

Hello Elementary Teachers,

We hope you are enjoying your summer and some much-needed rest. This short [video](#) from Canada hopefully helps you feel we are not alone! Recently you received the district's Road to Recovery Plan. Although it is quite lengthy, rest assured we are here to assist you. We have been working and will continue to work to develop resources to support you and your students.

There are far better things ahead than any we leave behind. - CS Lewis

What is the WTPS Hybrid Model?

Monday/Tuesday	Wednesday	Thursday/Friday
In-Person Cohort A	ALL STUDENTS REMOTE	In-Person Cohort B
Remote Learning Cohort B		Remote Learning Cohort A
In-Person Cohort C		In-Person Cohort C
Remote Learning Cohort R		Remote Learning Cohort R

- **Cohort A** will attend in-person instruction on Monday and Tuesday and will be remote Wednesday, Thursday, and Friday.
- **Cohort B** will attend in-person instruction on Thursday and Friday and will be remote Monday, Tuesday and Wednesday.
- **Cohort C** will attend in person instruction Monday, Tuesday, Thursday, and Friday and will be remote Wednesday. Cohort C will include all students in our integrated preschool and preschool disabled programs, self-contained special education programs, as well as our English Language Learners.
- **PSD and Integrated Preschool** is a 4-day a week program, as per usual. However, there will be no instruction on Wednesday instead of Friday.
- **Cohort R** will be completely remote.

What does my hybrid day look like?

- Before student arrival /before 9:00 am: Update Schoology daily agenda page with ...
 - a required personalized video outlining the day/lesson, and
 - all instructional videos and activities scheduled for remote/ in-class learning (Many activities will be designed by summer teams and PLCs throughout the year – Let's work smarter, not harder!).
- During in-person school session:
 - Greeting
 - Implement lessons
- After dismissal:
 - Lunch
 - Monitoring learning of remote students
 - Preparing lessons for the next day
 - Responding to parents/students (Families do not need an immediate response but should expect a response within 24 hours).
 - Attend occasional meetings and/or PLC planning

What does All-Remote Wednesday look like for the classroom teacher?

- Update prepared Schoology daily agenda page with practice activities remotely
- Conduct a required non-instructional synchronous check-in with your entire homeroom class
- Schedule a required virtual office hour to provide additional support to students/families
- Conduct optional synchronous small group instructional sessions
- Plan lessons for future sessions
- Participate in meetings such as I&RS, CST, etc.

What does my All-Remote Wednesday look like for the students?

- Complete activities that become part of a routine and do not require immediate feedback
- Complete special area lessons/activities
- Complete Spanish/World Language lessons
- Engage in virtual small group instruction as scheduled (e.g. Differentiated instruction, ELEMEnTS, BSI, Instrumental music, etc.)
- Engage in a classroom synchronous weekly check-in with homeroom on Webex or TEAMS
- Students schedule with teachers to engage in Office Hours for optional assistance.

What are key things I should do on the first few days of school with kids?

- Develop class routines, traditions, and personal relationships
- Explicitly teach school safety procedures
- Create and reinforce favorable conditions for learning to occur
- Explore remote platforms and practice using devices

What assessments will be administered at the beginning of the year?

- **BSI Staff:** Assess individual reading levels for all K-2 students and BSI students in 3-5
 - K: Snapshot (if not completed)
 - 1st: Snapshot from spring (as needed); Reading level assessment (TBD: Columbia or DRA)
 - 2nd: Reading level assessment (TBD: Columbia or DRA)
 - 3rd - 5th: 1:1 oral Columbia for BSI students and remote learners
- **Classroom Teachers:** No earlier than the second week of school:
 - Grades 2-5: Administer the STAR assessment in ELA and Math
 - Grades 3-5 ELA teachers: Administer the written Columbia assessment
 - Grades 3-5 ELA Teachers SCLD/RC: Administer IRLA and determine SONDAY level

What is in place to make lesson planning easier in general?

- A plethora of new resources – see the new resources listed in this email.
- PLCs will be formed by content area(s) in all grades to create, develop, and share plans /resources weekly
- Resource sharing on Schoology
- Prepared videos to use with your students

What platform am I using to accomplish teaching in-person and remotely? How does this work?

