

Pleasantdale Elementary School
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La Grange, IL 60525
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Pleasantdale Middle School
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Pleasantdale School District 107 | 7450 S. Wolf Road | Burr Ridge, IL 60527 | 708.784.2013 | Fax: 708.246.0161 | www.d107.org

On February 19, 2019, the District launched the first eLearning day. The purpose of our eLearning day was to substitute a make-up day at the end of the school year due to a school closure. The District is well prepared for eLearning. Over the course of the past several years the district has invested in infrastructure improvements including updating the wifi capabilities at both schools and implementing new software for teachers and students. Likewise, the district has put updated technology tools in teachers' hands, including Macbooks and iPads, and has phased in an individualized computing program by providing students in grades three through seven with an iPad. These improvements contributed to the success of our eLearning day. In this report we will define eLearning, provide some of the background on how eLearning came to pass, and describe the structure of our program. Additionally, this report will provide the results of the stakeholder surveys that were launched to measure the effectiveness of this program.

Background: The district defines eLearning as the opportunity for students to engage in meaningful academic work outside the normal school day and away from the traditional school setting. The "e" in eLearning stands for engaged. The goal of this program is to engage students in a variety of academic experiences using games, electronic devices, and projects. Some of our grade levels relied heavily on iPads and other devices during our eLearning day, while others asked students to complete more traditional work. Both of these options allowed students to do work that was meaningful, self-paced, and advanced our academic goals.

The option to use eLearning is a result of the State Board taking bold action in regards to what constitutes a school day. In November 2018, the Illinois State Board of Education (ISBE) permitted more flexibility to schools and promoted innovation by allowing local districts to define the length of an instructional day. By simply removing the 5-hour instructional day requirements, schools have been able to promote learning beyond the schoolhouse doors. For the first time, students were given remote learning opportunities, allowing them to engage in teacher-developed lessons and creative activities tied to classroom learning standards. Students were held accountable through attendance practices and by sharing the products of their work back in the classroom. This flexibility led to innovative ways to support student learning when students cannot physically be in school. Additionally, it provided schools the ability to maintain continuity of instruction. Finally, this provided schools the flexibility needed to make the most of a make-up day due to a school closure.

Prior to the eLearning day, the District engaged the Curriculum Council to develop the structure for eLearning and expectations for staff and students. This process resulted in the development of timelines, attendance procedures, subjects covered (by school site), and how student/parent questions would be addressed. Teacher grade-level teams then used this structure to develop age-appropriate activities and remote lessons. The administration developed a communication plan, accountability procedures, and stakeholder surveys to evaluate the effectiveness of the program. The parent and teacher FAQs, letters to parents, parent survey letter, eLearning Checklist, and Assignment Inventory can be found in the appendix of this report.

Our Structure: As our Curriculum Council developed the structure and teachers developed grade level activities, we realized it was important to provide students and families with continuity. The committee began by setting up the parameters around when students would be given their assignments and when teachers would be available for support. It was determined that the assignment would be given the Friday before the eLearning day on February 15. At that time, teachers reviewed the assignments, explained how to access the work, and clarified how to turn in assignments. Additionally, the teachers reviewed when the work was due and how students could get help if needed. Because students were given the assignment on Friday, they had four days to work on completing the activities. However, staff were only available for support from 9:00 AM to 3:30 PM on February 19 (PES - 9:30-12:00, PMS - 1:00-3:30).

The next task was to determine which subjects should be addressed and how long students should be expected to spend on school work. The following table outlines the amount of time and the subjects addressed by grade level.

Grade Level	Subjects	Time Expectations
Preschool - Kindergarten	ELA, Math, one special ¹	45 Minutes
First - Second Grade		60 Minutes
Third - Fourth Grade		90 Minutes
Fifth - Eighth Grade	ELA, math, social studies, science, Spanish/reading lab/math lab, specials, and PE	150 Minutes

The tables below provides some examples of the activities that were assigned to students on our eLearning day.

