Milwaukee Math and Science Academy

Online Learning Plan

SY 2020 - 2021

Introduction

Considering the ongoing health pandemic, Milwaukee Math and Science Academy (MMSA) will utilize the Online and Blended Learning Modality. Included with this plan is a summary of our Distance Learning Program, attendance policy, and daily schedule.

Learning Management System (LMS)

Our LMS is hosted by Moodle, a user-friendly Learning Management System that supports learning and training needs for a wide range of institutions and organizations across the globe. Our LMS Administrators designed our LMS site to meet the needs of our students and teachers. Included in this design are attendance and grade tracking. In addition, our LMS built-in plugins allow our teachers to create assessments, activities, video conferencing, live streaming, forums, chats, and workshops. To complement our LMS built-in programs, we will also integrate external educational software, such as Quizlet, Epic Books, IXL, and Khan Academy, to our LMS system so that our students do not have to navigate away from our LMS site to access them.

Online Learning Process (OLP)

Our Online Learning Process (OLP) will function as both synchronous and asynchronous. Students will be required to be live with their teachers approximately two - three hours a day. Students will have additional daily online activities, which are independent work that students are required to complete. These assigned activities will take about 2-3 hours to complete. Students can finish their independent work anytime during the day or at. Teachers will be available for online messaging chat if students have a question from 8 am - 4 pm, Monday - Friday.

We will have an App available for our OLP as well. This will allow more flexibility for our students who may need to travel and don't have wifi for their school-assigned chromebook. To avoid loss of instructional time in the event of system problems, we created contingency plans which will allow us to use other online learning resources such as Google Meet and Google Docs. One to two weeks prior to the official start of online school, students and parents will attend a mandatory in-person orientation session to be given their chromebook, username and password to access their child's account. During this time, both parents and students will receive Moodle training from our school staff.

Subjects, Assessments, and Curriculum

We will use multiple strategies when conducting our assessments, such as projects, online presentations, and research reports. Our online learning curriculum will be similar to our curriculum in the traditional setting. Prior to Covid-19, MMSA has already been using digital

materials (eBooks, activities, videos) as instructional and curricular supplements. Our transition to the online learning platform will be seamless.

Student and Staff Online Safety

The security of our students and staff is paramount. Therefore, only authorized users can access our LMS. Our LMS also tracks all our users' activities. We will also require that our students need to be supervised by their parents during live video conferencing instruction. This will add an extra layer of security for our students and teachers.

Learning Modality

MMSA will be utilizing Distance Learning as its main learning modality for the 2020-2021 School Year. Our Distance Learning is categorized into two main parts, Online Learning and Blended Learning.

- **Online Learning** – As stated, the major component of our Distance Learning is our Online Learning. Aside from interacting online, our teachers and students will be also communicating through phone calls to support online classroom instructions.

- **Blended Learning** – Our Blended Learning is a combination of our Online Learning and Modular Learning. In this modality, our students will receive printed materials (i.e. workbooks and textbooks) in addition to the online resources.

Continuity Plan

MMSA will continue to conduct distance learning until we are permitted to conduct face-to-face learning. We will follow and implement all safety and health protocols as mandated by the Wisconsin Department of Health and Services, Wisconsin's Department of Instruction, and the City of Milwaukee.

Student Attendance Policy

Taking Daily Attendance:
MMSA will adhere to DPI's student attendance policy for online learning.

Teachers will take attendance each day via a Google Spreadsheet (the Google sheet and directions for using that sheet will be shared with teachers once the first day of school gets closer):

1. A student should be marked present if they attend a scheduled live video conference.

2. A student should be marked present if they complete an online learning activity from 12:00am-11:59pm for that day. (Teachers will need to check if any learning activities were completed overnight and readjust attendance for the previous day.)
3. A student should be marked present if they attend a small group/one-on-one virtual conference.
4. A student should be marked present if a two-way communication with the student via phone call, Class Dojo, email, or social media platform where the daily lesson/content was discussed <mark>on the same day they were marked absent</mark>.

Daily Attendance Expectations

Students are required to login to MMSA Moodle every day that school is in session.

1. Students are required to login to MMSA Moodle every day that school is in session.
2. Students will attend two live video conferences every day.
   a. K4-1st grade:
      i. ELA: 30-45 min sessions + 30-45 minutes independent practice
      ii. Math: 30-45 min sessions + 30-45 minutes independent practice
   b. 2nd-3rd grade:
      i. ELA: 30-45 min sessions + 30-45 minutes independent practice (homework)
      ii. Math: 30-45 min sessions + 30-45 minutes independent practice (homework)
   b. 4th-5th grade:
      i. ELA or social studies: 45-60 min sessions + 45-60 minutes independent practice (homework)
      ii. Math or science: 45-60 min sessions + 45-60 minutes independent practice (homework)
   b. 6th-8th grade:
      i. ELA: 45-60 min sessions + 45-60 minutes independent practice (homework)
      ii. Math: 45-60 min sessions + 45-60 minutes independent practice (homework)
      iii. Social studies: 45-60 min sessions + 45-60 online activity (homework)
2. Students will watch recorded videos/complete activities for other classes, including: science, social studies, music, Phy. Ed (depending on grade level)
3. Students may also be invited to participate in one-on-one tutoring sessions or small group tutoring sessions with individual teachers in the afternoon (Mon-Thur) or on Fridays.
4. Attend a virtual conference for homeroom on Friday mornings.

