

2020 - 2021 SCHOOL YEAR

**COLUMBUS
CITY SCHOOLS**

**REMOTE
LEARNING
PLAN**



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REMOTE LEARNING PLAN

#1

A Description of How Student Instructional Needs Will Be Determined and Documented

The Academic Services team began developing a robust Multi-Tiered System of Support (MTSS) framework during the summer of 2019 and continued that work through the 2019-2020 school year. As a result of this work that involved the input of all stakeholders from various audiences including but not limited to administrators, teachers and support staff as well as parents, the district has a foundation for identifying and addressing the needs of all students using a compilation of various forms of assessment and demographic data. The MTSS Framework will serve as the foundation for meeting student needs as we enter the 2020-2021 school year.

The MTSS Framework requires that we have a rigorous core program in all subject areas that offers students standards-aligned grade level instruction. To that end, the Academic Services team identified and created the following table to serve as the articulation of the materials used for core level instruction in all grade levels and subject areas.

Resource Map in the Columbus City Schools Virtual Learning Plan

Content Area	Primary Online Platform	Supplemental Platforms and Resources
Early Childhood Program		
Early Learning Experiences	Waterford; Developing supplemental lessons shared by teachers and offered virtually; increase access through Big Day Pre-K with companion computer lessons and one log-in for all families	ABC Mouse; Storyline online; PBS kids; Scholastic Online; printable packet from the COVID-19 tab of the website; supplemental packets to share with families as needed
Elementary K-5		
English Language Arts/ Social Studies	HMH into Reading	iReady Reading Personal Pathway Online Instruction
Math	Ready Classroom Mathematics	iReady Math Personal Pathway Online Instruction
Science	Mystery Science; supplemental lessons based on teacher district Curriculum Guides	Correlation to HMH Into Reading Lessons

Social Studies	Studies Weekly*; supplemental lessons based on teacher district Curriculum Guides	Correlation to HMH Into Reading Lessons
Unified Arts	Developing lessons shared by teachers and offered virtually in physical education, visual arts, music and instrumental music; curriculum from Columbus Jazz Arts Group; platforms using Google Classroom and Smart Music for music teachers	
Middle School Grades 6-8		
English Language Arts	StudySync Google Classroom	Achieve3000
Math	Reveal Math & ALEKS	ALEKS (Tiers 1 & 2) Number Worlds Special Education Intervention
Social Studies	CCS Curriculum Newsela	Achieve 3000 CommonLit iCivics Khan Academy
Science	Classroom Ready Collections with Follett created for each grade; supplemental lessons based on teacher district planning guides that are organized by grade and content area to support the coursework	Achieve3000 articles; please see secondary science resources companion document by subject area along with printable resources from the textbooks https://drive.google.com/drive/folders/1rAgGPpJszPXfKUcZSsg5GR9ubbtSAJdq?usp=sharing
World Languages	Apex Learning Platform	
Unified Arts	Lessons based on teacher district planning guides; developing lessons shared by teachers and offered virtually in physical education, visual arts, music and instrumental music; curriculum from Columbus Jazz Arts Group; platforms using Google Classroom and Smart Music for music teachers	

High School Grades 9-12		
English Language Arts	StudySync (English 9-12) Bedford/Launchpad (Honors 9, 10; AP 11, 12) Google Classroom	Achieve3000 StudySync Library (African American Literature/Humanities/Major British Writers Seminar/electives)
Math	Reveal Math & ALEKS	ALEKS (Tiers 1 &2)
Social Studies	CCS Curriculum Newsela* DBQ Online	Achieve 3000 CommonLit iCivics Khan Academy
Science	Classroom Ready Collections with Follett created for each subject; supplemental lessons based on teacher district planning guides that are organized by grade and content area; Smart Science laboratory experiences for physical science, biology, and chemistry	Achieve3000 articles for physical science; please see secondary science resources companion document by subject area https://drive.google.com/drive/folders/1rAgGPpJszPXfKUcZSsg5GR9ubbtSAJdq?usp=sharing Printable resources from textbooks for physical science and chemistry
Unified Arts	Lessons based on teacher district planning guides; developing lessons shared by teachers and offered virtually in physical education, visual arts, music and instrumental music; curriculum from Columbus Jazz Arts Group; platforms using Google Classroom and Smart Music for music teachers	
AP	Bedford/Launchpad (AP English 11, 12) Google Classroom Courses will be utilized from AP classroom; College Board video lessons to be pushed out to students by teachers to augment this instruction	

Students with Disabilities		
Modified Curriculum Resources	Students who are alternately assessed will have access to Unique Learning Systems (Prek-12). Google Classroom	
Support Services Resources		
Psychological Services Speech Therapy Occupational Therapy Physical Therapy	Google Classroom Web-based Meeting Platforms	Digital assessments News2You Therapy platforms

New Resources to Support Learning in Flexible Formats

During the 2019-2020 school year, the Academic Services team, in accordance with the Columbus City Schools procurement policy and process, identified and adopted new curriculum in English Language Arts and Mathematics. These new resources offer both evidence-based digital and print resources that will not only offer high quality instructional resources to be used in a traditional brick and mortar setting but also those that can be used to support student learning in the remote environment and hybrid blended environment. In addition to the new core resources, the team identified additional resources to support specific groups of students including specialized resources for English Learners, students with individualized educational plans that have more complex needs and are served in multi-disabilities programming, gifted and talented students, and those participating in a Digital Academy where students interact with a self-paced platform.

Format for Core Instruction

The Academic Services team identified the priority standards for each subject area to ensure the district offers both a guaranteed and viable curriculum. This assures that all teachers are focused on the same standards at the same time to allow for smooth transitions if students must transfer to other schools in the district. This is meant to reduce or eliminate any learning gaps that could occur as the result of that transfer by avoiding that students do not miss instruction on the priority standards as a result of the varied coverage of standards that could occur without a centralized plan of coverage. Additionally, the district team has made intentional efforts to offer a viable curriculum that is anchored to the state standards and the inherent depth of knowledge that students must demonstrate to reach mastery of these standards.

The priority standards were identified to serve as an assurance that students receive opportunities to master standards that link prerequisite learning to grade learning and provide instruction that would lead to successful transition to the subsequent grade level. Columbus City Schools believes that all students must be afforded the opportunity to interact and successfully master grade level content; therefore, our plan is not one that is anchored to remediation but to rigorous instruction grounded in high expectation for all students where the expectations is that we tailor that instruction to help students be successful in demonstrating the appropriate learning outcomes. To that end, the team has identified the exemplar for the learning outcome and the learning progression that teachers

can use in scaffolding instruction to have students reach the grade level outcomes. A key component of professional development this year for all educators, (leaders, teachers and support staff) is to identify the appropriate rigorous grade level outcome and to use coherence mapping with standards to address gap skills that may have occurred as a result of the health pandemic or as the result of other missed learning outside of the health pandemic.

Core Behavioral Support

One aspect of the MTSS Framework is a focus on the social and emotional learning of students and the support of behavioral needs. The district team in collaboration with stakeholders within the district and agencies outside of the district, have developed a similar plan for supporting student success. There will be opportunities for morning meetings to develop the CASEL competencies for social and emotional learning. Additional resources have been procured to support this work including the adoption of a universal screener to be used a data point to identify and meet student needs.

