

St. John Paul II Catholic Schools

Teaching & Learning Plan 2020-2021



"Be not afraid"
-St. John Paul II

A Guide in a New Reality

Lord, may you bless the world, give health to our bodies and comfort our hearts. You ask us not to be afraid. Yet our faith is weak and we are fearful. But you, Lord, will not leave us at the mercy of the storm. Tell us again: “Do not be afraid” (Mt 28:5). And we, together with Peter, “cast all our anxieties onto you, for you care about us” (1 Pet 5:7).



**-Pope Francis
Strong in the Face of Tribulation:
A Sure Support in Time of Trial**



JPII CATHOLIC SCHOOLS TEACHING AND LEARNING PLAN

JPII Catholic Schools recognizes that students learn best when in school. It is in school that relationships are nurtured, the dialogue of learning occurs with immediacy and direct support, and faith is readily integrated and celebrated. We acknowledge that distance learning is not intended to serve as replacement for the ideal, but rather in times of necessity can be utilized for the continuity of the learning process. The Teaching and Learning Plan will provide guidelines and insight for how JPII Catholic Schools will prepare for the school year.

At the core of JPII Catholic Schools' approach to the 2020-21 school year, is the conviction that we should think differently about our priorities when responding to challenging circumstances and embrace new opportunities for students to learn in authentic, meaningful ways.

COMMUNICATIONS

JPII Catholic Schools understands that clear communication with staff, students, and parents will be key to a successful reopening of our schools. The table below outlines the various modes of communication that will be use throughout the school year.

HOW	WHAT
<p>Email: Microsoft Office 365 Email platform used for internal and external communications among staff, parents, and students</p>	<ul style="list-style-type: none"> Email will be used for all major communications and announcements, including those from the president and principals Students in grade 3-12 have school issued Microsoft Office 365 email accounts
<p>Alert Notifications: FACTS (RenWeb) Notification System System used to send official notifications</p>	<ul style="list-style-type: none"> System-wide automated text message or phone call to staff or parents communicating time sensitive information All staff and parents/guardians would be included
<p>FACTS (RenWeb): Student Information System (SIS) System that enables teachers to interact with students and parents. Automates the flow of communication between teachers, parents, and students</p>	<ul style="list-style-type: none"> FACTS Teacher Portal: Online portal where a teacher manages classes, assignments, student grades, and attendance FACTS Student Portal: Online portal where a student can manage their schedule, check their grades, check assignments FACTS Family Portal: Private secured online portal that allows parents to see academic information specific to their child while protecting their child's information from others. Parents can view daily attendance, progress reports, report cards, homework, missing assignments, and school

	<ul style="list-style-type: none"> • calendar. Parents can update student and family demographic information
<p>PowerSchool Learning: Learning management system System that enables teachers to create and share content, documents, resources, assignments, and assessments. Turning in assignments</p>	<ul style="list-style-type: none"> • Main tool for High School and Middle School teachers and students • Students and parents have logins • Parents can see all of their children in one login
<p>Video Conferencing Tools: Microsoft Teams Is the digital hub that brings face-to-face conversations, content assignments, and apps together in one place</p>	<ul style="list-style-type: none"> • High School and Middle School will use Microsoft Teams together with PowerSchool learning • Teachers will use Microsoft Teams to create an online classroom for seamless continuity of learning • Teachers and students can collaborate using Microsoft Teams in projects and activities
<p>Seesaw: Learning management system Digital portfolio that documents what children are learning at school. It supports children in developing 21st Century skills, such as communication, collaboration, and digital literacy. Also, keeps parents informed by giving them real-time, personalized glimpse into their child's school day</p>	<ul style="list-style-type: none"> • Seesaw will be in the Elementary classrooms throughout all phases of the learning plan • Teachers will use Seesaw to communicate assignments and students will show their work in Seesaw • Teachers will use Seesaw to provide your child with classroom-like instruction in a virtual environment during those times when e-school is necessary
<p>Zoom: Video Conferencing Tool</p>	<ul style="list-style-type: none"> • Teachers in the Elementary will use Zoom for PK-2 students for video conferencing • Zoom calls will be scheduled by the teacher during times of e-school • Video recording will be available on Zoom for student who are unable to be in the classroom

TECHNOLOGY

JPII Catholic Schools has purchased additional technology devices for teachers and students. High School and Middle School students have been in a 1:1 iPad learning environment for the past two years. Beginning in the fall, students in grades 3-5 will be equipped with a school-issued iPad that will stay in the classroom. If we experience the need for e-school, the students will be able to use iPads at home.

