



2020-21 School Plan - Full Online Learning

Instruction and Assessment

K-8 Norms

In the event that school or a cohort closes, this would serve as our framework for Instruction and Assessment

Teaching and Learning Formats

Synchronous=Live Google Meet	Asynchronous=Learning that takes place outside of a live meeting (ie. video lesson, reading assignment, online practice, online simulation, etc.)
------------------------------	---

Grading/Gradebook Categories

<p style="text-align: center;">Formative Assessments</p> <p>Examples include but not limited to practice work, IXL, homework, comprehension check, quiz, exit slip, demonstration like Flipgrid, handwriting, Worldly Wise practice, handwriting, etc.</p> <p style="text-align: center;">These assessments should provide feedback for continued learning/instruction and help drive further instruction.</p>	<p style="text-align: center;">Summative Assessments</p> <p>Examples include but not limited to: tests, projects, demonstrations, labs, presentations, etc.</p> <p style="text-align: center;">Usually an end of unit/chapter/concept. Should be preceded by multiple formative assessments.</p>
--	--

Standardized Platforms

<p style="text-align: center;">Google Classroom (reference Platforms school plan)</p>	<p style="text-align: center;">RenWeb (reference Platforms school plan)</p>
--	--

***For the purpose of this plan, this framework would be minimum standards
this framework represents expectations per week per class taught***

Student Standards Grades K-8

Students will be expected to adhere to a set of standards established to enhance their well being during distance learning. In an effort to provide for the social-emotional well being, their spiritual growth, and their academic achievement teachers will work to support students by holding them accountable for these standards.

Student Norms	Rational	Troubleshooting
★ Establish a location in your home to serve as your learning space.	→ In addition to being prepared each day, it allows you to “leave school” when the workday is over.	<ul style="list-style-type: none"> ❖ First, make sure it’s not a browser issue (e.g., Google Chrome), and try a different browser to see if this solves the problem. If so, then you need either to update your regular browser or clear its history, cookies, and cache. ❖ If after updating your browser or other browsers don’t work, make sure it isn’t your computer. Restart your computer. If the error persists, try logging in from a different computer to see if you receive the same error message. ❖ Read log error messages and record problem specifics and forward this to tech support and your instructor. Take a screenshot, if possible, to illustrate the exact problem. ❖ Remember that your peers can help you, too! ❖ Last, after someone (or you) fixes the problem, make sure you refresh/reload the Web page, as the system will remember and display the exact same page (with errors) you were looking at the last time you logged in.
★ Set up your space to include the necessary supplies and schedules. (paper, books, pens, pencils, charger, passwords etc.)	→ Executive functioning is an important component of education, ability to focus, and success in creating a fluid workflow. This provides for helping to develop those skills.	
★ Google meets should be attended from a desk/table setting, with students sitting upright and attentive.	→ During times of quarantine, students need interaction and engagement to maintain strong mental and emotional health. In addition student’s developing bodies need development in their core to establish and maintain motor skills that are necessary for success.	
★ Students should be fully clothed and avoid things that are distracting to themselves or others (blankets around the head, toys, basketballs, video games, eating, etc.)	→ Teaching and learning require a level of self-control, concentration, and self-discipline and therefore ALL efforts should be made to minimize distractions in an effort to enhance learning and success.	
★ Stay on mute, raise your hand to participate. When called on by the teacher, turn mute off.	→ Normal household noises can be distracting to students and teachers.	
★ Leave your camera on and focused on you.	→ This allows him/her to know when you need a brain break, or when you have a question or comment. Engagement is enhanced when teachers and friends can see one another.	

Interaction and Engagement Grades K-8

Teachers have discovered that in our virtual classrooms they get far less direct feedback from their learners on how the lesson is going for them. Even if students have their camera on, it can be really difficult to know why they aren't saying much. Maybe they are confused or think it's too easy, or maybe they've temporarily lost their Wi-Fi connection. Whatever the reason, as teachers talk more to fill the silence, classes become less and less learner-centered. As they have little control over the content or pace of the class, students switch off and can be easily distracted by anything else that's going on around them. Therefore, teachers **MUST** make extraordinary efforts to **enhance interaction and engagement**. Here are some do's and don'ts for virtual learning.