Communication with Families

One of the things that MMSA families valued most about MMSA during the spring semester was the time that all MMSA staff has spent communicating with them. MMSA staff members ensured their families were safe, helped to problem-solve any issues and were just a listening ear during some tough times.

Communication Expectations

1. Call or video chat with each student or family/parent in their homeroom weekly. Afternoons or Fridays can be used to make those calls or video conferences.
2. Calls or video chats will be logged in the Google Sheets.
3. Teachers are required to share student's issues with school administrators.
4. Positive contacts with students and parents are must to continue to support the social-emotional wellbeing of MMSA students and parents.

Grading Policy/Procedure

K4-2nd Grade

Regular standards-based report cards will be used during online learning.

3rd-8th grade

All classes will use the same 4 categories to give grades for online learning.

The 4 categories include:

- Attendance
- Weekly participation
- Online activities/homework
- Assessments

These categories can be edited and modified in JMC when/if we return to school to better fit with your regular classroom expectations.

Online Classroom Management Plan
For Teachers and Students

The Purpose

The purpose of *The Online Classroom Management Plan* is to eliminate misbehavior, disruptions, and distractions during online lessons. It's meant to mimic the same high expectations of behavior set for students while in the classroom. It's a way to hold students accountable for listening and attending while using the platform. Therefore, this plan is written in a form that is meant for MMSA teachers and students.

The Plan

Virtual Classroom Rules:

1. Listen and follow directions.
2. Stay visible on screen at all times during the lesson.
3. Use digital hand-raising and wait to be called on.
4. Be respectful to your classmates and your teacher.

Virtual Classroom Consequences:

1. 1st consequence: Warning
2. 2nd consequence: Placed in waiting room
3. 3rd consequence: Parents notified

Define Your Rules

To be most effective, you must define very clearly for your students what each rule means. Here is what we recommend:

Rule #1
Announce to your students that they may not play with or speak to siblings or parents off-screen. They may not eat, share their pets, or hold up books, games, or toys for their classmates to see, unless it is instructed or allowed by the teacher.

They also may not play games online, watch videos, or direct their attention to anywhere but you or whoever is speaking.

If you see any other disruptive behaviors not listed here, or witness new misbehavior, be sure to bring them up at the beginning of your next lesson and remind your students that such behavior breaks the first rule.

Rule #2
Let your students know that they must use the restroom before each meeting and therefore shouldn't have any reason to leave their screen. However, if they have "an emergency," they must use the hand-raising feature (explained below) and wait to be called on.

We recommend that you allow your students a three-minute break to stretch or use the restroom if your lesson goes longer than 60 minutes—or less depending on your grade level.

Rule #3
We recommend muting the entire class from the beginning of the lesson and only allowing students to share answers or ask questions upon the prompting of the teacher.

Rule #4
Respect should be defined precisely as it is when they are sitting in class. In other words, it should be no different than the same level of respect required from students when they are inside of your classroom.

Rule #1 should take care of most of this. However, it may not account for tone, sarcasm, language, and bullying/making fun behavior.

Your students need to know that politeness is expected and that learning together online requires patience, kindness, and a positive attitude. The best way to get this across is to just say it, model it yourself, and then back it up by enforcing consequences.

Define Your Consequences

Warning
A warning is a consequence in name only. In truth, it is a courtesy that points out a student's mistake and puts them on notice that if it happens again, there will be a true punitive consequence.

Emphasize to your students that a warning doesn't mean that they're in trouble, but only that they're a step closer to being removed from the class meeting (Put in waiting room).

It's given in the same way we recommend you do in the classroom. "Jason, you have a warning for breaking rule number two." That's it. Nothing else needs to be said. Move on with your lesson as if nothing happened.

Parents notified
If a student reaches the third consequence, you can either put them in the waiting room for the same length of time as their previous consequence or you can drop them from the meeting altogether.

It's recommended to drop them from the meeting for the third consequence (in addition to notifying parents) if you're a middle school teacher.

However, depending on your class and grade level, and how strongly you want or need to make your consequences, you can certainly do the same if you're an elementary teacher.

When a student misbehaves three times in a single day, their parents have a right to know. Thus, email them the rules that were broken and the consequences that were enforced.

You can also call and speak to them personally if you wish. However, a simple email is often more effective.

There is no need to explain beyond what rule the student broke. Giving just the facts—only what the student did to break rules—is the most effective strategy to use with parents, for many reasons.

It pays to be brief and to the point.

To drop a student from a meeting, follow the same steps as putting them in the waiting room. Only, click "Remove" instead of "Put in the waiting room." This can also be done from the student's screen.

