



A Student's Guide to

Learning from Home

In the Mount Vernon City
School District

9/24/2020





What have we accomplished so far



Dr. Hamilton overview and what's next for Mount Vernon City Schools:

- Revisiting the Reopening Plan



Sep 8, 2020 to Sep 23, 2020

ACTIVE USERS BY ROLE

Tracks when a unique user has at least one active session within a specified date range

Active Users

Sessions

ROLE TYPE	DATE RANGE TOTAL
● Student	6,926
Total Active Users	6,926

7327 Total students in the district including newly registered students and students that have moved but have not been discharged yet.





Review of Agenda

- Dr. Hamilton, Superintendent
- Dr. Gorman, Deputy Superintendent
- Principal Jamal Doggett, Rebecca Turner Elementary School
- Dr. Colleen Seivright, Columbus Elementary School
- Dr. Pauline Pearce, Benjamin Turner Middle School
- Dr. Satish Jagnandan, Standards Admin. Math and Science
- Dr. Ron Gonzalez, MVHS
- Principal Sharon Bradley and Marybeth Rhodes, STEAM HS
- Dr. Evelyn Collins, Denzel Washington School of the Arts

Chatroom protocols during our time together

Tips for taking notes and benefitting from the presentation



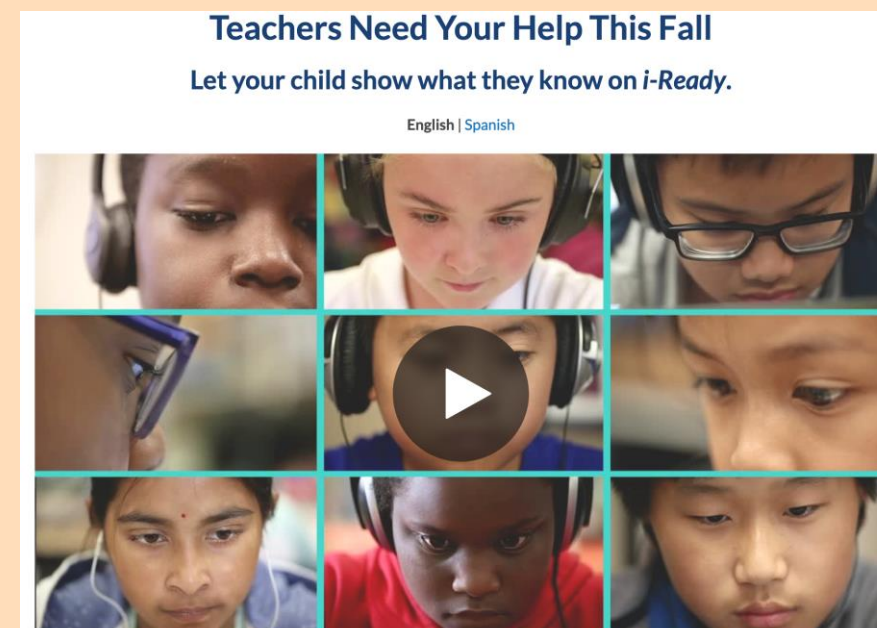


Addressing the COVID-19 Slide Interview

Dr. Jeff Gorman,
Deputy Superintendent of Schools



Assessment – iReady – Giving a diagnostic:





Addressing the Slide

01

Understanding by Design (UbD), engaging students with video and resources – differentiating instruction – Standards, learning goals, performance tasks, project- based learning

02

Small group instruction, based on other assessments such as DIBELS, common local assessments, and academic power hour.

03

Anchor Standards:

Key Ideas and Details

- STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it: cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

04

Power Standards: All teachers, across all grades and subjects, are identifying the Power Standards necessary to assist students to recover from the remote learning slide.

- Power Standards are a subset of learning standards that serve as the foundation for multiple points of learning within a subject



≡ Wellness Wednesdays

School staff, students, and families will engage in activities which:

- ❖ Nurture a culture of kindness;
- ❖ Provide individuals with new words to say- “In our classroom we say...;”
- ❖ Implement strategies to manage conflict with peer mediation;
- ❖ Provide opportunities for character role playing;
- ❖ Focus on personal goal setting;
- ❖ Build a sense of community during Morning Meeting; and
- ❖ See something, say something.





