



2020-21 Instructional Plan

I. OPERATIONAL INFRASTRUCTURE TO SUPPORT LEARNING

Our administration and school staff are working collaboratively with our steering committee, the three school divisions we serve (Augusta County, Staunton, and Waynesboro Schools), parents, and students to plan for reopening of SVGS for the 2020-21 academic school year.

The following considerations were priorities in the planning process for instruction:

- *Mitigation strategies for safety.*
- *Physical capacity for social distancing.*
- *Providing both remote and in-person learning.*
- *Logistics in minimizing the mixing of groups when possible, managing transitions between school day activities, and adapting classroom procedures.*
- *Socio-emotional needs of students and staff.*
- *Flexibility and consistency in schedules to easily adapt to different situations.*

Schedule

Weekly Schedule Format: Half of SVGS students will attend on Tuesday & Thursday (A rotation). The other half will attend on Wednesday & Friday (B rotation). Students will meet with their 3 classes each day they are in attendance. Students will not have “independent work time” during the days they are attending in person.

*On Monday, seniors who have a 4th class (i.e. class w/senior capstone embedded) will attend that class in person for an extended block from 8 am -11 am. NOTE: Seniors who are enrolled in these classes but do not have a 4th class should also plan to attend on Monday mornings (times pending) to maximize project work, field trip experiences, and collaboration as possible.

**On Monday, students taking Studio Art I, II or Acting I, II will also attend 8am -11 am for an extended studio block.

***On Monday, all students will have synchronous class meetings on-line for each of their classes in the afternoon. Each session will be one hour.

Student schedules for A-B rotations will be created based on the following priorities in rank order:

- 1) Maintaining social distancing and classroom capacity
- 2) Student course request
- 3) Attendance on same rotation day as younger siblings *if requested*

Monday	Tuesday	Wednesday	Thursday	Friday
8 am – 11 am Sr. 4th classes and Studio classes <i>Machine Learning,</i> <i>Math Modeling,</i> <i>Adv.</i> <i>Environmental Science,</i> <i>Engineering II,</i> <i>Studio Art I, II</i> <i>Acting I, II</i> <i>Adv. Research (TBA)</i>	7:45 am- 10:50 am Rotation A	7:45- 10:50 Rotation B	7:45- 10:50 Rotation A	7:45- 10:50 Rotation B
12 pm -3:15 pm <i>Synchronous on-line class meetings for <u>all</u> classes.</i>	<i>*As classroom space and circumstances allow, students may be allowed to work <u>independently</u> at SVGS in the afternoon if reliable internet access is needed. These decisions will be made on a case by case basis.</i>			

Transportation

Transportation *to* SVGS has been typically provided by the individual student and family and will continue to be encouraged. School divisions are providing transportation for students on a case by case basis as their individual need dictates. Transportation *from* SVGS is provided by school divisions or by the individual student and family.

A transportation survey was sent to all families to identify transportation needs and to further coordinate transportation with the school divisions. Transportation needs will be considered in scheduling rotations for instruction.

Technology

Hardware: SVGS uses a wide range of technology to support student learning in all formats. A device will be provided to each student by the school as needed and/or students may use their own device.

Software/Applications: CANVAS will be used as the course management system and will be integrated with Blackboard Collaborate to provide virtual classroom functionality. Other instructional technology and software such as Google Apps, Web Assign, ALEKS, Mat Lab, Arc GIS, AutoCad, R, Tensor Flow, Python, Java, and the Adobe Creative Suite are cloud based

programs which can be accessed off-site or downloaded to the individual student device as needed. All students receive a free Microsoft Office license for download to their individual device as needed.

Internet Access: Internet access is available at schools. We are coordinating with local school divisions to provide hot spots to students as needed or applicable. Given the geographic challenges of reliable signal and cell service in our area, students may be allowed to work independently at SVGS in the afternoon for reliable internet access as classroom space and circumstances allow.

Communication

SVGS maintains routine communication monthly via email with students and parents. Information is mailed to parents and student as needed. The school website and facebook page are used to highlight SVGS events, important information, and the work of our students.

II. NEW INSTRUCTION FOR ALL STUDENTS

Given requirements for social distancing, there are limitations on the number of students in attendance each day and that significantly impact our classroom capacities. SVGS will offer a hybrid model of instruction with both in-person and independent learning with virtual support.

This will closely resemble college instructional models with 1 hour of in-person instruction two days a week per class, 1 hour of synchronized virtual instruction 1 day a week per class, and independent learning on non-attendance days. Seniors enrolled in an additional class will meet in person one day for a 3 hour sessions.

