

ROADMAP FOR SCHOOL SYSTEMS NAVIGATING THROUGH COVID-19:

ACADEMICS AND STUDENT SUPPORT  (access all Roadmaps at www.catalyst-ed.org/covid/roadmaps)



ROADMAP SECTIONS	<p>Program Development and Communication: Instructional Vision and Guidance Family Engagement Instructional Supports: Teaching & (Distance) Learning (Remote) Instructional Management Professional Development Differentiated Learning Needs: Remediation Supports Specialized Populations English Language Learners Formative Feedback and Data: Monitoring and Assessment Grading and Promotion Post-Secondary Supports: College and Career Readiness</p>
ROADMAP KEY	<p> DEI  Finance  Instruction  Social and Emotional  IT and Operations  Talent  Resilient Leadership</p>
RELATED RESOURCES	<p>Design Principles for Remote Learning Plans CSGF: When Days Become Weeks: Building Blocks for Strong Remote Learning The 74: How 18 Top Charter School Networks Are Adapting to Online Education, and What Other Schools Can Learn From Them The 74: Researchers' Urgent Message for Schools: Start Planning Now for a Precipitous 'COVID Slide' Next Year</p>

Phase 1 - Launch Remote Learning	Phase 2 - Finish the School Year Strong	Phase 3 - Implications for Summer & Beyond	Resources and Sample Technical Assistance Projects (request support here)
Program Development and Communication			
Instructional Vision and Guidance			
<p>Articulate the key assumptions based on the unique COVID-19 and virtual learning space:</p> <ul style="list-style-type: none"> To what extent will students have mastered key skills / grade level standards by EOY? How will your methods evolve with the potential for asynchronous learning? <p> With your SEL team, consider what structures and routines are needed to build connection and create an emotionally supportive learning environment. (See Social and Emotional Student and Family Support Roadmap)</p>	<p>Monitor state guidance on (unlikely) potential for reopening in SY '19-20. Determine how and when you will adjust and communicate your assumptions for EOY.</p> <p>With your Superintendent/CEO and Instructional Management Team, assess your priorities in addressing:</p> <ul style="list-style-type: none"> The quality and execution of SY '19-20 remote learning Your ability to effectively re-launch school and remediate given losses Emotional strain and traumatic impacts 	<p> Revisit your equity commitments and identify where you need to adjust your SY '20-21 assumptions.</p> <p>SY '20-21 planning will be based on two scenarios: Scenario 1: "Normal" timing to start of school (but learning gaps from 'SY 19-20):</p> <ul style="list-style-type: none"> Develop a make up strategy for SY '20-21 - for missed content/areas for review, and for students without access or sufficient supports Re-evaluate pilots or other key instructional 	<p>Resources:</p> <p>Design Principles for Remote Learning Plans here.</p> <p>California Dept of Ed's Continuum of remote learning options here.</p> <p>Sample Remote Learning Plans here: Uplift Education STRIVE Prep</p>

Craft your initial remote learning plan that articulates the guiding principles from above. Set a general vision and expectations for teaching and learning. This plan is the foundation for your network and school efforts, and it will evolve over the upcoming weeks. (See [Design Principles for Remote Learning Plans](#).)

 With your Talent and leadership team, articulate the staff expectations for putting the remote learning plan into action ([See Talent Roadmap](#))

 With your IT team, identify your technical solutions for accessing content - Learning Management System, google folders, etc. ([See IT and Operations Roadmap](#))

from COVID-19

- The continuation of remote learning (if any) in SY '20-21

 Determine whether expanded summer learning programs, shifts to start dates for school, or other intensive remediation strategies are viable options for your organization. Discuss with your leadership team to understand talent and financial implications. ([See Talent Roadmap](#) and [Finance and Development Roadmap](#))

initiatives for SY '20-21. Assess whether you have learned enough from your pilots to implement as planned in SY '20-21

- Develop modified instructional initiatives (as needed) for summer/fall.

Scenario 2: Delayed start of school, modified reopening (with social distancing) and/or rolling closures:

- Consider Scenario 1 actions, plus:
- Identify what overhauls to the remote learning approach you would put in place if this was a more prolonged reality. See [Design Principles for Remote Learning Plans](#).)

[KIPP Texas](#)
[Intrinsic Schools](#)
[Uncommon \(HS Leader\)](#)

Sample Technical Assistance Projects:

Developing and/or giving feedback on remote learning plans which could include expectations for students and staff; goals for the remainder of SY' 19-20 and SY '20-21; and a process to vet, select, and implement technology tools.

