# C:\Users\th036250\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\1CC04486.tmpTeaching and Learning: Agile and Adaptable

We do not know what next year will bring. We are preparing for a variety of different scenarios and know that we need to be ready for short or extended periods of remote learning. In conversations with teachers, parents, and students, we have heard about many successes and some frustrations. We must increase our ability to coordinate, share, and work as a team during difficult situations.

## Standard Educational Plan

Across the continuum of education, from early childhood programs to high school graduation, SLCSD is acting to:

* strengthen literacy and improve reading skills for all students;
* develop abilities for active engagement in a democratic society;
* increase student access to and understanding of mathematics and science;
* integrate digital technologies to enhance teaching, learning, and assessment;
* instruct students in fine arts and music;
* build proficiency and competence in world languages;
* develop strong alternative pathways towards careers; and
* enhance college and career opportunities.

## Commitments to Students

SLCSD is committed to instructional equity: we believe that every student can achieve and graduate ready for college or a career.

SLCSD is dedicated to eliminating the achievement gaps for students by providing professional learning opportunities for educators, individualized job-embedded coaching and support for teachers, and evaluating materials and assessments to ensure all students have equitable access to:

* Content instruction based on the Utah Core Standards and conducted at grade level, supported by high-quality, research-based curriculum and resources.
* Supporting schools’ and teachers’ effective practices that result in engaged and confident learners.
* Culturally sustaining classrooms where all students feel welcomed, respected, and understood.
* Opportunities for all students to participate in early post-secondary opportunities such as Advanced Placement courses, concurrent enrollment, and career and technical education.

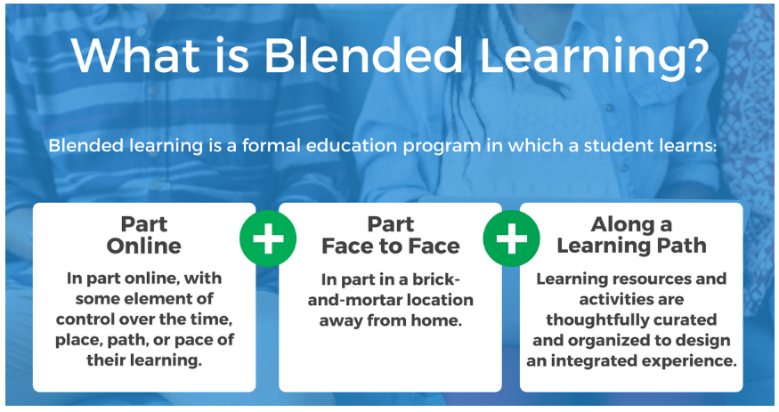
We believe that when we act on these four commitments for instructional equity, we will increase student learning and decrease achievement gaps.

## Our goals for the Restart Framework:

* Articulate and support a cohesive education program that connects K-12 learning goals
* Support the district in using consistent foundation of tools, resources, and assessments while encouraging the independence and creativity of schools and teachers
* Prepare to move between in-class and online instruction to adapt to changing situations

A cohesive program with the flexibility needed to move forward in this situation will require teachers to practice technology in their classrooms to prepare students to work independently and interdependently online.

This graphic from the [Christensen Institute](https://www.blendedlearning.org/basics/) (this is only one of many sources of information on the topic) is one way of visualizing this shift to a *blended learning model*:



To prepare for next year, we need to focus on developing a *learning path* that is organized to support an integrated experience. The following is an overview of how SLCSD will support administrators, schools, and teachers in creating that integrated experience.

*Learning resources and activities*

Best-practice**strategies for blended learning** will be integrated into all professional development through the summer and next year:

* Connecting to key standards and core ideas
* Creating projects that include choices for students in how and when they complete them within the module (for instance, within a week rather than on a certain day)
* Building interdependence and independence into learning designs

Access is a critical concern for providing an equitable education. We are supported by the monumental work of the IT Department and the Salt Lake Education Foundation to **increase access to technology and the internet** throughout our communities. The IT Department is creating systems to make our device checkout more efficient when emergencies occur and to create opportunities for all our neighborhoods to have internet after school and at home.

A strategic and district-wide step to meeting these goals is to begin using a **consistent learning platform** throughout the district. This will support our work through future state health directives as well as snow days, extended absences, home health plans, and make up work. Students will benefit in many ways by adopting a consistent platform.

We are **attending to potential learning loss** and student support to ensure that all students are able to continue their academic pathways successfully. This includes plans for **initial assessments** at the beginning of the school year; using that data to **adapt** **curriculum maps** to spiral instruction and close gaps; and **ongoing coaching and support** to help teachers adapt curriculum and move into blended learning models.

We are investigating options for **additional high-quality online content** to support blended instruction. We are also working with our software program partners to integrate content into Canvas; this will streamline access to our content applications (the list of approved software is [here](https://apex.slcschools.org/apex/f?p=129:1::::::)). Working with the IT Department, we are creating an agile process for schools to look at online programs and applications they would like to propose using at their sites.

Consistent and Cohesive Blended Learning Framework for Instruction

Access to Technology, Internet, and Learning Resources

Consistent Learning Platform

Attend to Learning Loss

Assessments to Inform Instruction

Responsive Curriculum Maps

Coaching and Support

Online Content and Resources

# General Content Area Plans for Restart

(all classrooms)

## Blended Learning (Lead: Tiffany Hall)

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| *SUMMER* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Support instruction and resources, including model lessons and modules, to empower teachers in using Canvas as a tool to support learning online and in classrooms. | Elementary academic coaches working with teachers to **plan** ELA and math and **create models** within Canvas. | Holley McIntosh  Peggy Paterson |
|  | Secondary academic coaches working in content areas to collaborate on **planning modules** and creating **models**. | Holley McIntosh  Peggy Paterson |
|  | Elementary science coaches working with teachers to **plan** and **create models** within Canvas for science modules and lessons. | Candace Penrod |
|  | Reviewing assessment plans for fall specific to phase and content area | Michelle Amiot |
|  | Conducting professional development on blended learning structures, Canvas, and foundational technology skills | Sallie Warnecke |
| Find and highlight models of effective instructional practices for student communication and collaboration. | Enlist coaches, administrators, and teachers to identify teachers who demonstrated effective online communication (synchronous and nonsynchronous). | Tiffany Hall |
|  | Create modules with video examples or other resources with teachers to use in “effective strategies” open Canvas course. | Sallie Warnecke |
| *NEW NOW* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Support and practice online tools to prepare for any schedule changes. | In-class instruction supported and enhanced with technology. | Teachers |
|  | Support for teaching and creating modules. | Academic coaches |
|  | Practice with online tools, including Canvas (logging in, using). | Teachers |
|  | Conversations and support for appropriate online behaviors, cyber-bullying, and safety. | Library Technology Teachers |
| Provide support for students who demonstrated learning loss from the spring dismissal. | Use appropriate assessments to determine areas of instruction to target. Adjust curriculum maps and pacing to include reteaching and support of identified priority standards within grade-level instruction. | Academic coaches, teachers, A&E |
| *LOW RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Move to 50-50 model of instruction as determined by SLAP. | In-class instruction supported and enhanced with technology. | Teachers |
|  | Support for teaching and creating modules. | Academic coaches |
|  | Practice with online tools, including Canvas (logging in, using). | Teachers |
|  | Conversations and support for appropriate online behaviors, cyber-bullying, and safety. | Library Technology Teachers |
| Provide support for students who demonstrated learning loss from the spring dismissal. | Use appropriate assessments to determine areas of instruction to target. Adjust curriculum maps and pacing to include reteaching and support of identified priority standards within grade-level instruction. | Academic coaches, teachers, A&E |
| *MODERATE RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Move to online instruction with small group support (if allowed). | Online instruction for all. Small groups with services (SWD, EL, K-2 first priority) online or at school if allowed. | Teachers |
|  | Conversations and support for appropriate online behaviors, cyber-bullying, and safety. | Library Technology Teachers |
| Provide support for students who demonstrated learning loss from the spring dismissal. | Use appropriate assessments to determine areas of instruction to target. Adjust curriculum maps and pacing to include reteaching and support of identified priority standards within grade-level instruction. | Academic coaches, teachers, A&E |
| *HIGH RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Move to online instruction. | Online instruction for all. Small groups with services (SWD, EL, K-2 first priority) online or at school if allowed. | Teachers |
|  | Conversations and support for appropriate online behaviors, cyber-bullying, and safety. | Library Technology Teachers |
| Provide support for students who demonstrated learning loss from the spring dismissal. | Use appropriate assessments to determine areas of instruction to target. Adjust curriculum maps and pacing to include reteaching and support of identified priority standards within grade-level instruction. | Academic coaches, teachers, A&E |

## Consistent Learning Platform (Lead: Tiffany Hall)

Blended learning is face-to face instruction with technology enhancement and organization. At this particular time, a noted purpose of beginning blended learning immediately is to provide students with opportunities to log in, use technology to support their learning, and work with other students and teachers in the room as they become fluent in using technology. In the event of a sudden dismissal of a school or the district, students will be more prepared to participate in remote learning. Additionally, blended learning is a flexible learning approach that can support many different student needs and interests.

In Utah and SLCSD, Canvas is funded by the legislature and is used in K-12 schools and all our state universities.  We are preparing for every student to start school using Canvas to organize their learning. Teachers will have a Canvas course(s) that will serve as a foundation for their instruction in and out of the physical classroom.

To support this, we will purchase ready-made templates in Canvas for early elementary, upper elementary, and secondary. This will enable teachers to focus on instruction and content rather than negotiating the course-building process.

These templates are designed to be flexible and to fit a variety of instructional settings, audience needs, and content areas. Having a consistent template will mean that students will have the same navigation in each course and allow them to focus on learning. It will also make it possible for teachers to collaborate on online learning together and for us to support issues across the entire district.

Over the next few weeks, we will have more information to schools and will be meeting individually with principals to talk about specific needs for support at each school.

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| *SUMMER* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Select and purchase Canvas templates. | * T&L content supervisors and SpEd Director will review for accessibility * IT director will review for compatibility | Tiffany Hall  Sam Quantz  BY: May 22 |
| Talk with principals to determine key support needs to implementation. | Individual conversations with principals about the process and needs. Key questions to develop support plans:   * Do you have a teacher who has led out with Canvas who could be a Site Canvas Leader to support your teachers? * How comfortable are you in Canvas and what support do you need? * Do you think your teachers would prefer online or in-person support? * What summer planning sessions do you already have on the calendar | Tiffany Hall  Adam Eskelson  Holley McIntosh  Candace Penrod  Peggy Paterson  Coaches – should support with teacher leaders in the buildings |
| Provide professional development in templates to key support people:   * + Site Canvas leads   + Administrators who would like to participate   + Academic Coaches   + Library Technology Teachers | Canvas support for online and live (small group, social distance, etc.) sessions | Tiffany Hall |
| Provide template overview and Q&A session for all teachers (scheduled online sessions) by grade level. |  | Sallie Warnecke  By May 27 |
| Provide online training in grade-level scheduled sessions on bringing content into Canvas and structuring learning plan. |  | Sallie Warnecke |
| Support for integrating PowerTeacher Pro gradebook into Canvas. | Video support to up uploaded into Canvas course | Brian Harmon (IT department) |
| SpEd teachers receive specific support for online work; resource teachers work with pushing in assessments through sections in Canvas as appropriate. |  | Gloria Shirley with Shelley Halverson |
| Teachers bring instruction into Canvas structure (stipend) with support of SCL, AC, LTTs. |  | Administrators  Teachers  School content leaders, academic coaches, teachers  Summer until August 1 |
| Plan, create, and implement parent resources for using Canvas effectively, including PowerSchool, the parent app, and calendaring. |  | Tiffany Hall  Sallie Warnecke  EESS translation department |
| *NEW NOW* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Teachers lead out with assignments in Canvas (teaching students to log in as needed, etc.). | Teacher guide to What Student Need to Know specific to template (document, video) | Canvas support  Sallie |
| Parent meetings/online sessions to review logging in, Canvas, other programs. Suggestions for remote learning at home strategies. | Create in multiple languages | School administrators and teachers at Back-to-School nights  Available through school and district websites |
| Meeting with SpEd stakeholders to review connections and technology in relationship to appropriate learning. |  | Tiffany Hall  Shelley Halverson |
| Academic coaches support adjustments to content and pacing based on assessment results. |  | Peggy Paterson  Holley McIntosh  Candace Penrod |
| *LOW RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| *Continue plan in green* |  |  |
| Communicating with parents about district’s academic expectations during online learning using Canvas, PowerSchool, district communications, and school and teacher communication. | District expectations for teacher-student, student-student, and teacher-parent communication, including online live and recorded teaching, office hours, and online/homework time outlined and communicated. | Tiffany Hall  T&L  Brian Harmon  Yandary Chatwin |
| *MODERATE RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| *Continue plan in green* |  |  |
| Communicating with parents about district’s academic expectations during online learning using Canvas, PowerSchool, district communications, and school and teacher communication. | District expectations for teacher-student, student-student, and teacher-parent communication, including online live and recorded teaching, office hours, and online/homework time outlined and communicated. | Tiffany Hall  T&L  Brian Harmon  Yandary Chatwin |
| *HIGH RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| *Continue plan in green* | *Continue plan in green* | *Continue plan in green* |
| Communicating with parents about district’s academic expectations during online learning using Canvas, PowerSchool, district communications, and school and teacher communication. | District expectations for teacher-student, student-student, and teacher-parent communication, including online live and recorded teaching, office hours, and online/homework time outlined and communicated. | Tiffany Hall  T&L  Brian Harmon  Yandary Chatwin |

# Content Area Plans for RestartSpecific Class/Content Guidance

This section will address assessments and strategies for addressing learning loss.

We will also work with Educational Equity and Student Support to address SEL where and as appropriate.

Other considerations will include strategies for large classes, classes with shared materials, and libraries.