Interaction and Engagement Do's		Don'ts
<ul style="list-style-type: none">★ Set polls and quiz questions. Many video conferencing platforms have an integrating polling function. If they don't, you can easily share a weblink to a poll you've created. Use polls as a starting point for discussion, or to check for understanding of a concept.★ Use the chatbox. The chat function can be a fantastic tool for teachers in the online classroom. You can use it as a teaching aid to reinforce instructions or backchannel with a struggling student with a private chat. But also think about how you can integrate the chat function into activities, by getting students to share answers, opinions, ideas etc.★ Use extensions to support your teaching and student learning. For example Nod, Attendance, Kami, Gridview, Meet Enhancement Suite. View this link for all of the details: Extension you need, right now.★ If you do choose to present a lecture, pare down the presentation deck to the essentials. Use your live lecture time to elaborate on—and provide lively examples of—those essential points, and encourage students to take notes, illustrate concepts, or write down questions.	<ul style="list-style-type: none">→ Share your screen to demonstrate or give examples or presentations.→ Plan your interaction patterns. plan ahead for each task and think about how your learners can respond. It might be 'round robin', or you might want to specify tasks. You can also use the private chat to prompt learners to ask each other questions.→ Have a brain break. Get them up for a quick change of pace to refocus. Gonoodle.com has excellent and short Brain Breaks available. You can share your screen and energize them!→ Ask how they are, what they've been doing, share good news, challenges, help each other problem-solve.→ Allow/expect students to present (with notice for preparation).→ Use puppets...for age-appropriate classes.→ Sing Songs or find songs that teach...age-appropriate.→ Add video and audio clips, infographics, animations, mini-games, and fun (but relevant) polling questions.	<ul style="list-style-type: none">➤ Don't wing it.➤ Don't just lecture.➤ Don't expect students who are shy or who have problems socializing to reach out. It's likely they won't. Be there for them, reach out to them.➤ Don't be wordy. Pare down instructions. Bold important words. Give them a checklist to follow. 1. 2. 3. 4. 5. And that's it.➤ Don't just have office hours.➤ Don't always call on the same people, or catch students who are struggling to focus. Instead, say, "Claire this question is for you...then ask and then provide wait time."➤ Don't assume everyone works at the same pace.➤ Don't assume everything at home is all great and stress free.

Instructional Model Grades 6-8

Daily plans will be posted for students by 9:00 am each morning. Teachers will post work to Google Classroom using a daily Google Slide(s) that can also serve as a hyperdoc providing links to pertinent resources (ie videos, articles, and even other platforms like EdPuzzle, Brainpop, etc.) used as supplements, as-well-as instructions for the day's assignments. Throughout the school day during NTI, it is expected that teachers will be available to and engaged with students as much as possible. It is important that teachers avoid distractions (ie appointments/errands/etc.) during the school day as much as possible, just as they would when school is in the building.

Norms	Synchronous Instruction Model
<ul style="list-style-type: none"> ★ Link for the Google Meeting is provided in a common and consistent location ★ Schedule for Google Meets is posted and adhered to. ★ The teacher should arrive on time and prepared. ★ Teachers should have some method for documenting attendance (extension available) ★ Greet and make connections, chat with students, check on how they are doing, sharing good news, etc. ★ Lessons should be approximately 25-35 minutes ★ Having 2 devices allows you to see students while in present mode 	<p>The lesson:</p> <ul style="list-style-type: none"> ➤ Have students go to mute, take attendance. ➤ Introductory Set: (1-2 minutes) <ul style="list-style-type: none"> ○ State the essential question or <u>learning target</u> ○ Quick preview of what will be accomplished in the lesson ➤ Flashback or previous work check (5-10 minutes) <ul style="list-style-type: none"> ○ This would be a good time to review concepts from the previous day, examples may include: <ul style="list-style-type: none"> ■ Check assignment from day before ■ Question/answer review to get students engaged ■ Variety of quick assessments (form, Google CR question, etc.) ■ Opportunity for student questions ➤ Restate essential question/learning target to start (18-20 minutes) <ul style="list-style-type: none"> ○ Provide direct instruction focused on the target ○ Ideally, content will be presented in multiple ways auditory as well as visual. Through shared screen presentations with graphics and audio are beneficial. ○ Math may have visuals to demonstrate solving problems or visualizing concepts, including a whiteboard option ○ The presentation may include video clips to enhance comprehension and focus. ○ Students may be expected to take notes ○ Interactive games for practice may be facilitated ○ Simulations, experiments or demonstrations live or virtual are all strong enhancements for synchronous lessons ➤ Assignment/Assessment (3-5 minutes) <ul style="list-style-type: none"> ○ The teacher will explain the expectations for work to complete after the meeting. ○ Describe how to complete the work ○ Identify how to submit the work ○ Timeline explained ○ Opportunity for questions ➤ Closing Set (2-5 minutes) <ul style="list-style-type: none"> ○ Restate learning target ○ Quick comprehension check <ul style="list-style-type: none"> ■ Exit slip ■ Thumbs Up/Mid/Down...NOD Extension ■ Farewell