Technology is used in the classroom to enhance the classroom instruction, increase student engagement, and increase student learning. JPII Catholic Schools teachers will continue to receive professional development in the area of technology throughout the school year.

DEVICE	WHO	WHAT
Student iPads	<ul style="list-style-type: none"> • High School Students 1:1 • Middle School Students 1:1 • Elementary Students grades 3-5 1:1 stay in school (take home during e-school) • Elementary Students grades LD-2 iPads in classroom 	<ul style="list-style-type: none"> • Students in grades 6-12 have a school issued iPad for use in the classroom and take them home to complete assignments • Teachers and students have the same device • Students in grades 3-5 have a school issued iPad for use in the classroom. Only in the e-school scenario will the student be able to take the iPad home. Internet content filtering continues through JPII's protections even while using at home • Student iPads are locked down and only have apps that are available in the JPII App Store
Teacher iPad Pro	All teachers in JPII Catholic Schools	<ul style="list-style-type: none"> • Teacher use iPads in classroom to enhance learning • iPads are used as a tool to provide online experience • Teachers and student have the same device
Teacher MacBook	All teachers in JPII Catholic Schools	<ul style="list-style-type: none"> • Laptops are the primary device for teachers • Can be used in conjunction with teacher iPad for online learning purposes

ASSESSMENTS

JPII Catholic Schools recognizes that *beginning of the year* assessments are important to evaluate students' academic knowledge and skills upon returning to school. We do this every year and it is especially crucial this fall as we reopen our schools following the closure last year. Diagnostic assessments (i.e. MAP, DIBELS, F & P BAS) provide student-specific information on strengths and areas of weakness in performance and mastery of the content standards. In addition, these assessments will provide insight for teachers as they face the dilemma of where to start and what to teach to maximize student learning.

Universal Screening, Interventions, Assessments:

ASSESSMENT	GRADE	DESCRIPTION
Kindergarten	K	Common assessment to identify skills (fall)
Fountas and Pinnell	K-5	Benchmark reading running record (fall, winter, spring)
DIBELS	K-2	Benchmark reading and math assessment (fall, spring) and progress monitoring tool
MAP (NWEA)	1-10	Reading, language, math growth assessment (fall, spring) Winter MAP for intervention
Formative	All	<ul style="list-style-type: none"> • Evaluation of learning as it takes place • Variety of methods to help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, techniques, and academic support • Formative assessment during instruction (either in person or synchronous video): <ul style="list-style-type: none"> ○ Thumbs up, thumbs down, raise hand (Zoom or Microsoft Teams features) ○ White boards, chat box in Zoom or Microsoft Teams ○ Polls iPads, Zoom or Microsoft Teams ○ Exit tickets ○ Reflection or Journal (video response or Seesaw) ○ Progress check (submit draft, photos, video on a project) ○ Conversation (in-person or video conferencing, email)
Summative Assessments	All	<ul style="list-style-type: none"> • Evaluation of what a student has learned at the end of a given period of time • Summative assessments (in-person or online): <ul style="list-style-type: none"> ○ Tests ○ Projects/Authentic Assessments-Rubric ○ Share project with other students in class, online video conferencing, video recording ○ Individual assessments-running records, fluency probes, letter identification, sight words, number sense (in-person or video conferencing)

Pre-Tests- Aligned to Standards	All	<ul style="list-style-type: none"> • Comparing pre- and post-tests allows teachers to track student development from one class to the next, between topics, and even from day-to-day • Assesses prior knowledge and incremental progress toward learning standards
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CURRICULUM AND INSTRUCTION

Teaching in person and teaching virtually can be very different. As we prepare for the upcoming school year, we are positioned to design learning plans that are flexible and can be shifted between in-school learning and e-school learning (distance learning). This can be accomplished by using the tools that work best in both in-school and remote environments.

Instructional Design - Backward Design:

Best practice for curriculum development is not dependent upon whether the instruction will be in-person or online. Curriculum should be designed with the end in mind. The curriculum must be appropriately paced, focus on priority learning standards, provide opportunities for differentiation and intervention, and utilize materials and activities that are effective in either environment.