*This plan will continue to evolve as we receive information from USBE and other sources.*

## Elementary Fine Arts and Music (Lead: Adam Eskelson)

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| *SUMMER* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Instrument return/inventory | Instrument/equipment return. Quarantine for 2-week minimum. Following NAfME (National Association for Music Educators) to determine approved cleaning techniques for instruments. | Music Specialists |
| Determining Tech Platforms to integrate with Canvas | Coordinated communication w/ classroom teachers/administrators | Fine Arts Specialists |
| Tech training for teachers | Self-train on new tech platforms | Fine Arts Teachers/Ed. Tech |
| Tech training for students | Self-train on new tech platforms | T&L District training  Classroom teachers  Fine arts specialists |
| Securing necessary tech equip | Assure teachers have access to equipment (music/art) to deliver lessons remotely | Fine Arts Teachers  Adam Eskelson |
| Canvas courses | Creation of online sites to disseminate information to students | Fine Arts Specialists |
| *NEW NOW* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Creation of shared lessons/activities with other teachers in district, state, country and building into Canvas | No sense in everyone re-inventing the wheel! Form committees to review and write lessons that can be shared with teachers and delivered remotely in the event we move to a more restrictive phase. Stipend teachers for extra work. | Fine Arts Specialists |
| *LOW RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Limit student contact | Classroom teachers would send ½ of their class to “specials” and alternate weekly. Lessons could be recorded and broadcast live to remaining ½ or watched later. | Classroom teachers/Fine Arts Specialists |
| Use of PPE | Use masks, gloves, eliminate “shared” equipment where possible. Provide individualized “art kits” to students. | Fine Arts Specialists |
| Adequate sanitizing of “high-traffic” classrooms | Provide “specials” teachers with cleaning supplies, sanitizing “gun” AND adequate time between classes to clean space (15 min) | Classroom teachers  Building administrators  Fine Arts Specialists |
| *MODERATE RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Online instruction via Canvas |  | Fine Arts Specialists |
| Access to students/class rosters | Must have direct access to ALL students (some teachers see multiple students in different grade levels in six schools). | IT |
| *HIGH RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Online instruction via Canvas |  | Fine Arts Specialists |

## Secondary Fine Arts and Music (Lead: Adam Eskelson)

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| *SUMMER* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Instrument return/inventory | Instrument/equipment return. Quarantine for 2-week minimum. Following NAfME (National Association for Music Educators) to determine approved cleaning techniques for instruments. | Music teachers |
| Determining Tech Platforms to integrate with Canvas | Coordinated communication w/ classroom teachers/administrators | Music teachers |
| Tech training for teachers | Self-train on new tech platforms | Fine Arts Teachers  District training |
| Tech training for students | Self-train on new tech platforms | Music teachers |
| Securing necessary tech equip | Assure teachers have access to equipment (music/art) to deliver lessons remotely | Fine Arts Teachers  Adam Eskelson |
| Canvas courses | Creation of online sites to disseminate information to students | Digital learning  Music teachers |
| *NEW NOW* | | |
| **Task** | **Strategies** | **Key Personnel** |
|  |  |  |
| *LOW RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Limit student contact | \*see proposed schedule below |  |
| Create lessons through Canvas | Train teachers in Canvas. Provide appropriate time for creation of hybrid lessons. Consider teachers with multiple preps. | Fine Arts Specialists  Sallie Warnecke  Canvas Personnel |
| Teacher/student training on Canvas integrated apps |  | Sallie Warnecke  Canvas Personnel |

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| \*Suggested schedule |  |  |  |  |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| A-Day    90 minute classes with half class present      Group 1 | A-Day    90 minute classes with half class present      Group 2 | B-Day    90 minute classes with half class present      Group 1 | B-Day    90 minute classes with half class present      Group 2 | Teacher work Day    Canvas  Team meetings  Grades  House calls |

This schedule puts students into 2 groups, cutting the student body in half. On this model students come twice a week and teachers see each student once a week.

**Pros**

* This allows the school to follow social distancing guidelines with smaller classes and a smaller student body present on campus each week.
* This model allows teachers to build in accountability measures for students by visiting with them at least once a week.
* By meeting once a week we are supporting social and emotional learning.
* There is adequate time built in for content building, grading, calling parents, meeting via teams, etc.

**Performance/Exhibition**

Each class would have their own concert/exhibition with a small audience made up of only their parents and family. Utah theater precautions would be followed:

1. Tape off every other row
2. Auditorium can only be at 20% capacity
3. Families will sit together
4. Adequate cleaning/wipe down seats and surfaces after each performance

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| *MODERATE RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Video submission for assessment purposes | Integrated apps w/ Canvas to allow for student video submission | Fine Arts Specialists |
| Digital access to scripts/lessons/performances, etc. | Work w/ providers to gain digital access to content |  |
| Remote concerts/exhibitions/showcase | Provide new ways to showcase student learning through video, editing software, etc. | Fine Arts Specialists  Sallie Warnecke |
| *HIGH RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Remote class meeting | Teams/Zoom | Fine Arts Specialists |
| Class structure changes | Weekly; project based activities  Live performances/exhibitions replaced with living room concerts/virtual art shows | Fine Arts Specialists |

## Elementary Mathematics (Lead: Holley McIntosh)

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| *SUMMER* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Support teachers in planning and facilitating online instruction. | * Develop pacing guides for the various phases (green through red). * Curate a bank of high-quality math tools and resources to support core standards, adopted math program and strengthen online learning * Develop lists of the Eureka Math and other manipulatives, paper math tools, realia by module so teachers have them ready to send home if we dismiss quickly (Grab and Go). * Continue to support school teams in PLCs. * Support school teams in planning sessions/6-week planning for current teaching and the 2020-21 school year with a focus on current grade content not repeating prior grade content. * Help teachers develop proficiency with Canvas, Teams, Zoom, and other online resources as they plan for blended learning and remote learning. * Help organize PD through program consultants for online programs funded through STEM AC Grant (ST Math and iREady or Dreambox respectively) * Look into offering Eureka Math Summer PD for new and established teachers. | Holley McIntosh, math coaches |
| Support Pre-K with K readiness math goals. | Secure ST Math online licenses for Pre-K students. Coordinate license distribution, professional learning for Pre-K teachers and support for students and families using the program. | Holley McIntosh, Robyn, Audrey Powell, ST Math program consultant |
| Reiterate the power of collaboration and committing to follow a common pacing. | Utilize PLC and planning conversations to leverage the cooperation and collaboration of teacher teams working collectively. Working together now and during the year on the same content at the same time can reduce teacher workload and increase quality learning for students. This is also helpful in the event a teacher needs to be out and a sub is not available. | Holley McIntosh, math coaches, T and L, SLAP, principals |
| Adapt the Math PD facilitated by the Math Department for online delivery. | Utilize Canvas, Zoom and Teams. Build or adapt Professional Learning to utilize online platforms. | Holley McIntosh, math coaches |
| Support teachers as they incorporate newly acquired Eureka in Sync and Equip tools into teaching plans and Canvas lessons. | Work with Great Minds to train math coaches and develop professional learning for teachers on new tools. | Holley McIntosh, math coaches, Eureka consultants |
| *NEW NOW* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| KEEP Entrance Assessment for K (as required by State)  Eureka Math Equip Pre-Module Assessments  Below level RISE Interim (half Blueprint) for 4th - 6th grade – Fall  SLC District Interims |  | Holley McIntosh, Michelle, A&E Specialist – Brittany, Terrilyn |
| **Task** |  |  |
| Roster students for RISE interims | PD for teachers | A&E Specialist - Terrilyn |
| **Instruction Plan** | **Strategies** | **Key Personnel** |
| Instruction in the green phase incorporates Canvas, blended learning and online tools with the in-person instruction so students/parents can be successful during blended learning or remote learning in other color phases. Blended learning will include core program materials students use during in class learning. Utilize the Green Phase Pacing Guide. | Coaches support teachers at a district, school or individual level in blending Canvas templates and online resources with the in-person instruction for green phase math lessons.  Coaches work with teachers in PLCs as they incorporate Eureka in Sync and Equip in their planning and instruction.  Coaches support teachers to utilize Equip pre-module resources and data as they plan individual, small group, whole class learning that supports success with grade level content while addressing any unfinished prior learning.  Support parents with training and instructions for using online math resources (printed, online, BTS night, parent nights). | Holley McIntosh, math coaches, teachers, IT, principals, parents |
| *LOW RISK* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| KEEP Entrance Assessment for K (as required by State)  Eureka Math Equip Pre-Module Assessments  Below level RISE Interim (half Blueprint) 4th-6th grade  SLC District Interim Assessment | Implementation of yellow phase guidelines at each site including use of masks, dividers for testers and students. | Holley McIntosh, Michelle, A&E Specialist – Brittany, Terrilyn |
| **Task** |  |  |
| Roster students for RISE interims | PD for teachers | A&E Specialist - Terrilyn |
| **Instructional Plan** | **Strategies** | **Key Personnel** |
| Utilize the prioritized Dismissal Pacing Guide to maintain focus on critical standards. In the yellow phase, in-person instructional time is reduced to a half day or half week school schedule. Use Canvas and online teaching and learning for out of school portions of lessons. | Coach support teachers as they use Canvas templates and online resources. Coaches help teachers determine which activities are most effective in person and which could be done well online.  Coaches work with teachers in PLCs as they incorporate Eureka in Sync and Equip in their planning and instruction.  Coaches support teachers to use Eureka Equip Pre-Module assessments and data as they plan individual, small group, whole class learning that supports success with grade level content while addressing any unfinished prior learning.  Utilize ST Math, iREady, Dreambox resources as per school availability to support Eureka topics and student needs.  Support parents with training and instructions for using online math resources (printed, online, BTS night, parent nights). | Holley McIntosh, math coaches, teachers, IT, principals, parents |
| *MODERATE RISK* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| KEEP Entrance Assessment for K (as required by State)  Eureka Math Equip Pre-Module Assessments  RISE Benchmarks  SLC District Interim Assessment (adapted) | Online engagement of assessments. | A&E Specialist – Terrilyn, Brittany  Coaches, Brittany |
| **Task** |  |  |
| Holley and coaches will determine which RISE Benchmarks will be given.  Inspect items from Illuminate may be utilized. | PD for teachers.  RISE benchmarks assignment will be supported by the SLCD Assessment Dept. with virtual proctoring at the state level – may be administered online.  SLCSD Assessment Dept. will organize data report to share with Holley and schools. | Holley McIntosh, coaches  A&E Specialist - Terrilyn |
| **Instructional Plan** | **Strategies** | **Key Personnel** |
| Utilize the prioritized Dismissal Pacing Guide to maintain focus on critical standards. In the orange phase, overall instructional time is reduced, and teaching and learning is exclusively or almost exclusively online. Utilize Canvas, Teams, Zoom and online tools for synchronous and asynchronous learning. | Include the Grab and Go prepared physical or paper math tools and manipulatives in materials distributed to students to use at home.  Coach support teachers as they use Canvas templates, Teams, Zoom and online resources. Coaches help teachers determine best practices for online math learning and which activities are most effectively done synchronously or asynchronously.  Coaches work with teachers in PLCs as they incorporate Eureka in Sync and Equip in their planning and online instruction.  Coaches support teachers to use Eureka Equip Pre-Module assessments and data as they plan individual, small group, whole class learning that supports success with grade level content while addressing any unfinished prior learning.  Utilize ST Math, iREady, Dreambox resources as per school availability to support Eureka topics and student needs.  Support parents with training and instructions, printed or online, for using online math resources. | Holley McIntosh, math coaches, teachers, IT, principals, parents |
| *HIGH RISK* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| RISE Benchmarks  Eureka Math Equip Pre-Module Assessments  SLCSD District Interim Assessment (adapted) | Online engagement of assessments. | A&E Specialist – Terrilyn, Brittany  Coaches, Brittany |
| **Task** |  |  |
| Holley and coaches will determine which RISE Benchmarks will be given.  Inspect items from Illuminate may be utilized. | PD for teachers.  RISE Benchmark assignment will be supported by the SLCD Assessment Dept. with virtual proctoring at the state level – may be administered online.  SLCSD Assessment Dept. will organize data report to share with Holley and schools. | Holley McIntosh, coaches  A&E Specialist - Terrilyn |
| **Instructional Plan** | **Strategies** | **Key Personnel** |
| Utilize the prioritized Dismissal Pacing Guide to maintain focus on critical standards. In the red phase, overall instructional time is reduced, and teaching and learning is exclusively online. Utilize Canvas, Teams, Zoom and online tools for synchronous and asynchronous learning. | Include the Grab and Go prepared physical or paper math tools and manipulatives in materials distributed to students to use at home.  Coach support teachers as they use Canvas templates, Teams, Zoom and online resources. Coaches help teachers determine best practices for online math learning and which activities are most effectively done synchronously or asynchronously.  Coaches work with teachers in PLCs as they incorporate Eureka in Sync and Equip in their planning and online instruction.  Coaches support teachers to use Eureka Equip Pre-Module assessments and data as they plan individual, small group, whole class learning that supports success with grade level content while addressing any unfinished prior learning.  Utilize ST Math, iREady, Dreambox resources as per school availability to support Eureka topics and student needs.  Support parents with training and instructions, printed or online, for using online math resources. | Holley McIntosh, math coaches, teachers, IT, principals, parents |

## Secondary Mathematics (Lead: Holley McIntosh)

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| *SUMMER* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Support teachers in planning for online instruction and teaching online. | Adapt pacing guides to be used in a variety of color phases.  Curate a bank of high-quality math tools and resources to support core standards and strengthen online learning.  Continue to support school teams in PLCs.  Support school teams in planning for current instruction and the 2020-2021 year. Maintain a focus on current grade content not repeating prior grade content.  Help organize PD through our vendors for online programs (Imagine Learning, ALEKS)  Summer PD for new and established teachers to support math tasks, student engagement, discourse and feedback in online.  Help teachers develop proficiency with Canvas, Teams, Zoom, and other online resources as they plan for blended learning and remote learning. | Holley McIntosh, coaches |
| Reiterate the power of collaboration and committing to follow a common pacing. | Utilize PLC and planning conversations to leverage the cooperation and collaboration of teacher teams working collectively. Working together now and during the year on the same content at the same time can reduce teacher workload and increase quality learning for students. This is also helpful in the event a teacher needs to be out and a sub is not available. | Holley McIntosh, math coaches, T and L, SLAP, principals |
| Adapt the Math PD facilitated by the Math Department for online delivery. |  | Holley McIntosh, math coaches |
| Provide professional learning for high school math teachers on facilitating task-based learning particularly in an online teaching environment. | Fund and coordinate registrations for HIVE math conference. | Holley McIntosh, math coaches |

***Secondary Math in Canvas- writing math equations, symbols, graph for lessons and assessments is difficult and almost like using a computer programming language. We need a plan around or through that difficulty to support teachers.***

