



## *Remote Learning*

1. The student instructional needs will be determined and documented through the following assessments for the 2020-2021 school year.
  - Formative assessments (Teacher-Created, Curriculum Development)
  - NWEA
  - Reading A-Z (3-5)
  - Scholastic First (K-1)
  - Zearn
  - Dibels
  - ELLOPA (Early Language Listening and Oral Proficiency Assessment) Checklist
  - ACTFL Can-Do Statements (American Council of the Teaching of Foreign Languages)
  
2. To determine competency, granting credit, and promoting students to higher grade levels, teachers will gather on-going data of students' progress. Teachers will give students a pre-assessment at the beginning of the school year. The data will be used for planning and instruction. Students will be given assignments and projects that must be completed and graded according to a rubric to assess mastery. The following items will be implemented for competency, granting credit and promoting students to higher grade levels
  - Standards Formative Checklist, Summative Assessment
  - Projects, exit tickets, observational notes, fluency checks
  - Standards-Based report card
  
3. The school's attendance requirements, including how the school will document participation in learning opportunities.
  - Students will log in to Google Classroom and complete their Daily Questions Assignment for Attendance. It must be submitted to the classroom teacher.
  - Expectations for Google Meets, homework, assignments, projects, participation will provide tracking for participation
    - Live sessions are check-ins
    - Student Assignments will be accountable towards attendance and participation
  
4. Each student's progress will be monitored through ongoing pre/post assessments that align with the New Ohio Learning Standards. Teachers will use a checklist to track the standards taught as well as input results of pre/post assessments within a PI tracker. This tracker will be submitted to the Administrative Instructional team and analyzed within the Teacher Based Teams. The data analyzed will assist teachers in data-driven instructional planning. Based on the breakdown of needs for students, the teacher will determine the intervention, enrichment, differentiated instruction for each student.
  
5. GALA will provide equitable access to quality instruction through hiring High Qualified Teachers. Teachers will measure students' progress, participate in data-driven planning, use researched-based strategies for engagement, differentiation, and implementation of lessons and activities. Teachers will use the following actions to provide quality instruction:



- a. Provide a balance of asynchronous and synchronous lesson
- b. Small-group Instruction (based on data)
- c. One-on-one intervention and check-ins
- d. Hold Office Hours
- e. Project-based Activities to follow our IB model

6. Teachers will attend ongoing professional development for instruction, classroom management, software, and platform training. These professional developments will be offered through Google Classroom as well as conducted through Zoom and other professional development platforms. A survey will go out to teachers as a needs assessment. Professional Developments teachers will attend include but not limited the following:

- NNN (No-Nonsense Nurturing)
- PBIS
- Curriculum and Instruction
- Data Analyzing
- Safer Schools (various required training)

### ***Topics***

<b><i>Technology Requirements</i></b>	<b><i>Grading Expectations</i></b>
<b><i>Weekly Meeting Schedule</i></b>	<b><i>Weekly Lesson Expectations</i></b>
<b><i>Teacher Office Hours</i></b>	<b><i>Remote Learning Resources</i></b>
<b><i>Remote Learning = Curriculum Aligned</i></b>	<b><i>Video Conference Guidelines</i></b>
<b><i>Google Classroom Assignments</i></b>	<b><i>Daily Attendance Expectations</i></b>
<b><i>Google Classroom Question Requirements</i></b>	<b><i>Vigilant Screening</i></b>

***All remote will work from home:  
Be Respectful, Be A Responsible Learner, Be Safe & Aware***

- Completed by the student, and graded,
- Work will need to be done in efficient time to the day or week assigned on time and turned in,
- No exceptions
- Student must following the teacher's guidelines
- Attend daily
- Be dressed and ready for online learning
- Be engaged



## K-2 Schedule

(See student and teacher perspectives)

This schedule provides a 2 hour block for the target language teachers and a 2 hour block for ELA teachers. This gives both ELA and TL teachers the flexibility to divide their students in small groups. Grades K-2 are guaranteed 2 one hour sessions with their ELA teacher and a flexible day for interventions and enrichment on Thursday. This schedule only works if we are able to do P.E. and Art on Fridays. Specials teachers would now have a new flex day (Monday) and they would be available to support ELA teachers on Tuesday-Thursday. Math and Science videos will be posted daily in English. Target language sessions will be recorded and sent out on Tuesday and Thursdays.