More on Instruction

What can parents expect from synchronous and asynchronous learning for full and remote learning?

What about grading for the school year?





Tips for Learning from Home

Remote learning helps reinforce lifelong skills, such as time and energy management, independence, and creative thinking.

- Use a journal to track your progress or any questions you might want to ask your teacher about the lessons in class.
- Find an area in your house where you can sit comfortably and focus.
- Separate your work and relaxation spaces. Ideally, identify a work area that is away from a TV screen and other distractions.
- Try taking down notes to keep your mind engaged, if you begin to zone out during Zoom.
- Create a list of things to study, break it down into small tasks, and do the hardest ones when you have the most energy.





K-8 Instructional Review

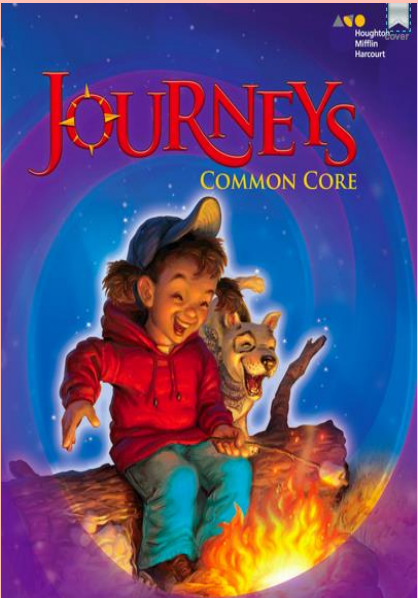


Virtual Schedule: Grade 1

Periods	8:30- 9:00	Office Hours
Period 1	9:00--9:30	Morning Meeting/SEL
Period 2	9:30--10:30	RTI (9:30-10:00) / ELA (10:00-10:30)
Period 3	10:30--10:50	Break
Period 4	10:50--11:20	Specials (Art, Music, PE, Media)
Period 5	11:20--12:00	Social Studies/Science
Period 6	12:00--1:00	LUNCH
Period 7	1:00--2:00	Math
Period 8	2:00--2:30	Wrap Up
Period 9	2:30--3:00	Office Hours

Wellness Wednesdays: K-6

Periods	Time	Subject
Homeroom	8:20- 9:00 am	Prep
Period 1	9:00- 9:30 am	Morning Meeting/SEL
Period 2	9:30- 10:15 am	ELA
Period 3	10:15- 11:00 am	Math
Period 4	11:00- 12:00 pm	LUNCH
Period 5	12:00- 3:00 pm	3Ps: Planning, PLCs, PD,



Sample Remote ELA Lesson

Synchronous

1. **Opening:** Students are introduced to the lesson of the day (Learning Targets & Essential Questions)
2. **Making Connections:** Students will view a video, image, or prompting question that relates to that day's lesson. They will make connections to themselves, another text, or the world.
3. **Vocabulary:** Students will be introduced to the vocabulary words for the lesson and will complete an activity to learn the words, their origins, meanings, etc.
4. **Mini-Lesson:** Students will take part in a mini-lesson based on the skill of the day.
5. **Reading:** Students will complete reading of a text. The text will have connections to both the vocabulary and the mini-lesson.

Asynchronous

6. **Independent Work:** Students will complete work independently that will review the vocabulary, mini-lesson skill, and comprehension of the text read.
7. **Small Group Instruction:** During this time, teachers may invite students into breakout rooms to work in small group settings and provide extra support or review for those who need it.

Synchronous

8. **Closing/Debrief:** Students will engage in a closing activity to wrap-up the lesson

Sample Remote Math Lesson



Synchronous

1. **Opening:** Students are introduced to the lesson of the day (Learning Targets & Essential Questions)
2. **Fluency:** Students orally practice basic math skill/facts using instant recall (less think time)
3. **Guided Practice** This includes two parts (I do, We do):
 - Visual Learning- Viewing a video that demonstrates the practice and checking for understanding during video pauses; and
 - Modeling of Examples- Examples scaffolded to resemble independent work and teacher checking for understanding.



