

# Glen Rose Middle School

## SCHOOL IMPROVEMENT PLAN 2020-2021

### Literacy

The literacy PLC will develop and implement a curriculum map that is aligned to the Science of Reading and includes standards and skills not taught in the spring of 2019 due to COVID-19.					
Key Components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
All teachers will complete yearly professional development requirements on the Science of Reading.	Provide PD schedule on RISE training	Attend and/or complete all required PD on the Science of Reading	7 <sup>th</sup> and 8 <sup>th</sup> grade teachers: 2020-2021 six hours and/or complete the online RISE training; Fifth and Sixth grade teachers will attend three days of RISE PD during each school year	Complete all assessments/projects required for RISE PD	PD certificates of Science of Reading completion
Literacy teachers will collaborate each summer to develop and edit curriculum maps based on the Science of Reading, focus standards, and state standards. They will include grade level texts,	Provide support, locations, and opportunities for teachers to collaborate.	Locate and have all necessary materials for collaboration. Attend all collaboration meetings.	On-going each year	Literacy curriculum maps based on state standards and the Science of Reading	Literacy Curriculum Maps for grades 5-8

opportunities for collaborative communication, and support for struggling readers, and digital literacy lessons to support the learning of new content in the blended learning environment.					
Literacy teachers will utilize the literacy curriculum maps developed by the literacy PLC.	Support and monitor the teaching of the curriculum maps and focus standards	Curriculum maps that contain focus standards will be utilized in literacy instruction.	On-going; quarterly; yearly	Classroom assessments; state interim assessments; summative state assessments	Student scores on all assessments (classroom, interim, summative).

Struggling readers will be screened for reading difficulties (Act 1268 dyslexia requirements). Students will receive literacy support through a variety of programs onsite and virtually in a blended learning environment.					
Key Components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
<p>All teachers (including content areas) will follow district guidelines and procedures for referring struggling readers for screening. Teachers and screeners will watch for:</p> <ul style="list-style-type: none"> <li>Phonological and phonemic awareness</li> </ul>	<p>Inform teachers and staff of screening guidelines and procedures; Assist teachers with questions of problems dealing with screening.</p>	<p>Gather required data and evidence on the students being screened; Meet with district personnel for screening information; Complete screening forms and provide required data documentation;</p>	<p>On-going as needed per student</p>	<p>Screenings for reading difficulties will be completed in a timely manner; Results will be discussed with teachers and administration</p>	<p>Screening results; Reading assistance recommendations for students; Staff and parent communication</p>

<ul style="list-style-type: none"> <li>• Sound symbol recognition</li> <li>• Alphabet knowledge</li> <li>• Decoding skills</li> <li>• Rapid naming</li> <li>• Encoding skills</li> </ul> <p>Students will be recommended for the Dyslexia program as needed based on data from screenings.</p>		<p>Assist with scheduling Dyslexia program students if needed</p>			
<p>Struggling readers in grades 5-8 will be screened and recommended for weekly literacy support through the Read 180 program or individual reading assistance. A literacy aide will be provided to read with students and provide individualized support to struggling readers.</p>	<p>Secure funds for hiring a teacher and aides to support literacy programs; Secure funds for renewing the Read 180 program</p>	<p>Collaborate with Read 180 program teacher to examine data on students and determine which students need support; Collaborate with Read 180 teacher for scheduling of students to receive reading support; Assist in training students to follow the Read 180 schedule each day/week; Examine assessments to determine if programs are supporting student reading skills</p>	<p>Ongoing</p>	<p>Read 180 assessments; Classroom assessments; STAR reading; Interim assessments; Summative state assessments</p>	<p>Increased student scores on assessments</p>

In a blended learning environment, the dyslexia coordinator will contact parents of students who need services to determine how services will be provided. Literacy support will be provided online virtually with individual students and the dyslexia coordinator.	Provide necessary equipment and professional development to support online literacy instruction	Contact individual students and parents to schedule virtual sessions; Determine what digital support families may require;	Ongoing as needed during the blended learning school year;	Surveys; Emails; Virtual session logs;	Students and families attending virtual literacy support sessions; online assessments