First Grade	ELA: Students will complete George Washington Watch and Wonder Activity on Seesaw. This activity includes listening to recorded text and writing questions that they still have related to George Washington.	Math: The students will complete 2 Seesaw Math fraction activities. The first activity involves taking a photo of a food and dividing it into fractions. The second activity involves dividing up shapes into halves, thirds, fourths.	Students will choose one module from the modules created by Specials teachers. The link below will lead you to the activities for all students (K-4)
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¹ Students had three specials (PE, Music, & Art) to choose from

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Third Grade	<p>ELA: Students will read and complete the comprehension “Walking Tall” on Readworks. *Students will read 20 minutes and comment on discussion post with three character traits of the main character in the book they just read.</p>	<p>Math: Students will complete Days 1 & 2 in daily warm up. Students will create three equations for the number 19 and post it to the Schoology discussion post. *Students will study their multiplication facts for 10 minutes and comment on discussion post with how facts were practiced.</p>	<p>https://docs.google.com/document/d/1mmlhLYPTE_EOer20iXqzKktLjSZgTr_MDZD-HQTGksY/edit?usp=sharing</p>
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	Fifth	Sixth	Seventh	Eighth
On-Level ELA	<p>Read an article</p> <p>Resource Kids: Build a fort. Take a picture of you reading your IRN (Read for 20 minutes) in your fort. Be creative! Then complete Readworks Article “President of the United States”</p>	<p>Read an article and answer questions.</p> <p>6th ELA article (also uploaded to Schoology) Read 10 pages of IRN and add to Million Words (Resource kids too)</p> <p>Resource Kids: “Quick and Destructive Earthquakes” Article and complete the quiz. Read your 10 pages of your IRN to someone or some animal in your house. Take a picture and share it with me!</p>	<p>Read an article and answer questions/short response.</p>	<p>“Perils of Indifference Speech” Common Lit reading and questions</p> <p>Independent reading book for 15 minutes</p>
Extended ELA	<p>Read an article and answer questions.</p>	<p>Read an article and answer questions.</p> <p>Read 10 pages of IRN and add to Million Words</p>	<p>Emma Watson “He for She Speech” Common Lit article and questions Independent reading book for 15 minutes</p>	<p>Excerpt from The Sunflower: read, answer analytical questions.</p>
Advanced ELA				<p>Completion of chapters 2-3 in <i>Night</i>; open-book quiz on chapters 1-3.</p>
Science	<p>Students will read article on Erosion and answer questions on schoology</p>	<p>Blendspace-Motion Schoology Questions</p>	<p>Schoology Video Quiz</p>	<p>Introduction to Spectrophotometry on Schoology</p>

Assignments were submitted to teachers through our learning management systems (Schoology and Seesaw). In cases where technical difficulties occurred, students were able to submit assignments directly to the teacher the following day.

In order for students to be considered present for attendance purposes, all assignments had to be completed and submitted to the teacher. The Curriculum Council felt that it was too difficult to place a value on certain assignments and not on others; therefore, all assignments needed to be completed to earn attendance on our eLearning day.

The Results: One of the measures used to gauge the success of the program was attendance on the eLearning day. As stated previously, students needed to complete all activities to be considered present. At the middle school the attendance for the eLearning day was 83% and at the elementary school 94% of students earned attendance. Of the students who were marked absent that day, all students completed at least a portion of the required work.

To evaluate the program, the administration designed and distributed surveys for parents, students (4th - 8th Grade), and staff. The purpose of these surveys was to obtain a better understanding of our stakeholders' experiences. Overall, the feedback from all three groups was positive; however, we did discover some areas for improvement. These areas for improvement will be outlined in the following section, Conclusions/Recommendations. For the purpose of this section, we will review the data from each stakeholder survey starting, with parents.

A parent survey was launched on February 20 and was open to parents for one week. The survey contained thirteen questions and sought to get feedback in three categories: quality of work, logistics, and perception. Survey participation in the survey was high, with 220 parents responding, including responses from all grade levels, Preschool through eighth grade. The response rates ranged from a low of 10% (eighth grade parents) to a high of 20% (fifth grade parents)².

In the category of quality of activities, parents were asked three questions. The questions and response rates can be found in the table below.