Guidelines for Students

Guidelines are not rules, but rather are a way for you to set critical parameters you want your students to follow. They put students on record so that if the guidelines are not followed, then they'll receive a consequence for breaking rule #1.

We recommend you email or post in MMSA Moodle Classroom or Dojo and teach the following guidelines to your students along with your rules and consequences.

1. Find a quiet place to learn.
2. Wear earbuds or headphones if you have them.
3. Be online and in the meeting five minutes before start time.
4. Stay in one place during the meeting.
5. Bring your notebook, class materials, and something to write with.
6. Use the digital hand-raising feature if you want to participate or answer a question.
7. Do not bring anything besides learning materials with you to the meeting – no pets, toys, siblings, or anything else.
8. Listen carefully and respectfully to every speaker.
9. Wait until the teacher says "See you at the next lesson!" before logging off.

Note: Some of the guidelines are a repeat of what you'll mention while teaching your plan and showing students how to use the hand-raising feature. This is perfectly okay. They're worth repeating.

Also, please feel free to adjust or add more guidelines to suit your needs, grade level, or subject matter.

Daily Reminders

Reminders given before misbehavior are always good and reminders given after misbehavior are always bad (because they don't hold students accountable).

Therefore, each day, as soon as every student has joined your meeting, it's smart to quickly review your plan and promise that you will follow it to the letter.

Learning online is a new experience for most students, so a reminder every day before you start will cut down on excuses, surprises, and the accidental breaking of rules.

Tips for the Classroom

Hand Signals
To help your regular classroom run more smoothly, many of you use hand signals. That same concept will be even more important in the virtual classroom!!!! Please consider teaching your student hand signals for the situations listed below. For those of you that share students, you may want to communicate with one another to teach the same hand signals so students have consistency in your classes.

Examples of situations you may want hand signals for:

- Understand directions?: thumbs up or thumbs down
- Video lagging?: Students cross arms
- Visual being used is blurry or students can't see visual: students point to their eyes
- Audio is poor/can't hear/still muted: point to their ears
- Students have an emergency: students use a time-out signal

Independent Work/Homework

IXL
We have IXL again this year for both reading and math. It can be assigned during independent work time for students. I would suggest assigning skills that were taught during the live virtual conference. Please teach/reteach your students how to access those assigned skills in IXL. (Remember that some students struggled to find those assigned skills during our spring shutdown.) Remember, there are skill plans based on Common Core Standards and the NWEA assessment available.

If students have free time, they can also go to the Diagnostic tab and enter the Arena to diagnose their skills. By working in this area, IXL will start to recommend areas of need for individual students.

Workbooks

Math workbooks for K5-8th grade students will be given to students during orientation sessions. Work can be assigned in those workbooks.

K5-2nd grade handwriting workbooks will be given to students during orientation sessions. Work can be assigned in those workbooks during independent work time.

Other Ideas For Independent Work Time
If you need ideas for your specific class, please reach out to Chris, Ms. Bielmeier or Dr. Hicks (ELA). Other teachers may have other ideas, also.

Sample Schedule

4th-8th Grade Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period 9:00 - 10:00	Video Lesson Math	Independent Practice Math	Video Lesson Math	Independent Practice Math	Homeroom
Break 10:00-10:15	Break	Break	Break	Break	Break
2nd Period 10:15-11:15	Independent Practice Social Studies	Video Lesson Social Studies	Independent Practice Social Studies	Video Lesson Social Studies	Independent Practice
Break 11:15-11:30	Break	Break	Break	Break	Break
3rd Period 11:30-12:30	Video Lesson ELA	Independent Practice ELA	Video Lesson ELA	Independent Practice ELA	Independent Practice
Lunch 12:30- 1:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
4th Period 1:15 - 2:15	PE	PE	PE	Music	Music
Break 2:15 - 2:30	Break	Break	Break	Break	Break
5th Period 2:30 - 3:00	Independent Practice	Independent Practice	Independent Practice	Independent Practice	Independent Practice

K4-3rd Grade Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period 9:00 - 9:45	Video Lesson	Video Lesson	Video Lesson	Video Lesson	Homeroom
Break 9:45 - 10:00	Break	Break	Break	Break	Break
2nd Period 10:00 - 10:45	Independent Practice	Independent Practice	Independent Practice	Independent Practice	Independent Practice
Break 10:45 - 11:00	Break	Break	Break	Break	Break
3rd Period 11:00 - 11:45	Video Lesson	Video Lesson	Video Lesson	Video Lesson	Independent Practice
Lunch 11:45 - 12:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
4th Period 12:15 - 1:15	Small Group Instruction	Small Group Instruction	Small Group Instruction	Small Group Instruction	Small Group Instruction
5th Period 1:15 - 2:00	Independent Practice	Independent Practice	Independent Practice	Independent Practice	Independent Practice
Break 2:00-2:15	Break	Break	Break	Break	Break
6th Period 2:15 - 3:00	PE	PE	PE	Music	Music