

Guiding Principles For AoA's 2020/21 Instructional Plan

The following guiding principles which are aligned to The Academy of Alameda's mission, core values, and envisioned future. They are designed to provide instructional leaders and teachers with the key elements that they should consider as they develop and implement the 2020/21 Instructional plan for both the elementary and middle schools.

Guiding Principles	Looks Like in Practice Next Year (Possibly)
<p>Provide a safe and healthy environment for our students and staff.</p>	<ul style="list-style-type: none"> ● Students grouped in bubbles move together throughout the day to minimize contact with others ● Established protocols for safe distancing, masks, temperature checks and other safe behaviors based on CDC, state and county guidelines ● Implement a safe facilities plan that includes sanitizers containers in each classroom, office and around the campus, a custodial plan that allows frequent cleaning throughout the day and deeper cleaning each night and on weekends. ● We'll need policy re contact tracing/privacy protocols
<p>Offer a challenging and engaging academic program for ALL students.</p>	<ul style="list-style-type: none"> ● Continue to differentiate and offer stretch opportunities for students ● Embed deep learning principles into onsite and distance learning lessons and units ● Offer weekly opportunities for joy, play, and community building, recognizing the importance of social-emotional health as a foundation of academic progress ● Ensure all students have access to necessary tools and support (address potential barriers such as technology, language, etc) <ul style="list-style-type: none"> ○ Provide chromebooks and hotspots ● Designate point people to follow up with students experiencing barriers
<p>Provide multiple pathways to success based on students developmental and academic needs.</p>	<ul style="list-style-type: none"> ● Provide a differentiated schedule (more days on campus) for targeted (prioritized) students based on their developmental needs. ● Target a small group of student with the highest needs from the following groups students: <ul style="list-style-type: none"> ■ Students with IEP's ■ English Learners ■ Low-income

<p>Provide sufficient time for collaboration, professional development, and planning time so that educators can continually improve their practice to help meet student outcomes.</p>	<ul style="list-style-type: none">● Instruction schedule includes weekly collaboration time for the following teams: Grade level, department, Special Education/General Education, COST● Adjust calendar so that there is a break after each trimester for staff to adjust schedules for students who move between the two main instructional platforms (Also an opportunity to provide extra instruction for targeted students)
<p>Adapt our program to respond to feedback and the evolving information from state and federal authorities.</p>	<ul style="list-style-type: none">● Implement a more frequent distance and on-site formative assessment plan that allows teachers to adjust instruction in real-time to meet all students' academic growth needs.● Be able to migrate swiftly and effectively from blended and onsite-learning (for prioritized students) to a distance learning only platform in case of school closures throughout the year.● We'll need a Board resolution giving ED authority to close campus for x days at a time if specific triggers met