

Remote Learning Plan for the 2020-2021 School Year

Plan A: Blended

Plan B: Remote

1. Describe the remote learning plan your school intends to implement for the 2020-2021 school year.

We have crafted three possible operating plans (A,B,C) for the 2020-2021 school year. They are as follows:

Plan A is a blended instruction model with a combination of in-person and remote learning. Students will be grouped into two groups; Group A and Group B. This grouping of students will lessen the number of physical bodies in the classroom, cafeteria, or on buses at the same time and will increase social distancing. Under this plan, Group A would have in-person instruction two days per week (Monday and Tuesday) and remote learning on Wednesday, Thursday and Friday. Conversely, Group B would have remote instruction the first three days of the week (Monday-Wednesday) and in-person instruction on Thursday and Friday. Wednesday's would be used for deep cleaning of the building and for intervention groups. *Currently, this is our plan for opening in September.*

Plan B is a remote learning plan where students receive full virtual instruction. Teachers will host live and recorded sessions in Zoom, and utilize Google Classroom to assign work, assess, receive assignments and grade. Additionally, teachers will host office hours where they will be available for students/parents to answer questions and assist as needed. Teachers will utilize additional computer-based instructional platforms to supplement instruction and provide assessment data. For those students who do not have access to a computer or internet, teachers will be providing differentiated packets. These packets will be individualized to student needs and appropriately challenging.

Plan C is a traditional in-person plan.

2. Describe how student instructional needs will be determined and documented for the 2020-2021 school year. How does the school plan to assess students' knowledge, skill and competencies?

Students will be assessed using universal screeners (Heggerty K-2 only, NWEA for K-5, DRA and EasyCBM in grades 3-6, and OELPS for EL students) in order to collect baseline data and progress monitor throughout the duration of the learning cycle. Classroom performance, teacher input, and previous test results will also be used to inform instruction. Additionally, assessment results from evaluations will be used for determining needs for students with disabilities and IEP goals will be used to document

Students will be assessed using universal screeners (Heggerty K-2 only, and EasyCBM in grades 3-6) via Google Classroom and/or Zoom one-on-one sessions in order to collect baseline data and progress monitor throughout the duration of the learning cycle. Classroom performance, teacher input, and previous results will also be used to inform instruction. Additionally, assessment results from evaluations will be used for determining needs for students with disabilities and IEP goals will be used to

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those needs. Assessment (performance and progress) data will be housed in each student's data binder/digital portfolio. Students will be regularly tested in Math using Eureka Math assessments, and ELA using end of unit assessments for reading and for writing. Teachers will progress monitor at least two times a month, prioritizing in-person instructional time. Incoming kindergarten students will be screened over the summer. Special Education teachers will push-in to live classroom Zoom sessions for inclusion minutes and host pull-out Zoom sessions to service students' resource minutes. General Education teachers will host small group Zoom sessions outside of whole class sessions to support the General Education student population in need of additional support. Students who are English Learners will have OELPA scores from the previous year and OELPS screener data from fall. This data will be used to determine progress towards competency in each of the 5 areas assessed and establish instructional needs in English Language Development.

document those needs. Assessment (performance and progress) data will be housed in each student's data binder/digital portfolio. Students will be regularly tested in Math using Eureka Math assessments, and ELA using end of unit assessments for reading and for writing. Teachers will progress monitor at least two times a month via one-on-one Zoom sessions.

Special Education teachers will push-in to live classroom Zoom sessions as well as meeting resource minutes by hosting additional pull-out Zoom sessions. The Special Education teacher and General Education teacher will continue to communicate and share learning strategies that will help all students. The General Education teacher will hold additional small group one-on-one Zoom sessions for struggling students on a weekly basis. Teachers will communicate with families at least two times a week as a form of assessing student progress to determine next steps.

Teachers will create high-quality lessons that are focused on individual student needs and mastery of standards. Students will be placed in intervention/enrichment groups by collected data administered via Zoom/Google Classroom.

3. Describe the method to be used for determining competency, granting credit, and promoting students to a higher grade level.

Competency will be determined by standards aligned assessment data, progress on nationally normed assessments, and classroom summative assessments. Promotion decisions would be made inclusive of competency, attendance, and completion of assigned tasks.

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4. Describe your school's attendance policy for the 2020-2021 remote learning plan.

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*All HB410 attendance requirements remain in effect with intervention and truancy reporting policies in place.

On a student's scheduled in-person learning days, attendance will be taken as normal (i.e, physical presence). On remote learning days, the teacher will track attendance using various Evidence of Participation methods. Evidence of Participation includes, but is not limited to, the following:

1. Daily logins (a minimum of two logins for students with a device and WiFi) to the Learning Management Platform (Google Classroom).
2. Daily Interaction with the teacher (i.e. telephone, email or Zoom).
3. Assignment progress/completion.

*All HB410 attendance requirements remain in effect with intervention and truancy reporting policies in place.

During fully remote sessions, the teacher will track attendance using various Evidence of Participation methods. Evidence of Participation includes, but is not limited to, the following:

1. Daily logins (a minimum of two logins for students with a device and WiFi) to the Learning Management Platform (Google Classroom).
2. Daily interaction with the teacher (i.e. telephone, email or Zoom).
3. Assignment progress/completion.