Grades 6-8

Math	Schedule	3 synchronous lessons + 2 Asynchronous
	Format	Synchronous: Google Meet Asynchronous: Teacher recorded lessons preferable for asynchronous, but could include but not limited to videos from learning platforms (ie Kahn Academy or other sources).
	Due Dates	3:30 daily (or day designated by the teacher for longer assignments)
	Grades	2 formative assessments per week recorded in RenWeb 1 summative assessment approximately every 2 weeks

Language Arts	Schedule	3 synchronous lessons + 2 Asynchronous
	Format	Synchronous: Google Meet Asynchronous: Teacher recorded lessons preferable for asynchronous, but could include but not limited to videos from learning platforms (ie Kahn Academy or other sources), reading material.
	Due Dates	3:30 daily (or day designated by the teacher for longer assignments)
	Grades	2 formative assessments per week recorded 1 summative assessment approximately every 2 weeks

Religion	Schedule	1 Synchronous: not on the same day as LA 1 Asynchronous
	Format	Synchronous: Google Meet Asynchronous: Teacher recorded lessons preferable for asynchronous, but could include but not limited to videos from learning platforms (ie Kahn Academy or other sources).
	Due Dates	3:30 daily (or day designated by the teacher for longer assignments)
	Grades	1 formative assessment per week recorded in RenWeb 1 summative assessment approximately every 3 weeks

Science	Schedule	2 Synchronous: alternating days with SS (1 extra for labs every other week) 1 Asynchronous
	Format	Synchronous: Google Meet Asynchronous: Teacher recorded lessons preferable for asynchronous, but could include but not limited to videos from learning platforms (ie Kahn Academy or other sources).
	Due Dates	3:30 daily (or day designated by the teacher for longer assignments)
	Grades	2 formative assessments per week recorded 1 summative assessment approximately every 2 weeks

Social Studies	Schedule	2 Synchronous: alternating days with Science 1 Asynchronous
	Format	Synchronous: Google Meet Asynchronous: Teacher recorded lessons preferable for asynchronous, but could include but not limited to videos from learning platforms (ie Kahn Academy or other sources).
	Due Dates	3:30 daily (or day designated by the teacher for longer assignments)
	Grades	2 formative assessments per week recorded 1 summative assessment approximately every 2 weeks

Specials	Schedule	1 Synchronous
	Format	Synchronous: Google Meet
	Due Dates	3:30 daily (or day designated by the teacher for longer assignments)
	Grades	1 formative assessment per week recorded in RenWeb

Instructional Model Grades 3-5

Daily plans will be emailed to parents and posted on Google Classroom for students by 9:00 am each morning. Teachers will use a daily Google Slide deck that can also serve as a hyperdoc providing links to pertinent resources (ie videos, articles, and even other platforms like Edpuzzle, Brainpop, etc.) used as supplements, as well as instructions for the day's assignments. Grade level teachers should create 1 collaborative slide deck that includes all subjects, thus reducing emails and reducing resources for students to manage. Throughout the school day during NTI, it is expected that teachers will be available to and engaged with students as much as possible. It is important that teachers avoid distractions (ie appointments/errands/etc.) during the school day as much as possible, just as they would when school is in the building.

