



Center Moriches UFSD

GRADES K-5 INSTRUCTIONAL PLAN



Clayton Huey Elementary School

Center Moriches Union Free School District

Instructional Plan K-5

2020-2021

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Center Moriches UFSD - Commitment to Equitable Instruction and Practices:

The Center Moriches UFSD is committed to equitable instructional practices and commits to providing access for all students and families to the required resources and support necessary to be successful regardless of circumstances. This includes, but is not limited to, laptop computers, WiFi access, supplies, equipment, counseling, mental health support, direct in-person contact, flexible accommodations (where appropriate), and any other reasonable assistance based on circumstances beyond a student's control. To that end the District has committed to the following practices and action steps:

1. The District places a priority on Diversity, Equity and Inclusivity through:
 - Establishment of a standing Board of Education Committee on Diversity, Equity and Inclusivity (DEI) to ensure we incorporate best practices to meet the needs of all students.
 - Continuing participation in the Long Island Consortium for Excellence and Equity to improve school culture, climate and educational outcomes for all students.
 - Building upon the tenets of the International Baccalaureate Learner Profile which place a focus on being caring and open minded contributors in an increasingly diverse and globally interdependent world.
 - To ensure equity of access, at times when instruction is presented in a synchronous instructional model, learning activities and content will be posted for future student access and viewing.

2. Support educational programming with a balanced focus on the academic, social and emotional needs of students regardless of learning environment; in person, hybrid and remote:
 - The District will provide appropriate technology resources, including devices, wireless access and support to any student or family to ensure equity of access.

 - The District will continue to develop our Social Emotional Learning (SEL) program and practices which will include the following: Mental Health Professionals available to provide counseling and support for students and families, and frequently communicated resources from the Counseling Center.

3. Utilize multiple modes to ensure equitable access to all District communication and information:
 - The District will provide all documents in the native language of all families and provide appropriate outreach and support in the native language of each family.

 - The District will continue to request feedback from all stakeholder groups and review the instructional plan on a regular basis to ensure that teachers and students are engaging in best practices and have the appropriate supports to ensure success.

Distance Learning/Hybrid Model Expectations and Assurances

- All Center Moriches UFSD Teachers will deliver instruction aligned to the Next Generation Learning Standards in a scope and sequence that delivers a full and rich curriculum.
- Teachers will teach to ALL students on their roster regardless of the mode of delivery, in-person, hybrid or distance learning.
- Teachers will deliver instruction through a live-synchronous model and/or through an asynchronous model.
- The optimal method of Instructional Delivery is Live-Synchronous Instruction with videos posted subsequently to ensure equity of access for all students. As teacher-student engagement and connectedness is a key to the success of a hybrid/remote learning environment, CMSD Administration strongly supports/recommends this method.
- For teachers who implement an asynchronous method of delivery, the minimal expectation is that students in both the hybrid and remote learning models will have access to the same content, engage in student centered learning experiences and have the opportunity to demonstrate both proficiency and mastery in their assessments and performance tasks.
- In the asynchronous model, teachers will post video lessons/content for distance learning cohorts prior to the in-person instruction taking place daily within the classroom to ensure equity of access. These video lessons may include teacher created video content and appropriate video content that is in alignment with the curriculum and consistent with the live in person instruction of that day. Additionally, distance learning instruction for students who elect full-time distance learning will be accounted for in remote instruction assignments and extended office hour support.
- Students will be expected to engage in all learning experiences and activities to the extent possible
- Teachers will include building-level administrators as co-teachers to their Google Classrooms.
- Administration will provide teachers with access to necessary equipment for carrying out the execution, teaching, for distance-learning cohorts and will ensure that every student is (at home and in-class) equipped with a chrome book or other personal device with which they can access lessons.
- Administration will provide professional development support and collaborative time for teachers to develop their skills in the hybrid and remote learning environments.

