School.

Staff Survey

The staff survey was emailed to staff on October 12, 2020 and the survey closed on October 18, 2020.

We surveyed staff who work directly with students to support instructional learning either in the classroom or with distance learning. Staff from early childhood, K-12, and Passages Transition Program participated in the survey.

A total of 164 staff completed the survey.

The survey included 22 questions about staff experience under the current learning model during the fall of 2020.

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School Building Information

School Building Overviews

- **Strengths** (As we make operational improvements, we also want to know what we are doing well)
- **Areas for Operational Improvement**
- **Professional Development**: How we took survey data and focused needs during professional development time.
    - October 30
    - Reflected on the feedback. Teachers were able to learn, collaborate, and plan.

Our beliefs express our fundamental values, convictions, and character.

- Everyone needs to give and receive love.
- Integrity is critical to trusting relationships.
- Success does not demand perfection.
- Joy must be a part of the human experience.
- Diversity strengthens community and individuals.
- All people deserve compassion and unconditional acceptance.
- Change is necessary for growth.
- All voices deserve to be honored.
- Each person has immeasurable worth.
- Each person has the desire and capacity to learn and grow.
- Everyone has the right to be and feel safe.
- Hope motivates people to persist.

Wildwood Elementary School Mission

Our mission statement is the declaration of our intent! This includes what we aspire to be, our purpose (why), and the environments we must have to support the mission.

The mission of Wildwood Elementary School, the joyful Zephyr family dedicated to building the foundational pathway of learner agency and personal excellence, is to ensure that each student has intrinsic passion for life and learning with compassion for oneself and others, through a vital system distinguished by:

- **A culture of exploration, play, wonder, and creativity**
- **An equitable learning experience for all**
- **A community that builds authentic relationships, a sense of belonging, collaboration, and trust**
- **A culture that views challenges as opportunities to persevere and grow**
- **An array of exceptional and global learning experiences that cultivate academic, social, and emotional growth**

Family Strengths

Area	Details of Strength
Schedule	Families and students understand the schedule. 93.94 % of families agree/strongly agree that their student understands the schedule and class engagement expectations.
Health & Safety	90.82% of families are confident in COVID-19 protocols.
Relationships	Good connections and relationships with staff and students. **95.44% families agree/strongly agree that their child has developed a safe, mutually respectful relationship with their teacher.**
Technology	91.18% of families agree/strongly agree child is confident in using Seesaw 97.38% of families agree/strongly agree child is confident in using their iPad
Engagement	89.87% of families agree/strongly agree child is engaged in their academic coursework

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Areas for Operational Improvement

Area	Operational Improvements
Distance Learning Student Relationships	More connections and community building with distance learning students.
Distance Learning Engagement	More focus on engaging distance learning students.
Technology Staff Training	Need for increased technology training and support time for staff.

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Professional Development

Relationships and Engagement in DL:
  A. Working with small groups of students in reading and math.
  B. Continuing to run morning meetings to develop relationships with students and teachers
  C. Being very intentional about making sure we include the DL students and families in school events.
  D. Have a lunch bunch with students and activities run by parent volunteers.

Tech Training:
  - The high need came from survey results
  - Met as a tech team and discussed training options and possible places to find time for training.
  - Decided we needed ongoing consistent training in small batches.
  - Met with our leadership team and discussed what teachers wanted to learn. (What do you want to be able to do with the technology?)

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Professional Development

Tech Training Plan:
- Meet with entire staff twice a month Staff meeting broke up 15 min informational, 25-30 min tech training.
- Tech training would be demo, training, sandbox.
    - Google Meets (students and Staff)
    - Google breakout rooms
    - All students ready for DL and Google meets logins

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Oct 30th:
- Teachers collaborated on DL day assignments
- Patrick did Tech training for K-1 on Google Meets
- DL teachers had time to share ideas and work through small groups
- Connect with other staff members in the building about student
- Time to get caught up.