The literacy classes are scheduled for adequate time for literacy instruction which includes grade-level texts, fosters curiosity and supports learning through collaborative communication.					
<b>Key Components and/or strategies</b>	<b>Administrative Responsibility</b>	<b>Teacher Responsibility</b>	<b>Timeline</b>	<b>Assessment</b>	<b>Evidence</b>
Literacy classes in grades five and six have a departmentalized setting. The schedule allows for one hour a day for reading instruction and one hour a day for grammar/spelling/writing instruction. <ul style="list-style-type: none"> <li>Sunday phonics program</li> </ul>	Schedule literacy classes with appropriate time to incorporate Science of Reading instructional skills; Monitor classrooms for effective	Utilize time on effective literacy strategies that align with the Science of Reading; Assess, plan, teach, assess, and then adjust and remediate; Participate in on-going professional development;	On-going	Classroom assessments; Teacher observations; Interim state assessments; Summative state assessments	Student scores on assessments; Improved scores on state assessments; STAR reading assessments;

<ul style="list-style-type: none"> <li>• Unit based comprehension lessons</li> <li>• Writing instruction</li> <li>• Daily Grammar Practice activities</li> <li>• Novel units</li> <li>• ReadWorks</li> <li>• No Red Ink</li> <li>• Lincoln Learning</li> <li>• MobyMax</li> <li>• CommonLit</li> <li>• Mindmeister</li> <li>• Goosechase</li> <li>• Epic</li> <li>• Freckle Literacy</li> </ul>	<p>instruction in literacy; Support literacy teachers;</p>	<p>New teachers in the district will receive training as needed;</p>			
<p>Literacy classes in grades seven and eight have a departmentalized setting. Students have one hour a day of literacy instruction which includes:</p> <ul style="list-style-type: none"> <li>• Word study</li> <li>• Word structures</li> <li>• Morphology</li> <li>• Unit based comprehension lessons</li> <li>• Writing instruction</li> <li>• Daily Grammar Practice activities</li> <li>• Novel units</li> </ul>	<p>Schedule literacy classes each day; Support literacy instruction</p>	<p>Utilize time on effective literacy strategies that align with the Science of Reading; Assess, plan, teach, assess, and then adjust and remediate; Participate in on-going professional development; New teachers in the district will receive training as needed;</p>	<p>On-going</p>	<p>Classroom assessments; Teacher observations; Interim state assessments; Summative state assessments</p>	<p>Student scores on assessments; Improved scores on state assessments; STAR reading assessments;</p>

<ul style="list-style-type: none"> <li>• Enriched vocabulary study</li> <li>• Etymology</li> <li>• Wide variety of digital sources such as ReadWorks, No Red Ink, CommonLit, etc.</li> <li>• Freckle Literacy</li> </ul>					
<p>Most of the special education literacy classes in grades 7 and 8 will work through inclusion in the regular classroom. The regular and special education teachers will work together to teach literacy to all students.</p>	<p>Provide scheduling and necessary materials needed in a co-teaching classroom environment</p>	<p>Collaborate to prepare instruction and materials for lessons and students both onsite and digitally online.</p>	<p>On-going</p>	<p>Classroom assessments; Teacher observations; Interim state assessments; Summative state assessments; IEPs</p>	<p>Classroom assessment scores; IEPs; Interim assessment scores;</p>
<p>Literacy classes are scheduled to go to the library once a week or once every other week. Accelerated Reader will be used to promote independent reading and book selection. It will be used to support the RISE initiative and promote a culture of reading. AR will not supplant reading instruction. Students will be rewarded in a variety of ways for participating in</p>	<p>Provide a budget that supports the purchase of Renaissance Learning for all students; Provide a budget that supports purchasing a wide variety of reading materials in the library media center for all students;</p>	<p>Library media specialist will be the administrator of Renaissance Learning and will work closely with literacy teachers and students to support literacy and build a culture of reading; Teachers will voluntarily do book talks for students to encourage</p>	<p>On-going</p>	<p>STAR reading scores; Accelerated Reader scores and points; Circulation statistics; Reward coupons; Reward activities for earning points</p>	<p>Student scores on assessments; Improved scores on state assessments; STAR reading assessments;</p>