I. Instructional Plan Overview

- A.** Clayton Huey Elementary School will follow the guideline, as per the Center Moriches Reopening Plan, Section XII Teaching and Learning.
- B.** All students will receive instruction in their core content areas. Clayton Huey Elementary school will also provide opportunities for students to participate in specials (art, physical education, music, FLES), whether in the Hybrid model of learning or the Distance model of learning.
- C.** In-school and distance learning lessons will be managed using Google Suite applications (Google Classroom, Google Sites, Google Assignments, etc.), Zoom Meetings, as well as age appropriate learning applications (Seesaw, Flipgrid, eSpark, etc.). These systems will be utilized on a daily basis and contain instructional resources and direct links to all learning applications deemed appropriate for the support of student learning. Guidelines of these applications will be offered to all families and care providers in the effort to support student learning.
- D.** All lessons will be based on NYSED Next Generation Learning Standards and will provide meaningful and authentic work. All essential NYS learning standards will be covered in the core subject areas (ELA, Math, Social Studies, & Science). Clayton Huey Elementary School will provide multiple ways for students to participate in learning and demonstrate mastery of the learning standards for each core subject.
- E.** Clayton Huey Elementary School will provide opportunities for teachers and students to interact during remote learning days via the following methods. This includes, but is not limited to:
 - 1. Teacher Office Hours - Live Zoom/Google Meets Conferencing
 - 2. Wednesdays will be scheduled by the teacher with 45 minutes of direct contact time.
 - a) Between the hours of 2:40 and 3:15pm, Monday, Tuesday, Thursday, Friday
 - 3. Scheduled Teacher/Student(s) check ins (virtual or in-person)
 - 4. Asynchronous Communication - email, surveys, exit tickets, etc.
 - 5. Providing feedback and support using any of the methods listed above.
 - 6. Additionally, AIS teachers and Substitute teachers will be available periodically throughout the day, on a digital platform, to provide support to students when they do not have direct access to their classroom teacher.

- F. Students will be required to check in everyday for attendance purposes, whether in person or digitally. Teachers will be required to notify the building administration if a student stops engaging or interacting with the teacher, whether in school or person.

- G. In the event that a student has limited or no accessibility to the internet, the teacher will prepare and provide paper packets and any other instructional materials for students. Teachers will ensure that the materials that students receive are appropriate and aligned with the NYSED Next Generation Learning Standards. Packets should not be utilized in the sense of “busy work.” If packets and worksheets are to be used, they should demonstrate learning and comprehension for the student, allowing them the ability to complete the work on their own and ready themselves for in person instruction, if applicable.

II. Instructional Schedule

A. Hybrid (In-Person and Distance Learning) Schedule

1. Students will have an opportunity to meet with their teacher twice a week for in-person instruction.

2. While students are learning from home, they will follow a schedule where they will be able to interact with the teacher on a daily basis. The schedule will be flexible to accommodate the needs of the student and family issues that may ensue.

3. Students will be required to check in everyday for attendance purposes, whether in person or digitally. Attendance on distance learning days may be collected via Google Form or through a formative assessment completed on that day. Teachers will be required to notify the building administration if a student stops engaging or interacting with the teacher, whether in school or person.

Sample Weekly Schedule

***Please note that the first week of school is different than the typical full week.**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 September 8 - 11	No School	Distance Learning for all Students	Red Team (in School)	Distance Learning for all Students	White Team (in School)
	No School		White Team (DL Day)		Red Team (DL Day)
Week 2 September 14 - 18	Red Team (in School)	Red Team (in School)	Distance Learning for all Students	White Team (in School)	White Team (in School)
	White Team (DL Day)	White Team (DL Day)		Red Team (DL Day)	Red Team (DL Day)
Week 3 September 21 -25	Red Team (in School)	Red Team (in School)	Distance Learning for all Students	White Team (in School)	White Team (in School)
	White Team (DL Day)	White Team (DL Day)		Red Team (DL Day)	Red Team (DL Day)

© 2020-2021 Center Moriches UFSD - Approved Hybrid Schedule

Sample Daily Schedule

9:00 - 9:15	Whole Class Check in	Live
9:15 - 10:30	Math Mini Lessons Small group (2-5 students) / Independent work Teachers can pull small groups for math. Service Providers can conduct small group instruction as well.	Live or Recorded
10:30 - 10:45	Student independent work Teacher checks in with students unable to access work digitally.	Recorded instructions
10:45 - 11:30	Lunch / Recess	
11:30 - 12:30	Mini Lesson (ELA) Small Group Instruction / Independent work Teachers can pull small groups for ELA work. Service Providers can conduct small group instruction as well.	Live or Recorded
12:30 - 1:00	Mini Lesson (Writing)	Live or Recorded

1:00 - 1:45	Rotating Specials Art, Music, PE (2x), FLES	Live or Recorded
1:45 - 2:30	Social Studies or Science (meet with 1 small group per day) Independent self-paced learning (with small group check ins)	Live or Recorded
2:30 - 3:15	End of the day class meeting (15 min) Connect with students who were unable to access the work online.	Live (for class meeting) Phone conferencing

© 2020-2021 Center Moriches UFSD - Daily schedule for Live-Synchronous / Asynchronous Learning

Wednesday (sample day)

Time Frame:	Teachers will focus on a skill-based lesson or review of previous material that students in both cohorts will complete. Both cohorts and Full-time distance learners will have the same assignment on Wednesdays.
8:15-9:15	Professional Development Activities/Posting of assignments for any Red/White alternating classes
9:15 - 1:15	Distance Learning Prep
1:15 - 2:00	Lunch
2:00 - 3:15	Remote learning extra help/office hours for distance learning students.