5. What learning opportunities will be available to students? How will the school document participation in learning opportunities?

Student progress and assignment accuracy and completion will be tracked on a Google sheet by teachers (monitored by administration). In addition to assignment completion (via Google Classroom or paper packets), teachers will note who participated in the daily live Zoom sessions or who reported the day's *mystery word* as proof of viewing the posted lesson. On a weekly basis, teachers will collect, grade, and distribute new (differentiated) packets to students who do not have technology.

Learning opportunities will be available to students through Google Classroom and Zoom sessions. Each class session will include engagement, elaboration and evaluation. Engagement will focus on bell ringers, videos, etc.. Elaboration will focus on extending the lesson with technology, or a written response, project, or class activity. Evaluation will focus on exit tickets, short answer responses, written assignments, or completion of a task. Student progress and assignment accuracy and completion will be tracked on a Google sheet by teachers (monitored by administration). In addition to assignment completion (via Google

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	<p>Classroom or paper packets), teachers will note who participated in the daily live Zoom sessions or who reported the day's <i>mystery word</i> as proof of viewing the posted lesson.</p> <p>On a weekly basis, teachers will collect, grade and distribute new (differentiated) packets to students who do not have technology.</p>
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6. Provide a statement describing how student progress will be monitored.

<p>Student progress will be monitored by examining and tracking the following data: universal screeners, classroom assessments using designated curriculum tests, completion of/participation in virtual and/or non-virtual assignments, and participation in live and virtual class lessons. NWEA will be administered three times over the course of the academic year to serve as our primary benchmarking assessment tool. General Education teachers will make contact with each parent/guardian at least one time/week (via phone or ClassDojo). Teachers will document student progress and assignment completion (including Google Classroom, packet work, and in-person work). The majority of assessments will be conducted on in-person learning days. When this is not a possibility, teachers will conduct one-on-one assessments via Zoom for ELA and Math with every student twice a month. This will include bi-weekly progress monitoring of fluency and comprehension. Special Education students will be progress monitored on a weekly basis using established, district-created progress monitoring tools; in-person, this will include technology programs such as Lexia, Study Island, Exact Path, and Moby Max. Intervention Specialists will adhere to scheduled completion deadlines for these assessments. English Language learners will be given the OELPS screener in the fall.</p>	<p>Student progress will be monitored by examining and tracking the following data: universal screeners, curriculum tests, completion of work, participation in virtual assignments, and participation in virtual class lessons. NWEA will be administered three times over the course of the academic year to serve as our primary benchmarking assessment tool. General Education teachers will use Zoom to conduct one-on-one bi-weekly assessments in fluency and comprehension using Heggerty and/or EasyCBM. Special Education teachers will use computer based assessments and/or individual Zoom sessions to progress monitor students on a weekly basis. English Language learners will be given the OELPS screener in the fall. The OELPS will be administered two more times throughout the academic year. Teachers will make contact with each parent/guardian at least two times a week (via phone, email, or ClassDojo). All documentation providing evidence of student's progress on state standards will be housed in their data binder/digital portfolios/digital portfolio.</p>
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This screener will be administered at least two more times throughout the academic year to monitor student growth. All students' progress (regarding both participation/completion as well as accuracy as aligned to the state standards) will be housed in their data binder/digital portfolios/digital portfolio.

7. Describe how equitable access to quality instruction will be ensured.

We believe that equity is complex and multidimensional and is both our greatest challenge and our primary focus and commitment. One of the key means of ensuring equity is to ensure educational opportunities and experiences that are engaging and interactive. For this reason, we will incorporate project based learning opportunities for our students. Because we are also aware that family resources are a potential barrier to equity, materials will be provided to students at school and able to take home for remote days.

During in-person days, students will benefit from a smaller student-to-teacher ratio, receiving more small group time than they typically would.

For remote days, teachers will conduct live Zoom sessions every day and record them to post for later viewing. Since families may use a variety of technology solutions, including shared tools and phones, we will provide a consistent schedule with flexibility that is mindful of responsibilities/needs of parents.

Access to technology is a large barrier to equity at our school.

While we are not able to balance this through providing technology, students/families without tech access will be the first ones considered for any donations received. In the meantime, for remote days we will provide meaningful, quality written work that can be printed/picked up for completion for students without

We believe that equity is complex and multidimensional and is both our greatest challenge and our primary focus and commitment. One of the key means of ensuring equity is to ensure educational opportunities and experiences that are engaging and interactive. For this reason, we will incorporate project based learning opportunities for our students. Because we are also aware that family resources are a potential barrier to equity, materials will be available for pick-up so students can complete the tasks while working remotely.

Access to technology is a large barrier to equity at our school. While we are not able to balance this through providing technology in a one to one model, Students/families without tech access will be the first ones considered for any donations received. In the meantime, we will provide meaningful, quality written work that can be printed/picked up for completion for students without access. This work will be individualized to be appropriately challenging and meet individual needs.