Targeted Intervention

The district team working with the Office of Accountability has developed a comprehensive assessment plan to identify student needs and plan responsive instruction for both academics and behavior. In addition to curriculum resources that outline the presentation of the priority standards, the team has offered guidance using decision-making trees for both academic and behavioral support. These decision-making trees are meant to serve as a guide for offering students targeted intervention for identified needs. The team is working with a group of educators to identify and assure the consistent use of evidenced-based intervention for both academics and behavior to meet the needs of groups and individual students identified in the assessment data.

Specific Student Groups

Throughout the planning process, the team has considered if there needs to be something different offered to specific student groups. For example, students in specific Career and Technical Programs participated in face-to-face camps to receive additional support in demonstrating competencies and hours for their program. Specialized instruction plans are being developed for students with more complex needs and will offer additional face-to-face instructional opportunities for these students. Opportunities for additional instruction to develop language proficiency for specific groups of students are also being considered while staying within the guidelines from the health department.

Flexible Learning Formats

During the upcoming school year, we expect that our settings may vary and must be flexible enough to change in response to the current health pandemic.

Remote Learning Option in the event of a Pandemic Closure – students engage in online learning as their primary instruction five days per week using only virtual materials with direct instruction by teachers as the driver of the instruction using technology to deliver online lessons in a virtual setting during scheduled, synchronous learning. Teachers would also augment core instruction with offline activities and offer targeted intervention during school closure but resume to other models when permissible when the district deems it will be safe to do so.

Two-day Blended Learning Model with Virtual Learning – students participate in the traditional setting two-days per week with the other three days of instruction provided through asynchronous learning for two of the days and a day of remote instruction where teachers can provide direct instruction using technology to extend learning.

Digital Learning Option – students engage in online learning as their primary instruction five days per week using only virtual materials with direct instruction by teachers to augment and offer targeted intervention using platforms for collaboration. This option incorporates self-paced, asynchronous options as part of the instruction offered to students.

Traditional Learning Setting with Technology Integration (after the pandemic health crisis is resolved) – students are assigned to a traditional brick and mortar classroom setting with technology integrated into the instructional experiences offered by teachers to support standards-aligned learning outcomes. After the status of the health crisis is at a state where students return to school five days per week the team would seek to assure that teachers continue integrating technology as a resource that supports learning.

When the health crisis is under control, the team will engage in a systematic technology integration plan to assure all classrooms have access to technology resources. This year, the team adopted new core curricular resources in K-12 ELA and Math. These resources provide both print and digital resources for instruction and will be used in all of the settings described above except the Digital Online Option, which will have a new platform for students in K-8 as well as a new platform at the high school level. The team also considered other resources needed by teachers in order to be successful.

The following table outlines a summary of the three flexible learning structures that were the focus of the work of the instructional committee:

Virtual Learning for Traditional Classrooms in Event of Pandemic Closure	Two – Day Blended Cohort Model in Event of Pandemic Planning	Virtual Learning Academy
<ul style="list-style-type: none"> Students engage in virtual instruction five days each week using district adopted platforms augmented with direct instruction that offers targeted intervention. Teachers augment the instruction provided in the platform with direct instruction and intentional intervention groups using platforms for engagement. 	<ul style="list-style-type: none"> K-8 Students participate in a traditional brick and mortar setting in a cohort group on either Monday and Tuesday or Thursday and Friday; students would engage in online learning on days they are not physically present. High School schedule options may look similar to college schedules where class meetings are supplemented by virtual learning on a district-adopted platform. 	<ul style="list-style-type: none"> Students are enrolled as full-time online students with a teacher devoted to delivering virtual instruction that may include self-paced platforms and direct instruction to support students with intervention and specific standards-based lessons that supplement the platform. Platform decision would be made to assure there is a self-paced option in place

Please reference the district administrative guide for the MTSS Framework and the High School Course Guide, both published in 2020, for additional information about the support process for rigorous student learning.

#2

The Method to Be Used for Determining Competency, Granting Credit, and Promoting Students to a Higher Grade Level

Additional information in about determining the promotion of students can be found in our board policies.

Guidance Consistent with Policy

The district team realized that grading guidance needs to be reviewed and revised annually. The team also considered available grading policies and has begun revising specific policies to make necessary changes that would be consistent with the guidance in the high school course guide as well as serve as marking period guidance that would offer consistency throughout the district.

Credit Granting and Promotion

To that end, teacher teams have begun meeting to examine the current report cards and to create specific guidance documents about grade assignment for each of the areas on those report cards using the new resources, the curriculum maps and the related documents. Grades will be assigned using a composite of assessment data points that include progress monitoring, class assignments, projects graded with rubrics and short-cycle assessments. Credits will be granted at the secondary level based on this composite. Promotion will be determined and the process for parent notification as part of the implementation of the MTSS Framework. Promotion decisions are made at the building level in consultation with the Area Superintendent.

#3

The School's Attendance Requirements, Including How the School Will Document Participation in Learning Opportunities

Attendance Procedures for Specific Plans/Models:

Summary: Columbus City Schools has developed a system of shared responsibility in which during remote or virtual days the student or parent initiates the attendance/participation record. CCS teachers retain the discretion to modify attendance/participation record based upon evidence of participation as outlined below.

During face to face instruction, the teacher will continue to mark attendance for all students.

Blended - (40% brick and mortar, 60% remote) Columbus City School teachers will take attendance when students are scheduled to be in school through the Student Information Management System. For the days that students will be remote learning, the student and/or parent will check-in through the Student or Parent Portal of our Student Information

Management System. Students in PreK-5 will report one check in per day while students in grades 6-12 will report a check-in for each scheduled course.

CCS teachers may modify participation and attendance records based upon evidence of various participation methods. Evidence of participation or lack thereof may include logging into our Learning Management Systems, interactions with teachers and peers, completion or progress of assignments or projects.

Remote Learning - During remote learning, the student and/or parent will check-in through the Student or Parent Portal of our Student Information Management System. Students in PreK-5 will report one check in per day while students in grades 6-12 will report a check-in for each scheduled course.

CCS teachers may modify participation and attendance records based upon evidence of various participation methods. Evidence of participation or lack thereof may include logging into our Learning Management Systems, interactions with teachers and peers, completion or progress of assignments or projects.

CCS Digital Academy - the student and/or parent will check in through the Student or Parent Portal of our Student Information Management System. Student PreK-5 will report one check in per day while students in grades 6-12 will report a check-in for each scheduled course.

CCS teachers may modify participation and attendance records based upon evidence of various participation methods. Evidence of participation or lack thereof may include logging into our Learning Management Systems, interactions with teachers and peers, completion or progress of assignments or projects.

#4

A Statement Describing How Student Progress Will Be Monitored

The Comprehensive Assessment Plan

Using the measures from the district's comprehensive assessment plan, student progress will be formally monitored at the beginning, middle and end of year. In addition to this use of assessment, the curriculum resources and professional development plans have offered opportunities for the use of daily, unobtrusive formative assessment. Curriculum guides have identified the standards – aligned exemplar for the student learning goal and the associated learning progression that teachers should use during the delivery of the lesson to assure that students are meeting targets on the trajectory of the standards-aligned learning goals. Professional development on the new resources as well as the standards – aligned outcomes and using the new resources in the flexible learning formats have incorporated opportunities for teachers to collaborate on how they will incorporate unobtrusive formative assessment as well as use the coherence mapping for the standards to address student gap skills that are needed for mastery of the grade level standard.

