

Lackawanna High School

Instructional Plan Fall 2020



LHS Mission

ALL students will earn a MEANINGFUL High School Diploma.

LHS Goals

Increase Graduation Rate

Increase Average Daily Attendance

Increase Student Access to Instructional Technology and Appropriate Use

Build Strong Relationships with Families and the Community

The calendar below will be distributed to staff and families to assist with tracking days students should be in attendance in the building. These days align with the learning models on the next page.

Lackawanna High School 2020-2021 School Calendar

Adapted for Covid-19 Building Capacity – Calendar May Change Through Out the School Year

September 8th – September 11th Orientation,
please follow the schedule you receive in the mail

September 14th – First Day of School for Cohort #A (Green)
September 17th – First Day of School for Cohort #B (Red)

June 22nd – Last Day of School for Cohort #A (Green)
June 25th – Last Day of School for Cohort #B (Red)

September 2020						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
Su	M	Tu	W	Th	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
Su	M	Tu	W	Th	F	S
					1	2
4	5	6	7	8	9	10
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
Su	M	Tu	W	Th	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

	Cohort #A Attends School Full Day
	Cohort #A Attends School Half Day
	Cohort #B Attends School Full Day
	Cohort #B Attends School Half Day
	Cohorts #A and #B Virtual Learning Day
	No School

Lackawanna High School Learning Models

	Monday	Tuesday	Wednesday	Thursday	Friday
Group A Hybrid 2-1-2 Model	Face-to-Face 	Face-to-Face 	Synchronous Remote Learning (Students work from home and Staff work from school) 	Asynchronous Remote Learning with Staff Check in 	Asynchronous Remote Learning with Staff Check in 
Group B Hybrid 2-1-2 Model	Asynchronous Remote Learning with Staff Check in 	Asynchronous Remote Learning with Staff Check in 	Synchronous Remote Learning (Students work from home and Staff work from school) 	Face-to-Face 	Face-to-Face 
Group C 100% Remote	Synchronous Remote Learning 	Synchronous Remote Learning 	Synchronous Remote Learning 	Synchronous Remote Learning 	Synchronous Remote Learning 

Instructional Expectations

Lesson Planning

Teachers are expected to plan standards based lessons that will encompass direct instruction for face to face learning, lessons that can be taught via the computer for synchronous Wednesdays, as well as independent lessons that include instructional videos, web quests, castle learning, gizmos, etc. for asynchronous student learning days. Asynchronous learning days should have some sort of student generated work product either online or on paper that will be completed as documentation of attendance.

Meaningful Student Contact

We are required to maintain meaningful student contact on days that students are participating in asynchronous learning activities. To accomplish this, teachers are expected to;

- Reach out to and respond to student e-mails during either a prep or PD period, as time allows.
- Plan and post standards based learning activities to be completed and submitted on asynchronous learning days.
- Contact students on their designated “check and connect” list weekly.
- Student contact need to be documented in the eSchool Teacher Journal.

Learning Platforms

Teachers are expected to utilize district and BOCES supported technology platforms to provide instruction. A list of resources include the following and should be accessed through the district webpage;

- Microsoft Teams
- Castle Learning,
- Lackawanna High School Library – many resources linked on this site.
<https://destiny.wnyric.org/common/servlet/presenthomeform.do?l2m=Home&tm=Home&l2m=Home>
- Gizmos
- Project Wisdom - please check your email for directions to access resources
- Teacher web pages and e-Mail

Culturally Appropriate Materials

Teachers are expected to carefully select learning materials and proof read anything being sent for printing. Without the benefit of an in class room explanation and discussion, materials that may be perceived as inflammatory for any population of students must be avoided. We want to provide a rich, diverse curriculum in an appropriate manner. Please Mrs. Biastre or Mr. Lyons if you have any questions.

Instructional Priorities

The LHS Instructional Priorities set the annual instructional focus for the building and foster conversations about school practice.

Instructional Priorities help our school reflect upon and refine our practice in order to strengthen the integration of district-wide initiatives to prepare all students, including Students with Disabilities and English Language Learners, to graduate college and career ready. Implementation of the expectations will support our school in building coherence among culture, structures, and instructional core and support us in reaching the benchmarks for school quality described in the Diagnostic Tool for School & District effectiveness.

PLC Surveys and conversations with teachers and support staff have helped to define the following principles that anchor our 2020-2021 LHS Instructional Priorities:

- Schools need time to reflect upon and refine their practice, including the emphasis and assessment of Essential Standards and remote learning for every course;
- Selecting only a few high-leverage actions to deepen the ongoing work of preparing students for college and careers helps us make sense of multiple initiatives, including implementation of the Next Generation Learning Standards, DTSDE Rubric, the District Strategic Plan and our “Super Seven” instructional strategies.
- Using a common language and building a shared understanding of high-quality instruction enhances LHS educators’ ability to communicate and align resources within and across departments.