Wildwood Staff Quotes About October 30

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The October 30th workday has been so helpful! Our 2nd-grade team has been able to take information from the surveys and tweak our strategy to best fit the needs of the kids and teachers. My class was also able to try out having a virtual morning meeting and that was really fun and great practice using google meets! - Quinn Anderson Grade 2

Thank you for October 30th! I'm grateful that the teachers had this workday to collaborate with their teams and work on what they needed to for their classrooms. I was able to separately meet with 7 WW teachers for their MCP coaching cycles. Typically, teachers need to use their prep time or after school time to meet with me during their busy day. Thank you! Stacy Triplat, MCP Peer Coach

We reflected on our current practices of sending out Hybrid DL materials / Materials for kids that are Quarantine/ and Non-School Day protocol for materials. We are all aligned. We also did some individual training on seesaw and how to create lessons. We made a plan moving forward to request training and practice with Google meet. We spent time working with TEC on setting up computers so that we can have to see grid view for google meet. We revamped our guided reading plans that we made over MEA so that we can only have 3 to a group so that students can have individual instruction. K- Team

The October 30 day to plan with my team was instrumental in preparing our students for their future distance learning days. We felt respected and supported as professionals from our administrators. - Stacy Fesser

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O.H. Anderson Elementary School

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Oct. 2020
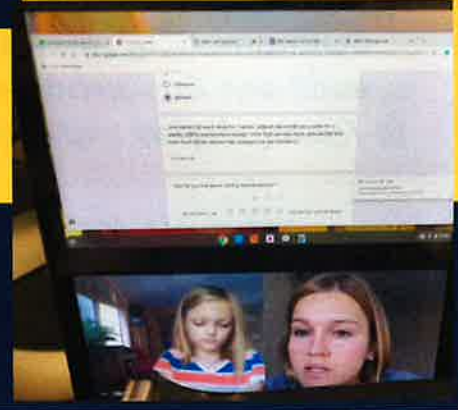
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Mahtomedi Public Schools Beliefs

Our beliefs express our fundamental values, convictions, and character.

- Everyone needs to give and receive love.
- Integrity is critical to trusting relationships.
- Success does not demand perfection.
- Joy must be a part of the human experience.
- Diversity strengthens community and individuals.
- All people deserve compassion and unconditional acceptance.
- Change is necessary for growth.
- All voices deserve to be honored.
- Each person has immeasurable worth.
- Each person has the desire and capacity to learn and grow.
- Everyone has the right to be and feel safe.
- Hope motivates people to persist.

O.H. Anderson Elementary School Mission

Our mission statement is the declaration of our intent! This includes what we aspire to be, our purpose (why), and the environments we must have to support the mission.

The mission of O.H. Anderson Elementary, the joyful Zephyr family of curious, hard-working learners committed to empowering everyone to be better together, is to ensure all students discover their authentic selves and build bold learner agency to collaboratively and mindfully contribute in our world through a vital system distinguished by:

- **An inclusive and fun environment that honors the worth of the individual and connections with others**
- **A culture that celebrates learning, passion, and personal excellence**
- **Teaching and learning that values the process of discovery and bold experimentation**
- **A culture that empowers authentic student voice, choice, and action for the greater good**

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Success does not demand perfection.
Change is necessary for growth.
Each person has the desire and capacity to learn and grow.

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Strengths

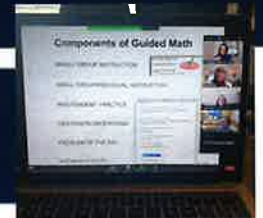| Area	Details of Strength
Schedule	Happy with 5 days of continuous learning with 4 days in person.
Health & Safety	Strong COVID protocols being used to keep everyone safe.
Relationships	Positive relationships built with teachers and peers **94.65% families agree/strongly agree that their child has developed a safe, mutually respectful relationship with their teacher.** **95.55% students agree/strongly agree that they have developed a safe, mutually respectful relationship with their teacher.**
Engagement	Students are independent learners
Technology	Strong knowledge of Google Classroom and other technology tools by students and families. 93.65% of families agree/strongly agree child is confident in using Google Classroom 95.65% of families agree/strongly agree child is confident in using their Chromebook