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| *NEW NOW* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| Below level RISE Interims 7th – 9th grade Fall  Inspect Item Assessments  SLCSD District Interim Assessment (adapted)  \*Utah High School Core Benchmarks (9th and 10th)  \*A&E recommends use of Inspect over high school core benchmarks, administration of these benchmarks will be tricky | Standardization of the creation of and administration of the assessment | Holley McIntosh, math coaches, - Michelle, A&E Specialists – Terrilyn, Brittany |
| **Task** |  |  |
| Rostering students for benchmarks  Rostering students for interims. | Support from A&E | A&E Specialists – Terrilyn, Jeff, Brittany |
| **Instructional Plan** | **Strategies** | **Key Personnel** |
| Instruction in the green phase incorporates Canvas, blended learning and online tools with the in-person instruction so students/parents can be successful during blended learning or remote learning in other color phases. Utilize the Pacing Guide to maintain focus on critical standards. | Coaches support teachers at a district, school or individual level in blending Canvas templates and online resources with the in-person instruction for green phase math lessons.  Coaches work with teachers in PLCs as they incorporate Canvas and online tools in their planning and instruction.  Coaches support teachers using data as they plan instruction that supports success with grade level content while addressing any unfinished prior learning.  Support parents with training and instructions for using online math resources (printed, online, BTS night, parent nights). | Holley McIntosh, math coaches, teachers, IT, principals, parents |
| *LOW RISK* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| Below level RISE Interims 7th – 9th grade Fall  Inspect Item Assessments  SLCSD District Interim Assessment (adapted)  \*Utah High School Core Benchmarks (9th and 10th)  \*A&E recommends use of Inspect over high school core benchmarks, administration of these benchmarks will be tricky | Implementation of yellow phase guidelines at each site including use of masks, dividers for testers and students  Standardization of the creation of and administration of the assessment | Holley McIntosh, Coaches, Michelle, A&E Specialists – Terrilyn, Brittany |
| **Task** |  |  |
| Rostering students | Support from A&E | A&E – Terrilyn, Jeff, Brittany |
|  |  |  |
| **Instructional Plan** | **Strategies** | **Key Personnel** |
| In the yellow phase, in-person instructional time is reduced to a half day or half week school schedule. Use Canvas and online teaching and learning for out of school portions of lessons. Utilize the Pacing Guide to maintain focus on critical standards. | Coaches support teachers as they use Canvas templates and online resources in math instruction. Coaches help teachers determine which activities are most effective in person and which could be done well online.  Coaches support teachers using assessments and data as they plan learning that supports success with grade level content while addressing any unfinished prior learning.  Utilize ALEKs and Imaging Learning resources as per school availability to support topics and student needs.  Support parents with training and instructions for using online math resources (printed, online, BTS night, parent nights). | Holley McIntosh, math coaches, teachers, IT, principals, parents |
| *MODERATE RISK* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| Inspect Item Interim Assessments  SLCSD District Interim Assessment (adapted) | Standardization of the creation of and administration of the assessment  Administer Illuminate @home | Holley McIntosh, Coaches, Michelle, A&E Specialist - Brittany |
| **Task** |  |  |
| Roster students | Support from A&E | A&E Specialist - Brittany |
| **Instructional Plan** | **Strategies** | **Key Personnel** |
| In the orange phase, overall instructional time is reduced, and teaching and learning is exclusively or almost exclusively online. Utilize the Pacing Guide to maintain focus on critical standards. Utilize Canvas, Teams, Zoom and online tools for synchronous and asynchronous learning. Utilize the Pacing Guide to maintain focus on critical standards. | Coach support teachers as they use Canvas templates, Teams, Zoom and online resources. Coaches help teachers determine best practices for online math learning and which activities are most effectively done synchronously or asynchronously.  Coaches work with teachers in PLCs as they plan for online instruction.  Coaches support teachers using assessments and data as they plan learning that supports success with grade level content while addressing any unfinished prior learning.  Utilize ALEKs and Imaging Learning resources as per school availability to support topics and student needs.  Support parents with training and instructions, printed or online, for using online math resources. | Holley McIntosh, math coaches, teachers, IT, principals, parents |
| *HIGH RISK* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| Inspect Item interim Assessments  SLCSD Interim Assessments (adapted) | Standardization of the creation of and administration of the assessment  Administer Illuminate @home | Holley McIntosh, Coaches,  Michelle, A&E Specialist - Brittany |
| Task |  |  |
| Roster students | Support from A&E | A&E Specialist - Brittany |
|  |  |  |
| **Instructional Plan** | **Strategies** | **Key Personnel** |
| In the red phase, overall instructional time is reduced, and teaching and learning is exclusively online. Utilize the Pacing Guide to maintain focus on critical standards. Utilize Canvas, Teams, Zoom and online tools for synchronous and asynchronous learning. | Coach support teachers as they use Canvas templates, Teams, Zoom and online resources. Coaches help teachers determine best practices for online math learning and which activities are most effectively done synchronously or asynchronously.  Coaches work with teachers in PLCs as they plan for online instruction.  Coaches support teachers using assessments and data as they plan learning that supports success with grade level content while addressing any unfinished prior learning.  Utilize ALEKs and Imaging Learning resources as per school availability to support topics and student needs.  Support parents with training and instructions, printed or online, for using online math resources. | Holley McIntosh, math coaches, teachers, IT, principals, parents |

## Science Elementary (Lead: Candace Penrod)

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| *SUMMER* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Collect and sanitize all technology that was checked out to teachers | Schedule 2 days for pick-up at DO  Quarantine equipment for now less than 21 days. Inventory equipment at end of quarantine | Candace Penrod  Whitney Fauver |
| Inventory FOSS kit distribution, who is moving schools and grade levels, and who needs materials for 2020-2021 | Use a Forms survey to contact teachers regarding teaching assignments for 2020-2021 | Candace Penrod |
| Prepare Pacing Guides for traditional and blended learning | Work with teacher leaders to gather data and input on what is working and not working during remote learning | Science Teacher Leaders,  Academic Coaches  Supervisor and Admin Assistant |
| Find, evaluate, and prepare instructional resources for blended learning and K-5 SEEd rollout | Curate a list of resources  Contact Mystery Science  Contact FOSS on-line | Academic Coaches  Candace Penrod |
| Adjust plans and resources to account for remote and blended learning. | Modify professional learning plan for 2020-2021 and SEEd Implementation Plan to match resources and realities of current and probable school closures. | Candace Penrod |
| Keep stakeholders up to date on current and future priorities, realities, and adjustments around elementary science. | Science on the Fly! For elementary- bi-weekly communication for administrators and teachers. | Candace Penrod  Whitney Fauver |
| Gathering input from teachers around four phases for restart | Send emails to teacher leaders and department heads | Candace Penrod |
| Develop four-phase plan for District Science Fair | Work with USEF | Candace Penrod |
| *NEW NOW* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| Below level RISE Interims 5th grade – 9th grade students - Fall  RISE benchmarks 4-8th grade |  | A&E Specialist - Terrilyn |
| **Task** |  |  |
| Rostering students | Work with Assessment and Evaluation | A&E Specialist - Terrilyn |
| Instruction | Regular science instruction and learning objectives in the classroom.  Canvas is used by teacher and student to deliver instruction and submit some assignments.    Students are in classroom. Partner/ group work is limited to the table or small group students are assigned with to record contract tracing.    Classwork is completed in “Classroom Science notebook”.  Incorporated use of technology in many forms.  (see “Online Learning”)  Phenomenon-driven learning  Student sense-making routines and practices  Real world investigations  Kinesthetic learning | Teachers |
| Classroom Safety | Practicing improved personal hygiene and respect for others.  Masks for science groups and distancing.    Teachers have the authority to relocate students showing signs of sickness out of the classroom and lab (maybe each school has quarantine areas for this set up). | Students  Teachers  Admin |
| Lab work and materials | Extra precaution is taken to clean science investigation supplies.  Students do not share materials.  Students wipe down all lab spaces and materials after use.  “Home Science kits” ready for students to pick up with devices or have already handed out at the beginning of the school year. | Students  Teachers  Science Department  SL Education Foundation |
| Online Learning | Teachers use both in class instruction and online instruction in Canvas to build student capabilities and fluency with the platform to prepare for future Red phase  Students use multiple forms of technology to learn and share their knowledge, such as Mystery science, Nearpod and Flip Grid.  Flipped classrooms  Game based learning  Differentiated instruction/ personalized instruction to specific student needs. | Teachers, science coaches |
| Field Work | Real world investigations  Students work outside on school property | Teachers |
| *LOW RISK* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| Below level RISE Interims 5th grade – 9th grade students - Fall  RISE benchmarks 4-8th grade | Implementation of yellow phase guidelines at each site including use of masks, dividers for testers and students | A&E Specialist - Terrilyn |
| **Task** |  |  |
| Rostering students | Work with assessment and evaluation | A&E Specialist - Terrilyn |
| Classroom Instruction | Modified science instruction with priority standards.  Canvas is used by teacher and student to deliver instruction and submit most assignments.  Students are spread out in classroom.  Centers-based science instruction for all elementary students.    Classwork is completed in “Classroom Science notebook”.  Amplified use of technology in many forms. (see “Online Learning”)  Teachers use both in class instruction and online instruction in canvas to build student capabilities and fluency with the platform to prepare for future Red phase.  Phenomenon-driven learning  Student sense-making routines and practices  Limited Real-world investigations  For alternative days- reorganize lessons for in person days (investigations, hands on) and remote days, where students could read, analyze data, do CER, etc. | Teachers  Academic Coaches |
| Classroom Safety | Partner/ group work is limited to the table or small group students are assigned with to record contact tracing.  Heightened personal hygiene and respect for others: Frequent use hand sanitizer and use of masks and social distancing  Teachers have the authority to relocate students showing signs of sickness out of the classroom and lab (maybe each school has quarantine areas for this set up).  Face coverings are worn when doing investigation/ lab work or when students are near each other for partner/ group work. | Students  Teachers |
| Lab work and Materials | Ensure one day every week has time and planning for hands on learning in the classroom.  Small group centers- based science for all elementary. classrooms.   1. One group Online on using canvas or other media/ technology. 2. One group doing hands one lab/ investigation. 3. One group working in a cross-curricular form, i.e. science writing.   Limited use of supplies and extra precaution is taken to clean science investigation supplies. Students do not share materials and wipe down all lab spaces and materials after use. | Students  Teachers |
| Online learning | Focus on differentiated instruction/ personalized instruction to specific student needs.  Heightened use of technology during class time.  Lesson follow-up after classroom instruction is interactive and does not require much screen time at home.  Teachers use both in class instruction and online instruction in Canvas to build student capabilities and fluency with the platform to prepare for future Red phase  Students use multiple forms of technology to learn and share their knowledge, such as Mystery science, Nearpod and Flip Grid.  Utilize technology-based strategies, such as, flipped classrooms, game-based learning, simulations, computer interactives.  “Home Science kits” ready for students to pick up with devices or have already handed out at the beginning of the school year. | Students  Teachers |
| Field work | Students can engage in field work on the school grounds or in their home environment with proper social distancing and use of own equipment. | Students |
| *MODERATE RISK* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| RISE benchmarks 4th - 8th |  | Academic Coaches, Candace |
| **Task** |  |  |
| Determine what benchmarks for use and timeline  Rostering | RISE benchmarks will be supported with virtual proctoring at the state level – may be administered online. | Academic Coaches, Candace  A&E Specialist - Terrilyn |
| Instruction is Online Learning | Canvas is used by teacher and student to deliver instruction and submit all assignments.  Exclusive use of technology, including simulations, flipped classrooms, game-based learning, jam boards, computer interactives.  Lesson follow-up after short online instruction is interactive and does not require much screen time.  Students use multiple forms of technology to learn (such as Mystery science, Nearpod) and share (Flip Grid and jam boards) their knowledge and extend learning from others.  Student choice is central to engagement and assessment of learning.  Differentiated instruction/ personalized instruction to specific student needs.  Use of discussions on Canvas to sustain classroom environment and community.  Implement small group work and projects via Canvas. | Teachers  Academic Coaches |
| Lab Work | “Home Science kits” handed out with devices.  Students can be provided with materials to complete science investigations at home.  Engage students through pictures and videos to introduce phenomenon.  Foster student sense-making and engagement keeping students DOING science - asking questions about phenomena, analyzing data, communicating/arguing their thoughts or conclusion.  Use online simulations to collect data or present data from an experiment for analysis. | SL Education Foundation  District Science Department  Teachers and Students |
| Field Work | Participate in District or school-wide citizen science events | Coaches  Students |
| *HIGH RISK* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| RISE benchmarks 4th - 8th |  |  |
| Task |  |  |
| Determine what benchmarks for use and timeline | RISE benchmarks will be supported with virtual proctoring at the state level – may be administered online. | Coaches, Candace  A&E Specialist - Terrilyn |
| Instruction is Online Learning | Canvas is used by teacher and student to deliver instruction and submit all assignments.  Exclusive use of technology, including simulations, flipped classrooms, game-based learning, jam boards, computer interactives.  Lesson follow-up after short online instruction is interactive and does not require much screen time.  Students use multiple forms of technology to learn (such as Mystery science, Nearpod) and share (Flip Grid and jam boards) their knowledge and extend learning from others.  Student choice is central to engagement and assessment of learning.  Differentiated instruction/ personalized instruction to specific student needs.  Use of discussions on Canvas to sustain classroom environment and community.  Implement small group work and projects via Canvas. | Teachers  Coaches  Students |
| Lab work | “Home Science kits” handed out with devices.  Students can be provided with materials to complete science investigations at home.  Engage students through pictures and videos to introduce phenomenon.  Foster student sense-making and engagement keeping students DOING science - asking questions about phenomena, analyzing data, communicating/arguing their thoughts or conclusion.  Use online simulations to collect data or present data from an experiment for analysis. | Teachers  Students |
| Field work | Participate in District or school-wide citizen science events. | Coaches  Students |

