The Hazelwood School District was impacted in an unprecedented way by the emergence of the novel coronavirus (SARS-CoV-2), the causative agent of COVID-19. The profound negative impact of loss of in-person learning on the well-being of children has been well documented and thus we are preparing for the eventual return of students to school during the 2020-2021 school year.

Since the Hazelwood School District will begin the 2020-2021 school year 100% virtual, and subsequently, as conditions improve, move to a hybrid instructional plan prior to moving back to face to face, our schools will be providing eLearning to all of our students. This need to teach virtually will require our leadership to implement new ways to consistently monitor the instruction provided and the academic progress of our students.

The Academic Monitoring & Instructional Accountability Plan is to ensure that schools have protocols and systems in place to provide our staff the support they need. This support empowers our teachers and staff to successfully provide each student the learning experiences that will be necessary to accelerate their learning. Additionally, this plan will provide the mechanisms necessary to serve both academic and socioemotional needs of our students.

There are 15 sections in this guide. This document is to be used as a supplement to the District Pandemic School Reopening Plan, actualizing instructional practices and procedures outlined in the plan and how they will be monitored. Each section will outline practices and procedures that will be in place that speak to the section topic. The topics (in no particular order) are as follows:

- Assessment (pages 3-4)
- Attendance (page 15)
- Use of Building Aides (BA) & Teacher Aides (TA) (pages 14-15)
- Classwork (page 6)
- English Learners (pages 12-13)
- Grades (page 7)
- Homework (page 8)
- Instruction (page 5)
- Pacing (page 10)
- Professional Learning Communities (PLC) (pages 8-10)
- Projects (page 6)
- Remediation (pages 11-12)
Each section will identify the items that schools must do and following each “must do” are the practices and procedures schools will have in place to ensure monitoring and accountability for the “must do.”
Assessment

**Definition/Overview:** Assessments are an integral component of the learning process. By using assessments, teachers are able to adjust (and improve) their instructional practices, monitor student progress toward goals, and provide feedback to help students improve their learning.

Southeast Middle School teachers will use multiple methods for assessing students during the virtual learning session.

During the week of August 24th, teachers will use short, formative assessments as a ‘check-up’ to determine students’ understanding of priority standards from the 2019-2020 school year. The assessments will be administered via platforms such as Google Forms, Kahoot, Flipgrid, Nearpod, Quizlet, and other platforms. The Professional Learning Communities (PLC) will use the data to assist with pacing for the unit, spiraling of the curriculum to address gaps in learning, and development of lesson plans.

Throughout the virtual learning sessions, teachers will continue to use creative methods to assess student learning.

- Teachers will use weekly formative assessments to monitor student learning, to provide feedback, and to improve virtual teaching practices. Examples of formative assessment could include student responses to a writing prompt posted in Google Classroom or teacher observation of student responses during Google Meet virtual discussion.
- Teachers will also use summative assessment at the end of an instructional unit. An example of a summative assessment could be a district benchmark. Teachers will collaborate in PLC to analyze the data to develop a road map for the next unit, including opportunities to reteach standards not mastered during the current unit.

**How will administrators monitor assessments?**

Southeast Middle School administrators will actively participate in weekly PLC meetings for their respective content areas. To ensure that meetings do not overlap, the Instructional Coach will develop a weekly PLC schedule/calendar.

During the PLCs, administrators will serve as a member of the team by collaborating with teachers to develop Common Formative Assessments (CFAs) and review assessment data. Administrators will also ensure fidelity of the CFA process by scheduling mini-professional development sessions with EdPlus and the Instructional Coach.
Finally, administrators will schedule individual ‘data review’ meetings with teachers. Questions will include but are not limited to the following:

- How well did the class do as a whole on this unit?
- What are the strengths and weaknesses on the standard(s)?
- How did the class do on previously taught and assessed standards?
- What patterns did you notice emerge with different types of questions? (multiple choice, open-ended, etc.)?
- On questions that the majority of students didn’t fare too well on, did students all choose the same wrong answer? If so, possible reasons why that occurred.
- Did students perform at the same level on each question for that standard?
- Did you notice anomalies with the student data? If so, please explain.
Instruction (Includes Electives)

**Definition/Overview:** The process of providing students with experiences (activities) that promote learning of the subject/content/standard.