Time	Mon.	Tuesday	Wed.	Thur.	Friday
8:00	Kids log on	Kids log on	Kids log on	Kids log on	Kids log on
8:30	Open Circle/ Socialize	SEL	Open Circle/ Socialize	SEL	Kids log on
9:00	Math A	TL	Math A	TL	P.E./Art
9:30	Math A	Science/SS	Math A	Science/SS	P.E./Art
10:00	Math B	TL	Math B	TL	P.E./Art
10:30	Math B	Science/SS	Math B	Science/SS	P.E./Art
11:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00	Llama (12)	Penguin (12)	Macaw (12)	Support/Enrich.	P.E./Art
12:30	Llama (13)	Penguin (11)	Macaw (12)	Support/Enrich.	P.E./Art
1:00	Macaw (12)	Llama (13)	Penguin (11)	Support/Enrich.	P.E./Art
1:30	Macaw (12)	Llama (12)	Penguin (12)	Support/Enrich.	P.E./Art
2:00	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours



## 3-5 Schedule

(See student and teacher perspectives on last page)

This schedule provides a 2 hour block for the target language teachers and a 2 hour block for ELA teachers. This gives both ELA and TL teachers the flexibility to divide their students in small groups. Grades 3-5 are guaranteed 3 one hour sessions with their ELA teacher and a flexible day for test prep on Thursday. This schedule only works if we are able to do P.E. and Art on Fridays. Specials teachers would now have a new flex day (Monday) and they would be available to support ELA teachers on Tuesday-Thursday. Math and Science videos will be posted daily in English. Target language sessions will be recorded and sent out on Tuesday and Thursdays.

Time	Mon.	Tuesday	Wed.	Thur.	Friday
8:00	Kids log on	Kids log on	This Kids log on	Kids log on	Kids log on
8:30	Open Circle	SEL	Open Circle	SEL	Kids Log on
9:00	Math Group A	TL Group A	Math Group A	TL Group A	P.E./ART
9:30	Math Group A	SS Group A	Math Group A	Science Group A	P.E./ART
10:00	Math Group B	TL Group B	Math Group B	TL Group B	P.E./ART
10:30	Math Group B	SS Group B	Math Group B	Science Group B	P.E./ART
11:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00	ELA Class 1 Group A	ELA Class 2 Group A	ELA Class 2 Group A	ELA Test Prep	P.E./ART
12:30	ELA Class 1 Group A	ELA Class 2 Group A	ELA Class 2 Group B	ELA Test Prep	P.E./ART
1:00	ELA Class 1 Group B	ELA Class 2 Group B	ELA Class 1 Group A	ELA Test Prep	P.E./ART
1:30	ELA Class 1 Group B	ELA Class 2 Group B	ELA Class 1 Group B	ELA Test Prep	P.E./ART
2:00	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours



### **What does Monday through Thursday look like?**

**Student Perspective:** I am so excited to start my day! I log in and make sure to answer my daily question and have some SEL time with my teacher or with my family. I spend my morning with my target language teacher learning math, TL, Science or Social studies. These subjects vary day to day. Then I get an hour lunch every day! Sometimes my teacher plans a special class lunch and I get to talk to my friends. After the much needed break I transition to ELA class for 30 to 60 min depending on my grade. Thursdays are an opportunity for me to get more support or enrichment from my ELA teacher. Sometimes it is test prep depending on grade level. I really like when my teacher invites me to participate in small groups on Thursdays. If I ever need help all my teachers have office hours I or my parents can attend.

**Homeroom Teacher Perspective:** I teach Monday through Thursday 9:00am to 11:00am. On Mon and Wed I teach math in small groups. This helps provide differentiated instruction. On Tuesday and Thursday I teach TL and SS/Science again in small groups. This allows me to have smaller class sizes and gives students more opportunity to participate, build rapport and create more TL exposure. From 11:00am to 12:00pm I take an hour lunch with the whole school community. Sometimes I schedule a special virtual lunch with students during this time. From 12:00pm to 2:00pm I have time for TBT meetings, Language PD, Personal Planning time, Parent meetings, intervention time, and office hours.

**ELA Perspective:** I teach Monday through Thursday 12:00pm to 2:00pm. I have up to 3 classes that I am responsible for. I have the ability to split these classes into smaller groups. If I teach K-2, I can guarantee at least 2 one hour sessions per class and on Thursdays, I pull from all three classes and schedule strategic interventions/enrichment. If I teach 3-5, I can guarantee at least 3 one hour sessions per class and on Thursdays, I pull from all 2 classes and schedule strategic interventions/enrichment and or test prep sessions. This allows me to have smaller class sizes and gives students more opportunity to participate, build rapport and create more ELA exposure to meet school wide ELA goals. From 11:00am to 12:00pm I take an hour lunch with the whole school community. Sometimes I schedule a special virtual lunch with students during this time. From 9:00am to 11:00am I have time for TBT meetings, ELA PD, Personal planning time, parent meetings, intervention time, and office hours.