## Science Secondary (Lead: Candace Penrod)

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| *SUMMER* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Prepare Pacing Guides for traditional and blended learning | Work with Science Teacher Leaders to adjust/create District | Science Teacher Leaders  Academic Coaches  Supervisor  Admin Assistant |
| Prepare instructional resources for blended learning, SEEd rollout |  | Coaches  Teachers  Supervisor |
| *NEW NOW* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| Below level RISE Interims 5th grade – 9th grade students - Fall  RISE benchmarks 4-8th grade |  | A&E Specialist - Terrilyn |
| **Task** |  |  |
| Rostering students |  | A&E Specialist - Terrilyn |
| Classroom safety | Practicing improved personal hygiene and respect for others.    Teachers have the authority to remove students showing signs of sickness out of the classroom (maybe each school has quarantine areas for this set up).  Hand sanitizer dispensing units should be on the inside of every classroom door and disinfecting wipes ready for pick up. Students should sanitize hands and lab tables on entry to classroom. | Students and Teachers  Custodial Staff |
| Instruction | Students should be introduced to Canvas for each class at the very beginning.    All work turned in via Canvas (this would also reduce the risk of transmission of pathogens on paper).  Students encouraged to bring their personal computers to school for every class.  Schools can work with students who don’t have personal computer to able to check one out from school as and bring to school every lesson.  Make use the of the 5 E Model to engage students in phenomena driven instruction and student sense-making.  (1) **Engage** students with presenting relevant phenomenon. Present in class and make observations. Students create questions to share with their peers in class.    (2) Provide materials/data for students to **explore** the phenomenon with scaffolds (for example building models of initial thinking with word banks or leading questions) as necessary. Use a lab notebook or an online platform to record student observations, questions, and investigations. Exploration could be conducted in classroom, or online.  (3) Provide readings, discussions, and model during the **explain** phase to clarify and deepen understanding of core ideas related to explaining phenomenon, also practicing with what has been learned. This could happen in class or online. Scaffold readings and materials to meet diverse student learning needs.  (4) Students work with their peers (using digital tools in the classroom environment) to **extend/apply** their knowledge to a new, related scenario or phenomenon.  (5) **Evaluate** student proficiency through various assessment types, including performance evaluation, formative assessments and quizzes on the Canvas platform or paper-based if necessary.  Design Framework lesson plans that could be implemented in a hybrid/online model. For example, if the SEP for the standard is obtaining, evaluating, and communicating information. The lesson plan for this SEP could include a general outline with plenty of best practices and scaffolding for students and fill in the blanks/questions for teachers to ask themselves in order to fit their purpose/content. | Teachers/Teacher Leaders  Support from science coaches  IT Department  SL Education Foundation |
| Online learning | Video tutorials, online simulations, spreadsheet, flipped classroom, graphing programs, and interactive activities are incorporated into classroom instruction/home learning.  Use technology and blended learning model to engage students in group projects outside of school (jam boards, flip grid, etc.) | Teachers/ Teacher Leaders  Support from science coaches  Support from Digital Learning |
| Lab work | Masks mandatory for all students.  Hand sanitizer dispensing units on the inside of every classroom door and disinfecting wipes ready for pick up. Students should sanitize hands and lab tables on entry to classroom.  Note: There is a lot of prep required for labs and a lot of prep for the online classes and a lot of time needed to help students through their online trouble shooting. Secondary teachers will need support to continue lab work in small groups. | Teachers  Building custodians  Administrators |
| Materials | Work with SL Education Foundation to provide basic science tools for at home learning: rulers, thermometer, mini-scales (<$20), graph paper/notebooks, magnifying glasses, clipboard, binders, colored pencils, sharpeners, pencils, and very simple calculators for each student. Prepare kits to be used at home.  The sharing of student supplies should not be encouraged.  Address and resolve the following concerns for secondary science classrooms: Who will provide personal protective equipment (masks, sanitizer, gloves, etc.)? Can schools require students to wear masks (that might be a tough one to really implement!)? Will schools hire additional staff to disinfect throughout the day? | SL Education Foundation and District Science Department  Site-based science teams/administration  Custodians |
| Field Work | Increase classroom participation through integrating outside data collection with reading and writing.   Begin field-based science implementation when reasonable within the traditional school setting to easily transfer to online learning, or anything in between.  Note: Being in nature and exercising (walking) has been shown to increase overall well-being of students. Make science an authentic synthesis of literacy, math, and social-emotional well-being. | Teachers |
| Computer and Internet access | In order to do this effectively in a classroom setting, completely online, or a combination of both, our district **needs** to be 1-to-1 and ensure reliable, at-home internet access for all. Students need to have a device to collaborate in a socially distanced classroom and at home. Some households will have students attending school on the same days or attending online meetings at the same time. This requires that each student has their own device AND *reliable* internet access at home. Without those things, school will not be equitable for everyone. | IT |
| *LOW RISK* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| Below level RISE Interims 5th grade – 9th grade students - Fall  RISE benchmarks 4-8th grade | Implementation of yellow phase guidelines at each site including use of masks, dividers for testers and students | A&E Specialist - Terrilyn |
| **Task** |  |  |
| Rostering students |  | A&E Specialist - Terrilyn |
| Classroom Safety | Practicing improved personal hygiene and respect for others.    Teachers have the authority to remove students showing signs of sickness out of the classroom (maybe each school has quarantine areas for this set up).  Hand sanitizer dispensing units should be on the inside of every classroom door and disinfecting wipes ready for pick up. Students should sanitize hands and lab tables on entry to classroom. | Custodial Staff  Administration  Teachers |
| Instruction and Online Learning | Students use Canvas for course work.    All work turned in via Canvas.  Students bring their personal computers to school for every class. Schools can work with students who don’t have personal computer to able to check one out from school as and bring to school every lesson.  Make use the of the 5 E Model to engage students in phenomena driven instruction and student sense-making.  (1) **Engage** students with presenting relevant phenomenon. Present in class or online and make observations. Students create questions to share with their peers in class.    (2) Provide materials (if possible) or data for students to **explore** the phenomenon with scaffolds (for example building models of initial thinking with word banks or leading questions) as necessary. Use an online platform to record student observations, questions, and investigations. Exploration could be conducted in classroom, or online.  (3) Provide readings, discussions, and models online during the **explain** phase to clarify and deepen understanding of core ideas related to explaining phenomenon, also practicing with what has been learned. Scaffold readings and materials to meet diverse student learning needs.  (4) Students work with their peers (using digital tools and/or classroom environment) to **extend/apply** their knowledge to a new, related scenario or phenomenon.  (5) **Evaluate** student proficiency through various assessment types, including performance evaluation, formative assessments and quizzes on the Canvas platform. | Teachers  Science coach support  Digital learning support |
| Lab work | Reimagine Lab work:  Run the labs for multiple days to accommodate all students. Idea: students could come to 4 lab sessions (whole day) throughout the year.  Example: If a class is split in to 3, that is 6 classes x 3 x 4 (that is already 72 full days of teaching, spread this over 35 weeks, and that is 2 days a week teacher is in the classroom attending to labs.)  This is a focused approach and a need approach, rather than a seat-time approach  Science teachers will need support to continue running labs during yellow phase.  There is a lot of prep required for labs and a lot of prep for the online classes and a lot of time needed to help students through their online trouble shooting. | Teachers, Department Heads  School administration |
| Materials (MS) | Where possible and feasible, data collection could be completed with regular household items or within their neighborhood. Also, work in teams to plan activities/tasks that do not need additional supplies from school.   Work with SL Education Foundation to provide basic science tools for at home learning: rulers, thermometer, mini-scales (<$20), graph paper/notebooks, magnifying glasses, clipboard, binders, colored pencils, sharpeners, pencils, and very simple calculators for each student.  Use basic science tools for at home learning: rulers, thermometer, mini-scales (<$20), graph paper/notebooks, magnifying glasses, clipboard, binders, colored pencils, sharpeners, pencils, and very simple calculators for each student. Distribute kits to be used at home.  The sharing of student supplies should not be encouraged. | Students  Teachers  SL Education Foundation |
| Field Work | Increase classroom participation through integrating outside data collection with reading and writing.   Begin field-based science implementation when reasonable within the traditional school setting to easily transfer to online learning, or anything in between.  Note: Being in nature and exercising (walking) has been shown to increase overall well-being of students. Make science an authentic synthesis of literacy, math, and social-emotional well-being. | Teachers |
| *MODERATE RISK* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| RISE benchmarks 4th - 8th |  | Coaches, Candace |
| **Task** |  |  |
| Determine what benchmarks for use and timeline  Rostering | RISE benchmarks will be supported with virtual proctoring at the state level – may be administered online. | Coaches, Candace  A&E Specialist - Terrilyn |
| Instruction is Online | Prioritize content to be delivered remotely.  Students use Canvas for all course work. All work turned in via Canvas.  Students use their personal computers or schools can provide a computer for students who don’t have personal computer.  Make use the of the 5 E Model to engage students in phenomena driven instruction and student sense-making.  (1) **Engage** students with presenting relevant phenomenon. Present online and make observations. Students create questions to share with their peers in class via Canvas or other digital tools.    (2) Make use of common household materials (if possible) or data for students to **explore** the phenomenon with scaffolds (for example building models of initial thinking with word banks or leading questions) as necessary. Use an online platform to record student observations, questions, and investigations. Exploration could be conducted in classroom, or online.  (3) Provide readings, discussions, and models online during the **explain** phase to clarify and deepen understanding of core ideas related to explaining phenomenon, also practicing with what has been learned. Scaffold readings and materials to meet diverse student learning needs.  (4) Students work with their peers (using digital tools and/or classroom environment) to **extend/apply** their knowledge to a new, related scenario or phenomenon.  (5) **Evaluate** student proficiency through various assessment types, including performance evaluation, formative assessments and quizzes on the Canvas platform.  Work together as (interdisciplinary/content) teams to use digital tools, such Canvas discussion boards and Flip Grid to encourage more collaborative work.  Use LMS platforms where students or teacher can organize their own small group meetings. | Teachers  Students  Digital Learning support  Science coach support |
| Lab work and Materials | Make use of simulations and digital labs.  Omit wet labs from curriculum. Use other manipulatives students could print off or make themselves and follow instructions at home.  (Note: For biology there are quite a few high quality online interactive simulations that require use of scientific thinking skills and processes.)  Consider assigning investigations can be carried out using common household ingredients, safely at home.  Students could pick up a lab supply package from school with disposables in, for example pH paper for a pH lab, or disposable plastic pipettes for measuring liquids.  Work with SL Education Foundation to provide basic science tools for at home learning: rulers, thermometer, mini-scales (<$20), graph paper/notebooks, magnifying glasses, clipboard, binders, colored pencils, sharpeners, pencils, and very simple calculators for each student. Check out kits to be used at home. | Teachers  Students |
| Field Work | Consider using a citizen science project to engage students outdoors and with prioritized content.  Make use of online participation through integrating outside data collection with reading and writing.   Build on field-based science experiences from traditional school setting and transfer to online learning.  Note: Being in nature and exercising (walking) has been shown to increase overall well-being of students. Make science an authentic synthesis of literacy, math, and social-emotional well-being during school closures. | Teachers |
| Computer and Internet access | Our district **needs** to be 1-to-1 and ensure reliable, at-home internet access for all. Students need to have a device to collaborate in a socially distanced classroom and at home. Some households will have students attending school on the same days or attending online meetings at the same time. This requires that each student has their own device AND *reliable* internet access at home. Without those things, school will not be equitable for everyone. | IT |
| *HIGH RISK* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| RISE benchmarks 4th - 8th |  |  |
| Task |  |  |
| Determine what benchmarks for use and timeline | RISE benchmarks will be supported with virtual proctoring at the state level – may be administered online. | Coaches, Candace  A&E Specialist - Terrilyn |
| Instruction is Online | Prioritize content to be delivered remotely.  Students use Canvas for all course work. All work turned in via Canvas.  Students use their personal computers or schools can provide a computer for students who don’t have personal computer.  Make use the of the 5 E Model to engage students in phenomena driven instruction and student sense-making.  (1) **Engage** students with presenting relevant phenomenon. Present online and make observations. Students create questions to share with their peers in class via Canvas or other digital tools.    (2) Make use of common household materials (if possible) or data for students to **explore** the phenomenon with scaffolds (for example building models of initial thinking with word banks or leading questions) as necessary. Use an online platform to record student observations, questions, and investigations. Exploration could be conducted in classroom, or online.  (3) Provide readings, discussions, and models online during the **explain** phase to clarify and deepen understanding of core ideas related to explaining phenomenon, also practicing with what has been learned. Scaffold readings and materials to meet diverse student learning needs.  (4) Students work with their peers (using digital tools and/or classroom environment) to **extend/apply** their knowledge to a new, related scenario or phenomenon.  (5) **Evaluate** student proficiency through various assessment types, including performance evaluation, formative assessments and quizzes on the Canvas platform.  Work together as (interdisciplinary/content) teams to use digital tools, such Canvas discussion boards and Flip Grid to encourage more collaborative work.  Use LMS platforms where students or teacher can organize their own small group meetings. | Teachers  Students |
| Lab work and Materials | Make use of simulations and digital labs.  Use other manipulatives students could print off or make themselves and follow instructions at home.  (Note: For biology there are quite a few high quality online interactive simulations that require use of scientific thinking skills and processes.)  Consider assigning investigations can be carried out using common household ingredients, safely at home.  Students could pick up a lab supply package from school with disposables in, for example pH paper for a pH lab, or disposable plastic pipettes for measuring liquids.  Use basic science tools for at home learning: rulers, thermometer, mini-scales (<$20), graph paper/notebooks, magnifying glasses, clipboard, binders, colored pencils, sharpeners, pencils, and very simple calculators. | Teachers  Students  Science coach support |
| Field Work | Consider using a citizen science project to engage students outdoors and with prioritized content.  Make use of online participation through integrating outside data collection with reading and writing.   Build on field-based science experiences from traditional school setting and transfer to online learning.  Note: Being in nature and exercising (walking) has been shown to increase overall well-being of students. Make science an authentic synthesis of literacy, math, and social-emotional well-being during school closures. | Teachers  Students |

