Instructional Plan

Olathe Public Schools

Olathe Public Schools USD 233

Students prepared for *their* future

2020 - 2021

Table Of Contents

This document contains the Olathe Public Schools Instructional Plan for PK-12 students. This plan outlines Olathe Public Schools expectations for on-site learning, based on the Olathe Educator Standards, and expectations for Systemwide Online Learning (see Glossary of terms for definitions).

The following glossary provides a brief definition of key terms and concepts referenced throughout this document.

Daily Lesson Essentials. The Olathe Public Schools foundational elements for designing a lesson.

Formative Assessment. An assessment for learning used to advance and not merely monitor each student's learning; the assessment informs the teacher regarding the effectiveness of instruction and the individual student regarding progress in becoming proficient. In a PLC, collaborative teams also use common formative assessments to (1) identify students who are experiencing difficulty in their learning, (2) provide those students with additional time and support in a way that does not remove them from new direct instruction, (3) give them additional opportunities to demonstrate their learning, and (4) inform and improve the individual and collective instructional practices of the team.

Guaranteed and Viable Curriculum. A curriculum that (1) gives students in the same course or grade level access to the same essential learning regardless of who is teaching the class and (2) can be taught in the time allotted (Marzano, 2003).

Hybrid Learning. This schedule would only be enacted if in-person learning isn't possible and a staggered schedule is necessary to limit the number of students in our buildings. Students will learn through a blend of on-site and home learning environments utilizing a rotating schedule (follow an AA, BB - attending school two consecutive days of school each week).

"I can" statements. Learning targets translated into student-friendly language and usually arranged in a checklist format by teacher teams. "I can" statements are used to clarify essential learning expectations and enable students to assume responsibility for and monitor their own work.

Learning Target. "Learning targets represent the individual concepts and skills embedded within each standard" (Mattos, DuFour, DuFour, Eaker, & Many, 2016, pp. 75–76).

On-Site Learning. Students will learn onsite and follow Olathe's health and safety guidelines.

Priority Standards. The knowledge, skills, and dispositions that have endurance and leverage, and are essential in preparing students for readiness at the next level (Reeves, 2002); the most essential learning or outcomes.

Professional Learning Community (PLC). An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Remote Learning. Students will learn through an online learning environment. Parents can choose to enroll their student in Remote Learning during enrollment.

Social Emotional Online Learning. Observe, listen to, and proactively support the needs of all children, families, and educators, while continuing to build social, emotional, and behavioral skills.

Summative Assessment. "An assessment of learning designed to provide a final measure to determine if learning goals have been met within the designated time frame (Ainsworth & Viegut, 2006)."

Systemwide Online Learning. If Olathe Public Schools was not able to continue in-person instruction, we would implement the guidance in this document to continue instruction in an online environment.

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Priorities: Implement from Day One

Systemwide Online Learning or Hybrid Learning

Topic	What needs to be included?	Ready?

Orient to Systemwide Online Learning Environment	☐ Teachers will orient students to the Systemwide Online Learning environment:
	  ☐ How do students log into Student Vue?
	  ☐ How do students access assignments?
	  ☐ How do students access content?
	  ☐ How do students submit work?
	  ☐ How do students access the LMS?
	☐ Teachers will share contact information, communication plan and expectations with students and parents/guardians through Synergy.
	☐ Teachers will respond to parents/students within 24 hours Monday - Friday.
	☐ Teachers will ensure that students and parents/guardians understand what software/technology is required for the class/course/level in order to successfully complete course work.
	☐ Teachers will ensure students and parents/guardians know the process for obtaining district help (call Help Desk 913.780.8058) to troubleshoot any tech issues that may arise. The Help Desk will route you to the appropriate person/department to support you.	