Areas for Operational Improvement

Area	Operational Improvements
Home Learning Days	To do task list in Google Classroom. More structure for home learning days. More engagement and interaction for home learning days.
Distance Learning 2.0	More support for struggling students. More social opportunities for Distance Learning 2.0 (Small groups, volunteer activities)
Specialists	Increase engagement and participation in specialist classes and create connections with teachers. Specialist Live Lesson Flexibility and communication with unfinished assignments.

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Areas for Operational Improvement

Area	Operational Improvements
Rigor and Differentiation	Increase rigor and differentiation through • Scholastic Digital Reads -reading at instructional reading levels during independent reading, guided reading, and book clubs. • Training in Reciprocal Teaching • Guided Math Workshop to differentiate instruction • Planning safe ways to have small group reading at our staff meeting.
Communication and feedback	• The leadership team will discuss common commitments in regards to communication. • Use of Goformative to immediate feedback to students in 5th grade • Specialists using Google Classroom Points

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Areas for Operational Improvement

Area	Operational Improvements
Technology	Need daily access to devices at home. Continue learning for families in the area of technology.
Teacher Support	Need time for collaboration, learning, and planning.

OHA HYBRID & DISTANCE LEARNING 2.0

October 30 Professional Development Goals

Learn	Collaborate	Individual Planning
Digital Short Reads **Google Meet Updates** **Go Formative** **Reciprocal Teaching- Online**	**Team Planning for the next unit** **Adaptations for Hybrid and COVID Protocols** **Create videos for at home learners** **Student support**	**Lesson Planning** **Feedback for students** **Differentiation**

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Quotes from Teachers

We had 2 ½ hours of strong collaboration as a literacy team. We could plot out the unit and spend time adapting lessons using COVID protocols for in person learners and adapt plans for at home learners. We feel prepared.

-Katie Nestrud

I was able to spend more time with my student teacher planning interactive lessons for our students, as well as becoming more efficient with using Google Classroom to post assignments. The Speech Language Pathologists in the district had a chance to connect and share best practices.

-Lisa Channon

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Quotes from Teachers

I was able to connect with the other media specialists. I spent time planning for the need for supporting eBooks in MackinVIA - where students and staff will go to checkout eBooks.

-Beth Erlenborn

Both of the Reading Small Group presentations on Reciprocal Teaching and Digital Short Reads were super helpful for me!

-Christy Anderson

More live lessons were planned in the next few weeks for 5th grade. Almost all lessons will have a live option before Thanksgiving. 5th Grade Math has decided to use GoFormative as the main tool to provide immediate feedback to students as they practice. A few teachers have used Jamboard and a few more plan to try it out during live Meets.

-Chris Carlson

Quotes from Teachers

We value this time and we have a lot of 3rd grade accomplishments:
- Recorded 6 math lessons
- Planned distance learning lessons for the following week
- Adjusted small groups for fluency and comprehension support
- Connected with speech teacher and SPED
- Learned and explored Scholastic Digital Reads
- Math Centers planned and passed out for the whole team
- Health & Safety Videos completed
- Time to organize classrooms/paperwork
- Sorted through all of the reading lessons and slides to make adjustments to fit the hybrid classroom/distance learners.
- Rewrote learning targets and planned out lessons for the next few reading units.
- Divided up lesson recordings and slide adjustments between teachers.

