



Madison Middle School

Distance Learning Plan

Synchronous Instruction - Live instruction and lessons via Google Meet or Zoom, which are required for each day by Senate Bill 98

Asynchronous Instruction - Students will have opportunities to work independently to practice standards and complete assessments

Assessments - Students will have reviews of prior knowledge, formative and summative assessments, and demonstrations of learning

Collaborative Group Work - Students will engage with their peers in small groups with teacher guidance and monitoring through Google Meet or Zoom

Flipped Instruction and Assignments - Students will complete assignments or watch instructional videos on their own

Office Hours and Tutorials - Students will have opportunity to receive extra support, individual feedback, and re-teaching through office hours and tutorials

Students will

- Attend classes every day, actively participate in all lessons and activities, and engage with their peers during collaboration
- Complete assignments and assessments assigned by each teacher
- Log in to Canvas, and check school email daily; regularly respond to all communication and feedback
- Contact teachers, counselors, and administrators for questions or assistance
- Follow the Academic Honesty Policy and Acceptable Use Policy printed in the Student Handbook and behavioral expectations for Virtual School.

Teachers will:

- Create daily opportunities for meaningful engagement and collaboration with high quality, instruction that is grade/course appropriate
- Establish high expectations and clear learning objectives, prepare a variety of assignments and assessments, and provide timely feedback
- Provide real time instruction through live synchronous apps such as Zoom and proactively engage students in office hours
- Take daily attendance, provide letter grades, and utilize Canvas for each class
- Attend all Collaboration Meetings on Monday's and participate in professional development as needed

Learning Model Definitions

- **Distance Learning** - Our school board has voted that all of our students will begin in Distance Learning for the first six weeks of school from 9/8 to 10/20.
- **Vista Classic Model** - When Public Health orders allow students to return in-person to school, students who choose to do so are considered in the "Classic Model." This is what we all knew pre-pandemic.
- **Vista Virtual Model** - When Public Health orders allow students to return to in-person learning at school, students who chose NOT to return in person are in the "Virtual Model".

When we exit **Distance Learning**, and students begin **Vista Classic** or **Vista Virtual**, each student will remain with their same teacher and same class period. It is important to note that the class period start and end times may change.

Vista Classic students will return to the traditional Madison schedule on campus.

Vista Virtual students schedule has not been confirmed at this time. It is important that students will remain with their same teacher and same class period.

Distance Learning Bell Schedules

Distance Learning: Late Start Monday

Times	Event	Explanation
9:30-11:30	<p>Period 1: PLC - Live & Asynchronous</p> <p>Personal Learning Community Class, Peer Connections via assignments, projects and discussions, Mentoring and Coaching, Independent work and small group instruction.</p>	<ul style="list-style-type: none"> ● Check in with PLC teacher ● Assignments and activities <ul style="list-style-type: none"> ○ Thrively: Strengths Interests and Values ○ HBDI: Personality Survey ○ World of Work & SuperStrong ○ Character Education ○ No Place For Hate ○ TED Ed ● Small group instruction ● Group work ● Mentoring/Coaching ● Review goals and reflect on progress ● When not assigned to group work, small groups, mentoring/coaching sessions and students will: <ul style="list-style-type: none"> ○ Work on group projects and assignments ○ Complete homework ○ Engage in extension and enrichment activities ○ Review weekly assignments and modules for all classes ○ Make a list of things you will need to do in the morning and any after school activities. ○ Make a list of questions that you may have regarding assignments, modules, activities, etc. ○ Begin developing goals for the week. ○ Catch up on assignments ○ Access support from other teachers as time permits.
11:30 -12:30	Lunch	
12:30 - 3:08	<p>Student Culture: Social & Emotional Connection to Site</p>	<p>Each week ASB, MBC our Counselors and other staff will be providing activities for students to participate in that connect our students to our campus and to their peers. In addition we will be hosting tutoring, office hours, Language Lab, and more!</p>