B. In-Person Arrival and Dismissal Procedures

1. Students can be dropped off at the Main Entrance or the Brookfield Entrance prior to the start of the school day. This time will be around 8:50am.
2. Dismissal will be temporarily changed to 2:35pm.
3. CHAMP will be available for use during the morning and afternoon hours.

C. Distance Learning ONLY Schedule

(If the district needed to shift to full distance learning)

1. Students will check in for a synchronous session with their classroom teacher. Teachers will deliver live direct whole group instruction, facilitate small group instruction, take daily attendance, etc.
2. Students will follow their daily class schedule to the best of their ability. For those who are unable to participate during the regularly scheduled school day, lessons will be made available for them to access after school hours.

III. Instructional Model for Hybrid Teaching and Learning

A. Instructional Delivery - Classroom Teachers

1. Students will be able to engage in regular and substantive interaction with their teacher and/or a NYS Certified teacher, regardless of delivery method of instruction. If meeting with a teacher, remote students will be expected to keep cameras on during live sessions to allow for the building of connectedness and trust within the learning environment.
2. Classroom teachers will deliver instruction via Zoom or Google Meet for synchronous learning opportunities. Classroom Teachers will be able to check attendance, provide academic support and small group instruction, follow up on the digitally formatted activities, and assess student work to determine best practices for the student as they are learning digitally. In the synchronous learning model teachers will post a "video" version of the daily lessons (can be a recorded and edited version of the live lesson or a unique recording for the sole purpose of distance learning) for each class to ensure equitable access for students.
3. Classroom teachers will not necessarily be in live Google Meet/Zoom with all students at the same time for the duration of the class lesson. Asynchronous assignments will provide opportunities for students to engage with the NYSED Next Generation Learning Standards within the core subject matter, and allow for activities such as guided reading groups, small group instruction, individual conferencing, etc.

4. Instructional experiences are not solely determined by the time a student spends either in front of a teacher or in front of a screen, but the time they are engaged in learning under the guidance and direction of the teacher. These may include, but are not limited to:
 - a) Completing online modules or tasks;
 - b) Accessing and viewing instructional videos made by Clayton Huey Elementary School Teachers;
 - c) If applicable, responding to posts or teacher questions and comments;
 - d) Engaging with other classmates in an online (Google Meet/Zoom) format
 - e) Conducting authentic and appropriate research, whether online or not;
 - f) Completing rubrics-based projects;
 - g) Meeting with their classroom teacher face-to-face or via an online platform.

5. If a student is unable to participate in remote learning for the day, the parent must notify the classroom teacher of the child's absence.

6. Classroom teachers will be available via Zoom or Google Meet at the end of each day from 2:40 - 3:15 pm. This will allow classroom teachers to check attendance, provide academic support and follow up on the day's activities, and assess student work to determine best practices upon the students' return to in-person learning (for hybrid students).

7. Classroom teachers will be made available via Zoom or Google Meet on Wednesdays and during the 2:40-3:15 time slot for all distance learning students. Classroom teachers will be able to check attendance, provide academic support and small group instruction (if applicable), follow up on the digitally formatted activities, and assess student work to determine best practices for the student as they are learning digitally.

8. Student due dates/submission of online/virtual assignments will be determined by the teacher, however students will be required to check-in with their teacher on a daily basis either by:
 - a) Completing their classroom assignments; or
 - b) Visiting their teacher virtually during the afternoon session.
 - c) Teachers may also post a google form for attendance to show that students checked into their digital classroom.

9. Google Classroom tools will be maximized in order to promote integration of distance learning models and to ensure a seamless transition from hybrid to full distance learning if and when we need to move to such a model.

B. Instructional Delivery - Special Education/Special Area/Support Staff

1. Special area classes will take place as per our normal schedule.
 - a) Any student who has a specific special on any given day will either always have that special digitally.
 - b) Special area teachers will post content for their scheduled classes each week in addition to classroom teachers.
2. Reading support, AIS services and other therapies (OT/PT/Counseling/Speech) may take place digitally. Mandated supports will take priority, and non-mandated support plans may be amended based on availability.
 - a) Schedules may be created to provide consistent support for students as described in a student's IEP or 504 documentation.
 - b) Teachers would be able to join in Google Meet or Zoom lessons, or create their own Google Classroom for the various groups of students they support.
 - c) Communication with students and families will continue on a weekly basis.
3. Special Education Classroom teachers will have access to the Classroom Teacher's Google Classroom or Site to provide work and/or information regarding accommodations for students.