Student Grading

Student grading guidance on specific content is being developed with collaborative groups of teachers. As part of the MTSS Framework, the team developed a common language and model of effective instruction in the district referred to as the *Essential Pillars of Effective Instruction*. This model incorporates various aspects of effective teaching including the use of assessment data and the response to assessment data. Additionally, rubrics for performance tasks are being developed where teachers incorporate extended thinking opportunities that allow students to demonstrate multiple standards in a performance task that requires higher level thinking. Secondary teachers are required to develop a syllabus for each course that outline requirements and elementary teachers have used a standardized competency system for grading that is being reviewed and revised annually.

#5

A Description as to How Equitable Access to Quality Instruction Will Be Ensured

One lesson learned during the spring of 2020 is that equitable student access to learning opportunities could be challenging due to a number of concerns around access to technology and the internet. To address this issue, the district team developed a plan for the distribution of resources. By September 8, 2020, the district will have distributed approximately 49,000 Chromebooks to students, enabling EVERY student in the district in need of a device to have access to one.

Additionally, the district has distributed over 1,000 hot spots for households in need of internet access. The district will continue to look for data on who needs access, offering access to students that need them as well as to our vulnerable and homeless youth.

District Plan for Equitable Instruction

In addition to the distribution of devices and technology resources, the Academic Services team has considered equity as part of the MTSS Framework and in an effort to provide equitable access to all students. To that end, additional resources as described in question one were identified for specific groups.

In addition to identifying additional curriculum resources for specific groups of students, the Academic Services team has revised our service delivery models for specific groups of students and continues to review this tentative plan regardless of the current health pandemic. The team has developed a plan for providing additional instructional opportunities for gifted and talented students across the district after reviewing data that demonstrated inequity in the identification and service delivery model. The team continues to develop our service model for those receiving English as a Second Language instruction.

The team continues to develop tentative plans to meet the needs of students receiving special education services. Last spring, specific curriculum resources were identified to provide instruction to students in multi-disabilities classrooms. These resources support instruction in the traditional brick and mortar setting as well as the remote learning environment. In order to provide rigorous instruction for our students with complex needs, the District is prioritizing in-person education for students with significant learning disabilities

and co-occurring conditions. The team is developing plans to provide additional face-to-face instruction for students with more complex needs that may differ from the instructional format of the regular education students. The parameters and spirit of each Individualized Education Plan will be followed and help guide the determination of the need for face to face instruction regardless of the health pandemic.

The team continues to develop tentative plans to meet the needs of students receiving special education services. Last spring, specific curriculum resources were identified to provide instruction to students in multi-disabilities classrooms. These resources support instruction in the traditional brick and mortar setting as well as the remote learning environment. In addition to resources, the team is developing plans to provide additional face-to-face instruction for students with more complex needs that may differ from the instructional format of the regular education students.

The district also created a Columbus City Schools Digital Academy for families to select as an option during the upcoming school year. This model offers two self-paced platforms, one for kindergarten to grade 8 and one for high school courses. Students would learn using the assigned courses in the platforms. The platforms would be monitored by certified professionals who would intercede to assure successful completion of coursework.

Curriculum Resources and Learning Tools

A new learning management system was adopted this year to assure that guaranteed and viable curriculum across all district schools. Curriculum resources and specific learning tools will be offered to students during distribution prior to the start of the school year. The curriculum resources that were adopted offer a combination of digital and print resources.

#6

A Description of the Professional Development Activities That Will Be Offered to Teachers

Long-term Planning for Professional Development

As part of the MTSS Framework, professional development planning in the district was an integral part of the implementation plan. The Academic Services team presented a plan for achieving ambitious goals outlined for five years out, three years out and next year. To reach those goals, the team developed three-year professional development plans by audience for all academic staff in the district. These plans serve as the basis for all professional development.

Focus on the Implementation of Technology

Part of the professional development planning is focused on not just effective teaching but effective teaching with the incorporation of technology. The district team recognized that there needs to be a direct and intentional effort to equip staff with the skills and knowledge necessary for teachers to be confident and efficient in translating best practice from the traditional brick and mortar setting to a remote or hybrid setting, which is less familiar. To that end, the professional development planning for the first year has a focus on not only implementing the basic tenants of the MTSS Framework for core instruction but more

focused approach on using technology to be successful in this remote learning environment.

Two Weeks of Initial Staff Development

Prior to the start of the launch of the current school year, staff have been offered relevant professional development throughout the spring and summer of 2020. These topics included specific sessions on using technology to perform specific work functions as well as to offer professional development on providing engaging learning experiences. Additional topics were associated to specific topics related to the current health pandemic.

To address the needs of the current working conditions in this health pandemic, the district teams identified a plan for all staff to receive targeted professional development that would focus on topics that are key to the successful continuity of education in a safe and orderly environment during the health pandemic. This plan is articulated in an outline of key topics.

Virtual Credit Advancement Program Professional Development Plan (Five-Year Plan)

Strategic Priority

Academic Performance: Each of our students reaches their full potential and graduates prepared to attend college, serve in the military, start a business, or enter the workforce.

1. Implement an Online Virtual platform where students can advance credit and also recover credit.
2. Increase in student performance on the Virtual Online platform where they can advance and recover credit.

Year	Tier	Administrators	VCAP Staff and Teacher Leads	Teachers
	First Year- Learn all facets of the new virtual learning platform			
Year 1 Activation	Tier III – Individualized Plans for students that do not respond to Tier II interventions Monitor weekly			
	Tier II – Small group focus for students that do not respond Tier I interventions OR Specialized instruction for students that are ready to move beyond Tier I; examples could include but not limited to Video conferencing, Webinars, video meeting			Project/Problem Based Learning; Technology Integration
	Tier I – Universal for all teachers.	<ul style="list-style-type: none"> ● New Platform Training ● Ethical and Professionalism Training for Online Learning ● MTSS Framework as it applies to the implementation of the Online Learning ● Introduction and Overview of District adopted Virtual Online Platform ● Leadership training on tools for Administrators ● Clever Training and understanding how it works with online learning platforms ● Canvas 	<ul style="list-style-type: none"> ● VCAP Staff & Teacher Leads: ● New Platform Training ● Ethical and Professionalism Training for Online Learning ● MTSS Framework as it applies to the implementation of the Online Learning ● Introduction and Overview of District adopted Virtual Online Platform ● Depth of Knowledge and complexity to build depth of knowledge ● Virtual Learning and Social and Emotional Learning 	<ul style="list-style-type: none"> ● New Teacher Orientation ● New Platform Training ● Ethical and Professionalism Training for Online Learning ● MTSS Framework as it applies to the implementation of the Online Learning ● Introduction and Overview of District adopted Virtual Online Platform ● Depth of Knowledge and complexity to build depth of knowledge ● Virtual Learning and Social and Emotional Learning ● MTSS Focus on Virtual Online Learning and Core Instructional Framework (Introduction, Implementation,

Virtual Credit Advancement Program (continued)