## Elementary Library Technology (Lead: Katie Ieremia)

Library Technology Teacher (LTT)

|  |  |  |
| --- | --- | --- |
| *SUMMER* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Circulation | Book Returns with 14-Day book quarantine; cleaning; then Re-shelving | LTT |
| Collection Management | Receiving and processing orders as they come in thru the summer. Continue to monitor new releases and read reviews. Weeding sections of library.  Note that increased demands for online lesson development, lack or shelving assistance, more classes due to smaller sizes, etc. will limit time available for these tasks | LTT, Purchasing, School Secretary, Katie Ieremia |
| Increasing and Refining Online Resources | Training on new online tools (LightBox, etc.) as well as Sora | LTT, Katie Ieremia, Dave Brown, Noel Zickefoose |
| Inventory & Reporting | Working on remote/virtual reporting and collection reviewing. Reviewing reports on missing and returned materials. | LTT, Dave Brown, Helen Butz, Katie Ieremia |
| Reading Engagement/Programming and Activities | Coordinating with the PTA/SIC any planned Reading activities or programs. | LTT |
| Information and Research | Finishing research with remote learning classes | LTT, homeroom teachers |
| Educational Technology | Training with Canvas | LTT, District Support |
| Website Management | Updating needed thru summer | LTT |
| Fund Raising | Cancelling planned book fairs, writing grants | LTT, PTA support, vendors, school admin, Jen Vuich |
| Battle of the Books | Purchasing books. Planning introductions via various media resources. Organizing groups on Teams. | LTT, Katie Ieremia, Whitney Fauver |
| Planning for Closing and Opening of School | Create procedures & signage for book checkout, reshelving during book checkout, circulation, seating, computer use, lunchtime use, traffic flow, determine of number of patrons & time spent prior to opening; outdoor book return | LTT, Administration, Katie Ieremia |
| *NEW NOW* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Safety Protocols | New Normal Risk: Plexiglass shield at circulation desk, wash hands, hand sanitizer, clean all high traffic areas frequently, disinfect between visits (30 min), student library aides: either only during green or not at all. Continue sign-ups and attendance for library use (contact tracing). Maintain heightened cleaning and hygiene regimen. Regularly disinfect high-touch areas (e.g. door handles, buttons/switches, handrails, check-out counters, restroom surfaces) Monitor students for symptoms. All symptomatic children and employees should stay home from school, and will be sent home if exhibiting any symptoms. | LTT, para, students, teachers, admin, Katie Ieremia |
| Circulation | \*Procedures remain the same for green and yellow to protect high risk students and faculty.  Students request books and LTT pulls books, students maybe choose from small selection of books that are set on table, book quarantine for two weeks (organized in a room), Students choose from a selection of books- librarian comes with a laptop to check book out where student is sitting (student reads book while waiting to be checked out) students are trained to look, pick book, book is the one they keep when they touch it. May need to have only half a class come at a time for Social Distancing. May need to pull books and create classroom bins for K-2 that are returned every two weeks to facilitate time for quarantine and re-shelving. Will need 15-20 minutes between classes to disinfect library. | LTT, Para support (we depend on students and parent volunteers to support- really will need Para support if possible) |
| Collection Management | Normal ordering, weeding, etc.  Note that increased demands for online lesson development, lack or shelving assistance, more classes due to smaller sizes, etc. will limit time available for these tasks | LTT, Katie Ieremia, Whitney Fauver, Site administration and faculty |
| Increasing and Refining Online Resources | Frequent training on new online tools as well as Sora | LTT, Katie Ieremia, Dave Brown, Noel Zickefoose |
| Inventory & Reporting | Inventory and reporting done in person at school site as normal. | LTT, Dave Brown, Helen Butz, Katie Ieremia |
| Reading Engagement/Programming and Activities | In-person teaching as well as LTT records book talks  Provides lesson link on website | LTT |
| Information and Research | LTT collaborates with classroom teachers to plan integrated research lessons  Computer research in library will be limited to numbers that can be socially distanced—about 10-15 students, depending on the layout of the library and computers | LTT, classroom teacher |
| Digital Citizenship | LTT teaches Digital Citizenship lessons through blended learning | LTT |
| Educational Technology | LTT teaches students internet safety, how to use Microsoft 365, Canvas, Technology etiquette (i.e., don’t reply all, how to act on Zoom call, format of an email) | LTT |
| Website Management | LTT posts school information as approved, required and requested | LTT, administration, secretary, district |
| Fund Raising | Online bookfairs- possibly Scholastic, Follett, Barnes and Noble, Story Cupboard | LTT, PTA, Administration, Katie Ieremia, Whitney Fauver, Wendy Kemp |
| Battle of the Books | Smaller book clubs, include social distancing, online options (meeting on Zoom) | LTT, Katie Ieremia, Whitney Fauver |
| Planning for Closing and Opening of School | Create procedures & signage for book checkout, reshelving during book checkout, circulation, seating, computer use, lunchtime use, traffic flow, determine of number of patrons & time spent prior to opening; outdoor book return | LTT, Administration, Katie Ieremia |
| *LOW RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Yellow Safety Protocols | Low Risk: Plexiglass shield as circulation counter (Paul), monitor symptoms of patrons, traffic flow marked, assigned & marked seating, reduction of number of patrons & time limit; social distancing, masks, LTT face shield, hand sanitizer, plexiglass around circulation counter, record attendance, sanitizing books, marked quarantine bins 14 days, disinfect between visits (30 min), Student ID card w/bar code for book checkout; marked seating; posted signage; sanitizing between visits.  Student aides: study period only or not at all. | LTT, para, admin, students, teachers |
| Independent Use | Assigned use before school, after school, during lunch; reduction of number of patrons & time spent; online daily signup, assigned use & take attendance, regularly clean high-touch surfaces (e.g. computers, door handles, counters, light switches, remote controls, restroom surfaces) \*see more strategies above, limited or individualize maker space activities, shorter lunch time independent use to encourage students to eat and wash hands before coming in.  The number of students in the library will be limited and will sign in each day, number of red card students allowed may fluctuate based on classroom signups. | LTT, teachers |
| Circulation | Students request books and LTT pulls books, students maybe choose from small selection of books that are set on table, book quarantine for two weeks (organized in a room), Students choose from a selection of books- librarian comes with a laptop to check book out where student is sitting (student reads book while waiting to be checked out) students are trained to look, pick book, book is the one they keep when they touch it.  May need to have only half a class come at a time for Social Distancing. May need to pull books and create classroom bins for K-2 that are returned every two weeks to facilitate time for quarantine and Re-shelving. Will need 15-20 minutes between classes to disinfect library. | LTT, Para support (we depend on students and parent volunteers to support- really will need Para support if possible) |
| Collection Management | Normal ordering, weeding, etc.  Note that increased demands for online lesson development, lack or shelving assistance, more classes due to smaller sizes, etc. will limit time available for these tasks | LTT, Katie Ieremia, Whitney Fauver, Site administration and faculty |
| Increasing and Refining Online Resources | Frequent training on new online tools as well as Sora | LTT, Katie Ieremia, Dave Brown, Noel Zickefoose |
| Inventory & Reporting | In-person and remote/virtual reporting and collection reviewing. Reviewing reports on missing and returned materials. | LTT, Dave Brown, Helen Butz, Katie Ieremia |
| Reading Engagement/Programming and Activities | In-person teaching as well as LTT records book talks  Provides lesson link on website | LTT |
| Information and Research | LTT collaborates with classroom teachers to plan integrated research lessons  Computer research in library will be limited to numbers that can be socially distanced—about 8-10 students, depending on the layout of the library and computers | LTT, classroom teacher |
| Digital Citizenship | LTT teaches Digital Citizenship lessons through blended learning | LTT |
| Educational Technology | LTT teaches students internet safety, how to use Microsoft 365, Canvas, Technology etiquette (i.e., don’t reply all, how to act on Zoom call, format of an email) | LTT |
| Website Management | LTT posts school information as approved, required and requested | LTT, administration, secretary, district |
| Fund Raising (Donors) | Online bookfairs- possibly Scholastic, Follett, Barnes and Noble, Story Cupboard | LTT, PTA, Administration, Katie Ieremia, Whitney Fauver, Wendy Kemp |
| Battle of the Books | Smaller book clubs, include social distancing, online options (meeting on Zoom) | LTT, Katie Ieremia, Whitney Fauver |
| Planning for Closing and Opening of School | Create procedures & signage for book checkout, reshelving during book checkout, circulation, seating, computer use, lunchtime use, traffic flow, determine of number of patrons & time spent prior to opening; outdoor book return | LTT, Administration, Katie Ieremia |
| *MODERATE RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Circulation | Ebooks, SORA, and online reading resources, can receive books, book requests for pickup? | LTT & paras |
| Collection Management | Focusing on ebook collection, curating classroom ebooks for teachers to support instruction. Note that increased demands for online lesson development, lack or shelving assistance, higher demand for tech assistance, etc. will limit time available for these tasks | LTT, Katie Ieremia |
| Increasing and Refining Online Resources | Frequent training on new online tools as well as Sora | LTT, Katie Ieremia, Dave Brown, Noel Zickefoose |
| Inventory & Reporting | In-person and remote/virtual reporting and collection reviewing. Reviewing reports on missing and returned materials. | LTT, Dave Brown, Helen Butz, Katie Ieremia |
| Reading Engagement/Programming and Activities | In-person teaching as well as LTT records book talks  Provides lesson link on website | LTT |
| Information and Research | LTT collaborates with classroom teachers to plan integrated research lessons  Computer research online and in Canvas | LTT, Classroom teacher |
| Digital Citizenship | LTT teaches Digital Citizenship on Canvas | LTT |
| Educational Technology | LTT teaches online students internet safety, how to use Microsoft 365, Canvas, Technology etiquette (i.e., don’t reply all, how to act on Zoom call, format of an email) | LTT |
| Website Management | LTT posts school information as approved, required and requested | LTT, administration, secretary, district |
| Fund Raising (Donors) | Online bookfairs- possibly Scholastic, Follett, Barnes and Noble, Story Cupboard | LTT, PTA, Administration, Katie Ieremia, Whitney Fauver, Wendy Kemp |
| Battle of the Books | Smaller book clubs meeting virtually. Online group with activities, reading circles, Kahoots. Possible funding for books sent out to students from BOB list. | LTT, Katie Ieremia |
| Planning for Closing and Opening of School | Create procedures & signage for book checkout, reshelving during book checkout, circulation, seating, computer use, lunchtime use, traffic flow, determine of number of patrons & time spent prior to opening; outdoor book return | LTT, Administration, Katie Ieremia |
| *HIGH RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Circulation | Circulation of ebooks only | LTT |
| Collection Management | Focusing on ebook collection, curating classroom ebooks for teachers to support instruction.  Note that increased demands for online lesson development, lack or shelving assistance, higher demand for tech assistance, etc. will limit time available for these tasks. | LTT |
| Increasing and Refining Online Resources | Frequent training on new online tools as well as Sora | LTT, Katie Ieremia, Dave Brown, Noel Zickefoose |
| Inventory & Reporting | Remote/virtual reporting and collection reviewing. Reviewing reports on missing and returned materials. | LTT, Dave Brown, Helen Butz, Katie Ieremia |
| Reading Engagement/Programming and Activities | Offered remotely | LTT |
| Information and Research | Offered remotely | LTT |
| Digital Citizenship | LTT teaches Digital Citizenship on Canvas | LTT |
| Educational Technology | LTT teaches online students internet safety, how to use Microsoft 365, Canvas, Technology etiquette (i.e., don’t reply all, how to act on Zoom call, format of an email) | LTT |
| Website Management | LTT posts school information as approved, required and requested | LTT, administration, secretary, district |
| Fund Raising (Donors) | Online book fair | LTT, PTA, Administration, Katie Ieremia, Whitney Fauver, Wendy Kemp |
| Battle of the Books | Smaller book clubs meeting virtually. Online group with activities, reading circles, Kahoots. Possible funding for books sent out to students from BOB list. | LTT, Katie Ieremia |
| Planning for Closing and Opening of School | Create procedures & signage for book checkout, reshelving during book checkout, circulation, seating, computer use, lunchtime use, traffic flow, determine of number of patrons & time spent prior to opening; outdoor book return | LTT, Administration, Katie Ieremia |

