Gearing up for the 2020-21 School Year

WELCOME!
Overview of the Session

**Setting the Stage**
- Purpose of the meeting
- Norm Setting

**Getting to Plan C**
- Timeline
- Class Lists

**Resources & Support**
- Technology
- Student Services Team

**Scheduling & Instruction**
- Attendance & Assessment
- Instructional Support
- Magnet Transition
Setting the Stage

Purpose of the Meeting
To provide an overview of remote learning and Glenwood supports.

Norm Setting & Community Agreements
- Chat Feature
- Seek first to understand
- Assume positive intent
- Give & Extend Grace
Plan A: students and staff return to school under normal conditions.

Plan B: also known as the hybrid plan. >50% of staff and students return to school for instruction. Social distancing and PPE is required.

Plan C: also known as virtual or remote learning. Students and staff conduct school from home.

Vocabulary

- **Remote Learning Plan**: district created plan to support student with virtual learning during school closure.

- **PPE**: Personal Protective Equipment. Items used to decrease the spread of the coronavirus.

  Examples:
  - Gloves
  - Masks
  - Face shields
March 13th 2020

Schools across the state of NC closed due to the spread of COVID-19.

July 16th 2020

CHCCS school board votes to open schools under PLAN C the first 9 weeks due to increasing numbers of cases in the state.

July 23rd 2020

COVID Scientific Advisory Board is created to help review COVID-19 data in NC. This team will serve as advisors to CHCCS & DPS school boards.

July 30th 2020

CHCCS school board decides to extend school closures through the end of the first semester (January 15th).

BOE Abstract

BOE Presentation

BOE Agenda
Class Lists

- Collaboratively created at the end of the 2019-20 school year and reviewed prior to the start of school.

- Balancing
  - Class Size Regulations
  - Various Academic & Socio-emotional Needs
  - Demographics (Gender, Race, Work Habits etc.)

Class lists a process created over a series of months and for many hours.
Vocabulary

- **Asynchronous Learning:** Instruction that happens independently without a direct instructor.

- **Synchronous Learning:** Teaching that happens at the same time. May also be called “live” instruction.

- **Flex Wednesday:** A time for students to learn asynchronously or in small groups. Staff will participate in planning & professional development.

- **Learning Management System (LMS):** Where students are able to review, submit and receive feedback on assignments.
  
  Examples:
  - Google Classroom (3-5)
  - Seesaw (K-2)

- **Standards-Based Grading:** System for measuring student mastery. The scale is from 0-4.

- **Proficiency Scale:** Used to determine a student’s current level of progress towards meeting a standard.
Attendance is required and will be taken daily.

A student is considered present for daily attendance during a remote learning day:

- If a student completes their daily assignments, either online or offline;

and/or

- If a student has a daily check-in, a two-way communication, with the appropriate teacher.

We need your support by:

- Ensuring your student logs on to class meetings
- Creating a calm work environment for student learning
- Sharing with teacher(s) the best mode of communication
K / 1 Instruction

- Framework similar to model for Grades 2-5
- Combination of:
  - recorded lessons (asynchronous)
  - live instruction (synchronous)
  - small group sessions
  - Paper packets as needed
Learning Management System

SEESAW
Kindergarten
1st & 2nd Grades

Google Classroom
3rd, 4th & 5th Grades
# Assessment & Grading

## Standards Based Grading (SBG)

<table>
<thead>
<tr>
<th>SBG Levels</th>
<th>What does each level mean?</th>
</tr>
</thead>
</table>
| 4.0        | Exceeds Grade Level Standard  
On their own, the student goes above and beyond the grade-level standard. |
| 3.5        | Mastery of level 3, with partial success at level 4 |
| 3.0        | Meets Grade Level Standard  
On their own, the student can complete all parts of the standard successfully. |
| 2.5        | Mastery of level 2, with partial success at level 3 |
| 2.0        | Approaching Grade Level Standard  
On their own, the student knows basic background information. |
| 1.5        | Mastery of level 1, with partial success at level 2 |
| 1.0        | Progressing Toward Grade Level Standard  
With help, the student shows some success of 2.0 and 3.0 material. |

**Why use SBG?**

- Provides a clear picture of skills mastered and what still needs work.
- Promotes opportunities for challenge and enrichment.
- Allows students to monitor their own learning progress.
### K-5 Math Proficiency Scales

**Grade: K**

**(OA.1 supports): Represent addition and subtraction, within 10:**
- Use a variety of representations such as objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or expressions.
- Demonstrate understanding of addition and subtraction by making connections among representations.