Determining how to assess students to determine gaps in learning and support implementations.

Creating remediation/ intervention programs and providing coaching for teachers in implementing these interventions.

Student Connection and Well Being

 Review guidance in the [Social and Emotional Student and Family Supports Roadmap](#) to ensure student connection and well-being is an integrated strategy with your academic plan.

Family Engagement

 With your SEL team, provide parent-facing, clear communication on your expectations and supports during this time period. ([See Social and Emotional Student and Family Supports Roadmap](#))

Continue communication rhythms.

Monitor which families need additional supports and how that can be identified.

Provide explicit guidance on summer learning / remediation expectations.

Ask for input from families on major '20-21

Resources:

[Social and Emotional Student and Family Supports](#)

Develop guidance for school leader communication directly to students.

 Consider whether any families need modified communications due to language differences, internet access issues or inhibiting work schedules. Consider adding texts, phone calls, and hot lines in addition to email communication.

Develop dedicated forums and ongoing rhythms for parent communications (surveys, calls, etc) to understand parent challenges / concerns.

Identify whether any close-of-year rituals for family engagement need to transition virtually (e.g., report card night, parent-teacher conferences, graduation and promotion ceremonies).

Ask for input from families on major summer decisions being contemplated.

decisions being contemplated as part of the makeup / re-starting school planning.

[Roadmap](#) for deeper recommendations on integrating family communications

Sample Technical Assistance Projects:

Creating remote means of communicating with and getting feedback from families (e.g. social media, newsletters, virtual meetings, phone check ins)

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Instructional Supports			
Teaching & (Distance) Learning			
<p>Articulate the key course-specific skills you are attempting to cover over the remainder of the school year. Create pacing guidance for the content in key areas.</p> <p>Provide guidance for teachers on modifying their pedagogical techniques in a remote learning environment</p> <p>Follow your learning plan to:</p> <ul style="list-style-type: none"> • if stated, create strong centralized content (videos, resources, etc). • provide effective supports to teachers to advise on instructional shifts (eg office hours). • Provide resources, where appropriate, on integrating learning software with supplemental tools. 	<p>Support your SY '19-20 remote learning plan:</p> <ul style="list-style-type: none"> • Adjust pacing and scope and sequences based on teacher feedback loops • Provide supplemental resources (e.g., exit tickets and intervention recommendations) for students struggling to meet key skills • Finish out development of centralized content, if noted in your remote learning plan. Determine what, if any, of those resources can be used in next year <p>Prepare for SY '20-21 content:</p> <ul style="list-style-type: none"> • Plan for and resource summer curriculum / resource development (e.g., hire curriculum writers) • Assess what changes to your SY '20-21 scope and sequence will change given gaps (and learning slides) from SY '19-20. Determine where those adjustments should come as adjustments to the curriculum for overall students and where those will come through targeted interventions. • With your special services team, begin developing a remediation plan to address gaps that are traditionally managed through Tier 1 interventions. 	<p>Assuming Scenario 1: "Normal" timing to start of school</p> <ul style="list-style-type: none"> • Finalize the SY '20-21 master schedule and school calendar • Purchase curricular materials for SY '20-21 (considering whether any supplemental materials are needed for interventions) • Finalize assessment calendars and strategies for SY '20-21 • Prepare to launch SY '20-21 instructional initiatives <p>Assuming Scenario 2: Delays or rolling closures:</p> <ul style="list-style-type: none"> • <i>Consider Scenario 1 actions, plus:</i> • Determine how to provide ongoing adjustments to pacing and mastery assessment with ongoing unpredictability • Re-assess training and support for any instructional initiatives. Determine how to make your support "remote-proof" in the event that closures impact your start of school initiative launches or other aspects of your initiative plans. 	<p>Sample Technical Assistance Projects:</p> <p>Creating and curating tools and centralized content for teachers.</p> <p>Coaching teachers on technology tools which could include one-on-one sessions, webinars, and video walkthroughs.</p> <p>Creating a prioritized scope and sequence and then adjusting it based on feedback from teachers.</p> <p>Supporting teachers in planning and implementing lessons and activities such as those that develop self directed learning (including goal setting, self pacing, and self reflecting) and small group lessons for differentiated instruction and support.</p> <p>Tracking which standards were not covered during remote learning and creating a plan to integrate these in SY '20-21.</p>