Accelerated Reader and earning points. Students will learn how to find digital eBooks and audio books online to continue reading during blended learning.	Provide support in rewarding students for reading; Support a flexible library schedule for literacy classes to utilize the school library each week;	independent reading in all genres of books; Library media specialist and teachers will reward students for reading and taking AR quizzes to help improve reading skills; Instruction on how to locate digital materials during blended learning			
Teachers in the special education classrooms will use SRA corrective reading and Mindplay to support literacy instruction. Mindplay is a structured online phonics and word study program used daily to support literacy skills in the special education classrooms.	Support; Monitoring; Funding to purchase programs; Scheduling	Train students on how to use the programs; Monitor while students are using the program; Support students	On-going	Program assessments; Classroom assessments; Teacher observations; State Interim and Summative assessments;	Student scores on all assessments; Documentation of program use by students
Students will have opportunities for all classrooms to participate in collaborative activities such as centers for learning in literacy, Breakout Edu sessions, book clubs, group work unit projects, etc.	Support; Monitoring; Observations of activities; Allow purchasing of supplies for activities; Provide cleaning supplies and PPE	Collaborate in PLCs to share, organize, and discuss collaborative activities for students that are effective and support learning in all subject areas	On-going	Unit assessments; Classroom assessments; Teacher observations;	Student presentations; Documentation of activities; Digital presentations

Social distancing and disinfecting materials will be utilized as needed for health and safety.					
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All teachers and staff members will participate in a weekly Response to Intervention (RTI) program which will allow for Tier I, Tier II, and Tier III intervention times.					
Key Components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
Teachers on a leadership team will develop schedules and procedures for the RTI program.	Assist teachers in developing schedules and procedures;	Attend RTI meetings; Read emails; Ask questions; Make sure he/she understands schedules and procedures;	Before school starts; First quarter	Schedules that work for all teachers and students involved	Schedules and procedures that support students learning and remediation;
Remediation will be steered by formative assessments over current focus standards. Tier II intervention will reteach current skills being taught and assessed in class. Tier III intervention will support students struggling with skills taught in earlier grades. RTI classes will be held five days a week for a total of 130 minutes per week. Teachers will assess to determine what students need the intervention. After the	Monitor and support; Meet with teachers to examine assessments and student work samples to decide on intervention plans	Create and administer Tier I formative assessments; Decide on 1-10 students who need RTI intervention in literacy; Reteach skills in a different way and retest the intervention students; Maintain data to show that the interventions are effective; Examine and discuss data in monthly PLC literacy meetings	On-going	Classroom formative assessments; Assessments for Tier II; Assessments for Tier III;	RTI daily schedules; Assessment scores State assessments



<p>intervention sessions, those students will be reassessed to determine their understanding of the skills. All students will participate in the RTI program to learn skills that were not taught in the spring of 2019, support and reinforce skills that will be taught this year, and to enrich students who have mastered required skills. A variety of programs such as Freckle math and literacy, No Red Ink, MobyMax, Accelerated Reader, Mindplay, Lincoln Learning, ReadWorks, etc. will be used to support learning for all ability levels of students.</p>					
<p>All teachers will attend a monthly PLC meeting with their subject and/or grade level team members to discuss RTI, plan and coordinate lessons and materials, discuss problems and solutions, regroup students, etc.</p>	<p>Provide assistance with scheduling, materials, technology, etc. for meetings</p>	<p>Attend monthly meeting to report on progress of programs, curriculum, schedules, assessments, etc.</p>	<p>On-going</p>	<p>Student formative assessment scores; sign-in sheets; agendas</p>	<p>Sign-in sheets; Agendas, minutes of meetings</p>

