

# **ST. EDMUND ELEMENTARY CURRICULUM LEARNING PLAN**

- **Creating year-long plans to facilitate more meaningful, interdisciplinary units that can be delivered face to face or remotely.**

## Planning:

- Will create curriculum maps, incorporating NYS learning standards and skills, focusing on themes and essential questions
- Will incorporate academic year school-wide interdisciplinary Genius Hour project
- Teachers will utilize data from learning gap assessments when unit and lesson planning
- Unit Plans will incorporate tech tools and learning platforms introduced during 2019-2020 Academic Year

## Professional Development:

- Will provide collaborative professional development to support Curriculum mapping implementation
  
- **Ensuring all instructional experiences include modeling, guided instruction, collaborative work, and independent work rather than**

**over-reliance on independent work during remote learning. This requires strategic use of synchronous and asynchronous lessons.**

- Lessons will incorporate direct learning, guided practice and independent practice
  - Lessons will include videos, models and authentic examples
  - Teachers will use live lessons for instruction and guided practice
  - Teachers will create a data bank of instructional/direct instruction/mini-lesson videos for students to access
  - Using Google platform, teachers will create teams of students to work together
  - Balance of synchronous/asynchronous will be maintained in daily schedules
  - Differentiation will be incorporated in planning
  - Learning goal and I can statement will be identified with each lesson
  - Varied instructional practices will be employed
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- **Varying the way content is delivered to students (reading, lecture/mini lesson, videos, visual tools, modeling) and the way students can demonstrate their**

## **understanding (writing, speaking, visual products, modeling/building).**

- In person and live sessions will be used for direct instruction and guided practice
- Previously filmed mini-lesson videos will support asynchronous learning experiences
- Students will be provided with ample opportunity to demonstrate their understanding through writing, speaking and visual presentations
- Unit planning will promote interdisciplinary learning experiences

## **• Engaging students through setting a purpose for the work and providing choice in the process and product of the work.**

- Aim and I can statements will be clearly presented in both synchronous and asynchronous settings
- Lesson planning will incorporate differentiated opportunities for students to choose process and product
- Interdisciplinary projects will provide students with the ability to choose topics and means of display
- Students will be given the opportunity to work individually or utilizing Google Meets in pairs and groups to complete contributions to interdisciplinary projects

- **Ensuring all learning is respectful. Students are not given “fluff” or busy work to fill time or provide an item to grade. Videos and apps are age-appropriate.**

- Synchronous and asynchronous learning activities will complement each other to promote student understanding and achievement
- All learning experiences will be anchored in instructional strategies that will include peer partnering, debates, discussions, conferences, inquiry-based questioning, reports and projects to promote higher order thinking skills

- **Utilizing frequent and varied formative assessment methods in both face-to-face and remote learning.**

- Formative assessment will guide differentiation in lesson and unit planning
- Varied platforms will be utilized to provide student assessment

- Framing questions according to higher order thinking skills will enhance student critical thinking ability
- Student contributions to interdisciplinary learning projects will provide an opportunity for students to demonstrate individual interests, talents and abilities as well as balance individual activities with collaborative assignments
- **Meeting in small groups or one-on-one as needed for connection, instruction, and assessment.**
- Teachers will meet in person one-on-one or in pairs with students for assessment
- Teachers will utilize Google Meets for group assessment
- Students will employ Google Meets to work cooperatively in groups toward a common goal
- Resource teachers will be utilized to work with small groups for instruction and remediation
- **Coordinating assignments, deadlines, projects and assessments among teachers to ensure a manageable workload.**
- Weekly Faculty check in meetings will have a schedule agenda item
- Faculty members will communicate among themselves in setting student workload and deadlines

- Use of Google Calendar will facilitate coordination of assignments
- **Utilizing authentic assessments rather than an over-reliance on tests.**
- The incorporation of critical thinking questions will assess the depth of student understanding and provide students with the opportunity to demonstrate what they have learned
- Multiple platforms will be employed to create assignments and assess student work
- Formative assessment will be undertaken during synchronous instruction
- Students can work individually or in groups to decide the mode of presentation of work which can include portfolios, PowerPoints, projects, artistic displays, debates, research, digital presentations
- Teachers will provide a rubric for student self-assessment of assignments
- **Evaluating grading practices to ensure grades reflect progress on standards rather**

# than dispositions such as responsibility or work ethic.

- Grading practices will reflect both formative and summative assessment
- Grading practices will incorporate student self-assessment
- Grading practices will reflect individual and group assessment
- Variety in presentation modes will facilitate assessment that reflects progress on standards
- Small group and individual conferencing will enable teachers to utilize higher order critical thinking questions to assess students

- **Reviewing and implementing best practices in synchronous and asynchronous instruction to meet student needs and engagement.**

- Faculty will share best practices at faculty meeting
- Faculty will meet on grade bands to discuss best practices
- Faculty will participate in professional development sessions to optimize synchronous and asynchronous instruction practices
- Resources will be provided to faculty to facilitate planning

- **Making adjustments to school-based services plans for students with disabilities to account for accommodations and modifications needed in a remote learning environment.**
  - Faculty will work cooperatively with resource teachers to coordinate instruction and support
  - Students will be provided with clear set of expectations
  - Varied resources will be employed
  - Communication with families will be maintained on a frequent basis
  - There will be flexibility in breaking subjects into smaller components to facilitate student understanding and progress
  - Lesson plans will reflect individual student learning styles and needs
  - Activities will be planned to address the agreed goals of students' IEP's
- **Creating an “early warning system” to identify and intervene with students who may be**



## **exhibiting academic and/or behavioral concerns.**

- Regular feedback will be given to students and families on student learning progress via progress reports, phone calls, emails
- Teachers will provide written overviews of expectations and “classroom” procedures.
- Schedules of assignment due dates, meeting times, class times will be posted at the beginning of each week
- Teachers will communicate with the principal and PDHP guidance counselor any academic, behavior or social/emotional concerns about a student
- Benchmark assessments will be administered to monitor both individual student and grade learning gaps

## **• Develop a plan for benchmark screening and intervention delivery during face-to-face and remote learning.**

- Diocesan benchmark assessment tool will be administered three times a year

- 2019-2020 Terra Nova scores will be evaluated to determine individual student Reading, Language and Math strengths and weaknesses
- Additional online platforms will be used such as Mathletics and ReadWorks as benchmark tools

- **Avoiding new initiatives and protecting professional learning time for teachers to develop flexible learning plans for next year.**

- Faculty will meet weekly on grade band levels
- Faculty will meet with Educate coach
- Faculty will meet with Math coach

- **Adjusting curricular and supply orders to reflect the most useful tools for both face to face and distance learning.**

- All textbook orders will include series that have online platforms for smooth transition from classroom to remote learning
- Supplies will be ordered for individual teachers to enable them to equip at home classroom spaces