Learning Management System	☐ Synergy is the Olathe Public Schools Learning Management System.	
Technology Guidance	**Requesting Technology Support** ☐ Teachers, students, and families will call the Help Desk if needing support. The number is 913.780.8058. ☐ Principals and teachers should make it known to students and parent/guardians that tech support is provided to assist with school-owned devices. **Usernames and Passwords** ☐ Staff should provide usernames and passwords to essential technology programs (previous and new) that students require access to. ☐ Staff should develop a plan to distribute that information to students and parents/guardians. Staff should keep in mind the privacy of your students. ☐ Staff should inform students and parents/guardians on how to access Class Link and its purpose. ☐ Staff will teach students how to access StudentVue, access course content/assignments, how to communicate in Synergy, how to check their email, and how to access the LMS in Synergy. If we go to Systemwide Online Learning, or a Hybrid learning environment, staff will need to have a weekly agenda posted by 3pm on Fridays with the objectives for the following week. This will be taught during District Pre-Service.	
Zoom	☐ Based on staff feedback, we will open Zoom for you to use as it works best to support instruction and student Learning. This is a change from what was shared during district Professional Development. Please take time to review this _Zoom Best-Practices_ guide. Options you can use with students in Synergy TeacherVUE include polls, chat, annotation tools, and whiteboard. _UPDATE on 8/31/2020_	

Priorities: Implement from Day One

Systemwide Online Learning or Hybrid Learning

| Topic	What needs to be included?	Ready?
Priority Standards	☐ Due to the uncertainty of this year, and the possibility of moving from different learning environments (on-site, hybrid, Systemwide Online Learning), we will focus on Priority Standards from day one. Please use this link to access the Priority Standards: https://www.olatheschools.org/Page/10436.	
Communication with Students and Families	☐ Teachers will communicate with students and families via Synergy and/or Microsoft Outlook. Teachers can utilize multiple functions within Synergy to communicate with students and families.	
Report Attendance	☐ Attendance will continue to be taken in the Synergy platform.	
Summative Assessments	It is important for teachers to understand that assessments will have to be viewed differently than in the past. If we were to implement Systemwide Online Learning, there is no control over adult-support/help or the assistance of additional devices at home. There will be no lockdown browser or other ways to monitor students at home. Assessment practices will need to lean into this reality and be considerate of options more in line with students sharing their process more than their product. Consider projects, problem solving, journaling, oral assessments, group assessing, etc. **Questions to Reflect Upon:** ☐ Have you determined what proficiency would look like? ☐ Have you allowed for student choice in showing what they learned? ☐ How have you differentiated to take into consideration the varied needs of all students? ☐ Have you discussed common assessments in your PLC? ☐ Have you discussed common rubrics in your PLC? ☐ How have you made necessary accommodations? Modifications? ☐ How will Gen. Ed. and SpEd teachers both access the assessment? Collaboration is key. ☐ Have you considered the impact on future learning?	

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Systemwide Online Learning or Hybrid Learning

Topic	What needs to be included?	Ready?
Summative Assessments in Multiple Formats	**Ideas for student assessment:** Assessment practices should focus on priority standards and on student process and less on product, but products may include: **Considerations:** • Projects • Problem Solving • Journaling • Oral Assessments (in person-to-person or via video recording) • Performance: Students are required to give some form of performance, e.g. concert, play, dance, etc. • Online Discussion Board: Students are assessed on the basis of their contributions to an online discussion for example, with their peers.	

Special Services Expectations	Olathe Public Schools must ensure that each student with an exceptionality also has equal access to the same opportunities, including, to the greatest extent possible under these unprecedented circumstances, a free appropriate public education (FAPE). School districts must provide a FAPE consistent with the need to protect the health and safety of students with exceptionalities and those individuals providing education, specialized instruction, and related services to these students. FAPE may include, as determined by the IEP team, special education and related services provided in-person, or through continuous instruction during the 20-21 school year.
	
	 The child's IEP Team should think about the definition of specially designed instruction, in the context of the child's educational setting as selected by the parent during enrollment for the 20-21 school year. "Specially designed instruction" means adapting, as appropriate to the needs of each exceptional child, the content, methodology or delivery of instruction for the following purposes: (1) To address the unique needs of the child that result from the child's exceptionality; and (2) to ensure access of any child with a disability to the general curriculum [in-person or continuous], so that the child can meet the educational standards within the jurisdiction of the agency that apply to all children. K.A.R. 91-40-1(lll).
	
	 The child's IEP Team should also think about related services in the context of the child's educational setting as selected by the parents during enrollment. Related services are developmental, corrective, and supportive services required to assist a child, who has been identified as a child with an exceptionality, to benefit from special education services. K.A.R. 91-40-1(ccc).
	