Question	Just Right	Not Enough	Too Much
Considering your child(ren)'s age(s), developmental level(s), and ability to focus on their work, how would you describe the activities assigned for English Language Arts, Mathematics, Science, and Social Studies	78.6%	8.4%	13%
Considering your child(ren)'s age(s), developmental level(s), and ability to focus on their work, how would you describe the	86.4%	2.8%	10.7%

² Percentage of total respondents

activities assigned for Art, World Language, Music, P.E., etc.			
In general, the difficulty of the modules assigned was	Just Right	Too Easy	Too Difficult
	87.3%	6.1%	6.6%
In general, the modules assigned aligned with the learning my child is currently receiving at school	Yes	No	
	97.2%	2.8%	

In the category of logistics, parents were asked four questions. The questions and response rates can be found in the table below.

Question	Yes	No
Overall, did your child understand what was expected of him/her?	91.2%	8.8%
Did your child need adult support, beyond just supervision, to complete the modules?	46%	54%
Did you or your child reach out to a teacher for support?	19.5%	80.5%
If yes, to the question above, were you or your child able to communicate with the teacher? ³	22.5%	2.2%

In the category of perceptions, the parents were asked three questions. The questions and response rates can be found in the table below.

Question	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
Overall, the eLearning day was a positive and productive learning experience for my child(ren).	8.6%	5.9%	10.9%	28.2%	46.4%
As a parent or guardian, the eLearning day was a productive experience for me.	12.4%	6.9%	16.1%	20.3%	44.2%
In the future, I would prefer	eLearning Day	Summer Make-Up	A Combination of eLearning and make-up		
	60%	18.6%	21.4%		

The student survey was launched to all fourth- through eighth-graders in classes on Thursday, February 21. The survey contained thirteen questions and sought to get feedback in three

³ 75.3% of respondents marked “did not reach out to a teacher for support”.

categories: quality of work, logistics, and perception. Below you will find the student data outlined in several tables.

In the category of quality of activities, students were asked three questions. The questions and response rates can be found in the table below.

Question	Just Right	Not Enough	Too Much
Was the amount of work in English Language Arts, Mathematics, Science, and Social Studies enough?	67.8%	3.4%	28.8%
Was the amount of work in Art, World Language, Music, P.E., etc.	69.1%	7%	23.9%
In general, the difficulty of the work assigned was	Just Right	Too Easy	Too Difficult
	77.4%	10.1%	12.5%
In general, the work assigned aligned with the learning that is happening in school.	Yes	No	
	88.5%	11.5%	

In the category of logistics, students were asked four questions. The questions and response rates can be found in the table below.

Question	Yes	No
Did you understand what was expected of you?	91.9%	8.1%
Did you need adult support, beyond just supervision, to complete the work?	14.3%	85.7%
Did you reach out to a teacher for support?	19.7%	80.3%
If yes, to the question above, were you able to communicate with the teacher? ⁴	18.4%	4.5%

In the category of perceptions, the students were asked two questions. The questions and response rates can be found in the table below.

Question	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
Overall, the eLearning day was a positive and productive learning experience for me.	8.1%	8.8%	22.3%	36.4%	24.4%
In the future, I would prefer	eLearning Day	Summer Make-Up	A Combination of eLearning		

⁴ 77.1% of students responded that they “did not reach out to a teacher for support.”

			and make-up	
	67.9%	19.2%	13%	

Staff were asked thirteen questions about the eLearning day. The questions fell into two categories: planning for eLearning day and delivery of the eLearning day. The staff survey opened on Thursday, February 21 and was open for one week. Fifty-three staff members completed the survey (32 from PES and 21 from PMS). The following table reflects the staff responses.

Question	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
The amount of time to plan for eLearning day was adequate.	0%	3.8%	13.2%	35.8%	47.2%
I was able to use available technology to plan for eLearning activities.	0%	1.9%	3.8%	17%	77.4%
I was able to work with other professionals to plan eLearning Day activities	0%	1.9%	7.5%	22.6%	67.9%
The directions from administration for eLearning day were clearly communicated.	0%	0%	3.8%	41.5%	54.7%
I was able to clearly communicate the expectations for eLearning day to my students.	0%	1.9%	0%	26.4%	71.7%
I was able to monitor my students' progress as they completed the eLearning Day modules.	0%	5.7%	17%	22.6%	54.7%
I was able to monitor my students' progress though Schoology/Seesaw/G-Suite.	10%	4%	16%	18%	52%
I was able to confidently check in assignments and attendance	0%	5.7%	3.8%	22.6%	67.9%
Did any students/parents contact you for help during eLearning day?	Yes	No			
	79.2%	20.8%			
If yes, to the question above, were you able to confidently help your student(s)? ⁵	76.5%	5.9%	No tech issues experienced		
Any technology issues were addressed by Pleasantdale technology staff.	17%	5.7%	77.4%		