Norms	Synchronous Instruction Model
<ul style="list-style-type: none"> ➤ Link for the Google Meeting is provided in a common and consistent location ➤ Schedule for Google Meets is posted and adhered to. ➤ The teacher should arrive on time and prepared. ➤ Teachers should have some method for documenting attendance. ➤ Greet and make connections, chat with students, check on how they are doing, sharing good news, etc. ➤ Lessons should be approximately 20-30 minutes ➤ Having 2 devices allows you to see students while in present mode. 	<p>The lesson:</p> <ul style="list-style-type: none"> ➤ Have students go to mute, take attendance. (1-2 minutes) ➤ Introductory Set: (1-2 minutes) <ul style="list-style-type: none"> ○ State the essential question or learning target ○ Quick preview of what will be accomplished in the lesson ➤ Flashback or previous work check (5-8 minutes) <ul style="list-style-type: none"> ○ This would be a good time to review concepts from the previous day, examples may include: <ul style="list-style-type: none"> ■ Check assignment from the day before ■ Question/answer review to get students engaged ■ Variety of quick assessments (form, Google CR question, etc, NOD extension.) ■ Opportunity for student questions ➤ Restate essential question/learning target to start (12-18 minutes) <ul style="list-style-type: none"> ○ Provide direct instruction focused on the target ○ Ideally, content will be presented in multiple ways auditory as well as visual. Through shared screen presentations with graphics and audio may be beneficial. ○ Math may have visuals to demonstrate solving problems or visualizing concepts ○ The presentation may include video clips to enhance comprehension and focus. ○ Students may be expected to take notes ○ Interactive games for practice may be facilitated ○ Simulations, experiments or demonstrations live or virtual are all strong enhancements for synchronous lessons ➤ Assignment/Assessment (5 minutes) <ul style="list-style-type: none"> ○ The teacher will explain the expectations for work to be completed after the meeting. ○ Describe how to complete the work ○ Identify how to submit the work ○ Timeline explained ○ Opportunity for questions ➤ Closing Set (2-5 minutes) <ul style="list-style-type: none"> ○ Restate learning target ○ Quick comprehension check <ul style="list-style-type: none"> ■ Exit slip, NOD extension, thumbs up/down ■ Farewell

Grades 3-5

Reading	Schedule	3 Synchronous 1 Asynchronous The teacher may opt for a hybrid of small group + whole group for a total of 3 synchronous lessons <i>for each child</i> per week The teacher may ALSO meet with individual students to provide intervention, this would be in addition to the 3 synchronous lessons
	Format	Synchronous: Google Meet Asynchronous: Teacher recorded lessons preferable for asynchronous, but could include but not limited to videos from learning platforms (ie Kahn Academy or other sources) as a supplement.
	Due Dates	3:30 daily (or day designated by the teacher for longer assignments)
	Grades	2 formative assessments per week recorded 1 summative assessment approximately every 2 weeks

LA: English & Writing	Schedule	2 synchronous lessons + 2 Asynchronous
	Format	Synchronous: Google Meet Asynchronous: Teacher recorded lessons preferable for asynchronous, but could include but not limited to videos from learning platforms (ie Kahn Academy or other sources), reading material.
	Due Dates	3:30 daily (or day designated by the teacher for longer assignments)
	Grades	2 formative assessments per week recorded 1 summative assessment approximately every 2 weeks

Math	Schedule	3 synchronous lessons + 2 Asynchronous The teacher may opt for a hybrid of small group + whole group for a total of 3 synchronous lessons <i>for each child</i> per week The teacher may ALSO meet with individual students to provide intervention, this would be in addition to the 3 synchronous lessons
	Format	Synchronous: Google Meet Asynchronous: Teacher recorded lessons preferable for asynchronous, but could include but not limited to videos from learning platforms (ie Kahn Academy or other sources).
	Due Dates	3:30 daily (or day designated by the teacher for longer assignments)
	Grades	2 formative assessments per week recorded in RenWeb 1 summative assessment approximately every 2 weeks