(Remote) Instructional Management			
<p>Set expectations that adjustments are common as you learn together as an organization. Put in place structures for review and rapid iteration of the remote methods.</p> <p>To help principals prioritize their instructional support, help them define core student engagement indicators to keep a pulse on progress.</p> <p>Provide guidance for deans/principals to check in with teachers in heartfelt ways, to understand their capacity, and to surface key barriers for problem solving.</p> <p> In partnership with the SEL team, integrate connection structures into your remote learning plan to provide clarity of expectations for both instruction and student connection. (See Social and Emotional Student and Family Support Roadmap)</p> <p>As Deans/Principals support teachers in the shift to remote learning, they may need to:</p> <ul style="list-style-type: none"> • Observe synchronous lessons and provide feedback • Review asynchronous content and evidence of learning • Problem solve with teachers on individual roadblocks in teaching 	<p>Continue structured approach to monitor, refine, and communicate the evolution of the learning plan, and suggestions to support with common barriers teachers and families are experiencing.</p> <p>Ensure principal managers have management plans - with differentiated supports based on school needs.</p> <p> With your Talent team, determine if any formal feedback or performance management conversations should exist. Complete, as necessary. (See Talent Roadmap)</p>	<p> Coordinate with the Talent team on capacity planning. Adjust supports, roles and responsibilities to ensure readiness for SY '20-21. (See Talent Roadmap)</p> <p>Planning for a strong start of year depends on how you can leverage the summer, what EOY '19-20 rituals exist, and whether SY '20-21 starts on time. Develop contingency plans, assessing impacts on traditional rituals and strong start methodologies.</p> <p>Reflect on what worked in principal managers' remote management plans, and identify how to have a 2.0 plan in place in the case of Scenario 2 delayed starts or rolling closures.</p>	<p>Sample Technical Assistance Projects:</p> <p>Developing and iterating on systems for checking in and supporting teachers including prioritizing what supports and coaching teachers need.</p> <p>Supporting teachers in integrating ways to connect with students into remote learning plans.</p> <p>Collecting data and feedback from teachers on support plans and sharing recommendations for future iterations based on this data.</p>

<p>Professional Development</p> <p>Provide teacher resources and virtual PD to support learning on two levels:</p> <ul style="list-style-type: none"> • Basics of remote teaching: logging in, managing learning management systems, running a synchronous classroom effectively, recording asynchronous lessons, etc. • Adaptive needs: As common barriers arise or teachers are faced with new, sensitive issues, provide guidance and training on how to address <p> In collaboration with your Talent team, provide resources and virtual PD for leaders to be effective supports for their team (See Talent Roadmap)</p>	<p>Based on monitoring conversations with principal managers, identify new training supports needed to improve remote instruction.</p> <p>Plan for potential shifts of summer leader PD. As your earliest summer convening, this is most likely to be impacted by ongoing shutdowns. Identify your remote convening strategy, and any impacts to SY '20-21 instructional initiatives if your roll out methods are compromised.</p> <p>Confirm what, if any, additional supports need to be provided for new principals or principals opening new schools.</p>	<p>Develop training for summer leader PD.</p> <p>Begin outlining plans for return to school teacher pd + new teacher training. Identify contingency plans (and go/no go decisions) based on how COVID-19 guidance evolves this summer. Will training be in person or virtual?</p> <p> In collaboration with your Talent team, determine what onboarding will look like for new hires. (See Talent Roadmap)</p> <p>Assess your in-year PD assumptions for how reliant your strategy is to consistent, in-person convenings. Determine whether you need to “remote-proof” any of your training initiatives.</p>	<p>Sample Technical Assistance Projects:</p> <p>Assessing what PD is needed</p> <p>Creating PD materials like one pagers and videos and organizing them so they are easily accessible to staff members (e.g. website, shared file drive)</p> <p>Creating synchronous and asynchronous virtual professional development opportunities such as virtual Professional Learning Communities, 1:1 coaching sessions, and webinars.</p> <p>Developing a plan for student teachers</p>
<p>Student Expectations / Behavioral Supports</p> <p> See the Social and Emotional Student and Family Supports Roadmap for recommendations on creating a fortified learning environment and teacher supports in a remote learning context.</p>			

