

2020-2021

Instructional Plan

MINNICK SCHOOLS INSTRUCTIONAL PLAN FOR THE 2020-2021
SCHOOL YEAR

ENCIRCLE

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2020 – 2021 Mandate for New Instruction

Governor Northam announced a plan for phased reopening for Virginia public and private schools on June 8, 2020. This plan outlined the balancing of health and safety along with instruction and delivery methods. Minnick schools is aligning the reopening by using the existing Forward Virginia Phases.

During these phases we are adjusting our school day calendar to maintain the social distancing requirements and implementing mitigation strategies. Mitigation strategies, including physical distancing, enhanced cleaning, health screening protocols, etc., are necessary across all phases to reduce the spread of COVID-19 virus. Minnick Schools is also preparing for the following instructional delivery methods:

- **Blended Instruction** – Blended learning combines traditional setting (face-to-face) supported by online learning (LMS).
- **Remote Instruction** - online learning, student packets, pre-loaded computers and/or flash drives – Schoology, Online Courses through APEX Learning
- **Hybrid Instruction** - both face-to-face and remote learning. Students in school for two days with remote learning for three days.

All students will be able to acquire the same information, engage in the same interactions, and enjoy the same services in an equally effective integrated manner and with substantially equivalent ease of use.

Division-Level Considerations

Minnick conducted surveys to determine technology needs, availability of parents and students for instruction and communication, along with a follow-up study to determine their remote learning experiences. Our staff kept contact logs that documented the time, type of contact, lesson(s) taught and individuals with whom we worked. Results from the surveys and logs were disaggregated to drive plans for reopening in the fall. Minnick is working with LEAs to revise Individualized Education Plans (IEPs), to adjust learning goals, address lost instruction, and prepare for continued distance/ hybrid learning. We follow the LEAs lead in reporting attendance, grades, and uphold the VDOE policy on drills while maintaining social distancing protocols. Student privacy continues to be paramount in our daily operations.

Planning and Preparing for Instruction and Assessment

Minnick is implementing diagnostic tools with “just-in-time” formative assessments that inform immediate instructional needs and identify potential academic gaps. Surveys for Socio-emotional (SEL) needs will also be administered. We are balancing the urgency of needing to know where students are academically with making them comfortable coming back to school. Below are the assessments that Minnick will utilize during the 2020-2021 school year to inform instruction.

Assessments

Face to Face Instruction

- Prioritize Reading and Math screening assessments (i.e. PALS, SGAs) within the first 3 weeks.
 - Other assessments will be administered after first month
- Administer “Just in Time” pretests before teaching new concepts
- Administer SEL surveys
- Conduct preference assessments
- Administer “Just in Time” assessments Measuring IEP goals
- Performance Based Assessments
- Administer VDOE Math Mini Assessments
- Formative Assessments given using digital platforms Nearpod, Schoology, Performance Matters, APEX, Hot Potatoes
- Assessments will be given online or paper/pencil

Remote Instruction

- PALS virtual checks for K-3 (1st 3 weeks)
- 4-8 grades Running Records/ Developmental Spelling (1st 3 weeks)
- Math SGAs (1st 3 weeks)- other contents will follow
- Administer “Just in time” pretests before teaching new concepts
- Administer SEL surveys
- Formative Assessments given using digital platforms Nearpod, Schoology, Performance Matters, APEX, Hot Potatoes
- Administer preference surveys
- “Just in time” assessments measuring IEP goals
- Performance Based Assessments
- Assessments will be given online

Hybrid Instruction (Combination In-Person and Virtual)

- PALS virtual checks for K-3 (1st 3 weeks)
- 4-8 grades Running Records/ Developmental Spelling (1st 3 weeks)
- Math SGAs (1st 3 weeks)- other contents will follow
- Administer “Just in time” pretests before teaching new concepts
- Administer SEL surveys
- Formative Assessments given using digital platforms Nearpod, Schoology, Performance Matters, APEX, Hot Potatoes
- Administer preference assessments and surveys
- “Just in time” assessments measuring IEP goals
- Performance Based Assessments
- Assessments will be given online or paper/pencil

Professional Development to Support Instruction

Sustained professional development is key to effective instruction and assessment. Minnick Schools is training its stakeholders to use Schoology, Video conferencing, Power School-Performance Matters, IXL, PALs and appropriate online courses and tutorials.

Professional Development

- New Teacher Training
- PALs
- Lesson planning
- IEP Progress Monitoring
- Performance Matters
- IXL
- APEX Learning
- Adapted lesson Planning
- Virtual Instructional Strategies and Differentiation
- SOLs/ASOLs/ Applied Studies
- Classroom Staff Roles and Responsibilities (Assistant Teachers and Educational Aides)
- Schoology
- Teaching Remotely Synchronously
- Adapted Program Staff Trainings
- Skills needed for independence in remote instruction
- Performance Based Assessments
- Data Collection Training

Instruction

Minnick Schools has revised its Curriculum/ Pacing Guide to concentrate on essential skills, provide new instruction and address missing content. We also use the VDOE Content Progression Charts to know when skills were introduced. Minnick staff integrates essential knowledge and Virginia's 5 C's - critical thinking, creative thinking, communication, collaboration, and citizenship into lesson plans. We are implementing blended learning by using a Learning Management System, Schoology, to instruct, assess, and communicate with students and parents daily. More synchronous student learning is planned allowing teachers to conduct direct instruction, engage students in discussion and to assess their learning. Our instruction continues to be focused, highly engaging, IEP driven, and equitable while addressing the socio-emotional needs for all students.