		<p>Online PD</p> <ul style="list-style-type: none"> ● Assessment ● Data and Reports ● Analyzing Data ● Best Practices ● Evaluating Staff online ● Communicating online <p>Online Course basics</p> <ul style="list-style-type: none"> ● Flex assignments ● Creating classes ● Adding classes ● Adding curriculum ● Hiding Curriculum ● Hiding assignments ● Unlocking tests 	<ul style="list-style-type: none"> ● Leadership training on tools for VCAP Staff and Teacher Leads ● Clever Training and understanding how it works with online learning platforms ● Canvas Training (T1, T2, T3) <p>Online PD</p> <ul style="list-style-type: none"> ● Assessment ● Data and Reports ● Analyzing Data ● Best Practices ● Evaluating Staff online ● Communicating online <p>Online Course basics</p> <ul style="list-style-type: none"> ● Flex assignments ● Creating classes ● Adding classes ● Adding curriculum ● Hiding Curriculum ● Unlocking tests <p>Creating common Language for online learning;</p> <ul style="list-style-type: none"> ● Curriculum Resources (New online curriculum adoption and existing resources), ● Assessment (Standards Mastery) ● Data Dialogue ● Coaching ● Supporting Online Delivery of Instruction 	<p>Differentiation and Scaffolding)</p> <ul style="list-style-type: none"> ● Develop collective understanding of New Online Curriculum Platform (Understanding Shifts, Scaffolding, Differentiating) ● Assessment (Standards Mastery) ● Data Dialogue ● Shared understanding of New Virtual Platform and Curriculum Resources ● Standards Based Instruction ● MasteryConnect ● Online Delivery of instruction ● Clever Training and understanding how it works with online learning platforms ● Canvas Training (T1, T2, T3) <p>Online PD</p> <ul style="list-style-type: none"> ● Assessment ● Data and Reports ● Analyzing Data ● Best Practices ● Evaluating Staff online ● Communicating online <p>Online Course basics</p> <ul style="list-style-type: none"> ● Flex assignments ● Creating classes ● Adding classes ● Adding curriculum ● Hiding Curriculum ● Unlocking tests <p>Creating common Language for online learning;</p>
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Virtual Credit Advancement Program (continued)

			<ul style="list-style-type: none"> ● Canvas (T1, T2, T3) ● MasteryConnect - Data Action Planning, Creating Quality Assessments ● Data Dialogue ● Coaching, Canvas (T1, T2) MasteryConnect - Data Action Planning, Creating Quality Assessments ● Supporting Online Delivery of Instruction ● Work with Content Specialists: MTSS, Content Frameworks, Content Specific, Standards Aligned/Rigorous Instruction, Curriculum Resources, Blended Learning, Assessment, Data Dialogue 	
Refinement Year - Analysis of impact and barriers - Solutions/Revisions				
Year 3 Refinement	Tier III – Individualized Plans for students that do not respond to Tier II interventions Monitor weekly			
	Tier II – Small group focus for students that do not respond Tier I interventions OR Specialized instruction for students that are ready to move beyond Tier I; examples could include but not limited to Video conferencing, Webinars, video meeting			Project/Problem Based Learning; Technology Integration
	Tier I – Universal for all teachers.	<ul style="list-style-type: none"> ● Refine Implementation Plan ● Implementation with Fidelity ● Provide additional support as needed ● MTSS (Reflection and Review of Implementation of the Virtual Online platform and Core 	<ul style="list-style-type: none"> ● New Staff training ● Refine Implementation Plan ● Implementation with Fidelity ● Provide additional support as needed ● MTSS (Supporting Implementation of the Virtual Online platform and Core Instructional Framework), Curriculum Resources (New adoption and existing 	<ul style="list-style-type: none"> ● New Teacher Orientation ● Refine Implementation Plan ● Implementation with Fidelity ● Provide additional support as needed ● Tier II & Tier III interventions with Progress Monitoring, ● Reflection, Review & Refinement of Full Implementation of Virtual Learning platform and

Virtual Credit Advancement Program (continued)

		<p>Instructional Framework & MTSS process with district TFI)</p> <ul style="list-style-type: none"> ● Leadership training to support reflection – review & refinement of implementation of the Virtual Learning platform and framework and Curriculum Resources ● Canvas, Mastery Connect - Data Action Planning, Creating Quality Assessments ● Assessment (Standards Mastery) ● Data Dialogue 	<p>resources), MasteryConnect - Custom Reports, Progress Reports.</p> <ul style="list-style-type: none"> ● VCAP staff and Teacher Lead training to support reflection – review & refinement of implementation of the Virtual Learning platform and framework and Curriculum Resources ● VCAP staff and Teacher leads: MTSS, Content Frameworks, Content Specific, Standards Aligned/Rigorous Instruction, Curriculum Resources, 	<p>Curriculum Resources and frameworks, Blended Learning, Assessment</p> <ul style="list-style-type: none"> ● Content Specific PD ● Canvas (T1, T2, T3) ● MasteryConnect - Student Portal, Curriculum Map, Item Authorizing ● Assessments (Standards Mastery) ● Data Dialogue
Year 4 Fidelity	Fidelity Year - Implementation with complete fidelity			
Year 5 Realization	Realization Year - Goals -adult & student outcomes realized			

Secondary Curriculum Professional Development Plan – Draft Five-Year Projection

Strategic Priority

Academic Performance: Each of our students reaches their full potential and graduates prepared to attend college, serve in the military, start a business, or enter the workforce.

1. Implement a comprehensive plan to increase our students' development and proficiency in the areas of literacy and numeracy.
2. Increase our high school's graduation rates through high-quality instruction, personalized support, and strong relationships.

Year Focus	Tier	Administrators & Non School Based Support (Includes anyone who evaluates instructional systems and instruction)	Instructional Support (Includes anyone who supports teachers as they deliver classroom instruction)	Teachers (Includes anyone who delivers instruction)
Activation Year – Developing collective understanding and shared language regarding frameworks, new resources, platforms, and processes				
Tier III – Individualized Interventions for non-responders at Tier II Progress Bi-Weekly to ensure growth Coordinated and Facilitated by the evaluator.				
Year 1 Activation	Tier II – Small group focus for Tier I non-responders OR those ready to move beyond Tier I (Enrichment, Specialized Instruction i.e. STEM Learning) May include Staff Meetings, TBT, BLT, Video Conferencing, Webinars, Department meetings, etc.			STEM Learning Pathway for buildings seeking STEM Designation*
	Tier I – Universal for all teachers.	Summer Activation with follow-up as needed (Virtual and Face-to-Face) <ul style="list-style-type: none"> ● MTSS Overview and Deeper Dive (Monitoring Implementation of the Core Instructional Framework) ● Leadership training for the New Curriculum Resources in Math and ELA ● Canvas (T1, T2, T3), MasteryConnect 	Summer Activation and Monthly PD (Virtual and Face-to-Face) <ul style="list-style-type: none"> ● Instructional Coaches & Specialists: MTSS (Supporting Implementation of the Core Instructional Framework), Curriculum Resources (New adoption and existing resources), Coaching, Canvas (T1, T2, T3), Mastery Connect, Supporting Online Delivery of Instruction Monthly PD (Virtual and Face-to-Face)	Summer Activation and August, October, February (Virtual and Face-to-Face) <ul style="list-style-type: none"> ● New Teacher Orientation ● MTSS Focus: Core Instructional Framework (Introduction, Implementation, Differentiation and Scaffolding) ● Curriculum Resource Adoption (Math & ELA) ● Content Specific PD ● Canvas (T1 & T2 training)/ ● MasteryConnect - Teacher Bootcamp and Core Training ● Online Instruction Delivery