It was great to have time to collaborate/work together and complete tasks

We worked on evaluations/paperwork that they haven't had time for during hybrid teaching

We began considering more ideas of how to provide services in distance learning model

-Special Education team

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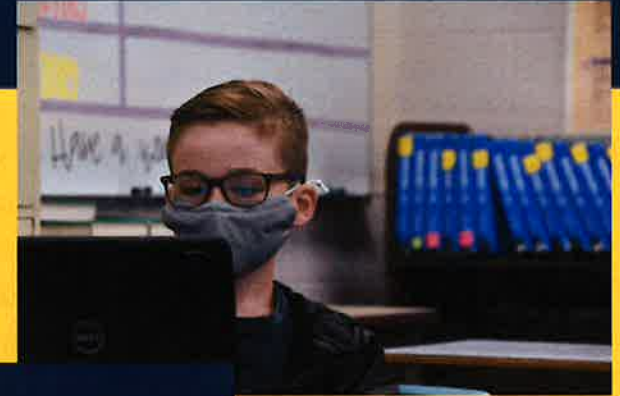
Mahtomedi Middle School

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Mahtomedi Public Schools Beliefs

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- Diversity strengthens community and individuals.
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- Hope motivates people to persist.

Mahtomedi Middle School Mission

Our mission statement is the declaration of our intent! This includes what we aspire to be, our purpose (why), and the environments we must have to support the mission.

The mission of Mahtomedi Middle School, an authentically connected community of Zephyrs dedicated to the fearless pursuit of personal growth is to ensure all students possess the academic, social, and emotional foundation for individual success while exploring passions and enhancing their joy of learning, through a vital system distinguished by:

- **A culture that fosters trusting relationships and belonging**
- **An inclusive community that embraces and celebrates each individual**
- **Exceptional learning experiences and diverse opportunities that inspire and challenge students inside and outside of the classroom**
- **A culture that encourages curiosity and risk-taking and recognizes failure as a part of the learning process**
- **A dynamic learning environment that is flexible and responsive**

Strengths

Area	Details of Strength
Relationships and Social-Emotional Growth	**85.78% of students believe they have safe, respectful relationships with MMS staff.** **89.9% of students believe MMS staff care about students.** 88.58% of students say they have what they need for mental wellness supports at school
Technology	88.72% of families and 92.66% of students agree/strongly agree that child is confident in using of Google Classroom 92.73% of families and 94.93% of students agree/strongly agree that child is confident in using their Chromebook
Schedule Structure	Families like that we have continuous learning in our schedule. Staff are able to meet students needs with smaller class sizes.
Safety and Health	84.17% of families and 76.04% of students are confident in COVID-19 protocols.

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Areas for Operational Improvement

Area	Operational Improvements
Relationships	Students would like more time for interaction with peers and more time for academic and social-emotional support from staff.
Instructional Rigor and Engagement	Students would like to see more engaging activities. Staff want students to stay engaged in class and coursework during at home activities.

Areas for Operational Improvement

Area	Operational Improvements
Schedule and Academic Support	Consistency with how class time is used. Students, families, and staff would like more breaks built into the daily schedule. Time for both intervention and accelerated support. Week off and on has been confusing for some students and stressful for staff without prep on those weeks. The 90 minute duration of class is challenging for student engagement. Clear expectations for Friday's schedule. Increased communication about how students are doing and when assignments are missing.

Putting Feedback Into Action at MMS

- October 30 Staff Training
- 60 minute class periods
  - Instruction, Engagement, Feedback,
- 30 minute Targeted Support
  - Including Counselors, Special Education, Support Staff
- Continued Team Meetings and Admin/Counselor Meetings
  - Able to focus in on student needs and in person opportunities

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Moving Ahead - October 30th

Moving Ahead - October 30

Staff Day Focus - Increase Student Engagement

- 8:00   Pear Deck Presentation with Brooke Carlson
- 9:00   Google Breakout Presentation with Cate Willers
- 10:00   EdPuzzle Presentation with Marie Sortland and Kathy Mackin
- 11:00   JamBoard Presentation with Patrick Crothers
- The Afternoon - Collaborative work with teaching partner or department