Blended Learning Environment for Remote Learning Situations					
Key Components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
<p>Google Classroom will be our learning management system. Students will be issued a school Chromebook to use at school and at home. All teachers will create Google Classrooms for their subject areas. Teachers will post daily and/or weekly assignments in the Google Classrooms and to the school webpage. Students and teachers will utilize Google Classroom during onsite and virtual instruction. Teachers will also include instructional videos to help support learning and teach new content and skills. Teachers will also communicate with students through Google Classroom and/or Gmail. Students will submit and/or share completed</p>	<p>Support teachers with needed resources and materials for assignments; Provide technology to teachers and students; Develop and provide checkout procedures and contracts for Chromebooks; Provide professional development when needed on Google apps and programs;</p>	<p>Create and maintain each Google Classroom; Daily updates of assignments in Google Classroom; Monitor student work and submissions through Google Classroom; Monitor student comments and questions; Attend all professional development sessions;</p>	<p>On-going during the blended learning school year whether onsite or offsite</p>	<p>Students submission of all assignments; Utilization of Google Classroom and other digital assignments;</p>	<p>Student submissions of all assignments; Google Classrooms developed by teachers; Student grades;</p>

assignments through Google Classroom. Students will learn how to download documents and videos into offline mode so assignments can be completed at home even when internet access is not available.					
School will extend the open wi-fi to the parking lots located in front of each school. This will allow internet for students who do not have access at home.	Support technology coordinators in providing open Wi-Fi for students to use	Provide support to students and families if they have questions about where and when to access wi-fi	On-going during the blended learning school year	Students will utilize open free wi-fi in school parking lots	Video surveillance and online records of students and families utilizing school open WIFI
Professional Development will be provided to all teachers and staff as needed. Training will focus on utilizing Google Classroom as our learning management system. Professional development training will focus on apps and programs that support digital instruction for blended learning.	Develop and schedule professional development sessions; Provide necessary equipment, staff, and locations for training	Attend all professional development sessions; Have all necessary equipment and materials for training	Summer months before school starts; On-going during the blended learning school year as needed	Professional development sign in sheets; Development of Google Classrooms; Development of digital content	Professional development sign in sheets; Google Classroom development;
Students who chose to learn virtually only will use a combination of instructors through Buzz	Develop communication plan for parents and teachers; Assign	Attend training on any programs needed for virtual education of students; Work with	On-going during the blended learning school year;	Teachers and families working together for virtual learning; parent surveys;	Students are completing and submitting daily assignments virtually;

<p>Learning Management System, Virtual Arkansas, and Google Classroom. All virtual students will have a point of contact person on staff for communication purposes.</p>	<p>staff to be point of contact teacher for families; Schedule times for trainings for families and staff working with virtual programs</p>	<p>administration on schedules, enrolling, answering questions, etc.; Communicate weekly and/or daily with families and students learning virtually;</p>		<p>Students grades in virtual classes;</p>	<p>Parents and students are communicating with point of contact staff members; Student grades in virtual classes</p>
<p>Families with any internet and/or cell phone service in their area may qualify for WIFI devices provided by the school district. These devices will be supplied to families in our school district who are in need and qualify to receive the devices.</p>	<p>Collaborate with district administration and technology coordinator to provide devices for students in middle school</p>	<p>Communicate student needs about internet service to administration</p>	<p>Ongoing during the current blended learning school year</p>	<p>Students will be able to complete and submit assignments online at home</p>	<p>Students will submit and complete assignments online</p>