Religion	Schedule	1 Synchronous: not on the same day as LA 1 Asynchronous
	Format	Synchronous: Google Meet Asynchronous: Teacher recorded lessons preferable for asynchronous, but could include but not limited to videos from learning platforms (ie Kahn Academy or other sources).
	Due Dates	3:30 daily (or day designated by the teacher for longer assignments)
	Grades	1 formative assessment per week recorded in RenWeb 1 summative assessment approximately every 3 weeks

Science & SS	Schedule	1 Synchronous + 1 Asynchronous (may opt for 2 synchronous as needed) Interdisciplinary is encouraged allowing Science/Social Studies to be cross-curricular with reading/ELA Science and Social Studies to rotate weekly
	Format	Synchronous: Google Meet Asynchronous: Teacher recorded lessons preferable for asynchronous, but could include but not limited to videos from learning platforms (ie Kahn Academy or other sources).
	Due Dates	3:30 daily (or day designated by the teacher for longer assignments)
	Grades	2 formative assessments per week recorded 1 summative assessment approximately every 2 weeks

Specials	Schedule	1 Synchronous
	Format	Synchronous: Google Meet
	Due Dates	3:30 daily (or day designated by the teacher for longer assignments)
	Grades	1 formative assessment per week recorded in RenWeb

Instructional Model Grades K-2

Daily plans will be emailed to parents and posted on Google Classroom for students by 9:00 am each morning. Teachers will use a daily Google Slide deck that can also serve as a hyperdoc providing links to pertinent resources (ie videos, articles, and even other platforms like Brainpop, etc.) used as supplements, as-well-as instructions for the day's assignments. Grade level teachers should create 1 collaborative slide deck that includes all subjects, thus reducing emails and reducing resources for students to manage. Throughout the school day during NTI, it is expected that teachers will be available to and engaged with students as much as possible. It is important that teachers avoid distractions (ie appointments/errands/etc.) during the school day as much as possible, just as they would when school is in the building.

Norms	Synchronous Instruction Model
<ul style="list-style-type: none"> ➤ Link for the Google Meeting is provided in a common and consistent location ➤ Schedule for Google Meets is posted and adhered to. ➤ Teacher should arrive on time and prepared. ➤ Teacher should have some method for documenting attendance. ➤ Greet and make connections...chat with students, check on how they are doing, sharing good news, etc. ➤ Lessons should be approximately 20-25 minutes ➤ Having 2 devices allows you to see students while in present mode. 	<p>The lesson:</p> <ul style="list-style-type: none"> ➤ Have students go to mute, take attendance. (1-2 minutes) ➤ Introductory Set: (1-2 minutes) <ul style="list-style-type: none"> ○ State the essential question or <u>learning target</u> ○ Quick preview of what will be accomplished in the lesson ➤ Flashback or previous work check (3-5 minutes) <ul style="list-style-type: none"> ○ This would be a good time to review concepts from the previous day, examples may include: <ul style="list-style-type: none"> ■ Question/answer review to get students engaged ■ Variety of quick assessments (color-coded or emoji signs to hold up for quick comprehension check/NOD extension) ■ Opportunity for student questions ➤ Restate essential question/learning target to start instruction (10-15 minutes) <ul style="list-style-type: none"> ○ Provide direct instruction focused on the target ○ Ideally, content will be presented in multiple ways auditory as well as visual. Through shared screen presentations with graphics, songs, demonstrations, and audio may be beneficial. ○ Math may have visuals to demonstrate solving problems or visualizing concepts (document camera, real whiteboard, virtual whiteboard, kami extension, or other apps available for this) ○ The presentation may include video clips to enhance comprehension and focus. ○ Interactive games for practice may be facilitated ○ Simulations and/or demonstrations live or virtual are all strong enhancements for synchronous lessons (ie PBS Learning) ➤ Assignment/Assessment (5 minutes) <ul style="list-style-type: none"> ○ The teacher will explain the expectations for work to be completed after the meeting. ○ Describe how to complete the work, and when where to turn it in if applicable ○ Opportunity for questions ➤ Closing Set (2-5 minutes) <ul style="list-style-type: none"> ○ Restate learning target ○ Quick comprehension check <ul style="list-style-type: none"> ■ Thumbs Up/Mid/Down...color signs...emoji signs...NOD extension ■ Farewell