	 Special education and related service providers who support students on-site or in Systemwide Online Learning will be expected to continue responsibilities in full for the following tasks:
	
	 ☐ Serve as the liaison for the family and the IEP Team
	
	 ☐ Evaluation and Re-evaluation timelines
	
	 ☐ IEP requirements
	     ☐ Progress Monitoring
	     ☐ Progress Reporting
	     ☐ Initial, annual, and re-evaluation meetings
	     ☐ Finalizing IEP documents and uploading to the Synergy SE system
	
	 ☐ Service Delivery (as outlined in the IEP)
	     ☐ Knowledge and application of Synergy LMS to share and respond to content, as needed
	
	 ☐ Collaboration with staff and general education team members regarding IEP implementation
	
	 ☐ Supervise and support paraeducators	

Checklists
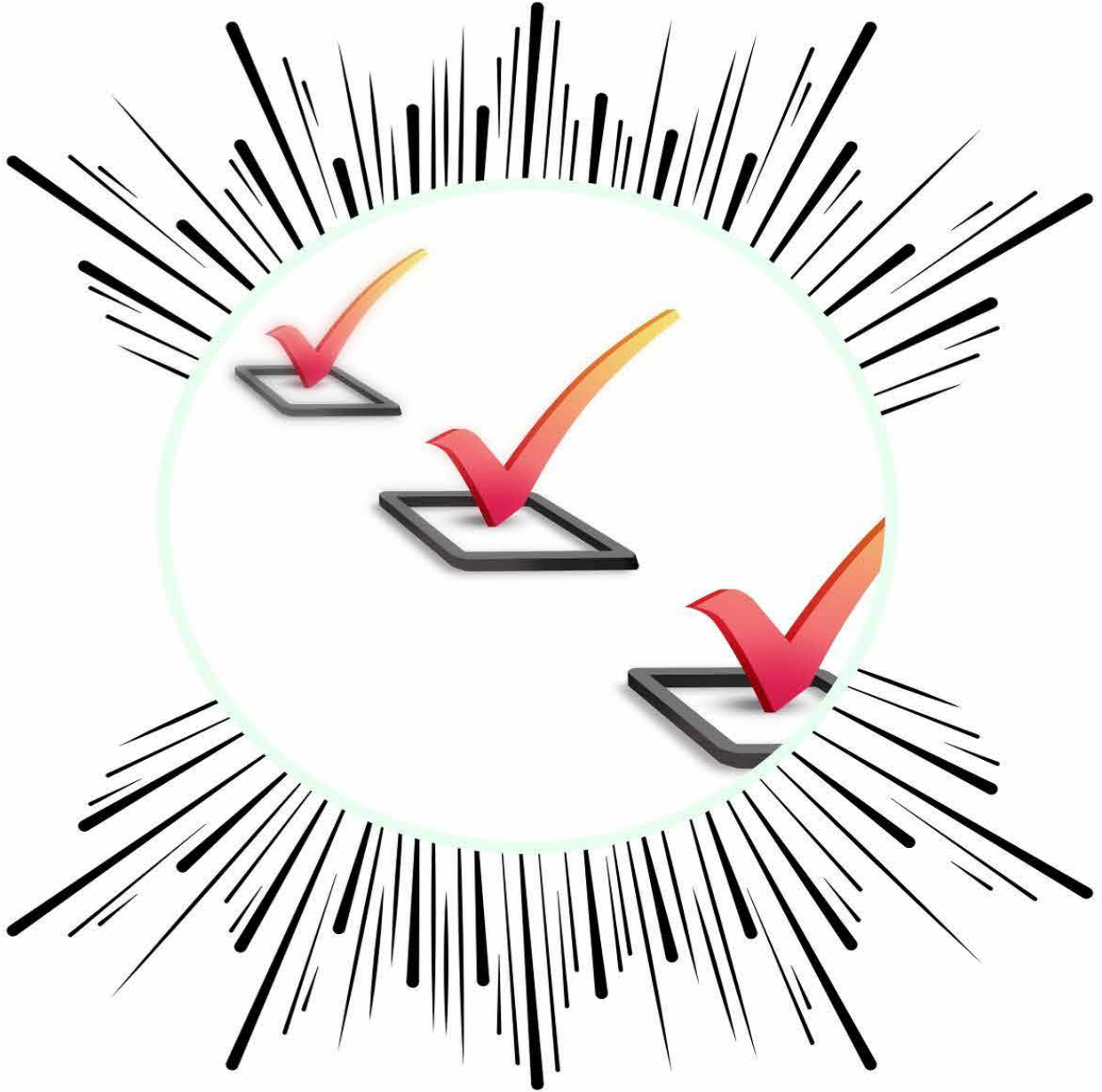
Checklist for Positive Relationships