## Secondary Library Technology (Lead: Katie Ieremia)

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| *SUMMER* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Circulation | Book Returns with 14-Day book quarantine; cleaning; then Re-shelving | LTT, paras |
| Collection Management | Receiving and processing orders as they come in thru the summer. Continue to monitor new releases and read reviews. Weeding sections of library.  Note that increased demands for online lesson development, lack or shelving assistance, more classes due to smaller sizes, etc. will limit time available for these tasks | LTT, Purchasing, School Secretary, Katie Ieremia |
| Increasing and Refining Online Resources | Training on new online tools (LightBox, etc.) as well as Sora | LTT, Katie Ieremia, Dave Brown, Noel Zickefoose |
| Inventory & Reporting | Working on remote/virtual reporting and collection reviewing. Reviewing reports on missing and returned materials. | LTT, Dave Brown, Helen Butz, Katie Ieremia |
| Reading Engagement/Programming and Activities | Coordinating with the PTA/SIC any planned Reading activities or programs. | LTT |
| Information and Research | Finishing research with remote learning classes | LTT, homeroom teachers |
| Digital Citizenship | Offered online | LTT, District Support |
| Educational Technology | Offered online | LTT |
| Website Management | Updating needed thru summer | LTT, PTA support, vendors, school admin, Jen Vuich |
| Fund Raising | Cancelling planned book fairs, writing grants | LTT, Katie Ieremia, Whitney Fauver |
| Battle of the Books | Purchasing books. Planning introductions via various media resources. Organizing groups on Teams. |  |
| Testing | Testing cancelled |  |
| Planning for the opening of school | Create procedures & signage for book checkout, reshelving during book checkout, circulation, seating, computer use, lunchtime use, traffic flow, determine of number of patrons & time spent prior to opening; outdoor book return | LTT |
| *NEW NOW* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Safety Protocols | New Normal Risk: Plexiglass shield at circulation desk, wash hands, hand sanitizer, clean all high traffic areas frequently, disinfect between visits (30 min), student library aides: either only during green or not at all. Continue sign-ups and attendance for library use (contact tracing). Maintain heightened cleaning and hygiene regimen. Regularly disinfect high-touch areas (e.g. door handles, buttons/switches, handrails, check-out counters, restroom surfaces) Monitor students for symptoms. All symptomatic children and employees should stay home from school, and will be sent home if exhibiting any symptoms. | LTT, para, students, teachers, admin, Katie Ieremia |
| Circulation | \*Procedures remain the same for green and yellow to protect high risk students and faculty.  Students request books and LTT pulls books, students maybe choose from small selection of books that are set on table, book quarantine for two weeks (organized in a room), Students choose from a selection of books- librarian comes with a laptop to check book out where student is sitting (student reads book while waiting to be checked out) students are trained to look, pick book, book is the one they keep when they touch it. May need to have only half a class come at a time for Social Distancing. May need to pull books and create classroom bins for K-2 that are returned every two weeks to facilitate time for quarantine and re-shelving. Will need 15-20 minutes between classes to disinfect library. | LTT, Para support (we depend on students and parent volunteers to support- really will need Para support if possible) |
| Collection Management | Normal ordering, weeding, etc.   Note that increased demands for online lesson development, lack or shelving assistance, more classes due to smaller sizes, etc. will limit time available for these tasks | LTT, Katie Ieremia, Whitney Fauver, Site administration and faculty |
| Increasing and Refining Online Resources | Frequent training on new online tools as well as Sora | LTT, Katie Ieremia, Dave Brown, Noel Zickefoose |
| Inventory & Reporting | Inventory and reporting done in person at school site as normal. | LTT, Dave Brown, Helen Butz, Katie Ieremia |
| Reading Engagement/Programming and Activities | In-person teaching as well as LTT records book talks  Provides lesson link on website | LTT |
| Information and Research | LTT collaborates with classroom teachers to plan integrated research lessons  Computer research in library will be limited to numbers that can be socially distanced—about 10-15 students, depending on the layout of the library and computers | LTT, classroom teacher |
| Digital Citizenship | LTT teaches Digital Citizenship lessons through blended learning | LTT |
| Educational Technology | LTT teaches students internet safety, how to use Microsoft 365, Canvas, Technology etiquette (i.e., don’t reply all, how to act on Zoom call, format of an email) | LTT |
| Website Management | LTT posts school information as approved, required and requested | LTT, administration, secretary, district |
| Fund Raising | Online bookfairs- possibly Scholastic, Follett, Barnes and Noble, Story Cupboard | LTT, PTA, Administration, Katie Ieremia, Whitney Fauver, Wendy Kemp |
| Battle of the Books | Smaller book clubs, include social distancing, online options (meeting on Zoom) | LTT, Katie Ieremia, Whitney Fauver |
| Testing | Testing with social distancing | LTT, testing coordinator, Administration |
| Planning for the opening of school | Create procedures & signage for book checkout, reshelving during book checkout, circulation, seating, computer use, lunchtime use, traffic flow, determine of number of patrons & time spent prior to opening; outdoor book return | LTT |
| *LOW RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Yellow Safety Protocols | Low Risk: Monitor symptoms of patrons, traffic flow marked, assigned & marked seating, reduction of number of patrons & time limit; social distancing, masks, LTT face shield, hand sanitizer, plexiglass around circulation counter, record attendance, sanitizing books, marked quarantine bins 14 days, disinfect between visits (30 min), Student ID card w/bar code for book checkout; marked seating; posted signage; sanitizing between visits.  Student aides: study period only or not at all. | LTT, para, admin, students, teachers |
| Independent Use | Assigned use before school, after school, during lunch; reduction of number of patrons & time spent; online daily signup, assigned use & take attendance, regularly clean high-touch surfaces (e.g. computers, door handles, counters, light switches, remote controls, restroom surfaces) \*see more strategies above, limited or individualize maker space activities, shorter lunch time independent use to encourage students to eat and wash hands before coming in.  The number of students in the library will be limited and will sign in each day, number of red card students allowed may fluctuate based on classroom signups. | LTT, teachers |
| Circulation | Students request books and LTT pulls books, students maybe choose from small selection of books that are set on table, book quarantine for two weeks (organized in a room), Students choose from a selection of books- librarian comes with a laptop to check book out where student is sitting (student reads book while waiting to be checked out) students are trained to look, pick book, book is the one they keep when they touch it.  May need to have only half a class come at a time for Social Distancing. Will need 15-20 minutes between classes to disinfect library. | LTT, Para support (we depend on students and parent volunteers to support- really will need Para support if possible) |
| Collection Management | Normal ordering, weeding, etc.  Note that increased demands for online lesson development, lack or shelving assistance, more classes due to smaller sizes, etc. will limit time available for these tasks | LTT, Katie Ieremia, Whitney Fauver, Site administration and faculty |
| Increasing and Refining Online Resources | Frequent training on new online tools as well as Sora | LTT, Katie Ieremia, Dave Brown, Noel Zickefoose |
| Inventory & Reporting | In-person and remote/virtual reporting and collection reviewing. Reviewing reports on missing and returned materials. | LTT, Dave Brown, Helen Butz, Katie Ieremia |
| Reading Engagement/Programming and Activities | In-person teaching as well as LTT records book talks  Provides lesson link on website | LTT |
| Information and Research | LTT collaborates with classroom teachers to plan integrated research lessons  Computer research in library will be limited to numbers that can be socially distanced—about 20 students, depending on the layout of the library and computers | LTT, classroom teacher |
| Digital Citizenship | LTT teaches Digital Citizenship lessons through blended learning | LTT |
| Educational Technology | LTT teaches students internet safety, how to use Microsoft 365, Canvas, Technology etiquette (i.e., don’t reply all, how to act on Zoom call, format of an email) | LTT |
| Website Management | LTT posts school information as approved, required and requested | LTT, administration, secretary, district |
| Fund Raising | Online bookfairs- possibly Scholastic, Follett, Barnes and Noble, Story Cupboard (if applicable) | LTT, PTA, Administration, Katie Ieremia, Whitney Fauver, Wendy Kemp |
| Battle of the Books | Smaller book clubs, include social distancing, online options (meeting on Zoom) | LTT, Katie Ieremia, Whitney Fauver |
| Testing | Testing with social distancing | LTT, testing coordinator, Administration |
| Planning for the opening of school | Create procedures & signage for book checkout, reshelving during book checkout, circulation, seating, computer use, lunchtime use, traffic flow, determine of number of patrons & time spent prior to opening; outdoor book return | LTT |
| *MODERATE RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Circulation | Ebooks, SORA, and online reading resources, can receive books, book requests for pickup? | LTT & paras |
| Collection Management | Focusing on ebook collection, curating classroom ebooks for teachers to support instruction. Note that increased demands for online lesson development, lack or shelving assistance, higher demand for tech assistance, etc. will limit time available for these tasks | LTT, Katie Ieremia |
| Increasing and Refining Online Resources | Frequent training on new online tools as well as Sora | LTT, Katie Ieremia, Dave Brown, Noel Zickefoose |
| Inventory & Reporting | In-person and remote/virtual reporting and collection reviewing. Reviewing reports on missing and returned materials. | LTT, Dave Brown, Helen Butz, Katie Ieremia |
| Reading Engagement/Programming and Activities | In-person teaching as well as LTT records book talks  Provides lesson link on website | LTT |
| Information and Research | LTT collaborates with classroom teachers to plan integrated research lessons  Computer research online and in Canvas | LTT, Classroom teacher |
| Digital Citizenship | LTT teaches Digital Citizenship on Canvas | LTT |
| Educational Technology | LTT teaches online students internet safety, how to use Microsoft 365, Canvas, Technology etiquette (i.e., don’t reply all, how to act on Zoom call, format of an email) | LTT |
| Website Management | LTT posts school information as approved, required and requested | LTT, administration, secretary, district |
| Fund Raising | Online bookfairs- possibly Scholastic, Follett, Barnes and Noble, Story Cupboard (if applicable) | LTT, PTA, Administration, Katie Ieremia, Whitney Fauver, Wendy Kemp |
| Battle of the Books | Smaller book clubs meeting virtually. Online group with activities, reading circles, Kahoots. Possible funding for books sent out to students from BOB list. | LTT, Katie Ieremia |
| Testing | Testing with social distancing | LTT, testing coordinator, Administration |
| Planning for the opening of school | Create procedures & signage for book checkout, reshelving during book checkout, circulation, seating, computer use, lunchtime use, traffic flow, determine of number of patrons & time spent prior to opening; outdoor book return | LTT |
| *HIGH RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Circulation | Circulation of ebooks only | LTT |
| Collection Management | Focusing on ebook collection, curating classroom ebooks for teachers to support instruction.  Note that increased demands for online lesson development, lack or shelving assistance, higher demand for tech assistance, etc. will limit time available for these tasks. | LTT |
| Increasing and Refining Online Resources | Frequent training on new online tools as well as Sora | LTT, Katie Ieremia, Dave Brown, Noel Zickefoose |
| Inventory & Reporting | Remote/virtual reporting and collection reviewing. Reviewing reports on missing and returned materials. | LTT, Dave Brown, Helen Butz, Katie Ieremia |
| Reading Engagement/Programming and Activities | Offered remotely | LTT |
| Information and Research | Offered remotely | LTT |
| Digital Citizenship | LTT teaches Digital Citizenship on Canvas | LTT |
| Educational Technology | LTT teaches online students internet safety, how to use Microsoft 365, Canvas, Technology etiquette (i.e., don’t reply all, how to act on Zoom call, format of an email) | LTT |
| Website Management | LTT posts school information as approved, required and requested | LTT, administration, secretary, district |
| Fund Raising | Online book fair (if applicable) | LTT, PTA, Administration, Katie Ieremia, Whitney Fauver, Wendy Kemp |
| Battle of the Books | Smaller book clubs meeting virtually. Online group with activities, reading circles, Kahoots. Possible funding for books sent out to students from BOB list. | LTT, Katie Ieremia |
| Testing | Online only | LTT, testing coordinator, Administration |
| Planning for the opening of school | Online work only | LTT |

**Library Supply List**

* Exterior book return
* LTT face shield (will be ordered)
* Patron masks (everyone may have their own)
* Gloves (will be ordered)
* Tape for traffic flow & marking of seating
* Floor decals or plastic signs to indicate traffic flow in stacks and social distancing
* Sanitizer wipes for cleaning books
* Disinfecting supplies (spray, cloths)
* Pre-made safety posters (English/Spanish/etc) (we will make)
* Three bin system for book return
* Hand sanitizer (will be ordered)
* Circulation counter sneeze shield (Possible Demco Health Shield or Plexi Stand) (Paul is working on this. We will need to prioritize the libraries.)
* Student IDs w/bar bode for book checkout
* Microfiber cloths
* Clorox disinfectant wipe/spray or a wipe/spray containing 70% alcohol for cleaning computers (will be ordered)
* Free standing sigs to mark social distancing in front of circulation desk to indicate where students should stand
* Hand Sanitizer Station at doors and near circulation desk
* UV Sterilizer (Demco)

## Elementary ELA and ELD (Lead: Peggy Paterson)

**USBE is in the process of adopting an online English learner platform to replace Imagine Learning. Elementary teachers will continue, or put in place, the use of Wonders ELD component integrated with Wonders Reading. Integration of content and language within the mainstream classroom in all subject areas will be a priority for all ELs.**