## Math and Science

The mathematics PLC will develop and implement a curriculum map that is aligned to the Science of Reading and includes standards and skills not taught in the spring of 2019 due to COVID-19.					
Key Components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
All teachers will complete yearly professional development requirements on the Science of Reading.	Provide PD schedule on RISE training	Attend and/or complete all required PD on the Science of Reading	7 <sup>th</sup> and 8 <sup>th</sup> grade teachers: 2020-2021 six hours and/or complete the online RISE training; Fifth and Sixth grade teachers will attend three days of RISE PD during each school year	Complete all assessments/projects required for RISE PD	PD certificates of Science of Reading completion
Math and Science teachers will collaborate each summer to develop and edit curriculum maps including literacy topics in the Science of Reading, focus standards, and state standards. They will include grade level texts, opportunities for collaborative communication, support for struggling readers, and digital literacy	Provide support, locations, and opportunities for teachers to collaborate.	Locate and have all necessary materials for collaboration. Attend all collaboration meetings.	On-going each year	Math and Science curriculum maps based on state standards and the Science of Reading	Mathematics Curriculum Maps for grades 5-8

lessons to support the learning of new content in the blended learning environment.					
Math and Science teachers will utilize the math curriculum maps developed by the math PLC.	Support and monitor the teaching of the curriculum maps and focus standards	Curriculum maps that contain focus standards will be utilized in mathematics and science instruction.	On-going; quarterly; yearly	Classroom assessments; state interim assessments; summative state assessments	Student scores on all assessments (classroom, interim, summative).

The mathematics and science classes are scheduled for adequate time for mathematics instruction which includes grade-level texts, fosters curiosity and supports learning through collaborative communication.

<b>Key Components and/or strategies</b>	<b>Administrative Responsibility</b>	<b>Teacher Responsibility</b>	<b>Timeline</b>	<b>Assessment</b>	<b>Evidence</b>
Mathematics classes in grades five and six have a departmentalized setting. The schedule allows for two hours a day on fifth grade mathematics instruction and one hour a day for sixth grade mathematics instruction. <ul style="list-style-type: none"> <li>• Freckle math</li> <li>• Math QUEST</li> <li>• MobyMax</li> <li>• STAR Math</li> </ul>	Schedule math classes with appropriate time to incorporate Science of Reading instructional skills; Monitor classrooms for effective instruction in math; Support math teachers;	Utilize time on effective literacy and math strategies that align with the Science of Reading; Assess, plan, teach, assess, and then adjust and remediate; Participate in on-going professional development; New teachers in the district will receive training as needed;	On-going	Classroom assessments; Teacher observations; Interim state assessments; Summative state assessments	Student scores on assessments; Improved scores on state assessments; STAR math assessments;

<ul style="list-style-type: none"> <li>• Unit based math comprehension lessons</li> <li>• Daily math practice activities</li> <li>• Mathematics vocabulary instruction</li> <li>• </li> </ul>					
<p>Mathematics classes in grades seven and eight have a departmentalized setting. Students have one hour a day of mathematics instruction which includes:</p> <ul style="list-style-type: none"> <li>• Freckle math</li> <li>• Math QUEST</li> <li>• MobyMax</li> <li>• STAR Math</li> <li>• Unit based math comprehension lessons</li> <li>• Daily math practice activities</li> <li>• Mathematics vocabulary instruction</li> </ul> <p>Seventh and eighth grade math classes are designed for student needs. There are regular grade level math classes, advanced (Algebra I) classes, and support classes for</p>	<p>Schedule math classes each day; Support mathematics instruction</p>	<p>Utilize time on effective literacy and math strategies that align with the Science of Reading; Assess, plan, teach, assess, and then adjust and remediate; Participate in on-going professional development; New teachers in the district will receive training as needed;</p>	<p>On-going</p>	<p>Classroom assessments; Teacher observations; Interim state assessments; Summative state assessments</p>	<p>Student scores on assessments; Improved scores on state assessments; STAR mathematics assessments;</p>

