# District Learning Plan 2.0 - Elementary Feedback

| DLP Category | Strengths | Challenges | Questions/Concerns/Considerations | Suggestions / Recommendations |
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| Curriculum and Assessment | IXL linked well with TERC investigations and was reliable, in terms of how fast it loaded<br><br>Curricula not derived FROM software programs<br><br>Universal platform consideration for all grades, including K/1 + 2? (i.e. See Saw); centralize resources for families<br><br>Terc Investigations provided an online component, Pearson Realize, linked to google classroom. Videos, games, online math workbook, and assessments are offered.<br><br>Flexibility with lower grade assignments allowed students to lean into topics that interest them most.<br><br>Daily checklists were a good framework and provided milestones and 'guides' for parents. | IXL changed username midway<br><br>Pearson Realize (TERC online) started to provide in mid April a free component, and since then the loading took longer for students. Did anyone else experience this?<br><br>Pearson Realize (TERC online) Students struggled with the tool bar that is used to complete the online workbook pages.<br><br>Flexibility with lower grade assignments and the way the technology platforms work means kids spend a lot of time learning some topics and progressing quickly, but far less time in other areas.<br><br>Parents across the district compared kids' grade-level assignments across schools way more than normal to assess DLP success within their school; this brought to light significant gaps and some opportunities.<br><br>Return to "vision" (Meyer) - what do we believe and how do our actions align to those needs?<br><br>Identification of clear 'practices' in core areas for pedagogy.  In | Can students eventually log into IXL with gmail, one single sign on instead of multiple usernames/passwords?<br><br>Concern: Loss of engagement and assignment completion because of the loading problem and at home family support.<br><br>Concern: How can we get students to show work/practice computation?<br><br>Can assignments be streamlined across schools? Can online lesson library subscriptions be purchased to support teachers to lesson the time consuming nature of distance planning? Can the district create a lesson library so that we are working smarter not harder?<br><br>Concern: how to keep kids engaged over the long term monotony of being home / lacking the excitement and versatility of going to school daily?<br><br>Question: to address equity for worksheets -- could families stop by the school every week or 2 to pick up a packet of materials? This might also allow for some | Modify instruction. Keep key units and prioritize standards. Review and modify ELA and math scope and sequence.<br><br>Share the planning by having each team member plan for different subjects.<br><br>Utilize coaches and specialists to create lessons.<br><br>Create a literacy scope and sequence for the TC Units of Study so that coaches can support teachers across the district.<br><br>Do not revise curricula in a manner that says, "2nd grade will start with two months of 1st grade."  Our workshop-based and spiraling curricula should support our efforts to differentiate, as we always do -  student-centered.<br><br>Engaging math notebook using Google Slides, parents can learn to insert a screenshot of their computation/workbook. Videos and links are in the notebook as well, but if the website is down, at least they get a review and can work on the slides. Math Example<br><br>4 day instruction: |

Dreambox provided specific support that was directly linked to Investigations lessons. It also provided a tutorial component that was absent in IXL

In several schools, grade-level colleagues accepted responsibility for organizing and creating lessons for the different subject areas. There was a great deal of collaboration. Teachers then adjusted work to tailor for their individual classes. This helped to create consistency within grade-levels.

Teachers jigsaw curricular and prep materials across core subject areas; teachers can still maintain autonomy

Curriculum maps and unit goals adjusted to suit distance format.

Office hours and weekly schedule communicated ahead so families can plan. Consistency as much as possible in structures, schedules, and platforms.

Many teachers gave personal phone numbers

turn, supports PD and transfer to classroom instruction.

PD - more value in pedagogy (for long-term transfer) vs. just tech platform use (band-aid)

(SM) - Identify non-negotiable subject area components (i.e. strings, shared reading, accountable talk...goes back to JM vision and core beliefs)

Allowing for collaboration and investing in smaller groups, more feedback-focused engagement vs. X amount of live whole-class sessions.