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| *SUMMER* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Support teachers in online and distant learning. Planning and delivering lessons using tools such as Teams, Canvas, Nearpod, and paper pencil options | Coaches plan and support in PLCs focusing on current learning and planning for next year (6-week planning). Enable teachers to use online platforms: Wonders Reading and ELD components, Lexia, Newsela  Coaches will develop online Canvas courses to assist teacher at differentiated levels of knowledge in using online platforms. Coaches will meet groups and individual teachers where they are to enable them to gain the confidence and proficiency to use a blended form of teaching and learning. | Peggy Paterson and Literacy coaches |
| Plan for Utah Compose implementation districtwide | Meet with Kim Rathke (USBE) to develop PD plan and select prompts for writing samples | Peggy Paterson, Michelle Amiot, Tony Zani, Melissa Engel, Lynette Peck |
| *NEW NOW* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| KEEP  Acadience and RI  Utah Compose – 3-12 Writing  SLCSD – K-2 Writing  WIDA APT and WIDA Screener  State EOLs | Teachers/paras individually test students 3 weeks before and 2 weeks after school begins.  Provide support in training and assisting in Acadience benchmark testing.  Continue to support teachers in preparing for and scoring K-2 writing samples and Utah Compose 3-12  Provide support in training and assisting in testing | Peggy (coaches and school teams) and Michelle (A&E Specialist - Lynette, and district testing team)  A&E Specialist - Terrilyn |
| **Task** |  |  |
| RI rosters readied  Utah Compose rosters readied  WIDA rostering | Communicate expectations widely: Assessment Essentials, emails to principals and teachers, coaches communicate at the school level | Peggy, Michelle, Lynette, Tony  Elementary and Secondary Coaches  A&E Specialist- Lynette, Michelle,  A&E Specialist- Terrilyn |
| **Instructional Plan** | **Strategies** | **Key Personnel** |
| The main focus in the green phase will be to enable teachers to understand and use a blended format for instruction both in a face-to-face and distance learning environment. All teacher and students will be able to access online learning while at school so that when/if remote learning is needed, they are prepared.  Blended learning will include the use of instructional materials that have already been in use as well as instruction with Canvas integration using tools such as Teams, Canvas, Nearpod, Newsela and Utah Compose in addition to paper pencil activities. | Coaches plan and support teachers at the district, school, grade, and individual level. PLC planning will focus on grade level standards and content using 6-week backward planning following the district pacing guides. Following Beginning of Year (BOY) assessments, administration, coaches, and teachers will analyze data to plan for nest steps including intervention or extension.  Coaches will provide support in planning lessons using online platforms. Coaches will help teachers discern best practices for online learning.  Coaches work with teachers in management of a blended learning model: small groups, rotations, individualized, and online learning. | Peggy Paterson, Literacy Coaches, ELD Specialists |
| *LOW RISK* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| Acadience and RI  Utah Compose – 3-12 Writing  SLCSD – K-2 Writing  WIDA APT and WIDA Screener  State EOLs | Implementation of yellow phase guidelines at each site including use of masks, dividers for testers and students  Provide support in training and assisting in testing | Peggy (coaches and school teams) and Michelle (A&E Specialist- Lynette, and district testing team)  A&E Specialist- Terrilyn |
| **Task** |  |  |
| Testing schedule for BOY, MOY, EOY  Utah Compose support for teachers  RI Rostering  WIDA Rostering | Adjust testing schedule to adhere to guidelines of the yellow phase.  Utah Compose is an online formative writing assessment | A&E Specialist - Lynette, Michelle, Peggy, Terrilyn |
| **Instructional Plan** | **Strategies** | **Key Personnel** |
| The main focus in the yellow phase will be to help teachers focus on priority standards and parse out learning between in-person and remote learning environments.  Support for teachers in using a blended learning format with online instruction occuring in a remote location. Plan for a blend of in-person instruction and remote learning (A/B, half-day, etc) with Canvas integration using tools such as Teams, Canvas, Nearpod, Newsela in addition to paper pencil activities. | Coaches plan and support in PLCs focusing on current learning and planning (6-week backwards design planning) focusing on grade level standards  Analyze data from assessment to plan for intervention where needed.  Enable teachers to use online platforms: Wonders Reading and ELD components, Lexia, Newsela.  Coaches help teachers discern best practices for online learning.  Plan and model, if necessary, strategies and techniques for management using blended learning models. | Peggy Paterson, Elementary Coaches |
| *MODERATE RISK* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| Acadience progress monitoring  RISE ELA benchmarks; 3-8  Utah Compose – 3-12 writing  Inspect Items from Illuminate | Online engagement of assessments  Items selected from Inspect in Illuminate to create assessments and standardize timeline and administration across grade levels | Coaches, Peggy, A&E – Terrilyn, Michelle, Lynette, Brittany  Coaches, Brittany |
| **Task** |  |  |
| Coaches and Peggy to determine what benchmarks to use. Inspect items for use from Illuminate  A&E will support the assignment of the benchmarks to students/ Collect data and report to Peggy/schools | RISE benchmarks will be supported with virtual proctoring at the state level – may be administered online. | Coaches, Peggy  A&E Specialist – Terrilyn, Michelle, Brittany |
| **Instructional Plan** | **Strategies** | **Key Personnel** |
| The main focus in the orange phase will be to help teachers focus on priority standards and parse out instruction in a remote environment. If possible, provide opportunities for in-person, small group instruction for students most at-risk.  Support teachers in using a blended learning format where the face-to face interaction occurs online using Teams or Zoom in a synchonise or asychonise manner. Plan for remote learning with Canvas integration using tools such as Teams, Canvas, Nearpod, Newsela in addition to paper pencil activities. | Coaches plan and support teachers in PLCs utilizing Teams or Zoom, focusing on current learning and planning (6-week backwards design planning) focusing on grade level standards  Enable teachers to use online platforms: Wonders Reading and ELD components, Lexia, Newsela.  Coaches help teachers discern best practices for online learning. | Peggy Paterson, Elementary Coaches |
| *HIGH RISK* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| RISE ELA benchmarks; 3-8  Utah Compose – 3-12 writing  Inspect Items from Illuminate | Online engagement of assessments  Items selected from Inspect in Illuminate to create assessments and standardize timeline and administration across grade levels | Coaches, Peggy, A&E – Terrilyn, Michelle, Lynette, Brittany  Coaches |
| **Task** |  |  |
| Coaches and Peggy to determine what benchmarks for use  A&E will support the assignment of the benchmarks to students/ Collect data and report to Peggy and schools | RISE benchmarks will be supported with virtual proctoring at the state level – may be administered online.  Teachers plan and implement instruction of identified priority standards using Canvas and Teams for communication | Coaches, Peggy  A&E Specialist – Terrilyn, Michelle, Brittany |
| **Instructional Plan** | **Strategies** | **Key Personnel** |
| The main focus in the red phase will be to help teachers focus on priority standards and parse out instruction in a remote learning environment.  Support teachers in using a blended learning format where the face-to face interaction occurs online using Teams or Zoom in a synchonise or asychonise manner. Plan for remote learning with Canvas integration using tools such as Teams, Canvas, Nearpod, Newsela in addition to paper pencil activities. | Coaches plan and support teachers in PLCs utilizing Teams or Zoom, focusing on current learning and planning (6-week backwards design planning) focusing on grade level standards  Enable teachers to use online platforms: Wonders Reading and ELD components, Lexia, Newsela.  Coaches help teachers discern best practices for online learning. | Peggy Paterson, Elementary Coaches |

## Secondary ELA and ELD (Lead: Peggy Paterson)

**Instructional Plan for secondary will focus on the same elements listed in elementary. In addition, secondary coaches work with teachers in other content areas to focus on academic language of the particular discipline and supports for ELs and below level learners.**

**USBE is in the process of adopting an online English learner platform to replace Imagine Learning. Secondary ELD classes, level 1-4, will continue the use of district adopted curriculum. Integration of content and language within the mainstream classroom will be a priority for all ELs.**

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| *SUMMER* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Plan for Utah Compose implementation districtwide | Meet with Kim Rathke (USBE) to develop PD plan and select prompts for writing samples | Peggy, Michelle, Tony Zani, Lynette Peck, Melissa Engel |
| Support teachers in online and distant learning planning and delivery | Coaches plan and support in PLCs focusing on current learning and planning for next year. Identify and map out priority standards | Peggy Paterson, Secondary literacy coaches, Secondary ELD Specialist |
| *NEW NOW* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| RI  Utah Compose – writing 3-12  WIDA Screener | Support teachers in instructional strategies in ELA and content area. Work with administration and leadership teams to schedule PLCs  Support and practice for online learning | Peggy, Michelle (A&E Specialist - Lynette, Terrilyn)  Secondary Literacy Coaches |
| **Task** |  |  |
| RI rostered readied  Utah Compose rosters readied  WIDA rosters | Communicate expectations widely: Assessment Essentials, emails to principals and teachers, coaches communicate at the school level | A&E Specialist- Terrilyn  Lynette |
| *LOW RISK* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| RI  Utah Compose – writing 3-12  WIDA Screener | Implementation of yellow phase guidelines at each site including use of masks, dividers for testers and students  Implement online learning using Canvas. Train all teachers in integrated and redirect tools | Peggy and Michelle (A&E Specialist- Lynette, Terrilyn) |
| **Task** |  |  |
| Utah Compose support for teachers  RI rosters  WIDA rosters | Support teacher in using Utah Compose as an instructional tool and online formative writing assessment | A&E Specialist – Lynette, Terrilyn  Peggy, Secondary Literacy coaches |
| *MODERATE RISK* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| RISE ELA benchmarks; 3-8  Utah Compose – writing 3-12  Inspect Items from Illuminate | Online engagement of assessments  Items selected from Inspect in Illuminate to create assessments and standardize timeline and administration across grade levels | Coaches, Peggy, A&E – Terrilyn, Michelle, Lynette, Brittany  Coaches/Brittany |
| **Task** |  |  |
| Coaches/Peggy to determine what benchmarks for use and use of Illuminate inspect items  A&E will support the assignment of the benchmarks to students/ Collect data and report to Peggy/schools | RISE benchmarks will be supported with virtual proctoring at the state level – may be administered online. | Coaches/Peggy  A&E Specialist – Terrilyn, Michelle, Brittany |
| *HIGH RISK* | | |
| **Assessment Plan** | **Strategies** | **Key Personnel** |
| RISE ELA benchmarks; 3-8  Utah Compose – writing 3-12  Inspect Items from Illuminate | Online engagement of assessments  Items selected from Inspect in Illuminate to create assessments and standardize timeline and administration across grade levels  Teachers plan and implement instruction of identified priority standards using Canvas and Teams for communication | Coaches, Peggy, A&E – Terrilyn, Michelle, Lynette, Brittany  Coaches/Brittany  Secondary Coaches |
| **Task** |  |  |
| Coaches/Peggy to determine what benchmarks for use  A&E will support the assignment of the benchmarks to students/ Collect data and report to Peggy/schools | RISE benchmarks will be supported with virtual proctoring at the state level – may be administered online. | Coaches/Peggy  A&E Specialist – Terrilyn, Brittany, Michelle |

## Elementary PE (Lead: We are currently hiring a new Healthy Life Styles Specialist. This person will support this plan.)

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| *SUMMER* | | |
| **Task** | **Strategies** | **Key Personnel** |
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| *NEW NOW* | | |
| **Task** | **Strategies** | **Key Personnel** |
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| *MODERATE RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
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| *HIGH RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
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## Secondary PE (Lead: Lead: We are currently hiring a new Healthy Life Styles Specialist. This person will support this plan.)

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| *SUMMER* | | |
| **Task** | **Strategies** | **Key Personnel** |
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## ELP (Lead: Michele Riggs)

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| *SUMMER* | | |
| **Task** | **Strategies** | **Key Personnel** |
| ELP Assessments | Schedule parents who missed testing because of dismissal learning   * Testing at district office and select schools (Dilworth, Newman, Emerson) from June 1-4 and 8-11   Follow social distancing and sanitizing procedures | * ELP Staff * NELP Teachers * ELP and Assessment Proctors * Principals * District and School Custodians |
| Computer/ Program Accessibility | * District loads identified ELP students from PowerSchool onto Canvas * Students have proper technology for online learning, including access to computer and reliable internet connection * Students know check-out/check-in procedures | * SLCSD Technical Help Desk * Neighborhood School Personnel * NELP Teachers |
| NELP Instruction | * Prepare NELP Schedules for Green and Yellow Phase   + Green phase- meet with 4th, 5th and 6th grade groups together   + Yellow Phase- Meet with small groups of 4th, 5th and 6th graders to maintain social distancing * Prepare students on how to interact with other students and teacher to stay engaged * Teach students:   + To have a regular study space   + How to stay organized   + To be committed to learning   + Explicit teaching of skills   + Through real world learning   Time management | * NELP Teachers |
| NELP Student Engagement | Prepare to teach student good study skills and executive functioning skills  Learn how to:   * + Establish a quiet, consistent, distraction-free location at home   + Familiarize yourself with online learning practices   + Create a study calendar   + Write it down   + Set time limits   + Stick to your schedule   + Ask for help   + Participate in online discussions   + Communicate effectively   + Respond to others’ contributions   + Stay motivated   + Enforce accountability   + Reward yourself for tasks well done   + Prepare class requirements   + Create a long-term plan for completing online work, including   interactive discussions | * ELP Supervisor * NELP Teachers |
| Integrating Computer Skills for NELP students/teachers | Orient students to basic computer skills  with clear expectations for technology | * NELP Teachers * ELP Supervisor * Principals |
| *NEW NOW* | | |
| **Task** | **Strategies** | **Key Personnel** |
| ELP Assessments | * ELP Testing is completed at schools and district in smaller groups * Use individually assigned laptops, if available   Follow calendar schedule set for ELP testing | * ELP Staff * ELP and Assessment Proctors * NELP Teachers |
| Computer/ Program/ Equipment Accessibility | * District IT creates NELP classes for 4th, 5th, and 6th grades * All elementary NELP teachers create Canvas lessons for 4th, 5th, and 6th grade identified NELP students * NELP students use district templates * Correct hardware and software * Microphones in classrooms to hear through masks | * IT Department * ELP Staff * NELP Teachers |
| Social Distancing and Sanitizing | * Cleaning between groups and equipment provided * Sanitize equipment, tables, chairs, computers * Provide protective equipment from district * Plan for portables since there are no sinks * Prepare schedules with 15 minutes between grade-level groups * Plan for a possible A day, B day format * No combining of different grade levels regardless of numbers * No sharing supplies * Classroom teacher provides supplies and NELP students bring them to class * Hand washing before entering classroom, upon entering classroom, and exiting classroom | * ELP Staff * ELP and Assessment Proctors * Custodians * NELP Teachers * Classroom Teachers * Principals |
| Blended Learning Instruction | * Prepare NELP Schedules for Green and Yellow Phase   + Green phase- meet with 4th, 5th and 6th grade groups together   + Yellow Phase- Meet with small groups of 4th, 5th and 6th graders to maintain social distancing * In-class instruction supported and enhanced with technology for NELP classes, grades 4-6 * Consulting and testing for grades k-3 * Incorporate gifted strategies and lessons * Challenge NELP students both intellectually and social-emotionally * Basic technical skills * Create routines that students are able to transfer   + Organization skills   + Goal setting   + Communication   + Productive workspace * Teacher created modules developed and used in teaching utilizing blended learning   + Be clear, concise, and comprehensive   + Provide a manageable amount of content   + Provide a variety of learning activities   + Provide resources to help students succeed   + Keep it simple   + Prioritize longer, student-driven assignments * Meet minimum standards | * NELP Teachers * Digital Learning HELP Desk * Classroom Teachers * Principals |
| Device Instruction for Home Use | * NELP Teachers teach students to:   + Learn with online tools, including Canvas   + Know how to create documents   + Know how to receive and send emails   + Know how to attach files * Know how to research online | * NELP Teachers * Digital Learning HELP Desk |
| *LOW RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| ELP Assessments | * ELP Testing is completed at schools and district in smaller groups of 5-8 students * Use individually assigned laptops, if available   Masks required if 6’ social distancing is not accommodated | * ELP Staff * ELP and Assessment Proctors * NELP Teachers |
| Computer/ Program/ Equipment Accessibility | * District IT creates NELP classes for 4th, 5th, and 6th grades * All elementary NELP teachers create Canvas lessons for 4th, 5th, and 6th grade identified NELP students * NELP students use district templates * Correct hardware and software * Microphones in classrooms to hear through masks | * IT Department * ELP Staff * NELP Teachers |
| Social Distancing and Sanitizing | * Cleaning between groups and equipment provided * Sanitize equipment, tables, chairs, computers * Provide protective equipment from district * Plan for portables since there are no sinks * Prepare schedules with 15 minutes between grade-level groups * Plan for a possible A day, B day format * No combining of different grade levels regardless of numbers * No sharing supplies * Classroom teacher provides supplies and NELP students bring them to NELP class * Hand washing before entering classroom, upon entering classroom, and exiting classroom * Wear masks | * ELP Staff * ELP and Assessment Proctors * Custodians * NELP Teachers * Classroom Teachers * Principals |
| Scheduling NELP students for instruction | * A day, B day (instructional time decreased due to social distancing requirements, online learning utilized) * Teachers teach remotely using blended learning * Instruction is provided one classroom at a time for small group instruction | * NELP Teacher * Classroom Teachers * Principals |
| Blended Learning Instruction | * Establish teacher lead group times and teacher access times for potential small group instruction; NELP students are socially distanced possibly by class * Implement NELP Schedules for Green and Yellow Phase   + Green phase- meet with 4th, 5th and 6th grade groups together   + Yellow Phase- Meet with small groups of 4th, 5th and 6th graders to maintain social distancing * In-class instruction supported and enhanced with technology for NELP classes, grades 4-6 * Consulting and testing for grades k-3 * Incorporate gifted strategies and lessons * Challenge NELP students both intellectually and social-emotionally * Basic technical skills * Create routines that students are able to transfer   + Organization skills   + Goal setting   + Communication   + Productive workspace * Teacher created modules developed and used in teaching utilizing blended learning   + Be clear, concise, and comprehensive   + Provide a manageable amount of content   + Provide a variety of learning activities   + Provide resources to help students succeed   + Keep it simple   + Prioritize longer, student-driven assignments * Meet minimum standards | * NELP Teachers * Digital Learning HELP Desk * Classroom Teachers * Principals |
| NELP Student Engagement – Learning online | * Helping students who miss the human connection through: * Email, video messages, phone calls, messages through learning management system, comments on shared documents | * NELP Teachers * Classroom Teachers |
| *MODERATE RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| ELP Assessments | * ELP Testing is completed at schools and district in smaller groups of 3-5 students * Use individually assigned laptops, if available * Masks required * Contact parent/guardian with scheduled assessments   Create an online Parent Information Meeting | * ELP Staff * ELP and Assessment Proctors * NELP Teachers |
| Access to technology | * Students use basic technical skills * Correct hardware and software are in use * NELP students use district templates | * NELP Teachers * Digital Learning HELP Desk |
| Social Distancing and Sanitizing | * Cleaning between groups and equipment provided * Sanitize equipment, tables, chairs, computers * Provide protective equipment from district * Plan for portables since there are no sinks * Prepare schedules with 15 minutes between grade-level groups * Plan for a possible A day, B day format * No combining of different grade levels regardless of numbers * No sharing supplies * Classroom teacher provides supplies and NELP students bring them to NELP class * Hand washing before entering classroom, upon entering classroom, and exiting classroom * Wear masks | * ELP Staff * ELP and Assessment Proctors * Custodians * NELP Teachers * Classroom Teachers * Principals |
| Consistent Instruction and Participation for NELP students | * Teachers teach remotely, students learn from home * Prepare NELP Schedules for Green and Yellow Phase   + Green phase- meet with 4th, 5th and 6th grade groups together   + Yellow Phase- Meet with small groups of 4th, 5th and 6th graders to maintain social distancing * Incorporate gifted strategies and lessons * Challenge NELP students both intellectually and social-emotionally * Create routines that students have been able to transfer   + Organization skills   + Goal setting   + Communication   + Productive workspace * Teachers use modules developed in Canvas   + Be clear, concise, and comprehensive   + Provide a manageable amount of content   + Provide a variety of learning activities   + Provide resources to help students succeed   + Keep it simple   + Prioritize longer, student-driven assignments * Students meet minimum standards | * ELP Supervisor * NELP Teachers |
| Dismissal Learning participation expectations/ commitment | * NELP teacher and students have:   + Organized their learning space   + Made a schedule   + Become an active participant   + Connected consistently   + An open mind   + Ability to ask questions * Mindset to be held accountable | * ELP Staff * NELP Teachers |