Southeast Middle School teacher guidelines for instruction:
- Create and maintain a Google Classroom for each class (period).
- Post weekly lesson plans in the SEMS Lesson Plan Shared Drive. Lesson plans should be posted prior to the teacher’s first class on Monday.
- Post daily agenda (learning target, Google Meet code, activities, and success criteria) to the Google Classroom.
- Use Google Meet to provide direct instruction to students on a daily basis. The format of the direct instruction can include whole groups or small groups. The format should be aligned to the daily learning target and lesson plan.
- During independent activities, teachers will remain virtually available to students.
- Teachers will respond to student questions posed during that instructional period. Students’ questions received outside of the scheduled instructional period will be answered within a timely manner (1 school day).

**How will administrators monitor instruction?**

Teachers will add all administrators to their Google Classrooms. When applicable this includes the SSD area coordinator as well. Administrators will conduct virtual walkthroughs and provide timely feedback to teachers on instructional practices. As a member of the PLC, administrators will serve as an instructional resource for teachers during the lesson planning process. Administrators will meet weekly with the Instructional Coach to review virtual instruction and develop mini-professional development workshops to support teachers.

Based on walkthrough data, administrators will solicit teacher approval to use their instruction (recordings) as a model for others. Administrators will encourage exemplary teachers to share their process for creating virtual instruction.
**Classwork**

**Definition/Overview:** Assignments/activities completed during the course of the normal instructional period.

Southeast Middle School teacher guidelines for classwork:
- Aligned to standards and daily learning target(s).
- Posted in Google Classroom with a timeframe for completion.
- Modified to meet Individualized Education Program (IEP) and 504 plans.
- Practical for a student to complete at home, without the typical resources provided at school building.
- Teachers will provide timely feedback on classwork.

**How will administrators monitor classwork?**

Administrators will review virtual lesson plans, conduct walkthroughs, and review teacher gradebooks. During PLC meetings, administrators will review samples of classwork and provide feedback to teachers.

**Projects**

**Definition/Overview:** An individual or collaborative activity designed for a student(s) to demonstrate their understanding of a particular subject/concept/standard.

During the virtual learning session it is imperative that teachers are cognizant of the resources students might need to successfully complete a project. Any teacher choosing to include this activity in their instruction should plan to have 2 to 3 project options for students.

**How will administrators monitor projects?**

For any project requiring more than basic school supplies, the teachers will need to collaborate with the Instructional Coach and evaluating administrator to review the project outline. If the project is approved, the evaluating administrator and teacher will determine a process to get the supplies to the students.

**If a group project is assigned, then it is the teacher’s responsibility to create a lesson plan that allows the group to virtually meet (with the teacher present) during the normal instructional time.**
Grades

**Definition/Overview:** A method for providing feedback to students (and parents) regarding their progress in the class.

Southeast Middle School teacher guidelines for grades:
- Use the HSD approved grading scale for the virtual learning session.
- Provide a description of the assignment in SIS.
- Allow students to submit late assignments within the trimester.
- Update gradebook at least once a week.
- Inform students and parents of missing assignments bi monthly utilizing two way communication via email (SIS) and phone calls or text messages.
- Update the SEMS Distance Learning Progress Monitoring spreadsheet once a week.
- Submit end-of-term grades according to the Hazelwood Academic Calendar.
- Grade all assignments within 48 hours of submission. Student essays may take longer to grade but should take no more than a week.
- If students turn in the work late, the teacher should grade it within 48 hours of submission and record the grade in place of the zero.
- Follow other grading guidelines set forth by the HSD Student/Parent Handbook and Behavior Guide.