Imagine Schoology being used as a daily list and repository for all learning activities for each day. During in-person teaching and learning, the resources may only serve as guide for the teacher and a student response system for the students. For example, the teacher will deliver the mini-lesson in person and provide time for questions, modeling, and scaffolds. Whereas, the mini-lesson will be a pre-recorded video or screencast (district or teacher developed) for the students on remote learning. This pre-recording is really like a rehearsal for the lesson – many will already be made for you. As each lesson progresses, students will engage in traditional/digital resources and record their responses on Schoology. This will happen in both settings. In other words, the majority of the in-person lesson will mirror the remote lesson. The in-person lesson allows more time for questions, modeling, and differentiation. Whereas the remote lesson allows more time for independent practice.

What new resources are available?

- **1:1 Devices:** All PreK-2 students will have an iPad and all students in grades 3-5 will have a laptop
- **Schoology, Schoology, Schoology!!** This will be the main tool used by all elementary teachers. If you haven't been trained, don't worry. Trainings are being offered enabling all teachers to utilize the resource by mid-September.
- **Foundations** – [Fun Hub](#) (videos and interactive tools for free if you enter the code in your teacher manual!)
- **Zaner-Blozer Handwriting:** [Free resources](#) and [worksheet maker](#)
- **Wit & Wisdom InSync** – Daily recorded lessons to use with students and more! [Free Training Overview HERE!](#)
- **Nearpod** enhanced– Check out the new recording features! There is now an option for inserting student open ended or multiple-choice formative assessment into videos or lessons.
- **Mystery Science** – Coming to Kindergarten!
- **TCI**- Interactive-online [Social Studies Alive!](#) Program K-5
- **NgConnect** updated HTML platform that includes student accounts
- **First in Math** – [FIM](#) is coming to Kindergarten!
- **ConnectED** Kindergarten teacher and individual student accounts
- **American Reading Company School Pace Connect:** Classified students using the ARC program will have access to pre-recorded videos for students and teachers, bookshelf, online tool kits and IRLA, and more!
- **Math Mat Resource Packs** for each student for use with math lessons
- **IXL**- Coming to Special Education replacing Aimsweb Plus
- **Boom Cards:** Membership and curriculum licenses for Special Education Teachers and Related Service Providers
- **K-2 Individual Tool Kits:** : In addition to iPads, the district is providing students in grades K-2 with bags of common tools to help balance screen time with fine motor/ hands on learning.
- **Screencast-o-matic:** A subscription for each teacher to make the best videos!
- **Pre-recorded videos:** A virtual library of pre-made recordings that highlight key standards for remote learning. Teachers may share these videos with students, or use them as a model for recording personalized videos:
 - K-2 writing minilessons for key priority standards
 - EM4 math lessons (K-5)
 - Ng Connect Science
 - Wit and Wisdom InSync daily lessons
 - Foundations routines (e.g., Sky writing, tapping, etc.)

How will I assess student growth? How does this convert to grades?

- Limited and targeted assessment in school.
- Benchmark testing
- Formative assessment of student work will be embedded routinely as it relates to performance/ mastery of focus standards/skills.
- Primary standard-based report cards will continue in K-2
- A summer committee of intermediate grade teachers were in favor of a transition to a standards-based format for the fall. Committee members are designing more guidance for staff during the month of August, working toward the creation of standards-based report cards for Grades 3-5

How will specials work?

- Special area teachers will instruct each class for 30 minutes in an 8-week cycle. In other words, they will deliver instruction to the same 5-6 classes of students for the entire cycle. This will reduce the number of classrooms each special area teacher will need to visit throughout a two-week period. Special area teachers will also send out remote learning lessons/activities for all students who do not attend their in-person lesson.

How will remote learning be different than last year?

- All teachers are asked to use pre-recorded daily video outlining the learning for students each day.
- Wednesday: Scheduled teacher-led synchronous class meetings for non-instructional purposes with all students. Webex or Microsoft Teams may be used.
- Shared lessons through PLC's and teachers acting as team to develop and share content area instruction across all elementary schools. Schoology is a valuable tool for this purpose.
- All teachers are encouraged to conduct live synchronous meetings.

What direction in planning will I have to help me with all cohorts of students?

- Click [Here](#) for Kindergarten
- Click [Here](#) for Grades 1 and 2
- Click [Here](#) for Grades 3-5
- Click [Here](#) for additional Special Education Information