

# **DRAFT: Corbett Middle School (6/7) Tentative Spring Plan**

## **Influential Factors:**

Corbett School district has been working with Multnomah County Health Authority and following Oregon Department of Education's guidelines to safely return for on-site learning. Corbett Middle School faces further challenges in limited staffing and a safe physical environment. Some students have thrived in distance learning and we recognize that all students have learned an extraordinary skill set that will be a new necessity even post Covid-19. However, we feel confident that we can increase current instructional minutes, provide additional support for our most struggling learners, and increase student interaction.

## **Highest Needs:**

1. At-risk/struggling learners - attendance, assignment completion
2. Physical activity, engagement peer to peer and student to teacher
3. Maintain instructional minutes

## **Proposal - Hybrid Academic Intervention Plus**

1. Four days of distance learning (off-site) offered to all students each week which includes a rigorous core, math, and music curriculum
2. Two days of on-site academic intervention for small groups of students (15-20 students) to support traditionally underserved populations and those who currently face COVID-related challenges.
  - a. In GS Cafeteria
  - b. Two adults in space to support learning
  - c. Students attend their current core & math Zoom classes
  - d. Students identified by staff and can be requested to be placed on list by parents
  - e. All students ranked and highest needs prioritized
  - f. Also will receive 1 hour during onsite days of teacher-supported applied learning time (asynchronous) to complete tasks assigned from class
  - g. Participate in activities with their entire core class in afternoon (see below)
3. Two afternoons of on-site PE, content, and enrichment classes offered to all students each week. Students will be able to attend with their entire current core cohort and teacher.
  - a. Instruction primarily takes place outside with some use of Big Gym and Back Gym
  - b. Focuses on interactive science experiences, art that connects to our core studies, reading engagement, as well as PE
4. Additional supports also via distance learning maintained
  - a. If students receive specially designed instruction through their IEP, 504 or intervention plan, they will continue to have those minutes but the scheduled time may change to their offsite learning days
5. Families also have the option to stay in CDL entirely. The only transition would be that art would be during applied learning (asynchronous time).

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