**How will administrators monitor grades?**

To ensure grades are reflective of the students’ work, administrators will periodically request samples of work for each grade range (A, B, C, D, and F) during PLC meetings. The team will review the samples to determine if the quality of work and the grade are in alignment.

Administrators will conduct weekly grade checks using a report from Pulse. Based on that report, administrators will meet with teachers not updating their gradebooks to assess the issue and determine the best way to provide support.
Homework

Daily assignments will be given in each virtual class meeting from each teacher. Homework associated with daily assignments will be assigned on a daily basis or class work that is not complete from each virtual class meeting will become homework for the student. Teachers will also provide homework in the form of projects or other reading assignments to help prepare the student for the next virtual class meeting. All classwork or homework assignments will be posted to each teacher’s Google classroom/online platform for parents to see each virtual class meeting.

Professional Learning Communities (PLC)

**Definition/Overview:** A collaborative team of instructional staff engaged in recurring cycles of inquiry and action research to achieve better academic results for their students.

Southeast Middle School teachers will participate in weekly PLC meetings to support the academic development of students.

**How will administrators monitor PLCs?**

To ensure PLC meetings do not overlap, the Instructional Coach will develop a weekly PLC schedule/calendar. During the PLCs, administrators will serve as a member of the team by collaborating with teachers to:

- Reviewing curriculum and pacing
- Identification of Essential (priority/high leverage) standards
- Unpacking of standards
- Developing Common Formative Assessments (CFAs)
- Reviewing CFA data
- Creating instructional plans to reteach and/or enrich student learning

Teachers will share agendas (and Data Cycle forms) to the PLC shared drive.

**PLC Team Agenda**

**Content and Grade Level:**

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<th>ROLE</th>
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<tr>
<td>FACILITATOR</td>
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Meeting Norms:

- We will be fully “present” at the sessions by becoming familiar with materials and by being attentive to behaviors that affect physical and mental engagement.
- We will invite and welcome the contributions of every member and listen to each other.
- We will keep confidential our discussions, comments, and deliberations.
- We value consensus rather than majority rule.
- We will be responsible for examining all points of view before a consensus is accepted.
- We will be involved to our individual level of comfort. Each of us is responsible for airing disagreements during the meeting rather than carrying disagreements outside the sessions and team meetings.
- We will be guided by our commitment to ensure success for all our students.

(Insert Content and Grade Level Here) Agenda
Date:

**Current Data Cycle:**

**Meeting Focus:** (highlight all that apply)

- Review Standards
- Construct Pre-Test
- Evaluate data
- Lesson plan/ differentiation
- Reflect on post-data
- Other (add a description of activity): ____________

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<th>Minutes:</th>
<th>Next Steps + person responsible</th>
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**ADDITIONAL NOTES:**
Administrators will also ensure fidelity of the PLC process by scheduling mini-professional development sessions with EdPlus and the Instructional Coach.

## Pacing

**Definition/Overview:** The process of adjusting teaching to meet the learning needs of students.

Southeast Middle School teachers will assess and modify curriculum/instructional pacing during weekly PLC meetings.

**How will administrators monitor pacing?**

Administrators will collaborate with teachers during PLC meetings to examine assessment data. The data analysis will assist teachers in determining the pacing needs of students. The administrator will also monitor instructional pacing during virtual walkthroughs, lesson plans, and weekly meetings with the Instructional Coach/Instructional Guides.
Response to Intervention (RTI)

**Definition/Overview:** A multi-tiered approach to addressing the academic, behavioral, and social/emotional needs of students.

Southeast Middle School teachers will use academic and behavioral data to refer students to the grade level counselors and/or home school communicator. The school counselors with the support from the home school communicators will collect additional academic, behavioral, and social/emotional data from the teachers, parents, and the student. The school counselor will schedule a virtual Care Team/Student Intervention Team (SIT) meeting. During the meeting, the data will be reviewed, strategies selected, benchmarks established, method for progress monitoring developed, and a follow-up meeting scheduled.