⁵ 17.6% of teachers responded that students/parents did not reach out

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In the future, I would prefer	eLearning Day	Summer Make-Up	A combination of eLearning and make-up	
	90.6%	3.8%	5.7%	

Finally, the surveys concluded with an open-ended question that asked stakeholders to briefly identify the aspects of the eLearning Day that were particularly successful and/or suggestions for improvement. As you can imagine, these responses ran a wide range. Open-ended responses tend to solicit reaction from the extremes -- either those who loved the program or those who strongly disliked it.

The administration analyzed these data looking for themes and trends in the responses. The data show that of those parents making positive comments, they found the day to be enjoyable and the activities kids were asked to complete met the right balance of challenge and success. Those who were less favorable of the day commented that the activities took their child longer than expected and that the technology didn't cooperate.

Students' feedback ran the gamut, as well. Many of the positive commenters mentioned liking the ability to do the work in any order and at a time and location that was convenient for them. Students who did not like the eLearning day stated that the workload was unreasonable and they missed seeing their friends.

Our staff was much more positive about the eLearning day, stating that they enjoyed interacting with their students in a new way. However, we did receive suggestions from staff, including better stating the direction and expectations to students prior to the eLearning day and providing more time for planning.

Conclusion/Recommendations: We consider our eLearning day to be a great success. We found that students took the assignments seriously and staff were given the resources to manage the day well. As we consider future eLearning days, we expect to better communicate our work expectations to kids and parents. Additionally, we can provide students with better access to the assignments on our website. Finally, we will identify work expectations that are more in line with the actual time it takes to complete each assignment.

Due to the harsh winter, the district plans to engage our students in an eLearning day experience on April 19, 2019. This will serve as the second make-up day for the year. The final make-up day will take place on April 22, 2019 and will be a traditional day of school. We

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believe that this mix of eLearning with traditional make-up days is the best path forward for our students.



Pleasantdale School District 107

eLearning Day

Frequently Asked Questions (FAQ)

An eLearning day or engaged learning day may occur when school is cancelled due to inclement weather or used to make up a school closure. Instruction is provided by each student's teacher through the use of multiple means (electronic and paper/pencil).

How do children or parents find out about the assignments or activities for the eLearning Day?

- On planned eLearning days, students will receive assignments and activities the day before the eLearning day.
- On unplanned eLearning days (snow/cold/etc) middle school students will have access to assignments or eLearning Modules through Schoology by 9:00 a.m.
- On unplanned eLearning days (snow/cold/etc) elementary school students will either be contacted by the teacher through email, or a digital tool such as Schoology or Seesaw by 9:00 a.m.

How much time does my child need to spend in order to earn credit for the eLearning Day?

- Preschool and kindergarten students will be engaged in ELA, math, and one special for approximately 45 minutes.
- First and second grade students will be engaged in ELA, math, and one special for approximately 60 minutes.
- Third and fourth grade students will be engaged in ELA, math, and one special for approximately 90 minutes.
- Fifth through eighth grade students will be engaged in ELA, math, social studies, science, Spanish/reading lab/math lab*, specials, and PE for approximately 150 minutes.
 - *5th and 6th grade students will complete assignments for the classes in which they are currently enrolled.

Does my child need to complete all modules/assignments in one sitting?

- No, students can take as much time as they need to complete assignments, however, the time teachers are available to answer questions is limited.

Are there any learning activities that are required or can my child complete whatever he/she would like to complete?

- Students are required to complete all learning modules to receive credit and qualify for a day of attendance.

What subject areas will be addressed during an eLearning Day?

- PES students are assigned modules in ELA, Math, and the choice of a special (PE, art, or music)
- PMS students are assigned modules in ELA, math, social studies, science, Spanish/reading lab/math lab, specials, and PE

How will my child submit the assignments?