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Quotes from Teachers

"Thank you for today. Everything happened just the way I hoped it would. So many of us collaborated and learned from each other." - Virginia Mancini

Today was a very worthwhile day. I learned so many things from my colleagues. I love the idea of more student engagement with tools such as Kahoot, PearDeck, edpuzzle, and breakout rooms. Such wonderful learning opportunities take time, and that appears to be something we are very short on. - Marie Sortland

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New Mental Wellness and Student Support at MMS

- Counselors have Google Classroom set up for students with many resources
- Wellness Wednesdays
  - Using CASEL Standards of Social Emotional Learning
  - Video and resources each week
- Tuesday and Thursday Academic Support during Advisory
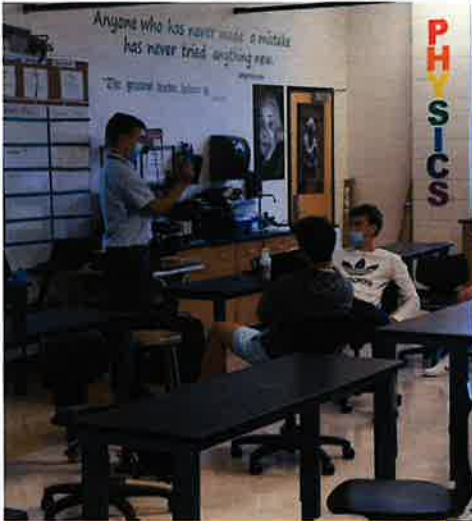
Mahtomedi High School

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Mahtomedi Public Schools Beliefs

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- Each person has the desire and capacity to learn and grow.
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- Hope motivates people to persist.

Mahtomedi High School Mission

Our mission statement is the declaration of our intent! This includes what we aspire to be, our purpose (why), and the environments we must have to support the mission.

The mission of Mahtomedi High School, a driven and supportive family of Zephyrs whose individual growth enriches the community as a whole, is to ensure a transformational experience in which students are life-long learners and empathetic community members equipped with the desire and ability to explore their passions through a vital system distinguished by:

- **inclusive and safe environments where all Zephyrs belong and advocate for one another through authentic relationships**
- **a culture that seeks out and honors diverse and global perspectives**
- **dynamic educational experiences for varied interests**
- **embracing the discomfort of setbacks as an important part of the learning process**
- **a community that recognizes that success comes in many forms**

Strengths

Area	Details of Strength
Health and Safety	Support our work on traffic patterns, cleaning protocols, and lunch schedule changes. 77% of families and 70.33% of students are confident in COVID-19 protocols
Technology	89.97% of families and 97.22% of students agree/strongly agree that child is confident in using of Google Classroom 93.63% of families and 92.82% of students agree/strongly agree that child is confident in using their Chromebook
Structure	Families appreciate the five days of continuous learning. 83.86% students are feeling engaged and 76.38% of students feel they are making choices about how they learn.

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Strengths

Area	Details of Strength
Connection and Relationships with Students	Families appreciate connection opportunities. Families appreciate group work time and clubs for peer interaction. Students need more peer interaction opportunities. **84.19% of students believe they have safe, respectful relationships with MHS staff. 85.77% of students believe MHS staff care about students.** Students like when teachers use surveys or regularly find ways to ask about students. Students identified characteristics of good connection and relationship building between staff and students: **ask about personal lives and interests, connect individually, ask about workload, understand individual needs, ask about life and remember it, listen to students, learn something new about students every day, and feel comfortable.**

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Areas for Operational Improvement

Area	Operational Improvements
Staff Technology Training	Staff need for more time for teachers to collaborate, learn, and implement more engaging distance learning tech tools.
Academic Support	Students need time to meet individually or in small groups with teachers. Families want consistency of support by all teachers. Families want grades entered more timely and increased communication about missing work and falling behind. Students asked for more flex time to get help from teachers and office hours for help.
Connections	Students want deeper, authentic relationship building that focuses on getting to know them as a person. 63.78% of MHS students believe that most teachers at MHS are interested in them as a person.