Lastly, teachers will conduct live Zoom sessions every day and record them to post for later viewing. They will also create asynchronous lessons, pre recorded presentations, discussion boards, project based learning opportunities. Since families may use a variety of technology solutions, including shared tools and

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<p>access. This work will be individualized to be appropriately challenging and meet individual needs.</p>	<p>phones, we will provide a consistent schedule with flexibility that is mindful of responsibilities/needs of parents.</p>
<p>8. Provide a description of the professional development activities that will be offered to teachers.</p>	
<p>Teachers will be offered professional development on:</p> <ul style="list-style-type: none"> -Social and Emotional Learning - Trauma responsive practices - English Learners: supporting their learning in the classroom - Google Classroom tools - Project Based Learning - Creating interactive and engaging virtual learning opportunities - Remote learning educational platforms - Curriculum implementation - Zoom management for remote learning 	<p>Teachers will be offered professional development on:</p> <ul style="list-style-type: none"> - Social and Emotional Learning: indicators of abuse and teacher responses - Trauma responsive practices - English Learners: supporting their learning in the classroom - Google Classroom tools - Project Based Learning - Creating interactive and engaging virtual learning opportunities - Curriculum implementation - Remote learning educational platforms
<p>9. Remediation - How will the school work to meet individual students' needs to successfully close the gap?</p>	
<p>Teachers will be intentional about all face-to-face time available, maximizing these days to gather updated data on student progress and assess their needs moving forward. On virtual days, in addition to the daily whole class Zoom sessions that teachers will hold, they will host small group Zoom sessions mirroring the grouping model and instruction within the school building. On virtual days, if technology is not available or for those for which it is not an option, teachers will create differentiated packets that are rigorous and still aligned to state standards. These packets will include a "how to" section, explaining the approaches to problem-solving and examples for students and/or parents to refer to. On virtual days, families will have the option to work on campus to access the school's WiFi and to utilize the school's devices via a computer café setup. Staff will make themselves</p>	<p>Teachers will create and administer formative/summative assessments to collect recent data on students. They will use this information to create high quality lessons that are focused on individual student needs and on the mastery of standards. Students will be placed in intervention/enrichment groups (WIN Time - What I Need) to meet for small group instruction via Zoom/Google Classroom. Intervention Specialists will push-in to live Zoom sessions and conduct additional Zoom sessions to meet student needs. Additional tutoring sessions will be set-up for in-person time (following social distancing guidelines) twice a week. If technology is not available, teachers will create differentiated packets that are rigorous and still aligned to state standards. These packets will include a "how to" section, explaining the approaches to problem-solving and examples for</p>

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available to parents/guardians to assist them in using Smartphones, video game consoles, etc. if they are without a computer or tablet. On in-person learning days, teachers will prioritize face-to-face time with students in need of additional support services. Intervention Specialists will utilize the fifth day of instruction as an intervention day, using online supplemental programs, and short tutoring Zoom sessions on remote learning days.

students and/or parents to refer to. Staff will hold daily office hours to assist students and/or parents.

10. Explain how special needs concerns will be addressed and special services provided.

During on-site days, priority will be given to small group instruction and intervention for students who are struggling. It is during this time that teachers will prioritize both instruction and progress monitoring for students in the multi-tiered system of supports (MTSS). Additional targeted support can be provided to these students virtually on remote days via live Zoom sessions. They may progress through tiers of MTSS as needed using this model.

For already identified students with disabilities, during a blended learning situation priority will be given to both push-in and pull-out support services on in-person days. Intervention Specialists will prioritize scheduling Zoom sessions to provide push-in support with General Education teachers to support students inclusively. Also they will host virtual pull-out small group sessions on the fifth day.

While using a remote only model, priority will be given to struggling students with additional small group and intervention supports. Additionally, both instruction and progress monitoring will occur via live Zoom sessions with the teacher and students may progress through the MTSS process as needed.

For already identified students with disabilities, Intervention Specialists will plan with General Education teachers to provide push-in support during classroom Zoom lessons as well as provide support through pull-out of individual and small groups of students. Additionally, Intervention Specialists will schedule live Zoom sessions to provide pull-out individual and small group sessions to work on specific targeted instruction.

11. Identify testing/assessment tools to be used and how they will be implemented.

All students will complete universal screeners including NWEA and Heggerty, administered on in-person learning days. Teachers will use NWEA to measure progress throughout the year.

All students will complete universal screeners including NWEA and Heggerty. Teachers will use the NWEA data to measure student growth throughout the year. Edulastic will be used to

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Teachers will use assessments such as Edulastic to assess students' progress throughout a unit of study. This data will inform teachers' formation of student groups, intervention, and enrichment. EL students will take OELPS as well as DRA and RAZ where applicable. Special Education students will be progress monitored a minimum of two times per month by the Intervention Specialist. They will also complete additional assessments based on their IEP goals via a combination of computer tools, teacher-made assessments, and curriculum-based measures.

assess students' progress throughout a unit of study. This data will be used to inform grouping of students, intervention and enrichment groups. Special Education students will be progress monitored a minimum of two times per month by the Intervention Specialist. They will complete additional assessments based on their IEP goals via a combination of computer tools, teacher-made assessments, and curriculum-based measures.