- Based on the activities, students will submit electronically through Schoology or SeeSaw no later than the start of class on the next school day.
- Some online programs like Freckle and Raz-Kids automatically record student work completed. Students complete the work and no other submission is required.
- Paper and pencil activities will be submitted to teachers in class on the next school day.

If an extended due date is required, please contact the teacher directly to discuss the circumstances.

How will I (or my child) verify that the learning activities or assignments are complete?

- Parents may wish to ask their child to show them the completed work prior to submitting it.
- Teachers will be checking in the work the next day to determine participation and verify attendance.

How is attendance recorded?

- Completion of all assignments will verify attendance and will be recorded as a full day of attendance.

If my child has a question about an assignment, what do we do?

- PES teachers will be available via email and through Schoology (3rd and 4th grade) in the morning from 9:30 a.m.-12:00 p.m.
- PMS teachers will be available via email and through Schoology in the afternoon from 1:00-3:30 p.m.

What If there is a power outage within the community or WiFi goes out on the eLearning day?

- The District would likely adjust the due date for the eLearning Modules if needed and adjust attendance accordingly.

If my child needs tech support on the eLearning Day, what can we do?

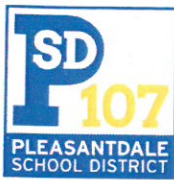
- Technical support will be available all day (9:00 to 3:00) by emailing:
 - PES: Mr. McAtee (jmcaatee@d107.org) or Mrs. Bubulka (mbubulka@d107.org)
 - PMS: Mr. Simmons (tsimmons@d107.org) or Mrs. Steinmetz (rsteinmetz@d107.org)

What if my child does not have access to a device to complete assignments?

- If students need to borrow a device, one can be checked out through the school library.

How will the district determine if the eLearning day was a success?

- The district will distribute an online survey to parents, teachers, and students at the completion of the eLearning day.



Pleasantdale School District 107

eLearning Day

Frequently Asked Questions (FAQ) for Teachers

An eLearning day or engaged learning day may occur when school is cancelled due to inclement weather or used to make up a school closure. Instruction is provided by each student's teacher through the use of multiple means (electronic and paper/pencil).

How/when should we share assignments or activities with students and parents for the eLearning Day?

- On the eLearning days we plan in advance, such as February 19th, you can share assignments and activities with students the day before the eLearning day.
- On unplanned eLearning days (snow/cold/etc):
 - For middle school, share or give access to assignments or eLearning modules through Schoology by 9:00 a.m.
 - For elementary students, either send out assignments through email, Schoology, or Seesaw by 9:00 a.m.
- We encourage the use of our learning management systems, Schoology and SeeSaw, for assigning work and having students submit work for eLearning to the greatest extent possible.

How much time do students need to spend in order to earn credit for the eLearning Day?

- Preschool and kindergarten students will be engaged in ELA, math, and one special (choose art, music, or PE) for approximately 45 minutes.
- First and second grade students will be engaged in ELA, math, and one special (choose art, music, or PE) for approximately 60 minutes.
- Third and fourth grade students will be engaged in ELA, math, and one special (choose art, music, or PE) for approximately 90 minutes.
- Fifth through eighth grade students will be engaged in ELA, math, social studies, science, Spanish/reading lab/math lab, specials, and PE for approximately 150 minutes.

ELA: 30 Minutes

Math: 20 Minutes

Social Studies: 20 Minutes

Science: 20 Minutes

Specials: 20 Minutes

PE: 20 Minutes

Spanish/Reading Lab/Math Lab*: 20 Minutes

*5th and 6th grade students will complete assignments for the classes in which they are currently enrolled.

How do students get attendance credit for an eLearning day?

- Students receive attendance credit when they complete all learning modules.
- Please allow students the ability to make up the assignments just as you would if a student missed a regular day of school.

How will attendance be collected?

- Teachers will be asked to simply check “present” students off a list and submit the list to the office where it will be entered into Skyward.

Who will contact parents of students who are deemed absent that day?

- The nurse will send a form email to parents notifying them that their child has been marked absent for the eLearning day.

What types of activities or modules are appropriate for eLearning?