**How will administrators monitor RTI?**

Administrators will continue to be members of the Care Team/SIT process. Administrators will attend virtual meetings and monitor the development of the student support plan. During the implementation of the plan, administrators will conduct virtual observations of students/teachers in class, meet with teachers to review progress monitoring, and work with families.

Remediation

**Definition/Overview:** A process for reteaching non-mastered concepts/standards.

Southeast Middle School teachers will use formative and summative data to remediate instruction. This process could occur during whole group, small group, or during the Academic Excellence period. Math and reading remediation in particular, will be provided to all students. For remediation in the areas of reading and math, students will be assigned to an Academic Excellence class which is the first 40 minutes of each school day. During these 40 minutes, students will receive additional support in the areas of reading and math from teachers who are certified in each of these areas. For classrooms with additional instructional support, the teacher may assign the students to work in groups of 2 or 3 with a Building Aide or Special Education Teacher. This will allow for small group and individualized one-on-one instruction.

**How will administrators monitor remediation?**

Administrators will collaborate with teachers to create student rosters for the Academic Excellence period. Administrators will conduct virtual walkthroughs and provide timely feedback to teachers on small group instructional practices.

As a member of the PLC, the administrators will participate in the review of formative and summative assessment data which will drive the selection of remediation groups. Administrators
will meet with teachers to review progress monitoring data for students participating in remediation groups.

In addition, the administrators will work with the Instructional Coach and Curriculum Coordinators to provide professional development opportunities on reteaching/remediation strategies for struggling students.

Small Groups

**Definition/Overview:** An instructional delivery method in which teachers provide additional teaching and practicing to a targeted group of students.

The small group instructional delivery method is utilized during traditional instruction, as a form of remediation, and during the RTI structure.

**How will administrators monitor small groups?**

Teachers will add all administrators to their Google Classrooms. When applicable this includes the SSD Area Coordinator as well. Administrators will conduct virtual walkthroughs and provide timely feedback to teachers on small group instructional practices. As a member of the PLC, the administrator will participate in the review of formative and summative assessment data which will drive the selection of small groups. Administrators will meet with teachers to review progress monitoring data for students assigned to small group instruction.

English Learners

**Definition/Overview:** Students who are progressing toward English language proficiency and whose native language is not English.

Southeast Middle School English Learner (EL) teachers will collaborate with general education teachers to provide additional instructional support for students. EL teachers will be an active part of the virtual classroom through co-teaching during Google Meets, meeting in small groups with students, and communicating with families. EL teachers provide virtual drop-in hours during the regular school day. This time will be for students seeking additional support on assignments.

**How will administrators monitor English Learners?**

Teachers will add all administrators to their Google Classrooms. When applicable this includes the Special School District area coordinator as well. Administrators will conduct virtual
walkthroughs and provide timely feedback to teachers on instructional practices. As a member of the PLC, administrators will serve as an instructional resource for teachers during the lesson planning process. Administrators will meet bi-weekly with the Instructional Coach and English Learner teachers to review academic progress of students and address any instructional concerns.

Special School District (SSD)

**Definition/Overview:** Specially designed instruction and programs that address the unique needs of students eligible to receive special education services.

Southeast Middle School teachers will continue to meet the needs of students with an individualized education program (IEP) by providing accommodations and modifications to the virtual learning environment. General education teachers will collaborate with SSD teachers and case managers to provide appropriate instructional activities.

**Procedures for integrating SSD into Virtual Mode**

- Special education service providers will communicate and collaborate with regular education teachers to schedule service time in compliance with IEPs.
- Special education service providers will collaborate with regular education teachers to provide appropriate accommodations/modifications for regular education instruction in the virtual model.
- Special education case managers will ensure SSD student profile sheet information is uploaded in SIS so that the regular education teachers know what services/supports required to work collaboratively with SSD teachers to support the students with IEPs.

**What will Occupational Therapy (OT)/Physical Therapy (PT) look like?**

- Service providers will work with the case-manager to provide necessary related instruction/support for students. This also means providing direct scheduled virtual learning sessions. The number of sessions and activities would be proportional to the number of service minutes indicated in the IEP. These sessions could be small group sessions or one-on-one with family permission.
- Office hours will be held daily at varied times throughout the week to support student learning.