Families with significant concerns about their students returning to school during Phase III have the option to choose 100% distance learning. Our goal with remote learning is to mirror what is taught in class and provide as many opportunities as possible to keep the same content and experience as is happening in the classroom. Students who are 100% distance learning should follow their individual teacher's directions for possible opportunities to meet remotely with the regular class session live, individually schedule labs or other meetings in-person in the afternoon as possible, collaboration with other students, and virtual office hours.

All students (hybrid and remote) will access content and materials for each course through CANVAS.

Teachers are receiving professional development and extensive work with Blackboard Collaborate as a tool integrated with CANVAS to deliver on-line instruction as needed and to students choosing 100% distance learning and to support and facilitate overall instruction in regular or hybrid instructional formats.

Student and parent surveys regarding concerns, technology access and transportation, have been conducted to provide information for planning. Staff surveys were conducted informally to identify, concerns, needs and professional development. Virtual Q & A sessions for parents and students will be held to assist in the transition of students to the 2020-21 school year.

Communication with school divisions and our steering committee is ongoing with the next formal meeting set in August. The PSAC (Parent Support and Advisory Council) meets monthly. Teachers

communicate weekly with students and monthly with parents via email or mail regarding class progress.

III. IDENTIFICATION OF INSTRUCTIONAL GAPS AND STUDENT NEEDS

A variety of assessments will be used to continue to identify student needs and to provide on-going support.

This year, SVGS has opted to provide all new STEM students with a tool called ALEKS to help assess, improve, and refine specific math skills needed for success at the next level of advanced mathematics. ALEKS is an adaptive math program which provides personalized learning with individual and targeted interventions. This program features automatic assessments, progress tracking, and immediate feedback. Students begin by completing an “Initial Knowledge Check” which determines what students already know and what skills are lacking based on their previous math classes. Topics students need and are ready to learn are then presented with detailed explanations, immediate feedback, and other resources.

Students typically enter SVGS with varying degrees of preparation given their math sequence, different content covered, or the semester their last math class was taken. This tool will help all SVGS students start with a solid background and similar confidence. The use of ALEKS will also address any re-teaching needed for content missed at the end of the 2019-20.

Additionally, SVGS staff will also be available for “study sessions” periodically during the summer to assist and support students as needed. Times and dates for those sessions will be sent directly to students and parents.

New content success in the next course sequence was delivered to SVGS students in throughout 2019-20 during the school closure in accordance with expectations for college dual-enrollment classes and advanced coursework. Skills for returning students were assessed at the end of the 2019-20 school year and significant discrepancies were addressed individually through tutoring and supplementary summer work. Instructors will assess students in the fall and adapt curriculum, develop appropriate pacing, and include review as needed to fill gaps of essential content and to promote skill development.

SVGS will continue to provide support to new students by providing a teacher mentor. Teacher mentors will contact students a minimum of once a week to assist them in making the transition to SVGS academically, emotionally, and socially. This year, peer mentors will be assigned to new students to provide support and to foster engagement in rebuilding our learning community. Returning students are assigned a senior capstone advisor to assist them in individual projects and/or mentorship related to career and personal development. A student advisory committee has been selected and will provide guidance to SVGS administration and staff, identify socio-emotional and academic needs, and provide leadership in promoting health and well-being. Services for counseling, mental and physical health resources, support for special populations, and other students needs will continue to be coordinated with our school divisions and schools.

IV. REMOTE LEARNING

This plan is designed to provide maximum flexibility and on-going instruction should or as circumstances and conditions change. If conditions necessitate reversion to Phase I or II, all instruction would be provided virtually. In that case, we would offer synchronous sessions and virtual class meetings based on this same schedule. For example, the student attends class in person in Phase III or “attends” a synchronous virtual session guided by the instructor with peer engagement at the same scheduled class time in Phase I or II. Additionally, teachers will be available to answer questions via email or live video-conferencing.

An orientation for students will be provided at the beginning of the year to assist students in utilizing technology to effectively manage learning in an on-line virtual environment and support in-person learning. Through this process, technology needs (i.e. device, access) will be identified, resources provided, and alternatives plans established. Students will become knowledgeable about available technology resources and options to develop a workable plan for their situation regardless of learning format. Hard and/or digital copies (i.e. thumbdrive, cd) of materials will be provided as needed. Relationships and connections deliberately fostered between students, teachers, and peer mentors will help to sustain a robust and collaborative learning community outside of in person learning.