

New London Local Schools
School District Remote Learning Plan

Section 1: A description of how student instructional needs will be determined and documented.

New London Local Schools will utilize multiple types of formal and informal, formative and summative, assessments. If decided, students will take an assessment provided by a district selected vendor to ensure mastery of each skill. The assessment is created randomly to ensure the student understands the material. The assessment will ask a series of questions per skill/topic and if the student demonstrates mastery of the questions, this skill is removed from their required list of assignments. This allows a student to demonstrate prior understanding of the topic and move through the curriculum faster.

Section 2: The method to be used for determining competency, granting credit and promoting students to higher grade levels.

New London's Flow to Instruction

- **Direct Instruction-** delivered to students in teacher created videos, instructional platforms, professional experts.
 - Videos provided to students linked in Google Classroom-
 - Developmentally appropriate length videos of direct initial (replaces regular classroom instruction)
 - Front load student learning
 - Modeling
 - The classroom becomes a place for student support and resources based for flexibility and fluidity of the likelihood of students and teachers will be in and out of the classroom for days to weeks of the time. Students have the same common instructional routine at all times throughout the year in and out of the brick and mortar setting.
- **Practice and formative assessment-** provided through small groups (Google Meets), virtual stations, virtual manipulatives to support initial instruction and in class instruction based on classroom setting.
 - Remediation
 - Intervention
 - Enrichment
- **Feedback and follow-up-** teacher feedback and follow up, students make adjustments to understanding, reteaching, revisions to practice.
 - Progressbook- Development of building level expectations and common grading procedures for marking work missing, late and completed online to support a uniform practice for students.
 - Grades and feedback should be given quickly to allow for students to make adjustments to their learning. Progress Book should be updated weekly to provide parents access to student progress.

- **Assessment-**
 - Regular Assessment should occur using online platforms and programs.
 - Diagnostic Assessment should occur 3 times throughout the school year (Should identify students who have learning gaps)
 - iReady Reading Diagnostic K-8
 - iReady Math Diagnostic K-6
 - ALEKS Math 7-12
 - Progress Monitoring
 - Regular classroom assessment to monitor the growth of students who you have identified with academic deficits tracking intervention supports.

 - **Consolidation and Consistency**
 - Fewer clicks, fewer distractions
 - Team/Grade level, Building and District Consistency
 - Google Classroom Requirements
 - Stream Notifications turned off.
 - Google Summaries turned on.
 - Each classroom requires the following outlines for consistency within the district
 - Important information post at the top
 - Google Office Hours for at home instruction listed
 - Teacher Contact information
 - Organized by weeks for topics
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- **Connect with Kids**
 - It is essential we keep or connections with our kids. Respond to their assignments and provide feedback.
 - Office Hours- Every staff member will provide time to be available for students-live in person.
 - Student requirement for “check in” is required and described in the grade bands below.
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- **Student Success and Feedback**
 - Student feedback should be provided quickly to students to impact the work they are providing for your class.
 - Consistent grading policies and due dates are listed for each grade band.

Section 3: The school's attendance requirements, including how the school will document participation in learning opportunities.

Students are required to access their courses regularly. To ensure regular access, we will monitor for disengaged students. Additionally, the following list of expectations will allow the district to document participation:

- ❑ **Student Expectations:**
 - ❑ Join Remind for their classes.
 - ❑ Check email daily.
 - ❑ ProgressBook Checks weekly
 - ❑ Complete daily assignments.
 - ❑ Check in during teachers’ office hours weekly at a minimum.

- ❑ Watch the instructional videos provided by the teachers.

Section 4: A statement describing how student progress will be monitored.

Real-time data allows students and staff to track progress making it easier to meet instructional goals and stay on track to complete their course. Having this real time data available helps students take accountability for the individualized coursework.

Section 5: A description as to how equitable access to quality instruction will be ensured.

The district is a 1:1 district for student devices. Also, the district has purchased a number of internet hotspots for student use in the home if reliable internet connectivity is unavailable.

Section 6: A description of the professional development activities that will be offered to teachers.

Regular professional learning to support teachers in areas identified as needed by teachers and administrators will be addressed through monthly job embedded professional learning.

Professional Learning opportunities will be provided through teacher floating work days that align with district needs and training that supports the platform, tools, resources and instructional philosophies of the district. Some of the topics include, but are not limited to:

- **Google Classroom** K-12th Grade
- Peardeck, Edulastic, PikMyKid, Reflex, Gizmos, Flipgrid, iReady, NoRedInk etc.
- Common Communication (Working on what this tool is) currently most people are using Remind.
- Teacher **"GoSheet"** completed to share with families with all the tools and resources that they need for supporting their students.
- Teacher Mentors for Support- "Teacher Toolbox w/ staff support"
- Using GoGuardian outside of the building and inside the building.