Not enough pencil/paper work consistently across schools (ie, some schools had much more than others, particularly in lower grades)

Constructivist philosophy (either TERC math or Workshop model) difficult to adapt for distance learning.

Inequities between classroom teachers and out-of-classroom professionals (i.e. CAMPEL, AIS).

Writing - We need to think long and hard about what writing can look like at the elementary level in DLP. It was the most compromised curricular area in distance learning.

Student feedback on work was very inconsistent across and within

flexibility with manipulatives and other materials.

Concern: Students need manipulatives during quality math instruction. How can we provide the needed math tools? Student workbooks? On-line 2-D is not enough.

Could phones be purchased for staff members? Remind app be used so families can get answers expeditiously?

Leveled text available online as well as a lending system so our youngest readers are holding books they can read independently in their hands.

How will teachers be able to assess and build relationships with students in September if full virtual?

Summer Work/Per Session Allocations - Grade-level district groups to give feedback, and/or create guiding docs, for our September return. Identify facilitators for conversations.

Arrange PD for teachers on core platforms and/or pedagogical foci summer/soon as we return.

PR - Last year was challenging...here's what we learned...here's how it shaped our new plan.

Day 1,2,3: Live class/lessons/assignments
Day 4: Enrichment videos, projects, review, assessments
Day 5: Students work on CAMPEL assignments and make up work.

Schedule to allow for all subjects, AIS and enrichment (9-11 academics, 11-1 CAMPEL, 1-3 AIS, enrichment)

PD focus time for teachers - for one day/week OR for dedicate time each day - general PD, meeting with facilitators/coaches regularly each week, etc.

Teachers use the 5th day for PD, grading, lesson planning, one on one review with students and/or grade level meetings.

Provide packets of core math and other necessary materials (e.g., math manipulatives) to children that they can pick up as needed from school.

Focus on longer-term project-based work that sustains children's attention and allows parents to engage more easily than multiple daily short worksheets.

Integrate all work within one platform - google classroom - as much as possible. Link to all external websites on google classroom. Organize all work in google classroom and enable access for parents and children

so families can text/call with any issues.

Weekly and daily schedules collaboratively organized across grade level and then tailored by each teacher, preferably sent to families by the end of the previous week/before the beginning of the academic week.

Project-based work that allowed students to draw on commonly found items in their own homes or, if possible, outdoors; work that engaged them in multiple ways and across multiple subjects was much easier for them to engage in and sustain attention, and easier for parents to monitor (in comparison to one-page worksheets).

Epic Books, provided a digital library aligned with F&P, linked to google classroom. Math, Science, and Social Studies videos and books are provided to help integrate in literacy.

Teachers had autonomy in building their own

schools, significantly ranging in quality and depth.

See above on feedback - how does our synchronous engagement become more feedback-focused?

During synchronous learning, it was challenging to assess student engagement, especially with cameras off.

the weekend before each school week. 4 day instruction recommendation with CAMPEL and make up work on Fridays a promising idea to allow for this. Recommend a simple scanning app for children/parents to scan handwritten work, as pencil and paper work is important, especially in the younger grades, but best to make submission of this work as easy as possible.

Combination of synchronous and asynchronous learning, with synchronous learning focused on relationship building, potential small group work with other children, and problem solving work, as well as possibly launching new units/concepts/ideas.

Focus on goals of curriculum as a whole - what should children be able to do in each grade and in each subject area by the end of each marking period? Help parents understand and prioritize this learning. Emphasize importance of active engagement in learning.

Balancing asynchronous options with synchronous teaching; helped to engage students while teachers planned, as well as families able to access on their own time.

Need a standardized school schedule with time for classroom learning, AIS (regularly), and CAMPEL instruction.

