


St. John the Apostle

Curriculum and Planning

Before	100% Face to Face	Hybrid	100% Remote Learning
<i>Design with an end in mind.</i>			
<ul style="list-style-type: none"> • Assess building, classroom, curricular needs - ☑ • Create and Maintain online platforms from the beginning of the school year. <ul style="list-style-type: none"> ○ PreK- Zoom ○ K-8th Google Classroom ○ One online assignment per week to acclimatize students to platform use ○ In-class training for students if applicable • Curriculum map standards for entire year for each subject. <ul style="list-style-type: none"> ○ Utilize Atlas ○ Focus on mastery of standards ○ Real-world connections ○ Interdisciplinary studies • Prep differentiation and intervention tool kits for face to face and online - ☑ • Determine expectations for each mode of learning and streamline • Modify Handbooks to include hybrid and remote learning expectations <ul style="list-style-type: none"> ○ Attendance (normal) ○ Grading (normal) ○ Accountability • Send Google Form permissions for online communications • Engage and collaborate with community (OC, parish, parents, etc.) early 	<ul style="list-style-type: none"> • Plan units (enable a tag) that can be transitioned from in-person to virtual including, but not limited to, materials and techniques <ul style="list-style-type: none"> ○ What are the possibilities and constraints? ○ Interdisciplinary studies • Plan and provide differentiation and interventions (Zoom/GC) • Synchronous and asynchronous <ul style="list-style-type: none"> ○ More synchronous to enable ease in likely transition • Inventory technology needs • State and post learning goals and outcomes for units • Engage and collaborate with community (OC, parish, parents, etc.) to develop options to support student learning - ☑ • Reflection Logs • Specialist continue instruction w/ social distance guidelines 	<ul style="list-style-type: none"> • Utilize appropriate online platform <ul style="list-style-type: none"> ○ K-8th Google Classroom • Daily attendance via email, online platform, Zoom, or phone call • Utilize ILPs • Plan and practice aim for high engagement <ul style="list-style-type: none"> ○ Target student needs/ILP • Set and communicate teacher “office hours” <ul style="list-style-type: none"> ○ Set times and days for biweekly Zoom meetings ○ Check permissions - ☑ • Maximize synchronous learning with support • State and post learning goals and outcomes for units on online platform • Adjust instruction and pacing for online learning • Due date modification considerations • Specialist continue instruction w/ social distance guidelines 	<ul style="list-style-type: none"> • Teachers teach from their classrooms as all materials are there • Vary material deliveries – lecture, video, reading, apps, etc. • Review and modify ILPs • Recommended screen time per class: <ul style="list-style-type: none"> ○ PreK: 30 minutes ○ K-1: 45 minutes ○ 2-4: 60-90 minutes ○ 5: 90 minutes ○ 6-8: 2.5 hours max. • Set daily schedule for consistent class instruction/work time • Specialist create videos/lessons to share – to be done when there is time

Assessment and Grading

100% Face to Face	Hybrid	100% Remote Learning
<i>Strategic and meaningful</i>		
<ul style="list-style-type: none"> • Assess returning students and develop Individual Learning Plans (ILPs) <ul style="list-style-type: none"> ○ Determine needs and support (learning, social, emotional) ○ Set specific learning goals ○ Determine needed interventions -  • Review available student assessments from the year before (pandemic) • Grading practice remains intact, but monitored • Provide frequent <u>meaningful</u> feedback <ul style="list-style-type: none"> ○ Feedback is more important than a grade • Formative and summative assessments <ul style="list-style-type: none"> ○ Focus on formative assessments to constantly inform the teaching process and student learning • Celebrate success, identify needs, document progress, and retain evidence of mastery of standards for each student • Provide multiple ways for students to demonstrate mastery 	<ul style="list-style-type: none"> • Assessment via Zoom – PreK and up • Develop and utilize ILPs <ul style="list-style-type: none"> ○ Assessment and grading may be varied • Multiple, low-stakes, short assessments • Ask open-ended questions to invite a variety of responses 	<ul style="list-style-type: none"> • Evaluate grading practice – do transpiring grades reflect progress on standards? • Adjust grading practice to reflect proficiency - - mastery of concepts

Professional Development		
100% Face to Face	Hybrid	100% Remote Learning
<i>Continuous and supportive</i>		
<ul style="list-style-type: none"> • Danielson Framework <ul style="list-style-type: none"> ○ Which components to focus on? ○ Are there components that lend themselves well to remote learning? • Professional school development goals <ul style="list-style-type: none"> ○ Where are we at? What do we need? • Professional goal setting <ul style="list-style-type: none"> ○ Where are you at? What do you need? ○ Distance learning needs • Teacher PD styles <ul style="list-style-type: none"> ○ Group, individual, in or out of building, etc.? • Bimonthly staff meetings (?) • Weekly (?) teacher check-ins • Collect and provide PD options • Reflection logs 	<ul style="list-style-type: none"> • Danielson Framework • Digital supervision <ul style="list-style-type: none"> ○ Communications ○ Online environment and culture ○ Lesson plans ○ Teacher accessibility • Meaningful and timely feedback • Continuous teacher check ins • Plan to enable virtual collaboration 	<ul style="list-style-type: none"> • Biweekly teacher Zoom check-ins and regular communications • Distance learning sessions visits

Mental Health and Social Emotional Learning

100% Face to Face	Hybrid	100% Remote Learning
<i>Continuous and supportive</i>		
2 nd Step Individual check-ins Family support survey Daily observation Communication Emails, meetings	2 nd Step Individual Check-ins Family support survey Daily observation Communication Emails, meetings	2 nd Step Individual and small group check-ins Family support Survey Daily observation Communication Emails, meetings