students struggling in math.					
Most of the special education mathematics classes in grades 7 and 8 will work through inclusion in the regular classroom. The regular and special education teachers will work together to teach math to all students.	Provide scheduling and necessary materials needed in a co-teaching classroom environment	Collaborate to prepare instruction and materials for lessons and students both onsite and digitally online.	On-going	Classroom assessments; Teacher observations; Interim state assessments; Summative state assessments; IEPs	Classroom assessment scores; IEPs; Interim assessment scores;
Teachers in the special education classrooms will use ?????????? study program used daily to support literacy skills in the special education classrooms.	Support; Monitoring; Funding to purchase programs; Scheduling	Train students on how to use the programs; Monitor while students are using the program; Support students	On-going	Program assessments; Classroom assessments; Teacher observations; State Interim and Summative assessments;	Student scores on all assessments; Documentation of program use by students
Students will have opportunities in all classrooms to participate in collaborative activities such as unit projects and hands-on science experiments. Social distancing and disinfecting materials will be utilized when feasible and as needed for health and safety.	Support; Monitoring; Observations of activities; Allow purchasing of supplies for activities; Provide cleaning supplies and PPE	Collaborate in PLCs to share, organize, and discuss collaborative activities for students that are effective and support learning in all subject areas	On-going	Unit assessments; Classroom assessments; Teacher observations;	Student presentations; Documentation of activities; Digital presentations



<p>Science classes in grades 5-8 have a departmentalized setting. The schedule allows for one hour a day for science instruction.</p> <ul style="list-style-type: none"> <li>• STEMscopes Science Curriculum</li> <li>• Lincoln Learning</li> <li>• Freckle Math and Science</li> <li>• Unit based science lessons</li> <li>• Hands-on science experiments and labs</li> <li>•</li> </ul>	<p>Schedule science classes with appropriate time to incorporate Science of Reading instructional skills; Monitor classrooms for effective instruction in science; Support science teachers;</p>	<p>Utilize time on effective literacy and math strategies that align with the Science of Reading; Assess, plan, teach, assess, and then adjust and remediate; Participate in on-going professional development; New teachers in the district will receive training as needed;</p>	<p>On-going</p>	<p>Classroom assessments; Teacher observations; Interim state assessments; Summative state assessments</p>	<p>Student scores on assessments; Improved scores on state assessments; STAR math assessments; STAR literacy assessments</p>
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All teachers and staff members will participate in a weekly Response to Intervention (RTI) program which will allow for Tier I, Tier II, and Tier III intervention times.					
Key Components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
Teachers on a leadership team will develop schedules and procedures for the RTI program.	Assist teachers in developing schedules and procedures;	Attend RTI meetings; Read emails; Ask questions; Make sure he/she understands schedules and procedures;	Before school starts; First quarter	Schedules that work for all teachers and students involved	Schedules and procedures that support students learning and remediation;
Remediation will be steered by formative assessments over current focus standards. Tier II	Monitor and support; Meet with teachers to	Create and administer Tier I formative assessments;	On-going	Classroom formative assessments; Assessments for Tier II;	RTI daily schedules; Assessment scores State assessments