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| | programs within guidelines.<br><br>Teachers used what they knew about their learners and the structures they had in place from school to support online learning.<br><br>How much teaching time should be devoted to feedback and assessment?<br><br>How much teaching time should be devoted to questioning?<br><br>What structures are most effective during synchronous learning? | | | Bring together literacy coaches and ELA-focused admin to make action plan to address issues of writing within distance learning experience.<br><br>Shape day into chunks - classroom live sessions in early AM, AIS/services mid-day (allows teachers to plan), CAMPEL instruction in afternoon, etc. Teachers check back in at day's end, collect work, etc.<br><br>More intentional sharing of student work in teacher lessons (i.e. Math Congress, etc.) - use Nearpod?<br><br>Higher-level tasks (see JM notes) - not just rote, low-level<br><br>Actualize our vision of writer's workshop in virtual setting - teach and independent practice (i.e. use SeeSaw, don't have to type but write and snap pic...or online WNBs in upper grades)<br><br>More resources for parents on how to support at home in specific subject areas - i.e. when they ask 'how do I spell?', etc.<br><br>[related to above] - SM - parent resource hub in curricular areas, grade spans |
| **Student Schedules/ Attendance** | Flexible deadlines with EOW completion dates is helpful for parents | Attendance during live sessions was sporadic. | Concern:Teachers struggled with troubleshooting. Parent outreach was done daily and even after | Monitors or TA's help with parent outreach with a focus on students missing live class or not |

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| | juggling multiple children, work, etc.<br><br>School administration and Student support staff made home visits and wellness checks when needed.<br><br>Teachers worked beyond school hours, often nights and weekends to connect with and support students and families.<br><br>Teachers delivered materials to students that were struggling to engage due to lack of supplies.<br><br>Teachers quickly became familiar with new technology and adept at using platforms with students, all while modifying curriculum, preparing for the new format and desperately trying to engage students and families.<br><br>Agenda distributed at the beginning of the week was helpful. | Students entering zooms mid session.<br><br>Difficulty to maximize engagement of students consistently; poor attendance from more vulnerable sub-groups.<br><br>Individual schedules created by teachers often caused challenges for special education teachers and service providers. | school hours for some teachers who made accommodations for working parents.<br><br>How can we utilize more bodies to help with family outreach? Other clerical staff, monitors, etc.? | active on Google Classroom/assignments.<br><br>Assign "buddy teachers" to support classroom teachers<br><br>Buddy teacher/staff to support with engaging families, making calls, etc. (MP).<br><br>Since this format of teaching requires a lot more planning, modifying, and preparation, perhaps a built in collaborative time/professional learning time/ planning time.<br><br>Teachers set up office hours for parents/children to ask questions/share concerns both so that teachers are accessible to parents but also that the time teachers allot to this is manageable.<br><br>Consider a few key go to people, either teachers or others, to problem solve tech challenges children/parents encounter.<br><br>Schedule Zoom sessions for each grade at the same time each day to build consistency, e.g. 9am Mon-Thurs for 2nd grade, 10am Mon-Thurs for 3rd grade.<br><br>Block Zoom times according to content area, support services and CAMPELS.<br><br>Need to differentiate for special education, ENL, and at-risk students. |

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| | | | | VERY clear parameters from Day 1 on submitting work - format, frequency, mode of transmission options.<br><br>More frequent parent-teacher conferences to ensure regular communication on student progress (JM)<br><br>MP - Problem-solving team for DLP to support disengaged students; can't just be on clinicians<br><br>VERY clear schedule for the day for families AND staff.- block scheduling. i.e. schedule for classroom teacher time, AIS/enrichment time, CAMPEL time (for students), and for staff - teaching time, PD time, planning time, own time.<br><br>Building in intentional time for meeting with grade teams, etc. - what are our goals, how are we meeting them, and having regular times to make those discussions happen. |
| **Access to Technology and WiFi** | Every student in the district was offered a chromebook and wifi.<br><br>Google Classroom as a central organizational point for teachers and families. | Some students did not have wifi or their internet speed is slow.<br><br>Many students got a chromebook about a month after our schools closed, creating a gap with the students who had internet access from the start. They could navigate and understand the online components of their assignments and were more engaged because of consistency compared to students | Will the wifi provided through the district for families that did not have access at home continue through next school year?<br><br>Concern: Student devices, as well as district programs and applications, made it difficult for young students to show work other than typed responses. Can the district consider providing students with styluses or better applications? | Parent help-line for technology issues/questions.<br>Utilize ITLTs in each building, between 8:30 and 3:30.<br><br>Parent PD or technology "bootcamp" options from district ahead of September.<br><br>Continued professional development for staff on tech |