<table>
<thead>
<tr>
<th>Score 4.0</th>
<th>In addition to score 3.0 performance the student demonstrates in-depth inferences and applications that go beyond what was taught.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score 3.5</td>
<td>In addition to score 3.0 performance, partial success at score 4.0 content</td>
</tr>
<tr>
<td>Score 3.0</td>
<td>Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving:</td>
</tr>
<tr>
<td>Score 2.5</td>
<td>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</td>
</tr>
<tr>
<td>Score 2.0</td>
<td>Determines a solution that matches their drawing or modeling with objects, but it is incorrect, or the solution is close but incorrect.</td>
</tr>
<tr>
<td>Score 1.5</td>
<td>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</td>
</tr>
<tr>
<td>Score 1.0</td>
<td>With help, partial success at score 2.0 content and score 3.0 content</td>
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</tbody>
</table>

*Drawing need not show details, but should show the mathematics in the problem.*

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**Operations and Algebraic Thinking NC.K.OA.2 (word problems)**

**Grade: K**

- Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving:
  - Add to/ Take From-Result Unknown
  - Put Together/ Take Apart (Total Unknown and Two Addends Unknown)
## K-5 Science Proficiency Scales

### Score 4.0

In addition to score 3.0 performance the student demonstrates in-depth inferences and applications that go beyond what was taught. Suggestions of activities may include (but are not limited to):

- Students can self-select a weather topic to research in depth and present their information in a variety of ways (slides, song, poster, play, etc.).
- Students independently construct a working weather instrument and gather accurate data over a period of time, complete with predictions and conclusions.
- Connect weather events (current or historic) to prior global or regional phenomena (ex. how has global warming contributed to the Australian wildfires)

### Score 3.5

In addition to score 3.0 performance, partial success at score 4.0 content

### Score 3.0

The student will:

- Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns.
- Predict upcoming weather events from weather data collected through observation and measurements.
- Explain how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation.
  - Understand and explain how El Nino and La Nina affect North Carolina’s weather in the next year
  - Understand and explain how the location of the jet stream impacts North Carolina’s temperature in a given season
  - Understand and explain how the Gulf Stream affects North Carolina winters

### Score 2.5

No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content

### Score 2.0

The student recognizes or recalls specific vocabulary such as:
weather, climate, meteorology, temperature, season, precipitation, convection, condensation, evaporation, vapor, clouds, cumulus, stratus, cirrus, cumulonimbus, air pressure, barometer, thermometer, high pressure system, low pressure system, cold front, warm front, stationary front, occluded front, hurricane, Prevailing Westerlies, jet stream, trade winds, land breeze, sea breeze, rain shadow, hygrometer, rain gauge, anemometer, wind vane, Gulf Stream, tornadoes, El Nino, La Nina

Demonstrate understanding of prior years’ standards such as:
2.E.1 Understand patterns of weather and factors that affect weather.
Master Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>K</th>
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<tr>
<td>8:00 - 8:15</td>
<td>Synchronous Learning</td>
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<td>Morning Meeting</td>
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- Screen Free Lunch and Physical Activity
- Asynchronous
  - Small Groups, Independent Work, Conferencing, Pull Out Groups
- Office Hours
<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
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</thead>
</table>
| **Literacy**     | ~30 Min. Live & ~30 Min. Practice  
● Small Groups may take place  
Morning Meeting  
Community and relationship building time. Circles, 2nd Steps and SEL check-ins happen during this time. |
| **Math**         | ~30 Min. Live & ~30 Min. Practice  
● Small Groups may take place  
Students in the DL program will learn in Mandarin  
Lunch / Physical Activity  
11:00 am - 12:00 pm for all grades. Designated sites across the district will have food available.  
Preferred No screen time |
| **Science / Social Studies** | 30 Minute Block.  
DL Classes may alternate Mon/Tues & Thurs/Fri  
Office Hours  
Time for staff to respond to emails plan and meet with teams. |
| **Specials**     | 25-30 Minute Block  
Art  
Music  
PE  
Chinese FLES/Cultural Enrichment  
Asynchronous Learning  
- Independent Practice  
- Small Group  
- Conferences & Meetings  
- Professional Development |
Instructonal Support

Kristen Cho
ESL

Tara Moyer
ESL

Robin Franklin
Math Intervention

Jennifer Ziegler
Reading Intervention

hi

you matter.
Instructional Support

Annabelle Devonport
EC

Denise Cowan
EC

Heath Banks
Gifted Specialist
Student Support Services

William Rathbun, School Counselor
wrathbun@chccs.k12.nc.us

Traci Hewes, School Nurse
thewes@chccs.k12.nc.us

Wendy Johnston, School Social Worker
wjohnston@chccs.k12.nc.us

Patty Moore, School Social Worker
pamoore@chccs.k12.nc.us
**Vocabulary**

- **STEAM²**: Science, Technology, Engineering, Art, Math & Mandarin.

- **Magnet Schools**: schools with specialized themes or instruction. Students enter through a lottery.

- **Project-Based Learning (PBL)**: Student-centered learning approach where students actively engage and learn through real-world experiences.
We are looking to explore PBL tasks in the 2nd quarter and semester.
Gold Standard PBL

Seven Essential Project Design Elements

LEARNING GOALS
- Key Knowledge
- Understanding
- Success Skills

Challenging Problem or Question
Sustained Inquiry
Public Product
Critique & Revision
Reflection
Student Voice & Choice
Authenticity

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Sarah Stephens, Assistant Principal
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919-968-3473
Breakout Sessions

bit.ly/gmesmeet