Secondary Curriculum Professional Development Plan - Draft Five-Year Projection (continued)

		<ul style="list-style-type: none"> -Leadership Kickoff, Core, Online PD • Alignment of course offerings to the Instructional Framework. (Fall, 2020) 	<ul style="list-style-type: none"> • Department Chair/Middle School Liason/Content Specialists: MTSS, Content Specific, Standards Aligned/Rigorous Instruction, Curriculum Resources, 	
Implementation Year - Full Implementation of frameworks, instructional resources, platforms and processes.				
Year 2 Implementation	Tier III – Individualized Interventions for non-responders at Tier II Progress Bi-Weekly to ensure growth Coordinated and Facilitated by the evaluator.			
	Tier II – Small group focus for Tier I non-responders OR those ready to move beyond Tier I. May include Staff Meetings, TBT, BLT, Video Conferencing, Webinars, Department meetings, etc.			STEM Learning Pathway for buildings seeking STEM Designation*
	Tier I – Universal for all teachers.	<ul style="list-style-type: none"> • MTSS Deeper Dive (Monitoring Implementation of the Core Instructional Framework & Tiered interventions) • Leadership training for the New Curriculum Resources in Science and Social Studies) • Canvas - Course Design Focus • MasteryConnect - Custom Reports, Progress Reports, Data Action Planning for Leadership 	<ul style="list-style-type: none"> • Instructional Coaches & Specialists: MTSS (Supporting Implementation of the Core Instructional Framework), Curriculum Resources (New adoption and existing resources), MasteryConnect - Custom Reports, Progress Reports. <p>Monthly PD (Virtual and Face-to-Face)</p> <ul style="list-style-type: none"> • Department Chair/Middle School Liason/Content Specialists: MTSS, Content Specific, Standards Aligned/Rigorous Instruction, Curriculum Resources, 	<ul style="list-style-type: none"> • New Teacher Orientation • MTSS Focus: Full implementation of Core Instructional Framework (Inclusive Instruction), Tier II & Tier III interventions with Progress Monitoring, • New Curriculum Resource Adoption (Science & Social Studies) • Content Specific PD • Canvas • Mastery Connect - Data Action Planning, Creating Quality Assessments

Secondary Curriculum Professional Development Plan - Draft Five-Year Projection (continued)

	Refinement Year - Analysis of impact and barriers - Solutions/Revisions			
Year 3 Refinement	Tier III – Individualized Interventions for non-responders at Tier II Progress Bi-Weekly to ensure growth Coordinated and Facilitated by the evaluator.			
	Tier II – Small group focus for Tier I non-responders OR those ready to move beyond Tier I. May include Staff Meetings, TBT, BLT, Video Conferencing, Webinars, Department meetings, etc.			STEM Learning Pathway for buildings seeking STEM Designation*
	Tier I – Universal for all teachers.	<ul style="list-style-type: none"> • MTSS (Reflection and Review of Implementation of the Core Instructional Framework & MTSS process with district TFI) • Reflection and Review of implementation of Revised Instructional Framework • Leadership training to support to support reflection – review & refinement of implementation of the revised Core Instructional Framework and Curriculum Resources • Canvas • MasteryConnect - Student and Parent Portal 	<ul style="list-style-type: none"> • Instructional Coaches & Specialists: MTSS (Supporting Implementation of the Core Instructional Framework), Curriculum Resources (New adoption and existing resources), MasteryConnect - Custom Reports, Progress Reports. <p>Monthly PD (Virtual and Face-to-Face)</p> <ul style="list-style-type: none"> • Department Chair/Middle School Liason/Content Specialists: MTSS, Content Specific, Standards Aligned/Rigorous Instruction, Curriculum Resources, 	<ul style="list-style-type: none"> • New Teacher Orientation • MTSS Focus: Reflection and Review of Implementation of Core Instructional Framework, MTSS Process, Revised Instructional Framework (Inclusive Instruction), with district TFI • ● Tier II & Tier III interventions with Progress Monitoring, • ● Reflection, Review & Refinement of Full Implementation of Instructional Framework • Content Specific PD • Canvas • MasteryConnect - Student Portal, Curriculum Map, Item Authorizing
Year 4	Fidelity Year - Implementation with complete fidelity			
Fidelity Year 5 Realization	Realization Year - Goals -adult & student outcomes realized			

Elementary Curriculum Professional Development Plan – Draft Five-Year Projection

Strategic Priority

Academic Performance: Each of our students reaches their full potential and graduates prepared to attend college, serve in the military, start a business, or enter the workforce.

1. Implement a comprehensive plan to increase our students' development and proficiency in the areas of literacy and numeracy.
2. Consistent increase in student performance on the Ohio State Assessments.

Year Focus	Tier	Administrators & Non-School Based Support (Includes anyone who evaluates instructional systems and instruction)	Instructional Support (Includes anyone who supports teachers as they deliver classroom instruction)	Teachers (Includes anyone who delivers instruction)
	Activation Year – Developing collective understanding and shared language regarding frameworks, new resources, platforms, and processes			
Year 1 Activation	Tier III – Individualized Interventions for non-responders at Tier II Progress Bi-Weekly to ensure growth Coordinated and Facilitated by the evaluator.			
	Tier II – Small group focus for Tier I non-responders OR those ready to move beyond Tier I (Enrichment, Specialized Instruction i.e. Design Thinking.) May include Staff Meetings, TBT, BLT, Video Conferencing, Webinars, Department meetings, etc.			Project/Problem Based Learning; Arts Integration, Technology Integration
	Tier I – Universal for all teachers.	Summer Activation and September, November, January (Virtual and Face-to-Face) <ul style="list-style-type: none"> • MTSS Overview and Deeper Dive (Monitoring Implementation of the Core Instructional Framework) • Shared understanding of Revised Literacy and Math Framework, revised Ohio Standards for Science and SS. 	Summer Activation and Monthly PD (Virtual and Face-to-Face) <ul style="list-style-type: none"> • Instructional Coaches & Specialists: • MTSS (Supporting Implementation of the Core Instructional Framework, Standards Based Instruction), • Revised Literacy and Math Frameworks (shared understanding and language); revised Ohio Standards for Science and SS. 	Summer Activation and August, October, February (Virtual and Face-to-Face) 2 days of Job Embedded Coaching selected by school (October – March) <ul style="list-style-type: none"> • MTSS Focus: Core Instructional Framework (Introduction, Implementation, Differentiation and Scaffolding) • Develop collective understanding of Revised Literacy and Math Framework (Understanding Shifts, Scaffolding); revised Ohio Standards for Science and SS.