Summary of the 2020-2021 LHS Instructional Expectations

In the 2020-2021 school- year, our school will reflect on previous years' successes and areas for growth in order to create and refine the building SCEP and PD plans that best support our students. **Specifically, the 2020-2021 LHS Instructional Priorities call on each department and staff member to:**

1. **Ensure knowledge of students and their work**, and use this knowledge as the starting point for planning; Data Driven Decision Making
2. **Identify and teach “Essential Standards”** for every course at the appropriate Depth of Knowledge or Blooms level. Know the nouns and verbs in your standards.
3. **Develop a culture of collaborative professional learning** that enables school and individual development. Learning walks, book study, common assessments, peer coaching/training.
4. **Utilize and unpack learning targets** to ensure all students have the underlying skills to master grade level and course essential standards.
5. **Use of the “Super Seven”** adapted as needed to align with remote and socially distant learning.

Knowledge of Students

In 2020-2021, the Principal and Assistant Principal will ensure that systems and structures are in place so that each student is known well by at least one staff member. It is the responsibility of that staff member to be able to clearly articulate the student's development, including how a student is progressing as an individual, as a learner, and as a member of the community in order to coordinate student support services and to advocate for that student. We have just over 500 students in the building and approximately 50 staff members. Each staff member will be assigned 10-12 students to Check and Connect with. Students will be divided during opening staff development so that staff can assist with selecting students that you may already have a relationship with.

All students should experience rigorous instruction that is aligned our school-wide goal for earning a meaningful diploma and for preparing students for success in college and careers. It remains the responsibility of the classroom teacher to know how each of his or her students is progressing towards mastery of the content and standards. It is the responsibility of the school to ensure that each student's academic and social-emotional development and progress toward meeting the benchmarks for college and career readiness are well known and addressed. Our school will strategically align our work, including our instructional focus, professional learning, and related supports based on regular assessment of student strengths and needs.

Identify Essential Standards

In order to ensure a rigorous, coherent curriculum that allows all students access to course content, teachers will work together to identify Essential Standards for all courses and teach and assess them at the appropriate rigor level. Teachers will utilize the verbs in the standards and align them with the appropriate instructional level according to Blooms Taxonomy or the Depth of Knowledge Chart. This applies to both in-person and remote teaching.

Culture of Collaborative Professional Learning

As a key element of professional learning, collaboration supports both teacher and student growth. It is the collective responsibility of all school members to engage in professional collaboration that serves the needs of our students. The culture of reflecting on and refining practice to drive the work within our school builds upon previous years' expectations. Collaborative professional learning among school leaders, staff, families and communities increases the impact of strong instruction. In 2020-2021, schools will refine and develop systems and structures that foster collaborative professional learning in support of their instructional foci and identified areas for teacher and student growth.

School teams that work together to study and implement prioritized instructional practices have a strong impact, not only on student learning, but on their own professional learning. Professional collaboration can happen in a variety of ways, including:

- Colleagues from similar content areas meet to look at the standards and to coordinate when each standard is addressed in the year;
- Teachers engage in professional development and then bring instructional strategies back to department and faculty members;
- School leaders support teacher' reflection on their practice and development of pedagogical strengths based on identified areas for growth by providing professional learning opportunities, facilitating visitations, and modeling a commitment to their own learning goals and strategies;
- Targeted intervention teams (SST or Restorative), comprised of administrators, teachers, and other staff regularly analyze relevant screening and diagnostic data, student work, and observation notes to develop targeted interventions and engage in ongoing process monitoring protocols.
- Throughout the year, our school will analyze multiple sources of information to assess the impact of professional learning and inform the refinement of collaborative structures and practices. The impact of this collaboration will be seen in classroom practice and related student work.

Learning Targets

Unlike instructional objectives, which are about instruction, derived from content standards, written in teacher language, and used to guide teaching during a lesson or across a series of lessons, **learning targets** frame a lesson from the student point of view. A learning target helps students grasp the lesson's purpose--why it is crucial to learn this chunk of information, on this day, and in this way. Learning targets written in a student friendly way, posted beginning with the words "I CAN..." will be utilized and unpacked in all classrooms.

For example, if you own a global positioning system (GPS), you probably can't imagine taking a trip without it. Unlike a printed map, a GPS provides up-to-the-minute information about where you are, the distance to your destination, how long until you get there, and exactly what to do when you make a wrong turn.

But a GPS can't do any of that without a precise description of where you want to go. Think of shared learning targets in the same way. They convey to students the destination for the lesson—what to learn, how deeply to learn it, and exactly how to demonstrate their new learning. The intention for the lesson is one of the most important things students should learn.

No matter what we decide students need to learn, not much will happen until students understand why they are supposed to learn during a lesson and set their sights on learning it. Regardless of how important the content, how engaging the activity, how formative the

assessment, or how differentiated the instruction, unless all students see, recognize, and understand the learning target from the very beginning of the lesson, one factor will remain constant: The teacher will always be the only one providing the direction, focusing on getting students to meet the instructional objectives.