Distance Learning: 6th Grade Tuesday-Friday

	Tuesday	Wednesday	Thursday	Friday
8:30 - 12:30	Morning Live Learning Time			
8:30 - 9:00	Period 1 - PLC Live	Period 1 - PLC Live	Period 1 - PLC Live	Period 1 - PLC Live
9:10 - 10:10	Period 2 - Live	Period 6 - Live	Period 2 - Live	Period 6 - Live
10:20 - 11:20	Period 3 - Live	Period 7 - Live	Period 3 - Live	Period 7 - Live
11:30 - 12:30	Period 5 - Live	Period 8 - Live	Period 5 - Live	Period 8 - Live
12:30 - 1:30	Lunch			
1:30 - 3:08	Afternoon Learning Options & Work Time			
1:30 - 2:15	Independent Work Time or Optional Content Specific Support Session available TUESDAY - Math	Independent Work Time or Optional Content Specific Support Session available WEDNESDAY - ELA	Independent Work Time or Optional Content Specific Support Session available THURSDAY - Science	Independent Work Time or Optional Content Specific Support Session available FRIDAY - History
2:23 - 3:08	Student Options: Finish today's work then prep for tomorrow by... <ul style="list-style-type: none"> ● Attending other optional content support sessions ● Completing Work Independently ● Getting individual support by signing up for Teacher office hours on Canvas ● Working in Small Groups as assigned by your teacher ● Attending Language Lab ● Attending Counseling Groups ● Complete PE minutes 			
Definitions	Morning Live Learning Time: Each period will have Live/synchronous instruction. Teachers will communicate live meeting time with students through Canvas. Teachers may use the full 60 minute period as "Live" or may use less time as appropriate in order to deliver high quality instruction for all students. Teachers may also assign specific meeting times within periods for the small group instruction, 1:1 assistance, etc. in order to meet the needs of their students. See examples in the Descriptions of Instruction section below.			

Distance Learning: 7th Grade Tuesday-Friday

	Tuesday	Wednesday	Thursday	Friday
8:30 - 12:30	Morning Live Learning Time			
8:30 - 9:00	Period 1 - PLC Live	Period 1 - PLC Live	Period 1 - PLC Live	Period 1 - PLC Live
9:10 - 10:10	Period 2 - Live	Period 6 - Live	Period 2 - Live	Period 6 - Live
10:20 - 11:20	Period 3 - Live	Period 7 - Live	Period 3 - Live	Period 7 - Live
11:30 - 12:30	Period 4 - Live	Period 8 - Live	Period 4 - Live	Period 8 - Live
12:30 - 1:30	Lunch			
1:30 - 3:08	Afternoon Learning Options & Work Time			
1:30 - 2:15	Independent Work Time or Optional Content Specific Support Session available TUESDAY - Math	Independent Work Time or Optional Content Specific Support Session available WEDNESDAY - ELA	Independent Work Time or Optional Content Specific Support Session available THURSDAY - Science	Independent Work Time or Optional Content Specific Support Session available FRIDAY - History
2:23 - 3:08	Student Options: Finish today's work then prep for tomorrow by... <ul style="list-style-type: none"> ● Attending other optional content support sessions ● Completing Work Independently ● Getting individual support by signing up for Teacher office hours on Canvas ● Working in Small Groups as assigned by your teacher ● Attending Language Lab ● Attending Counseling Groups ● Complete PE minutes 			
Definitions	Morning Live Learning Time: Each period will have Live/synchronous instruction. Teachers will communicate live meeting time with students through Canvas. Teachers may use the full 60 minute period as "Live" or may use less time as appropriate in order to deliver high quality instruction for all students. Teachers may also assign specific meeting times within periods for the small group instruction, 1:1 assistance, etc. in order to meet the needs of their students. See examples in the Descriptions of Instruction section below.			