Elementary Curriculum

Professional Development Plan – Draft Five-Year Projection (continued)

		<ul style="list-style-type: none"> Leadership training to develop collective understanding of the New Curriculum Resources in Math and ELA) Canvas (T1,T2,T3), MasteryConnect -Leadership Kickoff, Core, Online PD Assessment Data Dialogue 	<ul style="list-style-type: none"> Curriculum Resources (ELA & Math adoption and existing resources), Assessment (Standards Mastery) Data Dialogue Coaching, Canvas (T1, T2) Mastery Connect, Supporting Online Delivery of Instruction <p>Monthly PD (Virtual and Face-to-Face)</p> <ul style="list-style-type: none"> Content Specialists: MTSS, Content Frameworks, Content Specific, Standards Aligned/Rigorous Instruction, Curriculum Resources, Blended Learning, Assessment, Data Dialogue 	<ul style="list-style-type: none"> Assessment (Standards Mastery), Data Dialogue Shared understanding of New Curriculum Resources (Math & ELA & Foundations K-1) Standards Based Instruction and Cognitive Demand MasteryConnect Online Delivery of instruction
Implementation Year - Full Implementation of frameworks, instructional resources, platforms and processes.				
Year 2 Implementation	Tier III – Individualized Interventions for non-responders at Tier II Progress Bi-Weekly to ensure growth Coordinated and Facilitated by the evaluator.			
	Tier II – Small group focus for Tier I non-responders OR those ready to move beyond Tier I (Enrichment, Specialized Instruction i.e. Design Thinking.) May include Staff Meetings, TBT, BLT, Video Conferencing, Webinars, Department meetings, etc.			Project/Problem Based Learning; Arts Integration, Technology Integration
	Tier I – Universal for all teachers.	<ul style="list-style-type: none"> MTSS Overview and Deeper Dive (Monitoring and supporting Implementation of the Core Instructional 	<ul style="list-style-type: none"> Instructional Coaches & Specialists: MTSS (Supporting Implementation of the Core Instructional Framework, Standards Based Instruction), 	<ul style="list-style-type: none"> New Teacher Orientation MTSS Focus: Full implementation of Core Instructional Framework, Revised Literacy Framework & Math Framework (Inclusive

Elementary Curriculum Professional Development Plan – Draft Five-Year Projection (continued)

		<p>Framework & MTSS process with district TFI)</p> <ul style="list-style-type: none"> • Reading Tiered Fidelity Inventory • Implementation of Revised Literacy and Math Framework, and the revised Ohio State Standards for Science and SS. • Leadership training to support and monitor implementation New Curriculum Resources in Math and ELA) • Canvas (T3), Mastery Connect - Data Action Planning, Creating Quality Assessments • Data Dialogue • Canvas (T1,T2,T3), Mastery Connect - Data Action Planning, Creating Quality Assessments • Assessment • Data Dialogue 	<ul style="list-style-type: none"> • Revised Literacy and Math Frameworks (shared understanding and language); and the revised Ohio State Standards for Science and SS. • Curriculum Resources (ELA & Math adoption and existing resources), • Reading Tiered Fidelity Inventory • Tier II & III interventions and progress monitoring • Assessment (Standards Mastery) • Data Dialogue • Coaching, Canvas (T1, T2) Mastery Connect - Data Action Planning, Creating Quality Assessments • Supporting Online Delivery of Instruction <p>Monthly PD (Virtual and Face-to-Face)</p> <ul style="list-style-type: none"> • Content Specialists: MTSS, Content Frameworks, Content Specific, Standards Aligned/Rigorous Instruction, Curriculum Resources, Blended Learning, Assessment, Data Dialogue 	<p>Instruction), Tier II & Tier III interventions with Progress Monitoring,</p> <ul style="list-style-type: none"> • Revised Ohio State Standards for Science and SS. • Full Implementation of ELA & Math Curriculum Resources • Reading Tiered Fidelity Inventory • Foundations 2nd grade • Content Specific PD • Canvas (T1,T2, T3) • Mastery Connect - Data Action Planning, Creating Quality Assessments • Assessments (Standards Mastery) • Data Dialogue
Refinement Year - Analysis of impact and barriers - Solutions/Revisions				

Elementary Curriculum Professional Development Plan – Draft Five-Year Projection (continued)

Year 3 Refinement	Tier III – Individualized Interventions for non-responders at Tier II Progress Bi-Weekly to ensure growth Coordinated and Facilitated by the evaluator.			
	Tier II – Small group focus for Tier I non-responders OR those ready to move beyond Tier I (Enrichment, Specialized Instruction I.e. Design Thinking.) May include Staff Meetings, TBT, BLT, Video Conferencing, Webinars, Department meetings, etc.			Project/Problem Based Learning; Arts Integration, Technology Integration
	Tier I – Universal for all teachers.	<ul style="list-style-type: none"> ● MTSS (Reflection and Review of Implementation of the Core Instructional Framework & MTSS process with district TFI) ● Introduction of Reading Tiered Fidelity Inventory ● Reflection and Review of implementation of Revised Literacy and Math Framework ● Leadership training to support reflection – review & refinement of implementation of the revised Literacy & Math Framework and Curriculum Resources ● Canvas, Mastery Connect - Data Action Planning, Creating Quality Assessments ● Assessment (Standards Mastery) ● Data Dialogue 	<ul style="list-style-type: none"> ● Instructional Coaches & Specialists: MTSS (Supporting Implementation of the Core Instructional Framework), Curriculum Resources (New adoption and existing resources), MasteryConnect - Custom Reports, Progress Reports. ● Activation of new Elementary Science & SS Resources. ● Content Specialists: MTSS, Content Frameworks, Content Specific, Standards Aligned/Rigorous Instruction, Curriculum Resources, Blended Learning, Assessment, Data Dialogue 	<ul style="list-style-type: none"> ● New Teacher Orientation ● MTSS Focus: Reflection and Review of Implementation of Core Instructional Framework, MTSS Process, Revised Literacy Framework & Math Framework (Inclusive Instruction), with district TFI ● Tier II & Tier III interventions with Progress Monitoring, ● Reflection, Review & Refinement of Full Implementation of ELA & Math Curriculum Resources and frameworks ● Reading Tiered Fidelity Inventory ● Reflection, Review & Refinement of K-2 Implementation of Systematic, Explicit Phonics Instruction (Foundations) ● Content Specific PD ● Canvas (T1, T2, T3) ● MasteryConnect - Student Portal, Curriculum Map, Item Authorizing ● Assessments (Standards Mastery)
		<ul style="list-style-type: none"> ● Activation of new Elementary Science & SS Resources. 	<ul style="list-style-type: none"> ● Data Dialogue ● Activation of new Elementary Science & SS Resources. 	
Year 4 Fidelity	Fidelity Year - Implementation with complete fidelity			
Year 5 Realization	Realization Year - Goals -adult & student outcomes realized			

SPECIAL EDUCATION PROFESSIONAL DEVELOPMENT PLAN

Strategic Priority

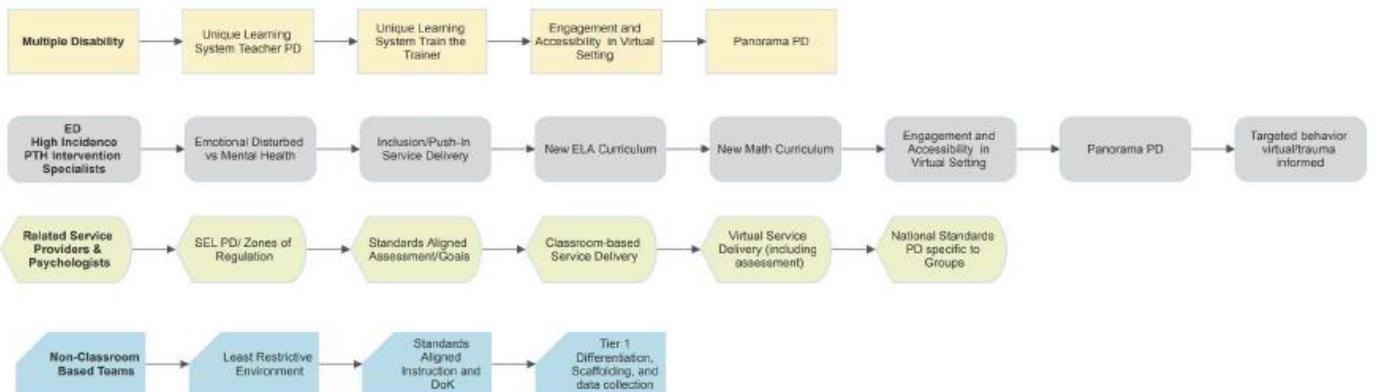
Academic Performance: Each student will reach his/her full potential and graduate prepared to attend college, serve in the military, start a business, or join the work force.