IV. Instructional Model for Distance Full Teaching and Learning

A. Instructional Delivery - Classroom Teachers

If we are to adhere to a full Distance Teaching and Learning model at any point during the school year, the following will take place to ensure equity and excellence for all students and faculty.

1. Students will be able to engage in regular and substantive interaction with their teacher and/or a NYS Certified teacher, using Zoom or Google Suite applications as a preferred delivery method of instruction. Students will be

expected to keep cameras on during live sessions to allow for the building of connectedness and trust within the learning environment.

2. Classroom teachers will deliver instruction via Zoom or Google Meet for synchronous learning opportunities. Classroom teachers will be able to check attendance, provide academic support and small group instruction, follow up on the digitally formatted activities, and assess student work to determine best practices for the student as they are learning digitally. In the synchronous learning model, teachers will post a "video" version of the daily lessons (can be a recorded and edited version of the live lesson or a unique recording for the sole purpose of distance learning) for each class to ensure equitable access for students.
3. Classroom teachers will not necessarily be in live Google Meet/Zoom with all students at the same time for the duration of the class lesson. Asynchronous assignments will provide opportunities for students to engage with the NYSED Next Generation Learning Standards within the core subject matter, and allow for activities such as guided reading groups, small group instruction, individual conferencing, etc.
4. Instructional experiences are not solely determined by the time a student spends in front of a screen, but the time they are engaged in learning under the guidance and direction of the teacher. These may include, but are not limited to:
 - a) Completing online modules or tasks;
 - b) Accessing and viewing instructional videos made by NYS certified Clayton Huey Elementary School Teachers;
 - c) If applicable, responding to posts or teacher questions and comments;
 - d) Engaging with other classmates in an online (Google Meet/Zoom) or phone discussion;
 - e) Conducting authentic and appropriate online research;
 - f) Completing rubrics-based projects;
 - g) Meeting with their classroom teacher on an online platform.
5. Classroom schedules will remain intact by grade level.
6. If a student is unable to participate in remote learning for the day, the parent must notify the classroom teacher of the child's absence.

7. Classroom Teachers will schedule office hours at least once per week to check in with students and respond to individual work-related questions. Communication with students and families will continue on a weekly basis.
8. Student due dates/submission of online/virtual assignments will be determined by the teacher, however students will be required to check-in with their teacher on a daily basis either by:
 - a) Completing their classroom assignments; or
 - b) Visiting their teacher virtually during the afternoon session.
 - c) Teachers may also post a google form for attendance to show that students checked into their digital classroom.

B. Instructional Delivery - Special Education/Special Area/Support Staff

1. Special area classes will take place as per our normal schedule.
 - a) Any student who has a specific special on any given day will have that special digitally.
 - b) Special area teachers will post content for their scheduled classes each week in addition to classroom teachers.
2. Reading support, AIS services and other therapies (OT/PT/Counseling/Speech) may take place digitally. Mandated supports will take priority, and non-mandated support plans may be amended based on availability.
 - a) Schedules may be created to provide consistent support for students as described in a student's IEP or 504 documentation.
 - b) Teachers would be able to join in Google Meet or Zoom lessons, or create their own Google Classroom for the various groups of students they support.
 - c) Communication with students and families will continue on a weekly basis.
3. Special Education Classroom teachers will have access to the Classroom Teacher's Google Classroom or Site to provide work and/or information regarding accommodations for students.

C. Instructional Delivery - Students with limited or no accessibility

1. Clayton Huey Elementary School understands that not all students will have access to the internet or an electronic device. For those students who may be affected by this situation, the school will either deliver paper packets and

other necessary learning materials to their homes or provide opportunities for parents/guardians to pick up the materials from the school.

2. Teacher check ins and tutorials will be made available via phone conference for students who are unable to access remote learning.

V. Instructional Model - Assessment

- A. A balanced approach to assessment will be utilized to ensure equity within the grades.
- B. Formative assessments as well as Summative assessments will be used to inform instruction. Testing accommodations will be implemented as required by state regulation for students who have 504 accommodation plans or IEPs.
- C. Technology resources may be used for assessment. These include, but are not limited to: Google Forms, Google Slides, Google Meet, Seesaw, Flipgrid, Toddle etc.
- D. The school and district will revisit this model throughout the hybrid and/or distance learning situation to monitor its effectiveness.