Olathe Expectations	Ready?
These are outlined in our Olathe Educator Standards (Educator Standards 3.1, 3.2, 3.3) and should be a part of everyday practices.	

☐ Building and maintaining relationships is key to learning and academic success. Relationship strengthening should be a part of daily student contact. ☐ Collaborates with students to establish and model a positive climate, respecting varying backgrounds, diversities, and needs. ☐ Establishes a climate consistently honoring individual differences free of derogatory comments, actions, and responses. ☐ Intentionally utilizes positive and supportive language, dignifying students both publicly and privately. ☐ Fosters open communication with all students both individually and in groups. ☐ Connects students' interests and backgrounds in interactions. ☐ Consistently maintains an environment which promotes genuine caring and respect with and among students. ☐ Promote positive relationships between you and your students and between students in your class.	

Systemwide Online Learning or Hybrid Learning Expectations	Ready?
In addition to everything above, add the following...	

☐ Use Synergy, Microsoft Outlook, and/or Zoom to share information that strengthens positive relationships with students. ☐ Communicates with all students daily (e.g., video updates, emails, student check-ins, team building opportunities) to check on their social-emotional well-being.	

Checklist for Objectives

Olathe Expectations	Ready?
These are outlined in our Olathe Educator Standards (Educator Standards 2.5 2.9) and should be a part of everyday practices.	

☐ Break Priority Standards into learning targets to determine your students' needs. Prioritizing learning targets for each priority standard to be sure essential concepts and skills are met.

☐ Students should be made aware of the objective/learning target/essential question/I can statement.

☐ Write the objective/learning target/essential question/I can statement on the board or on your screen. Share verbally at the beginning of the lesson.

☐ Clearly communicate how students will demonstrate understanding and involve students in reflection of their learning.

Systemwide Online Learning or Hybrid Learning Expectations	Ready?
In addition to everything above, add the following...	

☐ Provide ongoing opportunities for students to self-reflect on their progress on I can statement/ essential question/learning target.

☐ Intermittent time out of school will require a focus on the Olathe Public Schools Priority Standards outlined on the Learning Services website under Online Learning and Priority Standards.

☐ In an online environment, list the objective/learning target/essential question/I can statement on any assignments you provide and mention it in videos or classroom Zoom meetings.
https://www.olatheschools.org/domain/3131

Checklist for Procedures and Routines

Olathe Expectations	Ready?
These are outlined in our Olathe Educator Standards (Educator Standards 2.6, 3.4) and should be a part of everyday practices.	

☐ Modifies and utilizes appropriate instructional time for teaching content, incorporating smooth pacing, transitions, and active student engagement for the entire period.

☐ In collaboration with students, proactively establishes positively stated expectations, rules, procedures and routines that contribute to a smooth functioning instructional environment.

☐ In collaboration with students, clearly teaches, models, and practices expectations, rules, procedures, and routines, re-teaching and reviewing regularly.

☐ Consistently uses and adapts effective classroom management strategies.

☐ In collaboration with other staff, students, and parents, develops and adapts supports for positive behavior.

☐ Consistently implements district and school policies.

Systemwide Online Learning or Hybrid Learning Expectations	Ready?
In addition to everything above, add the following...	

☐ Use of Synergy as the starting place to access all resources/content.

☐ Use of Synergy or Microsoft Outlook to communicate with students and/or families.

☐ Set routines for students to help with stability and lesson anxiety.