<p>intervention will reteach current skills being taught and assessed in class. Tier III intervention will support students struggling with skills taught in earlier grades. RTI classes will be held five days a week for a total of 130 minutes per week. Teachers will assess to determine what students need the intervention. After the intervention sessions, those students will be reassessed to determine their understanding of the skills. All students will participate in the RTI program to learn skills that were not taught in the spring of 2019, support and reinforce skills that will be taught this year, and to enrich students who have mastered required skills. A variety of programs and lessons (listed above) will be provided to support mathematics and science instruction for all students.</p>	<p>examine assessments and student work samples to decide on intervention plans</p>	<p>Decide on 1-10 students who need RTI intervention in literacy;  Reteach skills in a different way and retest the intervention students;  Maintain data to show that the interventions are effective;  Examine and discuss data in monthly PLC literacy meetings</p>		<p>Assessments for Tier III;</p>	
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All teachers will attend a monthly PLC meeting with their subject and/or grade level team members to discuss RTI, plan and coordinate lessons and materials, discuss problems and solutions, regroup students, etc.	Provide assistance with scheduling, materials, technology, etc. for meetings	Attend monthly meeting to report on progress of programs, curriculum, schedules, assessments, etc.	On-going	Student formative assessment scores; sign-in sheets; agendas	Sign-in sheets; Agendas, minutes of meetings
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Blended Learning Environment for Remote Learning Situations					
Key Components and/or strategies	Administrative Responsibility	Teacher Responsibility	Timeline	Assessment	Evidence
Google Classroom will be our learning management system. Students will be issued a school Chromebook to use at school and at home. All teachers will create Google Classrooms for their subject areas. Teachers will post daily and/or weekly assignments in the Google Classrooms and to the school webpage. Students and teachers will utilize Google Classroom during onsite and virtual instruction. Teachers will	Support teachers with needed resources and materials for assignments; Provide technology to teachers and students; Develop and provide checkout procedures and contracts for Chromebooks; Provide professional development when needed on Google apps and programs;	Create and maintain each Google Classroom; Daily updates of assignments in Google Classroom; Monitor student work and submissions through Google Classroom; Monitor student comments and questions; Attend all professional development sessions;	On-going during the blended learning school year whether onsite or offsite	Students submission of all assignments; Utilization of Google Classroom and other digital assignments;	Student submissions of all assignments; Google Classrooms developed by teachers; Student grades;

<p>also include instructional videos to help support learning and teach new content and skills. Teachers will also communicate with students through Google Classroom and/or Gmail. Students will submit and/or share completed assignments through Google Classroom. Students will learn how to download documents and videos into offline mode so assignments can be completed at home even when internet access is not available.</p>					
<p>School will extend the open Wi-Fi to the parking lots located in front of each school. This will allow internet for students who do not have access at home.</p>	<p>Support technology coordinators in providing open Wi-Fi for students to use</p>	<p>Provide support to students and families if they have questions about where and when to access wi-fi</p>	<p>On-going during the blended learning school year</p>	<p>Students will utilize open free wi-fi in school parking lots</p>	<p>Video surveillance and online records of students and families utilizing school open Wi-Fi</p>
<p>Professional Development will be provided to all teachers and staff as needed. Training will focus on utilizing Google Classroom as our learning management</p>	<p>Develop and schedule professional development sessions; Provide necessary equipment, staff,</p>	<p>Attend all professional development sessions; Have all necessary equipment and materials for training</p>	<p>Summer months before school starts; On-going during the blended learning school year as needed</p>	<p>Professional development sign in sheets; Development of Google Classrooms; Development of digital content</p>	<p>Professional development sign in sheets; Google Classroom development;</p>

system. Professional development training will focus on apps and programs that support digital instruction for blended learning.	and locations for training				
Students who chose to learn virtually only will use a combination of instructors through Buzz Learning Management System, Virtual Arkansas, and Google Classroom. All virtual students will have a point of contact person on staff for communication purposes.	Develop communication plan for parents and teachers; Assign staff to be point of contact teacher for families; Schedule times for trainings for families and staff working with virtual programs	Attend training on any programs needed for virtual education of students; Work with administration on schedules, enrolling, answering questions, etc.; Communicate weekly and/or daily with families and students learning virtually;	On-going during the blended learning school year;	Teachers and families working together for virtual learning; parent surveys; Students grades in virtual classes;	Students are completing and submitting daily assignments virtually; Parents and students are communicating with point of contact staff members; Student grades in virtual classes
Families with any internet and/or cell phone service in their area may qualify for Wi-Fi devices provided by the school district. These devices will be supplied to families in our school district who are in need and qualify to receive the devices.	Collaborate with district administration and technology coordinator to provide devices for students in middle school	Communicate student needs about internet service to administration	Ongoing during the current blended learning school year	Students will be able to complete and submit assignments online at home	Students will submit and complete assignments online