Phase 1 - Launch Remote Learning	Phase 2 - Finish the School Year Strong	Phase 3 - Implications for Summer & Beyond
Differentiated Learning Needs		
Remediation Supports		
<p>Based on the remote learning plan, support school leaders and teachers in creating intervention for subgroups of students.</p> <p>Ensure all scholars who are off track for HS graduation are engaged in credit recovery.</p>	<p>Confirm whether your past approach to summer learning programs will effectively address learning gaps due to COVID-19 closures.</p> <p>Develop a modified summer learning plan based on best practices from spring remote learning plan.</p> <p>Identify which students will benefit most from summer learning supports.</p> <p>Identify additional staffing (and funding) for expanded summer programs, where applicable.</p> <p>Develop a communication plan to share these offerings with students and families.</p>	<p>Identify how you will modify your Tier 1 intervention supports given a wide array of student remediation needs. Consider whether any of the remote learning methods can be considered as supplemental learning methods in the fall.</p> <p>In the event of delayed starts or rolling closures, identify what, if any, modifications you will make in your remote learning plan to build in interventions.</p>

Resources and Sample Technical Assistance Projects (request support [here](#))

- Sample Technical Assistance Projects:**
- Assessing students in the most important content for each grade level and designing remediation
 - Creating intervention plans for students which include what interventions to provide, which staff will give the intervention, how often the intervention will be provided, and what data will be tracked.
 - Developing a modified summer learning plan based on needs of students
 - Creating a communication to plan to share summer offerings with students and families

Specialized Populations

Create learning modification guidelines to remote learning plans for students with IEPs, 504 or differentiated learning needs. Keep an eye on federal and state guidelines.

Align special services supports with any interventions deans are designing.

Ensure path for providing critical wraparound service offerings.

Develop a plan for how to conduct IEP meetings during building closures and make sure it is an approach that makes it accessible for all families.

Step back to assess the effectiveness of Q4 learning modifications and supports, and what remediation or support is needed for students in SY '20-21.

Conduct end-of-year consultations with families with IEPs and other specialized learning plans.

Identify whether any of the additional supports need to be extended into summer programming.

Develop materials for any summer PD surrounding specialized student supports

Identify any changes to IEPs based on the gaps in instruction.

Determine what modifications to your 2.0 plan you will want to have in the event of rolling closures in the fall.

Resources:

[Educating All Learners Resource Bank](#) (and their highlighted resources)

- [For students with autism](#)
- [Online/blended learning for students with disabilities](#)
- [Providing speech teletherapy](#)

Sample Technical Assistance Projects:

Developing a plan to meet the needs of specialized populations. Triaging support needs. (Tier 1-Tier 3 supports)

Providing PD and/or coaching support for providing services, accommodations, modifications, and supports.

Researching wraparound service options and creating partnerships with serving providers.

English Language Learners

Determine staff that will provide English language development instruction and the number of minutes daily/weekly that students will receive instruction.

Modify grade level plan guidance to consider:

- Needs of students based on language proficiency levels in addition to grade level.
- Appropriate balance of synchronous/asynchronous learning based on language proficiency level (more asynchronous learning for least proficient students, an even balance of the two for intermediate students, more synchronous learning for more proficient students)

Create tutorials of how to access, engage with virtual work, and remote learning expectations in English and the home language..

Distribute tutorials and guides on how to add translation extensions or apps such as Google Translate, Microsoft Translator, Microsoft's Immersive Reader, etc.

Create lesson plans that address the needs of the different language proficiency levels and are culturally proficient

Determine where lessons in core content areas need language scaffolds for English Learners

Evaluate where remote learning plan structures should be modified based on ELL needs.

- Small groups of 5-8 students for 20-30 minutes work best.
- Consider homogeneous and heterogeneous language groups as appropriate.
- Record lessons to model processes, explain instruction through video or screen recordings.
- Use videos with closed captions or subtitles when possible or provide video links.
- Present new instruction in multiple modes (video, synchronous instruction, audio, or slides).

Determine whether you need targeted ELL interventions based on your ability to provide ELD programming

Assess student language proficiency at end of year or early in the fall to gauge student growth and for placement for next school year.

Consider offering Language Boot Camp during the summer to help bridge any language gaps caused by remote learning. and pandemic

Review state guidance for reclassification criteria changes based on COVID-19 for SY 20-21.

Determine what modifications to your 2.0 plan you will want to have in the event of rolling closures in the fall.