☐ Create checkpoints for student work so students are less likely to fall behind.

Checklist for Formative Assessment
(Providing Feedback to Students)

	Ready?
Olathe Expectations These are outlined in our Olathe Educator Standards (Educator Standards 2.5, 2.9, 2.13, 2.14, 2.15) and should be a part of everyday practices.	

☐ Timely feedback.

☐ Clear and concise.

☐ Focused on strengths and areas for growth.

☐ Includes next steps.

☐ Analyzes formative assessments to guide instructional decisions and evaluate lesson/unit effectiveness.

☐ Student-friendly feedback.

☐ Feedback that guides the learning process (productive, written, oral, non-verbal comments on what is done well and suggestions on how to improve).

☐ Engages students in self-monitoring of progress.

	Ready?
Systemwide Online Learning or Hybrid Learning Expectations In addition to everything above, add the following...	

☐ Feedback in multiple formats.

☐ Students submit their work in Synergy LMS.

☐ Teacher provide feedback to students on any submitted work.

☐ Allow for differentiation of student responses.

☐ Provide differentiated feedback.

Checklist for Active Engagement

The Olathe Public Schools foundational elements for designing a lesson are a part of the Olathe Educator Standards 1, 2, and 3. A key part of everyday planning is asking how you will actively engage students in the acquisition, meaning making, and transfer of new knowledge.

Olathe Expectations	Ready?
These are outlined in our Olathe Educator Standards (Educator Standards 2.5, 2.7, 2.8, 2.11, 2.12) or are expectations and should be a part of everyday practices.	

Research-based Strategies

☐ Use a variety of research-based instructional practices which support learning goals and student needs.

☐ Utilizes a variety of specific strategies and adapts lessons to actively engage students (including student response techniques, every pupil response, cooperative learning, questioning techniques, appropriate wait time, technology tools, etc.).

Differentiation

☐ Review and plan for the accommodations and modifications needed for students in your classroom.

☐ Provide voice and choice for students.

☐ Provide modeling and examples for students who may require assistance to understand verbal and/or written directions.

☐ Work with SpEd staff, ELL staff, Paras, Counselors, Psychologists, etc..., to support your students.

Instructional Technology

☐ Utilizes multiple district resources and technology in planning and delivering instruction to enhance learning, engage students, meet individual needs, and enable students to become consumers of knowledge in the real world.

Systemwide Online Learning or Hybrid Learning Expectations	Ready?
In addition to everything above, add the following...	

☐ Break learning activities into smaller parts and give students time to self-pace.

☐ Provide resources to students in a variety of media formats to meet learner needs.

☐ Flip instruction or ask students to complete assessments outside of class time so face-to-face feedback (including individual student conferencing) for the standard is provided during class time.

☐ Utilize Zoom to meet virtually.

Checklist for Summative Assessment

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

Olathe Expectations These are outlined in our Olathe Educator Standards (Educator Standards 1.2, 2.9) or are expectations and should be a part of everyday practices.	Ready?
Below are the general guidelines teachers should use when grading: ☐ Effective assessments help students focus their learning on the most important outcomes of a course. ☐ Clearly communicates how students will demonstrate understanding and involves students in discussions/reflection of their learning. ☐ Convey high expectations to all learners through instructional goals, activities, and interactions in the learning environment. ☐ Engage all students in setting personal high expectations. ☐ Focus assessments on Priority Standards.	

Systemwide Online Learning or Hybrid Learning Expectations In addition to everything above, add the following...	Ready?
☐ Focus assessments on Priority Standards. ☐ You will have summative assessments and can be in multiple formats. See below for ideas: 　◉ Performance Assessment 　◉ Project Based Learning 　◉ Discussion Boards 　◉ Rubrics 　◉ Presentations 　◉ Portfolio ☐ Utilize flexible formats in order to allow students to take the assessments on their own time. (The teacher directed time is better utilized with instruction.)	

Technology Resources

Opportunities to increase ongoing, personalized professional learning.
The emphasis is on flexibility to meet the learning needs of each individual teacher.

Technology Resource Guidance

OPS Instructional Technology supports the district by providing resources, professional learning, and integrated technology support. These services help educators transform teaching and learning through the use of digital-age technologies to increase student achievement and promote students' abilities to learn effectively and live productively in an increasingly digital world.