Distance Learning: 8th Grade Tuesday-Friday

	Tuesday	Wednesday	Thursday	Friday
8:30 - 12:30	Morning Live Learning Time			
8:30 - 9:00	Period 1 - PLC Live	Period 1 - PLC Live	Period 1 - PLC Live	Period 1 - PLC Live
9:10 - 10:10	Period 2 - Live	Period 5 - Live	Period 2 - Live	Period 5 - Live
10:20 - 11:20	Period 3 - Live	Period 7 - Live	Period 3 - Live	Period 7 - Live
11:30 - 12:30	Period 4 - Live	Period 8 - Live	Period 4 - Live	Period 8 - Live
12:30 - 1:30	Lunch			
1:30 - 3:08	Afternoon Learning Options & Work Time			
1:30 - 2:15	Independent Work Time or Optional Content Specific Support Session available TUESDAY - Math	Independent Work Time or Optional Content Specific Support Session available WEDNESDAY - ELA	Independent Work Time or Optional Content Specific Support Session available THURSDAY - Science	Independent Work Time or Optional Content Specific Support Session available FRIDAY - History
2:23 - 3:08	<p>Student Options: Finish today's work then prep for tomorrow by...</p> <ul style="list-style-type: none"> ● Attending other optional content support sessions ● Completing Work Independently ● Getting individual support by signing up for Teacher office hours on Canvas ● Working in Small Groups as assigned by your teacher ● Attending Language Lab ● Attending Counseling Groups ● Complete PE minutes 			
Definitions	<p>Morning Live Learning Time: Each period will have Live/synchronous instruction. Teachers will communicate live meeting time with students through Canvas. Teachers may use the full 60 minute period as "Live" or may use less time as appropriate in order to deliver high quality instruction for all students. Teachers may also assign specific meeting times within periods for the small group instruction, 1:1 assistance, etc. in order to meet the needs of their students. See examples in the Descriptions of Instruction section below.</p>			

Descriptions of Instruction

Each period we will be providing a quality, challenging content that is aligned to grade level standards and equivalent to in-person instruction. Students will have period by period live interaction with teachers and their peers (the time of the live interaction can vary). Each period will be a mix of asynchronous instruction and synchronous instruction for the entire allotted amount of time.

Live Instruction aka Synchronous Instruction

Teachers will assign specific meeting times within periods for the whole class and specific groups of students. Teachers may use the full 60 minute period or may use more or less time as appropriate in order to deliver high quality instruction for all students. Teachers will communicate live meeting times with students through Canvas.

“Live” Periods

- Will have Live/Synchronous learning
 - Teachers will take roll and provide an overview of the period’s lesson
 - Teachers will provide Direct Instruction both synchronously and asynchronously
 - Teachers will be available during the entire period to support student learning, answer questions, set up appointments and provide assistance while providing students resources to meet their academic and social emotional needs. This can be done via synchronous and asynchronous means.
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- **Example A:** Students may have 15-20 minutes of live whole class synchronous instruction where they will take roll, check in with students, review the objective for the day and provide direct instruction. Students would then continue with the asynchronous part of the lesson and the teacher could start pulling small groups during the remainder of the period.
 - **Example B:** Students may have 30 minutes of live whole class instruction. Students would then participate in 15 minutes of group work while the teacher monitors the group work documents, answers questions and provides supports. Students would then participate in 15 minutes of independent practice while the teachers may pull small groups with select students for re-teaching, support, extensions, etc.
 - **Example C:** Teacher has $\frac{2}{3}$ of class working on a flipped assignment for 20 minutes and the teacher pulls a small group for direct instruction based on student need, student progress on standards and as a way to pre or re teach concepts and skills. Students may have 20 minutes of whole class synchronous instruction at the end of the period.

Afternoon Learning Options & Work Time

Tuesday - Friday each day students will have the option to attend a specific content area support session led by one of the grade level and subject area teachers. Students may also choose to use this time to work independently to complete assignments, projects, homework and to complete assessments. Teachers will communicate assignments and expectations through Canvas and through live synchronous and asynchronous means. Teachers and students may also meet for Tutoring/Mentoring/Coaching by requesting an appointment with their teacher through Canvas.

Teacher Office Hours will be used for:

- Proactive live support for students via, small groups, 1:1, phone call and large group arrangements
- Pull small groups to address learning loss
- Content area tutoring
- Support students academic and social emotional needs via mentoring and coaching
- Pull small groups of students to re/pre teaching concepts for students who need assistance
- Answer students questions
- Help students with concepts they are struggling with
- Provide enrichment and extension opportunities
- Hold parent teacher meetings
- Review progress with students