Grades K-2

Math	Schedule	2-3 Synchronous 2 Asynchronous The teacher should opt for a hybrid of small group + whole group for a total of 3 synchronous lessons <i>for each child</i> per week The teacher may ALSO meet with individual students to provide intervention, this would be in addition to the 3 synchronous lessons
	Format	Synchronous: Google Meet Asynchronous: Teacher recorded lessons preferable for asynchronous, but could include but not limited to videos from a variety of learning platforms.
	Due Dates	3:30 the day after the assignment is given
	Grades	4 formative assessments per week 1 summative assessment approximately every 3 weeks

ELA: Reading	Schedule	2-3 Synchronous 2 Asynchronous The teacher should opt for a hybrid of small group + whole group for a total of 3 synchronous lessons <i>for each child</i> per week The teacher may ALSO meet with individual students to provide intervention, this would be in addition to the 3 synchronous lessons
	Format	Synchronous: Google Meet Asynchronous: Teacher recorded lessons preferable for asynchronous, but could include but not limited to assigned leveled readers through Epic as a supplement.
	Due Dates	3:30 the day after the assignment is given
	Grades	4 formative assessments per week 1 summative assessment approximately every 3 weeks

Religion	Schedule	4 Synchronous (incorporated into your other live meets) 1 Asynchronous
	Format	Synchronous: Google Meet - Religion will be incorporated into the daily Google Meets Asynchronous: Teacher recorded lessons preferable for asynchronous, but could include but not limited to videos from different learning platforms.
	Due Dates	3:30 the day after the assignment is given
	Grades	1 formative assessment per week

Science & SS	Schedule	1 -2 Asynchronous Interdisciplinary is encouraged allowing Science/Social Studies to be cross-curricular with reading/ELA <i>Science and Social Studies to rotate weekly</i>
	Format	Asynchronous: Teacher recorded lessons preferable for asynchronous, but could include but not limited to videos from learning platforms (ie Kahn Academy or other sources).
	Due Dates	3:30 daily (or day designated by the teacher for longer assignments)
	Grades	1 formative assessments per week recorded 1 summative or other assessment to show mastery approximately every 2 weeks

Specials	Schedule	1 Asynchronous
	Format	Asynchronous: Teacher recorded lessons preferable for asynchronous, but could include but not limited to videos from different learning platforms.
	Due Dates	3:30 the day after the assignment is given
	Grades	Grades will be based on participation (see specials guidelines)

Instructional Model Grades PreK

Weekly plans will be emailed to parents via Ren-Web by Sunday. Videos will be posted daily on Facebook groups. Throughout the school day during NTI, it is expected that teachers will be available to and engaged with students as much as possible. It is important that teachers avoid distractions (ie appointments/errands/etc.) during the school day as much as possible, just as they would when school is in the building.

Teaching and Learning Formats	
Synchronous=Live Google Meet	Asynchronous=Learning that takes place outside of a live meeting (ie. video lesson, reading assignment, online practice, online simulation, etc.)

Standardized Platforms	
Facebook	RenWeb

For the purpose of this plan, this framework would be *minimum* standards
 This framework represents expectations per week per class taught

Math	Schedule	Daily Facebook video, Once a week small group
	Format	Addressed in daily morning meeting videos, weekly small group Google Meet
	Grades	Anecdotal

Literacy	Schedule	Daily Facebook video, Once a week small group
	Format	Addressed in daily morning meeting videos, weekly small group Google Meet
	Grades	Anecdotal

Religion	Schedule	Daily
	Format	Addressed in daily morning meeting video
	Grades	Anecdotal

Specials	Schedule	Weekly
	Format	Video made by specials teacher
	Grades	N/A

<i>Other</i>	Schedule	Twice Weekly
	Format	Video based on theme for the week
	Grades	N/A