Asynchronous

6. **Independent Practice:** Students will complete work independently and review skill taught during lesson (completed on student Envisions account)
7. **Small Group Instruction:** During this time, teachers may invite students into breakout rooms to work in small group settings and provide extra support or review for those who need it.

Synchronous

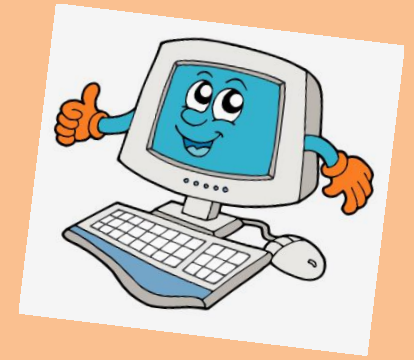
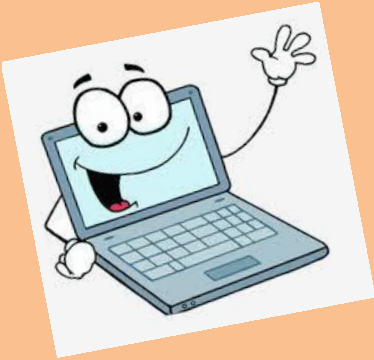
8. **Closing/Debrief:** Students will engage in a closing activity to wrap-up the lesson (Exit ticket or class discussion)



Middle School Instructional Review



6-2 Digital Learning Schedule Sample



Hover & Click

PERIOD	TIME	A Day	B Day
0	8 – 8:30	<u>HR</u>	<u>HR</u>
1	8:30 – 9:10	AVID	AVID
2	9:10 – 9:50	<u>MUSIC</u>	ELA
3	9:50 – 10:30	<u>MUSIC</u>	ELA
	10:30 – 10:45	Brain Break	
4	10:45 – 11:25	<u>SS</u>	<u>ART</u>
5	11:25 – 12:05	<u>SS</u>	<u>PE</u>
6	12:05 – 12:50	Lunch	
7	12:50 – 1:30	<u>SCI</u>	<u>MATH</u>
8	1:30 – 2:10	<u>SCI</u>	<u>MATH</u>
9	2:10 – 2:50	Office Hours	

HR...checking in and setting-up for a successful day

Less is more: 4-5 classes per day

Dedicated time for tutoring

2020-21 Mathematics

The mathematical skills students learn from kindergarten through seventh grade are the foundational skills upon which higher-level mathematics courses build. It is highly beneficial that students master mathematics concepts (*Fluency with Whole Numbers, Fluency with Fractions - inclusive of Decimals, Percent, Rates, Integers, Ratios & Proportionality and Measurement*), applications, and skills, prior to learning higher level mathematical courses. Mastering elementary and middle school mathematics increases students' chances for success when taking an algebra course.

2020-21 Grade 4 Cluster Emphases for Instruction

	Standard	Content Emphasis
Number and Operations in Base Ten		
4.NBT.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right	Major
4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$	Major
4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	Major
4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm	Major
4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Major ✓
4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Major
Number and Operations--Fractions		
4.NF.1	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	Major
4.NF.2	Compare two fractions with different numerators and different denominators. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions.	Major
4.NF.3	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.	Major ✓
	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	Major ✓
	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	Major Post
	Use decimal notation for fractions with denominators 10 or 100.	Major ✓ Post
	Compare decimals to hundredths by reasoning about their size. Recognize that comparisons are only valid when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$ and justify the	Major ✓

Grade 6

UNIT 1

Systems on Earth

- 1.1 Body Systems
- 1.2 The Cell as a System
- 1.3 Earth's Interacting Systems

UNIT 3

Causes & Effects of Regional Climates

- 3.1 Creating Climate Regions
- 3.2 Environmental & Genetic Influences
- 3.3 Reproductive Success
- 3.4 Heredity

UNIT 2

Causes of Weather

- 2.1 Energy Transfer in the Water Cycle
- 2.2 Weather Patterns

UNIT 4

Our Changing Climate

- 4.1 Causes of Climate Change
- 4.2 Climate Change Impacts Organisms
- 4.3 Reducing Human Impacts on the Environment

<https://app.discoveryeducation.com/learn/player/c415e1be-dea4-47a9-ac1c-1397ca898e5b>

Can you explain why my heart races when I get scared?

