



# PATRICK HENRY LOCAL SCHOOLS

## Patrick Henry Local Schools Remote Learning Plan

1. Description of how student instructional needs will be determined and documented: We have already done gap analysis maps for transition grades/teachers. That will be the first step in identifying what gaps exist for the students. Secondly, our staff will do baseline testing near the beginning of the year. We have given them more tools to do that this year after going through remote learning last year. Staff will now be able to more efficiently determine instructional needs of students with newly acquired software at all levels. These programs produce reports that allow our staff to monitor and catalog progress over time. Additionally, students will earn grades for the work they are doing.
2. Method of determining competency, granting credit, and promoting students: We have asked our staff to focus on the “big rocks” for instruction. Staff and students should be focused on the big rocks with instruction and assessment. Competency will be based on the assessment of the big rock standards that the staff is focusing on for our students. Credit will be granted based on the completion of the materials based on the big rocks that have been identified by the staff member. Promotion of students will be determined by the final grade earned by the student.
3. Attendance requirements, including how participation in learning opportunities will be documented: Teachers will be asked to keep an activity log for students. Additionally, teachers will be providing the students with feedback through Google Classroom, Seesaw, or the earning of grades. Attendance will be based on the amount of work they complete or the attendance of mandatory Meet or Zoom sessions.
4. How student progress will be monitored: Student progress will be monitored by the teachers they are assigned to. We have developed ways to have more virtual face to face progress monitoring. One way we have done that is by now utilizing the program ESGI. This allows our elementary teachers to remotely monitor the progress of their students. Additionally, we have trained our staff in more effective ways to use Google Meet and Zoom to allow for progress monitoring. Staff now have resources to assist them in entering breakout rooms and to allow for more focused one on one conversations.

5. How equitable access to quality instruction will be ensured: Due to the size of our district we are able to have a good handle on our students and who we need to be in contact with. We have many hotspots that we distributed in remote learning previously. We would again distribute those to the same people. Additionally, we would make phone calls to the parents/guardians of the students that did not turn in much work last spring to check if access to the internet is needed. Our plan for educating our special needs students was well thought out last spring. I feel like we can improve in the related services area. With that in mind, we have built out new methods for those people to interact with their students including but not limited to telehealth appointments. This was a real missing link during the spring.

6. Professional development opportunities offered to teachers: Teachers will be offered virtual professional development through a Google Site that we built. The training videos were developed by practitioners in the field. The topics being discussed in the trainings were designed by our teaching staff. They told us how to design it and what topics to design the learning around. Below are the topics covered in our training site along with other relevant topics. We want our training site to not just be for remote learning but to allow our staff to further their knowledge of tools they can integrate into their everyday settings.

Topics covered on our training site:

- Staff
  - Google Classroom / SeeSaw
  - Google Calendar
  - Google Meet
  - Gmail
  - YouTube
  - Creating Video Lessons
  - Setting expectations and matching assessments to standards (big rocks)
  - Defining Quality work and setting appropriate expectations
  - Defining balance
  - Doing more online during a “regular” school day to prepare for potential interruptions
  - Communication with parents (consistency)
  - Scheduling
- Students
  - Google Classroom / SeeSaw
  - Google Calendar
  - PowerSchool
  - Video Conferencing Etiquette
  - Quality Work
- Parents
  - Classroom Normalization Tools

- How to help their kids navigate Google Classroom / SeeSaw
- How to navigate PowerSchool and what information is available.
- Expectations for helping students on specific assignments.
- Accelerated Reader