Synergy Video Tutorials

Learning success begins with streamlined platforms for both elementary and secondary levels. Olathe Public Schools has chosen Synergy as our Learning Management System to provide consistency for our parents/guardians and students. The table below provides video tutorials for Synergy to support you in implementation.

You can access Synergy Video Tutorials on our district's Microsoft Stream. Here is a direct link: https://web.microsoftstream.com/channel/28e6b37b-c82f-46f4-94a3-875c6cb5a24e

Tool	How to Video
How do I log into Synergy?	https://bit.ly/3jaGxKG
How do I access New Gradebook?	https://bit.ly/2Oz4vBq
How do I create an assignment?	https://bit.ly/2DJGkP0
How do I create Content?	https://bit.ly/3j7VXzs
How do I add files?	https://bit.ly/2WuANSx
How do I add a video?	https://bit.ly/3fCoVFy
How do I add an audio clip?	https://bit.ly/3hbI8ht
How do I create a rubric?	https://bit.ly/2DQF7oF
How do I add a rubric?	https://bit.ly/3j9ADJZ
How do I create a video?	https://bit.ly/2Oz9TEt
How do I embed content?	https://bit.ly/3h88Nf8
How do I embed a OneDrive file?	https://bit.ly/2ZBO6T9
How do I embed a Google Drive file?	https://bit.ly/394q46c
How do I distribute assignments through Google, Microsoft, or Synergy's Dropbox?	https://bit.ly/3jcXzb6
How do I add text?	https://bit.ly/30kPbOa
How do I use the toolbar at the top of the Content Page?	https://bit.ly/3h4Wpg3
How do I insert images?	https://bit.ly/39bnziI
How do I communicate with students and parents?	https://bit.ly/33WN0DP
How do I view from the student and parent perspective?	https://bit.ly/33TKRsJ
How do I use the content bank?	https://bit.ly/2Fk2Oq1
How do I use the student workload?	https://bit.ly/2Ca1dC9
How do I push content without a grade?	https://bit.ly/39608Hf
How do I use the portfolio feature?	https://bit.ly/2WosSpG
How do I add standards?	https://bit.ly/3jdyE7i
How can I grade using a rubric and provide feedback?	https://bit.ly/3fDxJuT
How can I share assignments with individual students/ small groups or excuse students?	https://bit.ly/2WrEw2X

Learning Services Website

A one-stop shop for all things Learning Services.

Learning Services Website

Learning Services exists to Prepare Students for *Their* Future by empowering students, teachers, and school communities. The Learning Services team supports the district core beliefs and focuses on serving educators and students around Strategic Goal 1: High Academic Expectations for All and Strategic Goal 2: Behavior and Social-Emotional Development for All. As a means to support you, Learning Services has created a Learning Services website to allow for a one-stop location for all things Learning Services. The website provides the following resources to support staff:

1. About Us: Find quick information about who can support you in Learning Services.
2. AIM for Excellence: Find the links to the bi-weekly newsletter sent by Dr. Yeager. This newsletter provides updates from all departments in Learning Services.
3. Professional Learning: You will find access to On-Demand PD, Frequently Asked Questions, Leaders for Learning, New Educators, and the vision, beliefs, and opportunities for Professional Learning.
4. Instructional Technology: You will find access to a request for support form and video trainings on a 1:1 Environment, Apple tools, Google tools, Microsoft Tools, Nearpod, Flipgrid, Synergy, and Zoom.
5. Academics: You will find access to content specific resources created by Curriculum Coordinators and Olathe Public Schools staff.

Link to website: *olatheschools.org/learningservices*

Topic	What's included?	Ready?
Consistent Expectations	If Olathe Public Schools was not able to continue in-person instruction, we would implement the guidance in this document to continue instruction in an online environment. We will continue to focus on key concepts, knowledge, and skills.	
Video Trainings	All Olathe Public School staff can access video trainings under Instructional Technology to help support you and your students.	
On-Demand Professional Learning	Access ongoing professional learning opportunities on the Learning Services website under Professional Learning and "On-Demand PD."	

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