The students, on the other hand, will focus on doing what the teacher says, rather than on learning. Students who don't know the intention of a lesson expend precious time and energy trying to figure out what their teachers expect them to learn. And many students, exhausted by the process, wonder why they should even care.

Although teachers derive them from instructional objectives, “I CAN” Statements differ from instructional objectives in both design and function. Instructional objectives are about instruction, derived from content standards, written in teacher language, and used to guide teaching during a lesson or across a series of lessons. They are not designed for students but for the teacher.

An “I CAN” Statement, on the other hand, frames the lesson from the students' point of view. A shared learning target helps students grasp the lesson's purpose -- why it is crucial to learn this chunk of information, on this day, and in this way. Students can't see, recognize, and understand what they need to learn until we translate the learning intention into developmentally appropriate, student-friendly, and culturally respectful language.

Super Seven:

1. Higher order questions connected to learning targets
<https://medicine.wright.edu/sites/medicine.wright.edu/files/page/attachments/QuestionTemplates.pdf>
2. Unpacked learning targets <https://blog.masteryconnect.com/four-steps-unpacking-standards/>
3. Positive classroom culture <https://thehighlyeffectiveteacher.com/6-ways-to-build-a-positive-classroom-culture/>
4. Students engaged in rigorous tasks <https://knowledgeworks.org/resources/rigorous-tasks/>
5. Continual checks for understanding
<http://www.ascd.org/publications/books/111017/chapters/Questioning-to-Check-for-Understanding.aspx>
6. Student to teacher discourse 60/40% or greater
<https://www.amele.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/459/How-Rich-Is-Your-Classroom-Discourse.aspx>
7. Students working with partners or in groups <https://www.elearners.com/education-resources/online-learning/how-to-survive-virtual-group-work/>

WHAT CAN FAMILIES EXPECT?

- Students will have daily remote learning activities that reinforce content standards and prioritize social and emotional needs.
- Students will be engaged in assignments, videos, activities, and periodic interactions with teachers for a full school day. The expectations and rigor will mirror in-person instruction, and digital students will have a full six and a half (6.5) hour school day Monday-Friday following the school calendar.
- Core academic courses (social studies, science, math, and English Language Arts) will be available as well as support for special needs, physical education and an elective health course.
- Reliable internet access is required in order to participate in remote learning, and a district-issued device will be available for each student. There will be external WiFi arrangements through the district office for those with limited Internet access.
- Families who opt to participate in remote learning are committed to remaining in that program until the end of each semester, at which time transitioning back to a traditional program may be considered.
- We expect students to stay engaged in learning, either with digital or non-digital learning options, and teachers and staff will be available to instruct, encourage, and support students.
- Students are expected to complete class work and assessments with integrity. Just like they do during the school year, teachers will routinely track student engagement and provide feedback on student work.
- Students will be expected to log a minimum amount of daily learning (6.5 hours) and are expected to engage in their learning as required.
- Families can contact school staff, including their child's teacher(s), by email or phone.
- Teachers will remain responsible for the education of students eligible for special education services with an individualized education program (IEP) that opt for remote learning. Because remote learning may affect how special education and related services are provided, the student's IEP team will work to ensure that the student receives services to the most appropriate extent possible. This will work best when students and families join us in this effort and communicate their needs and ask for help when it is required.

STUDENTS

- Participate in remote learning lessons with teachers each school day
- Check Microsoft Teams Classroom and school e-mail daily for communications from the school or teacher
- Receive and act on feedback from teacher(s)
- Contact teacher(s) with questions about assignments
- Complete required logs to record daily activity for attendance purposes

- Connect with teachers daily.
- Report any technical issues as soon as the issue arises. To minimize lost learning time, every effort will be made to resolve issues within a two day timeframe.
- Follow and maintain all online and technology expectations as outlined in the Board of Education Policies.
- Adhere to the procedures and guidelines located in the Lackawanna High School Student Handbook as applicable.

P A R E N T S / G U A R D I A N S

- Set realistic goals and daily routines for yourself and your child(ren).
- Establish a place for learning at home that minimizes distractions and establish a routine for learning at home while also being flexible when needed
- Review school-specific schedules and guidance from teachers
- Review and adhere to attendance policies
- Review Lackawanna High School community messages
- Support your child(ren) by checking and ensuring submission of assignments
- Communicate with your child’s teacher and/or principals if you have questions
- Remind your child to check in with their teacher if they have concerns or need support and encourage them to take breaks for snacks, and exercise.
- Ensure completion of the Learning Activity Log on a daily basis and ensure that it is shared with the classroom teacher to record required participation and avoid absences

R E M O T E L E A R N I N G T E A C H E R S

- Communicate, daily, with students
- Design and implement instruction with clear learning targets for each lesson
- Communicate content and standards via the course syllabus
- Provide feedback to assigned student work in a timely manner
- Assess skills and standards through formative assessments
- Communicate, regularly, with students and parents through Microsoft Teams, email, and other district supported platforms
- Take daily attendance