2020-21 Science (Core Resources : Discovery Education Science Tech Book)

Less is More!!!

3 to 5 Units of Study focusing on phenomenon-based learning and scientific & engineering practices based on the NYS standards.

Reminder Student Access from Home

Logging in from home:

1. www.mtvernoncsd.org
2. Students
3. Students Instructional Technology Links
4. MVP
5. SSO
6. Username: XXXXXX@mtvernoncsd.org;
Password: XXXXX (Input your password associated with your MVCSD account.)
7. Pearson
8. enVisionmath 2.0 K-2 Product



High School Instructional Review



High School Instructional Review

What Is Synchronous Learning?

- Classes that require students to log on to Zoom with their teacher and peers during their scheduled class time.
- Learning happens in real time; all students must be online during that class in order to participate.
- Attendance is taken.

What is Asynchronous Learning?

- Happens on your schedule on the days class is not meeting/after teacher-directed instruction.
- Allows you to complete work during your chosen time and at your own pace.
- Teachers provide materials and assignments that can be accessed at any time.
- Students are given a time frame in which the work should be completed.

Schedules

What an 85-minute Lesson May Look Like at MVHS:

- 10-30 minutes of teacher directed lesson
- 10-30 minutes of work time for students, where teacher is available for questions
- 10-30 minutes where students can show what they learned
- 5-10 minutes wrap-up and explanation of homework and the next lesson

What a 43-minute Lesson May Look Like at MVSA:

- 10-15 minutes of mini-lesson/ teacher directed lesson
- 20-30 minutes of work time for students, including independent and collaborative learning opportunities (teacher is available to answer questions and address any misunderstandings)
- 10-15 minutes of assessment of learning/wrap-up of lesson and explanation of homework and what students can expect in the next lesson

Platforms You May See Your Child Using

- EdPuzzle
- Schoology
- Padlet
- FlipGrid
- Kahoot
- Trello
- Discovery Ed

- Answer Garden
- Wakelet
- NearPod
- Socrative
- Poster-My-Wall
- Glogster

Sample Lesson from Global I at MVHS

- Do Now: Using Answer Garden
- Review of Homework: EdPuzzle Video about Longitude and Latitude
- Quiz on Schoology—Given 20-minutes to answer 10 questions and take a stretch break (students with IEPs that require extra time will be able to complete this task later in the day)
- Introduction of project, "International Road Trip" to help students become familiar with the world map and geography
- Time for questions
- Students work independently but the teacher is available for questions
- With a few minutes left, students share some of the countries that will be in their project

Sample Lesson from AVID 9 at MVHS

- Do Now: Answer Garden about the positive elements of online learning
- Class Discussion of what AVID is, what it looks like, and why it matters
- Team Building: Students are put in Breakout Rooms to interview a classmate
- Students rejoin main room where the teacher models what the students will do next
- Students will take what they have learned in the partner interview and create a pennant to introduce their partner to the class
- Students will work independently on the pennant for their peer
- With five minutes left in class, students check in with the teacher and get the expectations for the following class

Sample Lesson from English 3 Class at MVSA

- Marking Period Theme - Loneliness and Isolation

September 21st

- Essential Question: What role does solitary confinement play in the American prison system, and how does it impact prisoners?
- Do Now - Students complete a Brain Quest Do Now in Schoology of ELA "trivia" questions.
- Teacher models reading and annotating the article "The Science of Solitary Confinement" using Word highlighting and font colors.
- Teacher demonstrates how to "chunk" the article and checks for understanding of the content by having the group respond orally to guided reading questions.
- Students continue to practice annotation skills and upload their annotations to Schoology for homework.