Established Goals	Cost	Identified Group	Year 1 Activation	Year 2 Implementation	Year 3 Refinement
Increase Math Proficiency scores from 15% to 29%	Curriculum adoption costs for both general and special education	Multiple Disability Teachers High Incidence/Emotional Disturbed Teachers	Teachers participate in initial training and implementation of core curriculum	Support use and embed classroom based PD	Reflect use and adjust
	Potential Extended Time Costs	Multiple Disability Teachers High Incidence/Emotional Disturbed Teachers	Provide Standards aligned instruction and DoK professional development to High Incidence & Emotional Disturbed teachers, PTH ISS	Standards aligned IEP goal writing and rigorous instruction classroom (HI, ED, MD)	Reflect use and adjust
	Potential Extended Time Costs	High Incidence/Emotional Disturbed Teachers	Provide PD on curricular intervention resources	Support use and embed classroom based PD, IAs	Reflect use and adjust
Increase reading proficiency scores from 18.0% to 26.7%	Curriculum adoption costs for both general and special education	Multiple Disability Teachers High Incidence/Emotional Disturbed Teachers	Teachers participate in initial training and implementation of core curriculum -HMH- HI/ED -Unique- MD	Support use and embed classroom based PD	Reflect use and adjust
	Potential Extended Time Costs	Special Education Leadership Team, including administrators and coordinators	Provide Standards aligned instruction and DoK professional development to High Incidence & Emotional Disturbed teachers, PTH ISS	Standards aligned IEP goal writing and rigorous instruction classroom (HI, ED, MD)	Standards aligned IEP goal writing and classroom based service delivery for related service providers
	Potential Extended Time Costs	Special Education Leadership Team, including administrators and coordinators	Provide PD on curricular intervention resources	Support use and embed classroom based PD, IAs	Reflect use and adjust
Increase Third Grade Reading Proficiency Rate from 19.5% to 30.0%	Curriculum adoption costs for both general and special education	Teachers in High Incidence and Emotionally Disturbed classrooms	Teachers participate in initial training and implementation of HMH	Support use and embed classroom based PD	Reflect use and adjust
		Special Education Leadership Team, including administrators and coordinators	Provide Standards aligned instruction and DoK professional development to High Incidence & Emotional Disturbed teachers, PTH ISS	Standards aligned IEP goal writing and rigor in the classroom for High Incidence, Emotional Disturbed, and Multiple Disability Teachers	Reflect use and adjust
		Special Education Leadership Team, including administrators and coordinators	Provide additional PD on RIMP Development/Data Collection for High Incidence, Emotional Disturbed Teachers, and PTH Iss	Provide additional PD on RIMP Development/Data Collection for High Incidence, Emotional Disturbed Teachers, and PTH Iss	Provide additional PD on RIMP Development/Data Collection for High Incidence, Emotional Disturbed Teachers, and PTH Iss
Increase consistency of delivery provided to student's in their Least Restrictive Environment	Potential Extended Time Costs	Special Education Leadership Team, including administrators and coordinators, teachers, and assistants	Publish LRE Decision Trees with CCS MTSS Framework Provide PD Special Education Coordinators, Related Service Providers	PD to High Incidence and Emotionally Disturbed Teachers (embed co-teaching PD) Analyze current use and adjust	PD in Multiple Disability Classrooms Analyze current use and adjust
		Special Education Leadership Team, including administrators and coordinators, teachers, and assistants	Co-teaching/Inclusive Setting PD for General Education High Incidence, Emotionally Disturbed Teachers (in virtual and face to face settings)	Co-teaching/inclusive Teaching Model for Tutors, related service providers (for virtual and face to face setting)	Reflect use and adjust
Increase Graduation Standard Requirements. (Graduation standard requirement rate will be set by ODE)	Potential Extended Time Costs	Special Education Leadership Team, Support Services (School Counselors), Secondary Curriculum Leadership	Publish Graduation Decision Tree that can be used to guide graduation pathway specific to needs to special education students.	Provide PD to HS department chairs on changes to high school graduation standards and on the multiple pathways to graduation.	Review for areas needed for additional support and adjust plan
Annual Professional Development	Target Programs	Year 1 Activation	Year 2 Implementation	Year 3 Refinement	
MTSS Framework	Special Education Leadership Team, including administrators and coordinators, IAs	Special Education Coordinators Psychologists Related Service Providers Coaches Building Administrators	Teachers in Multiple Disability classrooms Teachers in High Incidence and Emotionally Disturbed classrooms	Analyze trends and provide directed PD	

SPECIAL EDUCATION PROFESSIONAL DEVELOPMENT PLAN (continued)

Assessment Preparedness (Accommodations, Accessibility)	Special Education Leadership Team, including administrators and coordinators, IAs	Special Education Coordinators Department Chairs	Special Education Coordinators Related Service Providers	Update Professional Development to support the newest guidance from ODE	
The Impact of Bias in Identification of SWDs	Special Education Leadership Team, including administrators and coordinators, IAs	Psychologists Special Education Coordinators Administrative Teams	School-based Teams Review Discipline Data and Direct PD	Analyze trends and provide directed PD	
Standards Aligned Goal Writing and Rigorous Instruction	Special Education Leadership Team, including administrators and coordinators	Special Education Coordinators High Incidence and Emotional Disturbed Teachers Tutors	Related Service Providers Multiple Disability Teachers	Analyze trends and provide directed PD	
Least Restrictive Environment	Special Education Leadership Team, including administrators and coordinators	Special Education Coordinators Department Chairs Related Service Providers	High Incidence, Emotionally Disturbed, Tutors	Analyze trends and provide directed PD	
Whole-Student Support	Special Education Leadership Team, including administrators and coordinators	Related Service Providers- Zones of Regulation Emotional Disturbed Teachers- Panorama	Panorama- Special Education Coordinators, High Incidence Teachers, Tutors	Related Service- Panorama Analyze trends and provide directed PD	
Maintain compliance scores of at least 3.75	Special Education Leadership Team, including administrators and coordinators	Publish CCS IEP Guidebook, provide PD to new teachers Update guidance through repositories	CCS IEP Guidebook PD for targeted teams (compliance challenges)	Analyze trends and provide directed PD	
Professional Development Provided by Special Education Department	Target Audience	Year 1	Year 2	Year 3	
Least Restrictive Environment	General Education Teachers Building Administrators	PD on MTSS Framework, Differentiation, and Co-Teaching	PD on data collection through MTSS process, LRE Decision Trees	Review areas of need (specific teams, regional, etc)	
Differentiation of Core Instruction	General Education Teachers Building Administrators	Co-teaching/Inclusive Setting PD for General Education High Incidence, Emotionally Disturbed Teachers (in virtual and face to face settings)	Target PD based on areas/regions that need additional PD	Target PD based on areas/regions that need additional PD	
Assessment Preparedness (Accommodations, Accessibility)	General Education Teachers Building Administrators	Each year, SPED Coordinators will support the implementation of Accommodations and Accessibility Features			

Program Specific Professional Development



District Professional Development Schedule to Prepare for the 2020-2021 School Year

All sessions will be held in a virtual format.

