

# North Collins Elementary School

## Hybrid Plan Remote Components

**Remote Learning capacity:**

- Chromebooks will be distributed to all 294 students in Grades K-6
- iPads will be distributed to all 24 students in PreK
- MiFi devices will be made available for families who lack internet access
- Paper materials will be distributed to the extent possible for students who have neither a device nor consistent access

**Remote Component Expectations:**

- **All students** will be required to:
  - Sign into small-group, online sessions for 30 minutes per day on alternate Green/Gold remote days.
  - Sign into full class and small group sessions on Wednesdays.
  - complete classwork on 3 virtual days. The format of this work may be electronic or paper-based.
- **Classroom teachers** will be the primary planner & tracker of this work.
- **Remote Teachers** will assist by holding small group virtual meetings on alternating days for Green/Gold groups. They will check in on students' wellbeing, take attendance, ask if there are any questions regarding assignments, and use grade-level materials to review skills and concepts during these times. They will deliver the agreed upon instruction in coordination with the classroom teacher.

Classroom Teacher	Remote Small Group Teacher	Student
<ul style="list-style-type: none"> <li>✿ Plan lessons/provide instructional materials for all students (Minimum of 3 ELA <b>and</b> Math Lessons a Week. Social Studies/Science and SEL is expected to be once a week.)</li> <li>✿ Plan and deliver in-person instruction (M, T, Th, F)</li> <li>✿ Plan and deliver whole group &amp; small group instruction on Wednesdays</li> <li>✿ Hold "office hours" on Wednesdays</li> <li>✿ Take attendance daily</li> </ul>	<ul style="list-style-type: none"> <li>✿ Take attendance (email teacher or put in Powerschool) for small groups(4x weekly)</li> <li>✿ Welfare checks with students in small groups (4x weekly)</li> <li>✿ Use grade-level materials to review skills and concepts with students in small groups (4x weekly)</li> <li>✿ Materials will be provided by the classroom teacher, but collaboration is encouraged</li> </ul>	<ul style="list-style-type: none"> <li>✿ Attend in-person instruction (2x weekly)</li> <li>✿ Sign onto small group instruction on opposite days (2x weekly)</li> <li>✿ Complete electronic or paper-based work on 3 remote days</li> <li>✿ Sign in to whole group and small group instruction on Wednesday (1x weekly)</li> </ul>

### **Building relationships and making connections:**

As we return to school it is critical that we focus on building connections with students and families. Everything else comes second, a distant second. Under normal circumstances, teachers and staff quickly build relationships through “all about me” activities and Open House Night. With limited time in person and no Open House, focus energy and time building relationships with students and families. Use class time to learn students names, learn about their pets, passions, and playtime. Use the virtual tools to listen to families. Let them learn about you as well. As Dr. James Comer said, “No significant learning can occur without a significant relationship.”

### **Attendance:**

Attendance will be taken daily. Students will be marked present for attending in-person instruction, attending virtual meets, and will be given attendance credit for completing assignments. Students are expected to put forth their full effort to continue studies from home for all classes on the student's schedule. Students who do not participate will see a negative impact on their report card grades and are in danger of repeating the grade level. In Grades 4-6, it is the student's responsibility to communicate if problems are limiting participation. In Grades PreK-3, it is expected that the parents will bear responsibility to communicate if problems are limiting participation. School should remain a primary time commitment of the student on each and every school day.

### **Alternating Green/Gold Small Group Schedule and Flexible Grouping:**

All students following the Hybrid Model will be placed in either a Green or Gold Group, which will determine the days of in-person and remote instruction. Students will receive in-person classroom instruction from their assigned homeroom teacher. Remote instruction will be delivered by a second faculty member, under the direction of the homeroom teacher. The homeroom and secondary teachers will collaborate regularly to assure continuity of instruction.

### **Definitions:**

- Asynchronous - Taking place at different times. For example, the teacher posts an assignment on Monday that is due Thursday. The student works on the assignment on Tuesday and Wednesday for the Thursday submission.
- Synchronous - Taking place at the same time. For example, the teacher sets up a Google Meet at 9:00 AM on Tuesday and the students log on at 9:00 AM on Tuesday to attend virtually. Both the teacher and student are working through the same lesson at the same time.

### **All School Virtual Day Expectations:**

Wednesdays and days during school closures will be completely virtual for teachers and students. It is important that a consistent schedule is set-up and adhered to between teachers at each grade level. Virtual platforms must include both synchronous and asynchronous learning opportunities. Synchronous opportunities should ideally include both whole group and small group instruction. The minimum expectation for synchronous learning FOR EACH STUDENT is a minimum of 40 and a maximum of 120 minutes a day, plus office hours for support. The district recognizes that younger students (grades PK-1) benefit from more hands-on activities and will need time to build stamina for longer periods of virtual, video-based instruction. Additionally, students in grades PK-1 need substantially more parental support to access video conferencing platforms.