- eLearning activities can be a continuation of the sequence learning in your classes, and/or enrichment activities that enhance the areas of study in your classes. The rule of thumb for rigor should be that if you wouldn’t have a student do the activity for your class on a regular school day, then do not assign it for eLearning. We want to ensure that students are completing activities of high quality.
- Rikki and Meagan are available to help you plan activities and/or use Schoology/SeeSaw features to assign and have students submit work.
- Suggestions:
 - <https://hyperdocs.co/>
 - There are templates and samples to use!
 - <https://flipgrid.com/>
 - Students record themselves responding to your question. They can also comment on each others videos.
 - Choose an article (either given or found) and respond/reflect.
 - Khan Academy/Freckle assignments
 - Watch a video and respond.
 - Ebook assignment with curriculum

What if, on an unplanned, eLearning day, I am not able to access the internet or have a personal emergency that keeps me from helping my students?

- If that is the case, please do your best to communicate with your administrator and we will work with you on a solution. You may simply have to make yourself available later in the day to support students.

What if a student doesn’t complete the learning modules, can they make up the work?

- In regards to make up work, please follow whatever process you currently have in place in your classroom.

Do the activities I assign for an eLearning day have to be digital or can I assign more traditional paper/pencil assignments?

- We trust your judgement when it comes to creating and assigning assignments. However, we would prefer you use the tools we have provided to students and staff as a vehicle of instruction.

How will the district determine if the eLearning day was a success?

- The district will distribute an online survey to parents, teachers, and students at the completion of the eLearning day.

What if I need technical support during an eLearning day?

- Technology staff will be available to answer questions via email on eLearning day.

How will specialists and ESPs account for a day of attendance on eLearning days?

- Many of the certified specialists will have the opportunity to interact with students similar to classroom teachers.
- Those without supervisory duties will submit an agenda for work completed, similar to the process we use for institute days or paid summer work days.
- ESPs will have the opportunity to engage in professional learning through GCN videos or other online tools.

eLearning Day

Greetings, Parents,

As you know, Mother Nature has hit us with a one-two punch this winter. As of today, we have three snow/cold days to make up over the course of the year. Growing up in Illinois, we have all felt the initial thrill of a snow day and then the agony of a June make up day. This year, the Illinois State Board of Education has provided schools with flexibility in how they make-up school closures. As such, we have the opportunity to innovate and offer eLearning (engaged learning) opportunities for our students. An eLearning day would require students to complete work at home while having access to their teachers. Many professionals “work from home” -- now our students can do this as well.

Tuesday, February 19 is a day off school for our students, and a day on for our teachers to engage in professional learning. We believe this is the perfect time to try out our first eLearning day. Our teachers will be available to students throughout the day (elementary teachers in the morning and middle school teachers in the afternoon). Our staff has been hard at work designing engaging activities that fit into the sequence of learning already in place, so we will be able to provide excellent experiences for kids to complete at home.

Prior to our eLearning day, on Friday, February 15th, our teachers will explain the work to students as well as the methods by which they can get teacher support. We have varied our expectations based on the grade levels of our students. Below is a breakdown of an estimated work time for our student groups.

- Preschool and kindergarten students will be engaged in ELA, math, and one special (art, music, or PE) for 45 minutes.
- First and second grade students will be engaged in ELA, math, and one special (art, music, or PE) for 60 minutes.
- Third and fourth grade students will be engaged in ELA, math, and one special (art, music, or PE) for 90 minutes.
- Fifth through eighth grade students will be engaged in ELA, math, social studies, science, Spanish/reading lab/math lab, specials, and PE for 150 minutes.

We fully recognize that this is an outside-the-box way to approach make up days, and we are excited about this opportunity for our community. We realize you may have questions. We have created [THIS FAQ](#) which should address your questions. If, after reading the FAQ, you have additional questions, please reach out to me directly.

Your partner in education,

Dave Palzet

Superintendent | Pleasantdale SD 107

Parent Survey Letter

Greetings, Pleasantdale Parents,

As you know, the district hosted our first eLearning day yesterday. The learning that your child completed at home will ensure that we do not have to make up an additional day in June. In the spirit of continuous improvement and to better understand your experience, we are surveying parents. [THIS SHORT SURVEY](https://goo.gl/forms/tj0OWmP4qGk3kmnA2) should only take about five minutes to complete, and will provide the district with valuable information.