Monday	Tuesday	Wednesday	Thursday	Friday
August 24 Welcome Back Convocation School PD Day/ Staff Meetings following Welcome Back Convocation	August 25 District PD Day Curriculum and Instruction <i>All School Administrators, Teachers, IAs</i>	August 26 District PD Day Technology Integration <i>All employees</i>	August 27 District PD Day Work Shifts, Health and Safety <i>All employees</i> Social Emotional Learning <i>All employees</i>	August 28 District PD Day Curriculum and Instruction <i>All School Administrators, Teachers, IAs</i>
August 31 District PD Day Equity <i>All employees</i>	September 1 School Team Planning A.M. Time provided for all staff to complete PSW Required Courses in the Afternoon	September 2 COVID Training for School Administrators 8:30-11:00 a.m. Teacher Planning for Implementation 8:30-11:00 a.m. Social Emotional Learning <i>All employees</i> 12:30-2:30 p.m.	September 3 Teacher Planning Day	September 4 School PD Day

2020 CCS Summer Institute Summary:

This fall, we have the first ever opportunity to provide professional learning for all 9000 district employees from August 24-September 4.

As a result of CoVID-19 and the changes that will be needed for both teaching and learning this fall, we will delay the start of the 2020-21 academic year by two weeks in order to provide intensive professional development for all staff. Professional development will be provided online for all employees.

Our learning sessions will focus on 4 pillars:

- Curriculum and Instruction
- Technology Integration
- Social Emotional Learning and Equity
- Workplace Shifts, Health and Safety

Over the 10 day period, there will be sessions for all employees, sessions based on your role (for example, teachers, secretaries, bus drivers, central office staff) and sessions of choice. As a teaching and learning organization, we will be modeling life-long learning by building the capacity of our employees to provide improved services to students.

On August 24, we will kick off this learning series with a District Convocation to Welcome Back all of our employees and prepare them for the reopening of school this fall. Curriculum, Instruction and Integrating Technology will be the focus for the week of August 24-28 for teachers, instructional assistants and school leaders.

While teachers and instructional assistants are participating in learning sessions to build their capacity to deliver instruction this year, non-instructional staff will have over 50 learning sessions designed just for them based on their role.

We have planned a special strand just for bus drivers that includes building their own technology skills, understanding the social emotional needs of students, verbal de-escalation, health and wellness.

As another example, secretaries will have a special strand just for them to further support their use of technology to more effectively and efficiently manage the school office as well as enhance customer support.

We will kick off the 2nd week of learning with a district-wide study of Equity. Through facilitated modules, all staff will participate in learning about implicit bias and how each of us has a role in ensuring that all students experience culturally responsive schools. Our PD website will launch this week to announce the learning series and allow employees to register for their learning sessions. This website will provide a one stop shop for the catalog of available sessions, registration and links to participate in each virtual session.

Most importantly, our central goal for this District-wide learning series is to welcome all staff back to school and build community in a new – online – environment, setting the tone for innovative learning this fall.

Non-School Staff Training Plan

	Monday August 24	Tuesday August 25	Wednesday August 26	Thursday August 27	Friday August 28
AM	<p>Welcome Back Convocation</p> <p>8:30 a.m.</p> <p>Convocation will have a link for employees to use to watch the event.</p>	<p>Differentiated Sessions Based on Role</p> <p>COVID Training for Supervisors Electronic Referral System Training for Bus Drivers Citrix Blackboard Connect CCSDAS Confluence Certify Google for Non-Teachers Infinite Campus Messenger MUNIS Payroll Kronos Scribbles/Scrib Orders Versatrans Website Editing</p> <p>Food Service Commodity Order Receiving, Food Site Training</p>	<p>Differentiated Sessions Based on Role</p> <p>Citrix Blackboard Connect CCSDAS Microsoft Excel 101 Microsoft Excel 201 Microsoft PowerPoint Microsoft Teams Zoom Electronic Referral System Training for Bus Drivers Hoonuit Google Docs for Non-Teachers Google Slides Google Surveys</p>	<p>District PD Day Work Shifts, Health and Safety</p> <p>All employee learning session. This will be a pre-recorded presentation. All employees will have a link to use to watch the webinar.</p>	<p>Differentiated Sessions Based on Role</p> <p>Electronic Referral System Training for Bus Drivers Citrix Blackboard Connect CCSDAS Confluence Certify Google Infinite Campus Messenger Microsoft MUNIS Payroll Kronos Scribbles/Scrib Orders Versatrans Website Editing</p> <p>Purchasing Dept Cross Training</p> <p>Food Service Training: Safe Work Practices,</p>
PM	<p>Department Meetings</p> <p>Supervisors will have time to hold a department meeting on this day between 11:00 a.m.-3:30 p.m.</p>			<p>District PD Day Social Emotional Learning-Part 1</p> <p>All employee learning session. This will be a pre-recorded presentation. All employees will have a link to use to watch the webinar.</p> <p>Food Service Training: Food Safety, Ensuring Adequate Cooking Temperatures</p>	
					<p>Preventing Bacteria from Multiplying, Customer Service, Heat Illness</p>

Non-School Staff Training Plan (continued)

	Monday August 31	Tuesday September 1	Wednesday September 2	Thursday September 3	Friday September 4
AM	<p>District PD Day Equity</p> <p>Supervisors will receive pre-recorded modules and facilitation guides to use in PD session with staff today.</p>	<p>Differentiated Sessions Based on Role</p> <p>Business and Operations Leadership Team Series: Difficult People, Troubled Employees</p>	<p>Differentiated Sessions Based on Role</p> <p>COVID for Supervisors Training facilitated by EAP</p> <p>Business and Operations Leadership Team Series: Diversity and Inclusion</p>	<p>Differentiated Sessions Based on Role</p> <p>Transportation Learning Series for Drivers: Needs of English Learners, Wellness, Technology</p>	<p>Differentiated Sessions Based on Role</p> <p>Transportation Learning Series for Drivers</p> <p>Business and Operations Leadership Team Series: Civility in the Workplace</p>
PM	<p>Department Meetings</p> <p>Supervisors will have time to hold a staff meeting on this day between 1:00 p.m.-3:30 p.m.</p>	<p>PSW Time</p> <p>Please do not hold meetings during this time. Staff should use this time to work on required PSW courses.</p>	<p>Social Emotional Learning-Part 2 12:30-2:30</p> <p>Principals, Teachers and IAs will participate in PD planned and facilitated by Panorama.</p>		