**Remote Learning-All School Virtual Day Expectations:**

- Total Time Per Day should be at least 5 hours of instruction (synchronous and asynchronous)
- Synchronous Remote Instruction
  - Minimum of 3 Hours Synchronous Instruction Per Week
  - Maximum of 5 Hours Synchronous Instruction Per Week
  - Can be provided as small group or whole class instruction

*Examples of synchronous learning schedules for grades K-3:*

	Example 1	Example 2	Example 3	Example 4 (PK-1)
Early Morning	SEL Morning Meeting (30 minutes)	SEL Morning Meeting (30 minutes)	SEL Morning Meeting (30 minutes)	Green Group Instruction (20 minutes)
Late Morning	Small Groups (4 groups/30 minutes each)	Small Groups (4 groups/30 minutes each)	Small Groups (4 groups/30 minutes each)	Gold Group Instruction (20 minutes)
	Prep/Lunch	Prep/Lunch	Prep/Lunch	Prep/Lunch
Afternoon	Whole Class meeting Science/Social Studies Focus (30 minutes)	Individual Sessions (rotating schedule for assessment in younger grades) 30 minutes	Whole Class Meeting (30 minutes)	Time for individual conferencing (2 hours)
				Whole Group Session (20 minutes)
<b>Live Teacher Total Online Time:</b>	<b>3 hours</b>	<b>3 hours</b>	<b>3 hours</b>	<b>3 hours</b>
<b>Office Hours</b>	<b>2 hours</b>	<b>2 hours</b>	<b>2 hours</b>	<b>2 hours</b>
<b>Student Total Time:</b>	<b>90 mins</b>	<b>60-90 mins</b>	<b>60 mins</b>	<b>40 mins</b>

*Example Synchronous Layout for Grades 4-6*

	Example 1	Example 2	Example 3
Early Morning	SEL Morning Meeting (30 minutes)	SEL Morning Meeting (30 Minutes)	Gold Group Instruction (60 minutes)
Late Morning	Small Groups (4 groups/30 minutes each)	Small Groups-Literature Circles(4 Groups/30 Minutes Each)	Green Group (60 minutes)

	Prep/Lunch	Prep/Lunch	Prep/Lunch
Afternoon	Whole Class meeting Science/Social Studies Focus (30 minutes)	Small Groups (2 Groups/30 Minutes Each) or 1 whole class lesson 30 minutes	Whole Class (30 Minutes)
<b>Live Teacher Total Online Time:</b>	<b>3 hours</b>	<b>3 ½ to 4 hours</b>	<b>2 ½ hours</b>
<b>Office Hours</b>	<b>2 hours</b>	<b>1-1 ½ hours</b>	<b>2 ½ hours</b>
<b>Student Total Time:</b>	<b>90 mins</b>	<b>60-90 mins</b>	<b>90 mins</b>

### Asynchronous Instruction

- English Language Arts and Math Assignment Daily
- Science and Social Studies Weekly
- About 1-2 Hours Per Day
- Minimum of 5 Hours Asynchronous Instruction Per Week
- Maximum of 10 Hours Asynchronous Instruction Per Week
- Examples

	<u>Remote Learning M/T</u>	<u>Remote Learning W</u>	<u>Remote Learning Th/F</u>
<b><u>Social Emotional Learning</u></b>	-Google Form Check-in -Digital Journal -Second Step Supplemental Materials	-Google Form Check-in -Digital Journal -Second Step Supplemental Materials	-Google Form Check-in -Digital Journal -Second Step Supplemental Materials
<b><u>English Language Arts</u></b>	-Grammar -Spelling/vocab -Close Reading and Skill Practice -Project-based Learning	-Grammar -Spelling/vocab -Literature Circle Role	-Grammar -Spelling/vocab -Close Reading and Skill Practice -Project-based Learning
<b><u>Math</u></b>	-Morning Work -Think Central Lesson with Independent Practice -Go Math reteach pages for lesson previously taught lesson -Go Math Homework	-Morning Work -Independent Practice	-Morning Work -Think Central Lesson with Independent Practice -Go Math reteach pages for lesson previously taught lesson -Go Math Homework

<p><b><u>Science/Social Studies</u></b> Teach only one of these subjects at a time within a unit and provide project based assignments.</p>	<p>-Presentation of Content -WebQuest -Digital Task Cards -Project-based learning -Mystery Science -Scholastic News</p>	<p>-Scholastic News</p>	<p>-Presentation of Content -WebQuest -Digital Task Cards -Project-based learning -Mystery Science -Scholastic News</p>
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- **Classroom Resources Available to Teachers**

- Small Group and Whole Group Instruction
- Flipped Classroom Approach
- Technology Resources (suggested list)
  - Google Classroom
  - Zoom or Google Meet
  - Nearpod (Interactive Presentations)
  - Commonlit.org (Thousands of Supplemental Resources and Activities and Book Pairings)
  - Think Central Interactive Lessons
  - Accelerated Reader
  - Reflex Math
  - WebQuests
  - Digital Task Cards
  - NewsELA
  - TedEd
  - Readworks
  - Lexia
  - Mystery Science
  - Scholastic News
  - Brainpop
  - Boom Cards
  - Plickers
  - Epic!
  - Amplify Science

**Examples of Weekly Layouts:**

**Green Group**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Teach SEL using Second Step curriculum, Math, Reading, Writing in person NEW LESSONS	Provide assignments and materials for remote instruction	Virtual Day	Teach Math, Reading, Writing in person NEW LESSONS, Teach Science or Social Studies	Provide assignments and materials for remote instruction

**Gold Group**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Provide assignments and materials for remote instruction	Teach SEL using Second Step curriculum Math, Reading, Writing in person NEW LESSONS	Virtual Day	Provide assignments and materials for remote instruction	Teach Math, Reading, Writing in person NEW LESSONS, Teach Science or Social Studies

**Virtual Instruction Idea Bank:**

- Wednesdays could be a great day to utilize Scholastic News/Science Spin with the younger grades
- Virtual MVPs- one student of each color group is that week's MVP. Schedule an individual Google Meet with just them, let them share something during a whole group meeting, etc.
- Prioritize the curriculum: reading and math take place everyday. Science/ social studies once a week. Integrate if possible.
- Provide a Weekly Plan to parents regarding what topics will be covered and what work will be completed during remote learning days
- Must Do/May Do Checklist for Students
- Different Classrooms for Green and Gold Groups on Google Classroom
- Weekly Due Dates
- Missing Work/Corrections Document
- Bitmoji Classrooms