Appropriate for Blended, Remote and Hybrid

- Mandatory use of pacing guides for each content using CIP links to resources
- Implement instructional guide for Adapted Program
- Use the VDOE Content Progression Charts and the Vertical Articulation Guide to identify prerequisite skills
- Requiring that Essential Knowledge be embedded in the lesson plans
- Use CIP resources

- Use APEX, IXL, Reading A-Z, Schoology
- Synchronous and asynchronous learning
- Teaching Assistants will be doing remediation
- Student Support Professionals will teach SEL
- SOL, ASOLs, and Applied Studies/Workplace Readiness Skills
- LCE Curriculum

The following staff are integrated into the Minnick Instructional Program;

[Board Certified Behavior Analysts](#) will team with teachers to provide behavioral consultation and support, conduct functional behavior assessments and write behavior intervention plans where guided by the IEP team, provide coaching and training to staff and parents on behavior analytic strategies, develop data collection systems and analyze behavior data, develop individualized reinforcement systems, and develop individualized visual supports.

[Student Support Professionals](#) (SSPs) are Master's Level Social Workers or Counselors who work with students individually and in group settings to implement our social emotional learning (SEL) curriculum. The SEL curriculum allows for daily assessment of students' social and emotional well-being and fosters the development of five emotional and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. SSPs maintain open communication with parents and other providers, document student behavior and monitor progress.

[Technology Supporting the Instructional Program](#)

Minnick School's digital learning plan addresses the needs of all learners. Surveys have been sent to families regarding their access to technology and internet at home. The agency will assist families by providing them with WIFI-hotspots, information on low cost or free internet programs, and laptops or tablets where needed. Instruction will be provided through a hybrid learning model for all students. After evaluating multiple options, a learning management system as well as several online instructional content providers have been selected to assist with remote learning. Security policies and procedures are reviewed on an ongoing basis to make sure best practices are followed to protect the security and privacy of student and staff information. The school system's digital learning plan and expectations will be communicated to students, parents, and staff on a continuing basis through phone calls, text messages, social media posts, and other communication channels. Ongoing support, training, and resources will also be provided to staff and families.

Teaching, Monitoring, and Reflecting

Minnick Schools is preparing for the following instructional delivery methods, and all instruction will be based on the school's Master Schedule:

Blended Instruction

- Focus on the 5 C's
- SEL
- Learning opportunities need to be differentiated
- Authentic learning experiences (PAES Lab)
- Integrate technology into daily instruction through use of LMS-Schoology
- Address IEP goals
- Teach skills needed for independence in remote instruction

Remote Instruction

- Focus on the 5 C's
- SEL
- Learning opportunities need to be differentiated
- Authentic learning experiences (PAES Lab)
- Integrate technology into daily instruction through use of LMS-Schoology
- Address IEP goals
- Video conferencing

Hybrid Instruction

- Focus on the 5 C's
- SEL
- Design distance learning instruction to address the most essential knowledge first.
- Learning opportunities need to be differentiated
- Authentic learning experiences (i.e. PAES Lab)
- Integrate technology into daily instruction through use of LMS-Schoology
- Address IEP goals
- Video conferencing
- Teach skills needed for independence in remote instruction

Minnick staff has created a learning schedule that provides four days in person instruction and one day of remote learning. Students will receive a daily schedule by class period and instruction will be provided in all core content areas and IEP goals. There is a potential that there will be gaps in students' learning and/or skills. Staff will evaluate missing skills by administering "just in time" formative assessments. Differentiated learning opportunities will be provided for all students. Face-to-face interactions with students will focus on teaching content that might be more challenging, as well as, reteaching skills, and activities that require access to physical equipment or resources. Social and emotional learning,

prescriptive remediation, and tutorials will take place during remote instruction. Staff is selecting instructional strategies that leverage technology to supplement instruction.

Equitable Supports for Students

Minnick utilizes a Data Analysis Plan which helps to determine progress toward goals. The results of continuous monitoring and assessment of IEP goals, socio-emotional well-being, behavior, and academic growth are disaggregated and reported every 4 1/2 weeks. Minnick Schools is also using resources from the VDOE, as well as, the LEAs we serve.

- Data from Skill Acquisition Plans
- Data from PALs Quick Checks
- Snapshots and Benchmarks
- Surveys and Assessments on SEL
- Data from Daily Behavior Sheets and Serious Incident Reports

Parent and Family Resources

A supplemental insert is provided in the Student handbook with resources regarding student behavioral health, anxiety about the new school learning environment, and health and safety protocols. Additionally, Minnick is providing parents with a copy of the student health screening tool, contact information for specific Minnick staff who can answer COVID- 19 related and/or instructional questions, as well as, the daily academic schedule.

Waivers and Policy Changes

Minnick will comply with VDOE guidelines set up for graduation, awarding standard/verified units of credit and/or locally awarded verified credits.

Instructional Personnel Licensure

Minnick complies with all VDOE requirements to monitor teacher's progress toward licensure.

State Accreditation

Minnick Schools follows the Virginia Association of Independent Specialized Education Facilities (VAISEF) Standards of Accreditation. We will administer the SOLs in order for the LEAs we serve to meet Federal Accountability and Standards of Accreditation.