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| | | who had a month of no online learning.<br><br>Many teachers spent hours on the phone to parents trying to help them navigate and/or troubleshoot the tech.<br><br>Many families are not familiar with platforms, technology usage, and/or could not be available to navigate for their young children.<br><br>Severe tech issues or connection issues for teachers would impact a whole class; district devices for staff not sufficient in quality. | Should we be recording teaching sessions for family re-visits? | applications ahead of distance learning continuation.<br><br>Create a site with links to all training documents (for teachers) on all platforms (Screencastify, EdPuzzle, Nearpod, Zoom etc.).<br><br>Create a site with links to all training documents, for parents.<br><br>Family Training for various platforms and to communicate roles and expectations.<br><br>Ensure Chromebooks and Wifi access set up at the beginning of the school year.<br><br>Recommend a simple scanning app that parents/children can use on any mobile phone to submit scans of paper and pencil work easily to google classroom. Encourage parents to use google classroom app on their phone, as this simplifies the submission of scanned work.<br><br>Post all programs to be used and passwords in one place on google classroom. If students have individual passwords, post those privately for them in one place on google classroom at the beginning of the year.<br><br>Students in upper elementary grades should have working nredlearn email accounts; if irresponsible in use, can be disabled.  Build into Code of Conduct. |

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| | | | | Maintain access to core digital software applications - Epic, RAZ, Dreambox, NewsELA, IXL, etc.<br><br>There are many platforms that support greater peer collaboration and group project work. Teachers need PD on these platforms and their use to increase student agency.  We have to trust that our kids are capable of more.<br><br>What additional resources do we need for teachers to make this work effective? - updated devices, trackpads w/stylus, document cameras/software (need IT to make compatible), cell phones (for making parent calls),<br><br>Teacher PD - Smart Learning Suite, Nearpod, etc.<br><br>Distance Learning Institute (X days - workshops, guest speakers, etc.)  - PD for teachers to start the year.  Can we use more than one day at beginning of September?  Trade out half days?  Need to train on these new programs.<br><br>Extend to parent workshops/offerings for content-specific sessions - i.e. |
| **Asynchronous Instruction** | For upper elementary-Google Apps:Google Slides, Google Docs, and | Parents were not familiar with Google Classroom. | Is Google Classroom or other Google apps too difficult to navigate for K-1? | Provide parent workshops on Google apps, mainly for primary grades, so they can help their |

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| Google Classroom worked well, especially, if it was already practiced prior to pandemic.<br><br>Math pre-recorded lessons/screencastify so students could refer back to.<br><br>Use of Smart Notebook and ZOOM whiteboard annotation tools were very helpful to students and teachers.<br><br>Weekly assignments allowed working parents to help children complete tasks when they could, even if this meant outside of traditional school hours.<br><br>Screencasts of feedback on student work was very helpful.  Students enjoyed the personalized responses.<br><br>Seesaw for K-2- allows for children to use a touchscreen device to record answers with video, audio, pen, or type.<br><br>Flipgrid for peer feedback. Wonderful for children to answer simple questions and interact with friends. Worked well for | Families were unfamiliar with how to share work.<br><br>For lower grades, this created a tremendous responsibility for parents who aren't qualified to be teaching! | How do we increase the quality of our DLP while not simply adding more screen time?  This was an issue for many families who needed more paper-pencil activities.<br><br>What workshops can be planned for parents (either live or recorded) to support them in navigating Google Classroom and other platforms? | child during asynchronous instruction<br><br>Virtual Meet The Teacher Night for parents to understand the main technology programs that their child will be using throughout the year.<br><br>Integrate all work into google classroom and provide training on google classroom for children and parents.<br><br>How do we support incoming K students best in September if full virtual?  Academics? Relationship and orientation?<br><br>MP - Perhaps only centralize through Google Classroom pages (not post on website).  Can access all GCs through one Google page<br><br>JM - Lay out EXPLICITLY - here are your child's classrooms codes, go in, log in, subscribe, etc.  Different GCs for different disciplines - CAMPEL, AIS, other. |