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Areas for Operational Improvement

Area	Operational Improvements
Schedule	• Families want more consistency in how class time is used. • Students, families, and staff would like more breaks built into the daily schedule. • Week off and on has been confusing for some students and stressful for staff without prep on those weeks. • The 90 minute duration of class is challenging for student engagement. • The Friday schedule is confusing for students and families. Students would like Fridays to be more individual work and asynchronous learning. • Increased opportunities for student reflections (63.38% students agree/strongly agree that they currently have those opportunities).

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Putting Feedback into Action at MHS

- Staff technology training and collaboration on October 30
- 60 minute class periods
  - Instruction, Engagement, Feedback
- 30 minute for student independent practice and other targeted supports
  - Including Counselors, Special Education, Support Staff
- Teacher PLCs and Admin/Counselor Meetings
  - Able to focus in on student needs and in person opportunities

Monday - Thursday Schedule

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Week 1					Week 2		
1	9:00-10:00	Direct instruction, explanation of assignments/practice, small group break out sessions, etc.			2	9:00-10:00	Direct instruction, explanation of assignments/practice, small group break out sessions, etc.
1 support	10:00-10:25	Independent practice and targeted student support			2 support	10:00-10:25	Independent practice and targeted student support
	10:30-10:55	Wellness Break/Student Support in DL/Zephyr Time in hybrid				10:30-10:55	Wellness Break/Student Support in DL/Zephyr Time in hybrid
3	11:00-12:00	Direct instruction, explanation of assignments/practice, small group break out sessions, etc.			4	11:00-12:00	Direct instruction, explanation of assignments/practice, small group break out sessions, etc.
3 support	12:00-12:25	Independent practice and targeted student support			4 support	12:00-12:25	Independent practice and targeted student support
LUNCH					LUNCH		
5	1-2:00	Direct instruction, explanation of assignments/practice, small group break out sessions, etc.			6	1-2:00	Direct instruction, explanation of assignments/practice, small group break out sessions, etc.
5 support	2:00-2:25	Independent practice and targeted student support			6 support	2:00-2:25	Independent practice and targeted student support

7:30 - 10:00 - Teacher Planning, Data Review (PLC) - Identify student needs, send invites for next week support/intervention.

10:00 - 10:30	Period 1
10:45 - 11:15	Period 2
11:30 - 12:00	Period 3
12:00 - 12:30	Lunch
12:30 - 1:00	Period 4
1:15 - 1:45	Period 5
2:00 - 2:30	Period 6

- Friday classes in most cases are synchronous learning lessons
- Can be used for asynchronous lessons if teacher wants to use the time to meet with specific groups
- Class time is to continue content and student learning

Mental Health and Student Support During Distance Learning 2.0

Current and Ongoing Mental Health Supports	Reimagined for Distance Learning 2.0
Tier One Counselors and Support Groups Check and Connect Meetings, General Support Groups, Anxiety and Depression Screeners,	Individual Google Meets, General Support Groups change based on need, Anxiety and Depression Screeners, 3-12 Counselor PLC Mental Health/Social-Emotional Resources Online, In-person meetings
Tier Two - Kael Bacon and Terry Trautman Individual meetings and out of district placement.	Google Meets and In-person
Tier Three - North Homes Therapy with Sara Provo	In-person and telehealth appointments

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Friday, October 30th

Friday, October 30th

Quotes from Teachers

"I thoroughly enjoyed the flexibility and thoughtfulness in planning the schedule, allowing teachers the opportunity for prep and collaboration was essential. The presentations were pertinent and immediately applicable to my practice." Jim Lane

"So thankful for all my colleagues and the wealth of knowledge we are able to glean from each other!" Angela Helle

"I learned from Emily Larson that in order to figure out Nearpod, you just have to be willing to try it out and learn from your mistakes." John Akins