September 22nd

- Essential Question: What role does solitary confinement play in the American prison system, and how does it impact prisoners?
- Do Now: Teacher instructs students on the structure of Haiku poetry and models the skill. Students then create two Haiku on the theme of loneliness and isolation.
- Students share their poems with the class.
- Teacher shows students short video, approximately 6 minutes: "Stories of Life in Solitary Confinement."
- Students complete multiple-choice assessment based on the article "The Science of Solitary Confinement."
- Exit/Homework - Students answer discussion questions in Schoology based on the article and the video "Stories of Life in Solitary Confinement," as well as their own life experiences and observations.
- Homework - Complete discussion questions.

Mount Vernon High School

Academic Rigor



Curriculum/Assessment/Course Sequencing

- WICOR Strategies
- Elective Course Weeks At a Glance
 - 8 – 9th grade sections
 - 3 – 10th grade sections
 - 4 – 11th grade sections
 - 2 – 12th grade sections
- Equity & Access to rigorous courses

NYS Smart Scholars Grant

- Partnership with Concordia College – opportunity to earn a College Level Associate Degree
- Summer Bridge for 26 students
- Course articulation towards dual enrollment for college credits

Mount Vernon High School

Academic Rigor

- International Baccalaureate DP World School
 - Learner Profile
 - Approaches to Learning/Approaches to Teaching
 - Rigorous Courses
 - Math Applications & Interpretation
 - History of the Americas/Economics
 - Environmental Systems & Societies
 - Language & Literature
 - Language B (AB Initio)
 - Theory of Knowledge (TOK)
 - Creativity, Action & Service (CAS)
 - Extended Essay (EE)



Denzel Washington School of the Arts

Remote Scheduling

- All students are scheduled for 9 periods of classes including lunch.
- All students are scheduled for an arts major and upperclassmen take additional arts electives.
- Wednesdays are reserved for counseling with teachers, tutoring, arts rehearsals, and one-on-one with school-based support teams.
- Each class period is 43 minutes.
- Upperclassmen select honors, Advanced Placement and college courses.
- Students are also enrolled in courses at Juilliard, Concordia Conservatory, Harlem School of the Arts, and the Dance Theatre of Harlem.



Special Programs

- Saturday Arts Academy on Zoom (*grades 4-8*).
- Fordham Step Program
- Theatre Development Fund (TDF)
– Virtual Theatrical Productions
- Gospel Choir (*grades 6-12*)
- Robotics Club
- Boxing Club
- National Honor Society



Mount Vernon STEAM Academy

Rigor – Engagement - Success

AVID



- AVID School
 - AVID Elective Class and AVID School Wide in Content Area Classes
- AVID Elective Class for All Students
 - AVID Elective Teacher for Four Consecutive Years
 - WICOR Framework
 - Special Focus on Organization through OneNote
 - Tutorology

Project Lead the Way  **PLTW**

- Online Project Based Curriculum
 - Innovative and Interactive Lessons
- Project Lead the Way Courses
 - Intro to Engineering Design
 - Principles of Engineering
 - Principles of Biomedical Science
 - Human Body Systems
 - Computer Integrated Manufacturing

Mount Vernon STEAM Academy Partnerships

Lehman College



- Courses for College Credit
 - Biology Laboratory
 - Computer Science
 - Earth Environmental and Geospatial Sciences
 - College Mathematics and Statistics
 - Mindfulness
- Summer Research Experiences
 - Cancer Study
 - Nutrient Research
 - Plant Microbe Symbiosis
 - Retna and Nervous System

Concordia College



- NYS Smart Scholars Grant
- Summer Bridge Program for 26 Incoming 9th Graders

Discovery Education



- Professional Development Opportunities for Teachers and Administrators
- Coaching from DE Trainers
- Online Platform
 - SOS Strategies
 - Lesson Resources
- Teacher National Recognition
 - David Bendlin – Leadership
 - Scott Pollard – Creativity





Questions and Answers



Pre-Submitted Questions

- Are the kids with in-person school required to bring their computer devices along with them? Some are working on devices currently that aren't portable.