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| | morning meeting for younger grades.<br><br>Clear expectations for what to do, how often, etc. | | | |
| **Synchronous Instruction** | Creates opportunity for social engagement<br><br>Small group instruction was highly valued amongst teachers; need to consider this evenue for synchronous elementary learning.<br><br>Lower grades should have some instruction and not just use synchronous sessions for socialization -- maybe a guided worksheet together?<br><br>Great to connect with teachers. Students were happy to see them and peers. Establish a sense of normalcy.<br><br>Nearpod was used as a way to encourage student monitoring, formative assessment and engagement. | Full class sessions were overwhelming for younger students… Too much volume and chaos. Kids are craving interaction with each other and don't understand that they're in school but also at home, which means they spend a lot of time on mute -- the combination of hearing noise and also being muted by someone else was hard to understand for younger students<br><br>Students often had cameras off making it difficult for teachers to engage them.<br><br>Many students were very passive, often sitting in front of Zoom but engaged in other activities. | Smaller breakout groups with teachers?<br><br>Concern: heard from several lower elementary parents that synchronous instruction made their kids "sad" because it was an acute reminder that they were home/not with friends/not in school. How to deal with this?<br><br>What are we doing for these kids that live teaching does not work for? Special education students, students with attentional challenges, etc.? More synchronous learning is not the answer for them.<br><br>Clear mandates for special education services and live teaching expectations.<br><br>How can parents with school-aged children manage increased expectations for synchronous teaching? [A question for Staff Well-Being Committee] | CAMPEL teacher's or TA's or non classroom teachers provide SEL/social skills group 1-2 X a week, like a check in system for our most vulnerable students who do not have mandated counseling/IEPs.-Also to be used to troubleshoot technical issues during synchronous instruction so the classroom teacher can proceed with the lesson.<br><br>Consider holding a daily morning meeting/check-in and/or afternoon wrap-up.<br><br>Perhaps rather than a number of session mandates or platform mandates, an outlined plan of practices that need to be incorporated regularly. For example: Feedback , Questioning, Discussion, Reciprocal teaching, Success criteria, Clear goals- High leverage strategies with the highest effect size.<br><br>Shorter Zoom meetings on a daily or twice daily basis to frame the day and wrap up the day, introduce new concepts, connect with full class.<br><br>Daily morning class check-ins, X lessons/grade expectation, |

afternoon check-in/day summary to hold all students accountable.

Teacher facilitated breakout rooms for children to do reading groups and other project-based work together.

Opportunities for children to connect with each other asynchronously as well - Flipgrid video sharing worked very well for this.

Set clear ground rules for engaging on Zoom for children and parents. Emphasize value of video, consider encouraging the use of a virtual background and supply a standard virtual background for this purpose to avoid distracting backgrounds to provide privacy for family environments, talk with children about the use of muting so that they understand it across all grades. Consider a Zoom online engagement agreement that children, teachers, and parents sign that sets ground rules - including no screen capture of other children, etc.

Must build in small group and 1:1 student feedback expectations into the DLP. Feedback on student progress/work was a large feedback area from parents.

Building in check-in points - whole-class and individuals.

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Live does not work for everyone - ending sessions when no longer effective (must define).

Apps like SeeSaw (put in asynchronous above) allow for teachers to see who completes what, etc.

Possible AM/PM check-ins to set expectations and hold accountable for tasks?