Resources:

TNTP: [Supporting Multi-Language Learners during COVID-19](#)

[Ensemble Learning:](#)

- [Samples and Resources for English Language Learners](#)
- [Guidance for supporting English Language Learners](#)

Sample Technical Assistance Projects:

Creating videos and guides on how to access and engage with virtual work in English and home languages.

Developing language scaffolds for lessons in core content areas in collaboration with general education teachers.

Providing PD and/or coaching support to teachers providing accommodations for ELL students.

Planning and/or executing a summer Language Boot Camp and communicating this offering to students and families.

Phase 1 - Launch Remote Learning	Phase 2 - Finish the School Year Strong	Phase 3 - Implications for Summer & Beyond
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Formative Feedback and Data

Monitoring and Assessment

<p>In highest priority areas, design monitoring solutions so leaders can gauge:</p> <ul style="list-style-type: none"> - Student <i>access</i> to lessons - Student <i>engagement</i> and <i>submission rates</i> on assignments <p>Consider where you might evaluate student <i>mastery</i> on key skills. Be mindful that mastery evaluation might require additional requests of teachers and parents, and it may be conflated with other factors such as access, home context, etc.</p> <p>Develop feedback loops so teachers or content providers are able to adjust the pacing of the content and provide resources for learning.</p> <p> Determine what data views will help you monitor for inequitable supports.</p>	<p>Determine how you will assess Q4 learning and gauge the level of adjustments that will be needed for summer learning and/or '20-21 content.</p> <p>Consider what rough measures will help you have enough information for your SY '20-21 planning, and how/when you will want more targeted assessment to identify intervention needs for students.</p> <p>Review school report cards and other accountability measures. Determine what, if any, school health designations will be made for the SY '19-20 school year.</p>	<p>Develop qualitative examples or proxy data to share with key stakeholders how the SY '19-20 year went.</p> <p>Develop reports and ongoing analytical support for remediation plans given SY '19-20 gaps.</p>
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Attendance

  See the [Social and Emotional Student and Family Supports Roadmap](#) for engaging with families on student participation, and the [IT and Operations Roadmap](#) for recommendations on formal Attendance tracking, where necessary.

Resources and Sample Technical Assistance Projects (request support [here](#))

Resources:
[Uplift's Monitoring Overview](#) and [Remote Learning Evaluation Measures](#)

Sample Technical Assistance Projects:
 Creating or giving feedback on monitoring solutions that gauge access and engagement and using these solutions to create feedback loops.

Developing proxy data, collecting data, and developing reports to share with the school board and other key stakeholders.

Grading and Promotion		
<p>Ensure there are clear plans / measurements in place for students at risk for graduation or promotion</p> <p>Provide guidance for grading / course credits for end of year report cards.</p>	<p>Especially in high school, ensure there is a clear policy and process for students to understand GPA impacts.</p>	<p>Ensure your grading policies include guidance to allow for rolling closures.</p>
Phase 1 - Launch Remote Learning	Phase 2 - Finish the School Year Strong	Phase 3 - Implications for Summer & Beyond

Post-Secondary Supports

College and Career Readiness		
<p>Stay abreast of policies for standardized tests including state tests, SAT/ACT, AP/IB and develop plans to message this to teachers, students, and families.</p> <p>Identify how any career pathways supports can be modified given remote working and shelter in place requirements.</p>	<p>Ensure counselors are checking in with scholars to confirm they have what they need to prepare for the college transition process.</p> <p>Confirm that all essential college information (acceptances, financial packages, etc) are captured.</p> <p>Evaluate whether any internship or apprenticeship programs will evolve as companies face recessions.</p>	<p>Identify any longer lasting impacts to scholars' college readiness (e.g., GPA implications, course eligibility) and a plan for getting them back on track.</p> <p>Support scholars in evaluating non-college career pathways tracks based on recession dynamics.</p>

Resources:
 Parent-Friendly [Plano ISD Grading Guidance](#)

Values Driven Framing in the [KIPP Texas Grading Guidance](#)

Sample Technical Assistance Projects:
 Developing guidance policies for SY '20-21 that factor in rolling closures.

Resources and Sample Technical Assistance Projects (request support [here](#))

Sample Technical Assistance Projects:

Researching opportunities for students to develop career pathways skills.

Providing virtual college and career counseling.

Organizing college and career information in a place easily accessible to students and family members.