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| *HIGH RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| ELP Assessments | Eligibility determination will replace assessments with Gifted Rating Scales. Teachers nominate students through a process that does not require assessing students in person. | * ELP Staff |
| Access to technology | * Students use basic technical skills * Correct hardware and software are in use   NELP students use district templates | * NELP Teachers * Digital Learning HELP Desk |
| Consistent Instruction and Participation for NELP students | * Teachers teach remotely, students learn from home * Incorporate gifted strategies and lessons * Challenge NELP students both intellectually and social-emotionally * Create routines that students have been able to transfer   + Organization skills   + Goal setting   + Communication   + Productive workspace * Teachers use modules developed in Canvas   + Be clear, concise, and comprehensive   + Provide a manageable amount of content   + Provide a variety of learning activities   + Provide resources to help students succeed   + Keep it simple   + Prioritize longer, student-driven assignments * Students meet minimum standards | * ELP Supervisor * NELP Teachers |
| Dismissal Learning participation expectations/ commitment | * NELP teacher and students have:   + Organized their learning space   + Made a schedule   + Become an active participant   + Connected consistently   + An open mind   + Ability to ask questions * Mindset to be held accountable | * ELP Staff * NELP Teachers |
| Dismissal Learning participation expectations/ commitment | * NELP teacher and students have:   + Organized their learning space   + Made a schedule   + Become an active participant   + Connected consistently   + An open mind   + Ability to ask questions * Mindset to be held accountable | * ELP Staff * NELP Teachers |

# Research via Assessment and Evaluation (Lead: Michelle Amiot)

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| *SUMMER* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Developed a strategic plan to study the school dismissal on students to understand learning loss  Code open-ended responses with Qualtrics software to provide information to T&L in May for planning  Executive Summary for each survey (Parents, Teachers, Teachers) | Short term outcome variables identified to help guide immediate district decisions  Survey collection from parents, teachers, students, and principals regarding remote learning experiences to guide T&L in PD implementation – where is everyone in this?  Rapid response initiated by departments are identified as outputs/ inputs identified  Fall outcomes; determination of learning loss, and identification of assessments for assessment plans for core assessed areas  Develop a plan for mathematically determining the learning loss in comparison to past years  Train team in coding and use of software | Michelle Amiot. Aubree Gardner, Jeff Lutz, Liz Gardner  Coding conducted on open ended questions; Michelle Amiot and Aubree Gardner  A&E team communication with other departments deployed to support schools, students and families, and teachers  Michelle Amiot, Aubree Gardner, Terrilyn Lee  Michelle Amiot, Aubree Gardner, Jeff Lutz, Liz Davis  Michelle Amiot, Aubree Gardner –training  Terrilyn, Jeff, Liz, Lynette, Dan will broadly code for groups/ themes in survey open ended responses  Michelle Amiot |
| Active/Inactive App to identify those students that have disconnect to school  Schools to conduct outreach to student to understand why students disconnected so that we may provide interventions to these students during another dismissal | Teachers will indicate which students have been inactive (not associated with participation or engagement in class).  Provide report of those students disconnected from school for outreach and future intervention | Michelle Amiot, Jeff Lutz, Aubree Gardner  School Leaders/Teachers  Jeff Lutz, Liz Davis, Brittany Dimick |
| *NEW NOW* | | |
| **Task** | **Strategies** | **Key Personnel** |
| [Blended Learning Model Literature Review](https://documents.slcschools.org/Assessment%20Evaluation/8.%20Superintendent%20and%20Cabinet/Blended%20Learning%20Literature%20Scan%20-%20NYCDOE.docx?Web=1)  National Center for Education Statistics (NCES) [study](https://nces.ed.gov/pubs2020/2020048.pdf)  \*SLCSD participated in this study regarding use of technology for homework assignments in grades 3-12 in 2018-2019. A [Roadmap for Implementation](https://documents.slcschools.org/Assessment%20Evaluation/8.%20Superintendent%20and%20Cabinet/Roadmap-for-implementation.pdf?Web=1) of Blended Learning at the School Level: A Case Study (Council of Great City Schools) [Council of Great City Schools Recommendations and Models for Reopening](https://documents.slcschools.org/Assessment%20Evaluation/8.%20Superintendent%20and%20Cabinet/Draft%20Research%20Recommendations%20v1.docx?Web=1) | Support PD to support blended learning models in anticipation of future dismissal or partial dismissal  Reference this study for baseline understanding of initial technology use as the COVID19 School Dismissal began in March 2020.  Use as an overview; this roadmap and plan is a long-range plan | Michelle Amiot  A&E team  T&L team |
| [AppleEd Connect RFP](https://documents.slcschools.org/Assessment%20Evaluation/8.%20Superintendent%20and%20Cabinet/Apple%20Ed%20Connect%20RFP.pdf?Web=1) which outlines use of Blended Learning models and how to attend to the devices on school sites for 1:1 including virtual backpacks for those students without access to internet | Used for implementation at GMS | Michelle Amiot  Chris Gesteland for device oversight plan at the school level |
| *LOW RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Provisional screener [recommendations for ELs](https://documents.slcschools.org/Assessment%20Evaluation/8.%20Superintendent%20and%20Cabinet/CGCS_SampleQuestionnaire_K-12_v6%20(2).pdf?Web=1)  (CGCS Reference to Language Proficiency during school closures)  \*WIDA screener recommendations by USBE -TBD  Reading assessments one on one | Reference to Language Proficiency during Extended School Closures: Sample Questionnaires  Prepared by: The Council of the Great City Schools Washington, DC  Acadience strategies for social distancing -TBD by Sarah McCarty and USBE | A&E Specialist- Terrilyn Lee  Approval by Peggy and Tiffany  A&E Specialist- Lynette Peck |
| [Center for Assessment Recommendations for 2020-2021](https://www.nciea.org/blog/school-disruption/educational-assessment-2020-21-assessment-101)  [Council of Great City Schools Recommendations and Models for Reopening](https://documents.slcschools.org/Assessment%20Evaluation/8.%20Superintendent%20and%20Cabinet/Draft%20Research%20Recommendations%20v1.docx?Web=1) |  |  |
| *MODERATE RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Provisional screener [recommendations for ELs](https://documents.slcschools.org/Assessment%20Evaluation/8.%20Superintendent%20and%20Cabinet/CGCS_SampleQuestionnaire_K-12_v6%20(2).pdf?Web=1)  Reading assessments one on one guidelines  If not used for accountability, then Acadience Progress Monitoring | Reference to Language Proficiency during Extended School Closures: Sample Questionnaires  Prepared by: The Council of the Great City Schools Washington, DC  Acadience administration guidance TBD; Sarah McCarty and USBE for guidance  Progress monitoring online | A&E Specialist - Terrilyn Lee  Approval by Peggy and Tiffany  A&E Specialist – Lynette Peck |
| Blended Learning models with 1:1  [Roadmap](https://documents.slcschools.org/_layouts/15/WopiFrame.aspx?sourcedoc=/Assessment%20Evaluation/8.%20Superintendent%20and%20Cabinet/Roadmap-for-implementation.pdf&action=default) for Implementation of Blended Learning at the School Level: A Case Study (Council of Great City Schools)  [Council of Great City Schools Recommendations and Models for Reopening](https://documents.slcschools.org/Assessment%20Evaluation/8.%20Superintendent%20and%20Cabinet/Draft%20Research%20Recommendations%20v1.docx?Web=1) | Reference “A Roadmap for Implementation of Blended Learning at the School Level: A Case Study” (Council of Great City Schools) | Michelle Amiot  T&L Team |
| *HIGH RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| Provisional screener [recommendations for ELs](https://documents.slcschools.org/Assessment%20Evaluation/8.%20Superintendent%20and%20Cabinet/CGCS_SampleQuestionnaire_K-12_v6%20(2).pdf?Web=1)  Reading assessments one on one guidelines  If not used for accountability, then Acadience Progress Monitoring | Reference to Language Proficiency during Extended School Closures: Sample Questionnaires  Prepared by: The Council of the Great City Schools Washington, DC  Acadience administration guidance TBD; Sarah McCarty and USBE for guidance  Progress monitoring online | A&E Specialist - Terrilyn Lee  Approval by Peggy and Tiffany  A&E Specialist – Lynette Peck |
| Blended Learning models with 1:1  [Roadmap](https://documents.slcschools.org/_layouts/15/WopiFrame.aspx?sourcedoc=/Assessment%20Evaluation/8.%20Superintendent%20and%20Cabinet/Roadmap-for-implementation.pdf&action=default) for Implementation of Blended Learning at the School Level: A Case Study (Council of Great City Schools) | Reference “A Roadmap for Implementation of Blended Learning at the School Level: A Case Study” (Council of Great City Schools) | Michelle Amiot  T&L Team |

# Professional Development (Lead: Katie Iermia)

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| --- | --- | --- |
| *SUMMER* | | |
| **Task** | **Strategies** | **Key Personnel** |
| PD Template training | Online trainings with Canvas rep | All Supervisors and Directors who run PD |
| UEN PDs | All PDs from UEN are online | UEN Staff |
| SLCSD PDs | All PDs in SLCSD are online | SLCSD presenters |
| Submitting, Approving and Recording PDs | Submission, approval and recording processes are all done online | Katie Ieremia, SLCSD PD Committee & Whitney Fauver |
| *NEW NOW* | | |
| **Task** | **Strategies** | **Key Personnel** |
| PDs conducted through Canvas | Canvas templates (#2 & Conference Template #1) | SLCSD presenters (Admin, coaches, supervisors, etc.) |
| UEN PDs | All PDs from UEN are online | UEN Staff |
| SLCSD in-person PDs | PDs based in Canvas but may have hands-on elements following regulations and precautionary measures | SLCSD presenters |
| Submitting, Approving and Recording PDs | Submission, approval and recording processes are all done online | Katie Ieremia, SLCSD PD Committee & Whitney Fauver |
| *LOW RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| PDs conducted through Canvas | Canvas templates (#2 & Conference Template #1) | SLCSD presenters (Admin, coaches, supervisors, etc.) |
| UEN PDs | All PDs from UEN are online | UEN Staff |
| SLCSD PDs | PDs based in Canvas but may have hands-on elements following regulations and precautionary measures | SLCSD presenters |
| Submitting, Approving and Recording PDs | Submission, approval and recording processes are all done online | Katie Ieremia, SLCSD PD Committee & Whitney Fauver |
| *MODERATE RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| PDs conducted through Canvas | Canvas templates (#2 & Conference Template #1) | SLCSD presenters (Admin, coaches, supervisors, etc.) |
| UEN PDs | All PDs from UEN are online | UEN Staff |
| SLCSD PDs | PDs based in Canvas but may have hands-on elements following regulations and precautionary measures | SLCSD presenters |
| Submitting, Approving and Recording PDs | Submission, approval and recording processes are all done online | Katie Ieremia, SLCSD PD Committee & Whitney Fauver |
| *HIGH RISK* | | |
| **Task** | **Strategies** | **Key Personnel** |
| PDs conducted through Canvas | Canvas templates (#2 & Conference Template #1) | SLCSD presenters (Admin, coaches, supervisors, etc.) |
| UEN PDs | All PDs from UEN are online | UEN Staff |
| SLCSD PDs | PDs based in Canvas. PDs may not have any in-person elements. | SLCSD presenters |
| Submitting, Approving and Recording PDs | Submission, approval and recording processes are all done online | Katie Ieremia, SLCSD PD Committee & Whitney Fauver |

**TEACHING AND LEARNING**

**TIFFANY HALL**