How to establish learning partnerships between peers outside of the synchronous time? How do we monitor and keep appropriate?

Utilization of out-of-classroom staff (i.e. TAs, aides, etc.) to allow for socialization, maybe during lunch/recess - SL - organized snack time via video.

Small Groups? - A combination of whole-group, small-group, 1:1 is utilized at discretion of teacher (JV - explain to parents/families at virtual back-to-school night)

CAMPEL, ENL, AIS Recommendations
- can't be too much as it will overwhelm families with screen time
- ex. 4 days classroom, Friday CAMPEL?
- out-of-classroom staff can be utilized in other ways, in addition to live sessions.

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| | | | | - AIS - format changes (i.e. shared reading over guided reading), acknowledge and plan for the reality; more personalized literacy experiences; buying new software subscriptions for select students (ex. FastForword licenses, iRead…) |
| **Grading/HW** | Fluid grading was helpful for families with two working parents; flexibility with choosing what worked for families enabled more participation.<br><br>Use of rubrics so expectations were clear to both parents and students.<br><br>Submission of work worked better than paper-based assignments (that require printing) | Lack of clarity with how students were being evaluated, particularly without real assignments.<br><br>Can grades be given meaningfully when everything is being based on platforms like IXL?<br><br>Google Classroom organized differently for each class; difficult for parents to navigate.<br><br>Some parents expressed need for more instruction--they feel unqualified to teach (e.g. CC Math)<br><br>Difficult to assess students from a distance. As for assessing submitted work it was difficult to know if parents were helping students complete assignments or if students were actually doing daily reading, etc. | Concern: Too many assignments for students/parents and teachers to manage and grade.<br><br>Weekly or Biweekly assignments graded holistically. | Consider weekly online ELA and math notebooks that include pre recorded lessons to use during live and links to IXL or other educational websites. Notebooks are graded at the end of the week with a holistic approach, but teachers can provide feedback by giving comments. Math Example<br><br>Consider Google Classroom training for parents.<br><br>Consider a uniform way of organizing work in different subjects.<br><br>Clearly communicated expectations/requirements for all, students, teachers, families.<br><br>Clear expectations for task completion; X assignments/week in subject areas and tied to grades/marks.<br><br>Build both assignments and grading into google classroom for easy access and organization. |

| **Supports for classified students (IEP, 504, ELL)** | In some schools AIS teachers modified assignments, suggested appropriate materials, troubleshooted with individual students, and provided additional support as necessary before they began individualized "live" instruction.<br><br>In some schools students in need of the most support were paired with AIS teachers for daily calls.<br><br>In some schools AIS teachers were paired with classroom teachers so that classes had extra reading support. AIS teachers were able to co-teach and work in breakout rooms to support struggling students.. | AIS teachers were allegedly not required to "go live" with students so they did not provide reading support.<br><br>Need more support for students with ADD/ADHD.<br><br>Many parents were overwhelmed with homeroom classroom work, the additional AIS assignments, Google classroom and teacher communication was too much.<br><br>Communication in regards to the ways academic support should be delivered, as well as goals for programs were lacking. | How can we centralize translation efforts? The bulk of the communication duties for Spanish-speaking families fell onto ENL staff and FLES teachers willing to step up. How can the district better support in these efforts?<br><br>Can we do a summer canvas of updated email addresses for second-language families? How can we support them in getting connected digitally? Many families do have phones and Wifi. | Identify what is most important in AIS at a distance and put that in place rather than AIS for the sake of AIS.<br><br>Possibly provide training/tips for how parents (especially working parents) can help effectively.<br><br>Lobbying for, and consideration for, special in-person exceptions for students with special needs; they need more in-person time.<br><br>How to engage CBOs and their underutilized resources to support our students (i.e. NRPL, B&G Club…) |
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| | | | | Systems - pick-up of necessary materials to start September:<br>- TERC workbook<br>- math manipulative tools<br>- notebooks<br>- writing utensils<br>- MORE |
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