**What will speech/language therapies look like?**

- Service providers will work with the case manager to provide necessary related instruction/support for students. This also means providing direct scheduled virtual learning sessions. The number of sessions and activities would be proportional to the number of service minutes indicated in the IEP. These sessions could be small group sessions or one-on-one with family permission.
Office hours will be held daily at varied times throughout the week to support student learning.

Support Staff (paraprofessionals, interpreters, etc.)

- Paras will support instruction as directed by their teachers, including preparing materials, data collection, supporting live sessions and instructing small groups.
- Paraprofessionals will assume the role of teacher as a substitute as directed for teacher absences.
- Interpreters will provide live sign language interpretation of virtual instructional sessions based on student need.
- Interpreters will collaborate with special education service providers and regular education teachers to add sign language interpretation to pre-recorded materials.

How will administrators monitor SSD?

- Weekly meetings with building administration and area coordinator to review essential information and fidelity of services.
- Virtual walkthroughs of Special Education sessions will occur on a biweekly basis using the Virtual Critical 6 Walk-through tool.
- Special education service providers will track student services weekly to ensure compliance with IEPs.
- Area coordinators will offer open office hours at various times of the day throughout the week.
- Area coordinators will seek assistance from Effective Practice Specialists (EPS) or facilitators for teachers needing support with distance learning.
- Area coordinators will check in with new teachers daily and complete a daily log reflecting staff contact and content.
- Area coordinators will meet with teachers no more than once weekly outside the instructional day.

Building Aides (BA) & Teacher Aides (TA)

Definition/Overview: Building and Teacher Aides are instructional support personnel.

Southeast Middle School Building Aide role during virtual learning session:
- After the first 2 weeks, the general education teacher will assign the building aide to facilitate small group virtual instruction with students needing remediation or a smaller virtual environment.

Southeast Middle School Teacher Aide role during virtual learning session:
After the first 2 weeks, the teacher aide will facilitate a virtual resource room for Math teachers. A schedule will be devised to best support the Math Department.

How will administrators monitor Building and Teacher Aides?

Building and Teacher Aides will participate in virtual PLC meetings. The instructional coach and select general education teachers will provide professional development for the aides. The aides will report out about small groups during PLC meetings twice a month. Administrators will conduct virtual walkthroughs and provide timely feedback to teachers on instructional practices during small groups and resource periods.

Attendance

Southeast Middle School teacher guidelines for attendance:

- Complete attendance for each period in SIS.
- Create and post a daily ‘check-in’ activity on their Google Classroom. The activity will occur during the first 10 minutes of the scheduled class. Teachers will use this as one method to track student attendance.
- Record the names of individuals participating in daily Google Meet sessions. Teachers will use this as a second method to track student attendance.
- Submit the names of students not completing the ‘check-in’ activity or attending the daily Google Meet sessions to the grade-level counselor, social worker, and appropriate administrator.

How will administrators monitor student attendance?

Administrators will review attendance reports in Pulse and data received from teachers. Based on a review of the data, administrators and members of the Attendance Team (Home-School Communicators (HSC) and secretarial staff) will meet with students and parents to find out the reason and offer support to help improve attendance.

As an additional layer of support, the administration team is recommending that students with cell phones set an alarm for the start of each period. The alarm will remind students to refer back to that teacher’s Google Classroom for instructions on how the class will proceed for that day. This will assist students regroup after working on individual or small group assignments.

If a student is absent from any virtual class period, this will be noted and a follow up call will occur from the grade-level secretary. If a student continues to miss any virtual class meetings, a referral will be sent to the grade-level counselor and an administrator to check in with the parent concerning the student. If the parent of the student cannot be reached, a referral to the social worker will be made. The social worker and the grade level HSC, then will come out to the home to see what extra supports can be put in place so that the student can continue their learning virtually.