### **What does Friday look like?**

**Student Perspective:** Fridays are the best! On the 1st and 3rd Fridays, of the month I have P.E. with Ms. J. She sometimes hosts whole group fitness classes and other times I have a fitness choice board. On the 2nd and 4th Fridays, I get to meet with Mrs. W, She sometimes hosts artist workshops and other times she provides a really fun art choice board

**Specials Teacher Perspective:** I have a different flex day than homeroom teachers (Monday). On Tuesday- Thursday I support ELA teachers with ELA interventions or small group work. Then on the 1st and 3rd Fridays I work with students in grades K-2 and on the 2nd and 4th Fridays I work with grades 3-5. The other specials teacher has a schedule opposite of mine. It is a lot of work but I love teaching **my subject** and supporting students. This feels very similar to the work I did in the building.



**What is a Flex Day?** Through experience we have learned that remote learning requires designated time, especially for our immersion model. Our schedule includes a day for this planning called a flex day. A flex day is an opportunity for teachers to independently and/or collectively and strategically plan instruction for the following week. For example:

- A Spanish teacher would have time to meet with their ELA counter to be on one accord regarding the standards and instruction.
- An English teacher would have time to meet with their TL counter to be on one accord regarding the standards and instruction.
- A Special teacher has a different flex day. They provide instruction during the homeroom and English teachers' flex day. During their flex day, they create their videos for their classes.

**What do I do during the 2 hour block I am not teaching?**

**Homeroom Teacher/ELA Teacher:** I have time to pull out students to have small group or one-on-one instruction. I can provide enrichment or support to students who need it. I also have time to collaborate with the ELA/TL team. I have time to communicate with families of children in my classroom who are not able to attend live sessions and/or have conferences based on performance. This gives me the opportunity to create relationships with families and students. I.e.: Time for TBT meetings, Target Language PD, Personal planning time, parent meetings, intervention time, and office hours.

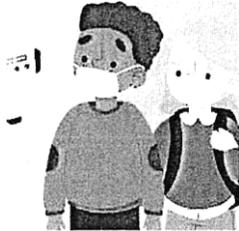
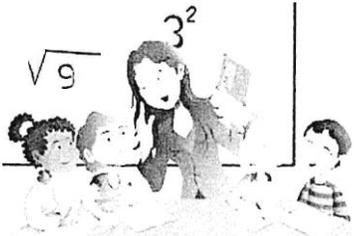
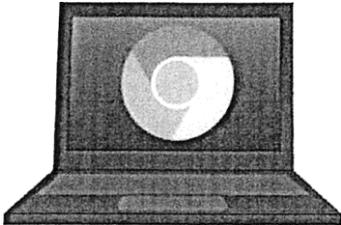
**Specials Teacher/Intervention Specialist:** I have time to work with TL and ELA teachers and inquire as to which students I can best support/enrich. Once we've planned that out, I have time to do small pull-outs for students who need it. I.e.: Time for TBT meetings, Target Language PD, Personal planning time, parent meetings, intervention time, and office hours.



**GALA**  
GLOBAL AMBASSADORS  
LANGUAGE ACADEMY

## *GALA Remote Learning Expectations Guide*

### VIGILANT SCREENING

	<p>Temperature checking: Monitor the temperatures of your child while they are at home. Note if there are any changes with their temperature. Follow direction of the CDC for more guidance.</p> <p>Teachers and staff are encourage to monitor their temperatures and health as well. Following the guidance of the CDC and The Ohio Health Department.</p>
	<p>Tutoring, Special Education, and Speech will be provided following state guidelines.</p>
	<p>Chrome books will be provided if your student will need access to one. More will be forthcoming soon.</p>



**GALA**  
 GLOBAL AMBASSADORS  
 LANGUAGE ACADEMY

with others - give your LIFE - help out  
 SHINE a smile - SHY - GIVE a hand - SLEEP  
 do things BIG and small - be UNRAE - feel  
 totally free to BE SILLY - giggle & LAUGH



be kind to your

**fiINb**

do what you LOVE - have FUN with friends  
 be KIND - PLEASE what makes you  
 FEEL - LIVE healthy - take a BREAK - connect

Horizon will be serving students. More information will be forthcoming.



MAP testing is scheduled to be administered 3 times this school year. Your child will be required to take the test, guidelines will be shared with families. More information to testing will be provided as the state provides updates



Attendance will be taken in class and online daily.