We are proud of our teachers and staff for creating engaging and exciting modules that students can complete at home. Likewise, we are delighted that our students took this opportunity seriously and completed the modules with fidelity. Thank you in advance for completing this important survey!

Have a great day,
Dave Palzet
Superintendent | Pleasantdale SD 107

<https://goo.gl/forms/tj0OWmP4qGk3kmnA2>

Prior to the eLearning Day

Action Items	When	Completed
Create eLearning assignment(s). Work with your team to create assignments. The Wednesday meeting time will be designated as a planning time for creating eLearning assignments.	Wednesday, February 13th	
Enter assignments/activities into the assignment/activity inventory .	Prior to Tuesday, February 19th	
Inform students of the assignment(s), your expectations, and ways to contact you prior to the eLearning Day.	Friday, February 15th	
If there are any known issues of technology access or connectivity, please work with any students to address these issues in advance. (Direct students to check out technology through the library, offer alternate means of completing the work, etc.)	Up to the end of the day on Friday, February 15th	
Post the assignment(s) to Schoology or SeeSaw or email parents by the designated time.	By the end of the day on Friday, February 15th	

On the eLearning Day

Action Items	When	Completed
Be available through SeeSaw/Schoology and e-mail during the designated times.	Tuesday, February 19th PES: 9:30 a.m.-12:00 p.m. PMS: 1:00-3:30 p.m.	
Monitor student work completion throughout the day. Forward any technology issues to John or Tony.	Tuesday, February 19th	

After the eLearning Day

Action Items	When	Completed
Check in assignments in class.	Wednesday, February 20th	
If a student did not complete assignment(s), follow regular makeup work procedures and talk to student.	Wednesday, February 20th	
Complete the student attendance list.	Prior to Thursday, February 21st	
Update attendance list with any changes.	PES: By Thursday, February 21st at 8:30 a.m. PMS: By Thursday at 3:30 p.m.	
Distribute follow-up survey to students (grades 4-8) through Schoology. (Administration will provide staff with a link to the survey)	Students will take the survey in their 1st period class on Thursday, February 21st. Parent survey will open Wednesday, February 20th and close Wednesday, February 27th	
Complete the staff survey.	By the end of the day on Friday, February 22nd	

Assignment/Activity Inventory

Pleasantdale Elementary School			
Grade/Department	ELA	Math	Specials
Preschool	<p>Students will practice writing their name/ read a favorite story with an adult, draw a picture and dictate your favorite part.</p> <p>ECSE: Students will match letters in name or spell out name. Take a picture of completed name and upload it to SeeSaw. Read a favorite story and draw picture of the book.</p>	<p>Students will count to 20 using movements (i.e. claps/marching). Send a video of this activity</p> <p>Create a pattern with objects in your home, i.e. colors, shapes, etc... Send in a photo of your work.</p> <p>ECSE: Count items sent home and follow pattern example. Take a photo and upload to SeeSaw account.</p>	<p>Go to the playground with your child</p> <p>Have a play date to work on sharing, using their words and taking turns.</p> <p>Sensory activities: Make homemade playdough or store bought. Roll it out, flatten it, roll into a log and practice cutting. Practice pre writing strokes in shaving cream, salt or sand. Bear Crawl Crab walk wheelbarrow walk Yoga: https://www.youtube.com/watch?v=5XCQfYsFa3Q&t=147s Gonoodle: https://www.youtube.com/watch?v=Imhi98dHa5w</p>
Kindergarten	<p>Students will have a choice of reading their favorite books or log on to Raz-Kids (Kids A-Z app).</p>	<p>Students will complete a geometry activity.</p>	<p>Students will choose one module from the modules created by Specials teachers.</p>

First	Students will complete George Washington Watch and Wonder Activity on Seesaw. This activity includes listening to recorded text and writing questions that they still have related to George Washington.	The students will complete 2 Seesaw Math fraction activities. The first activity involves taking a photo of a food and dividing it into fractions. The second activity involves dividing up shapes into halves, thirds, fourths.	<p>The link below will lead you to the activities for all students (K-4)</p> <p>https://docs.google.com/document/d/1mmlhLYPTE_EOer20iXqzKktLjSZgTr_MDZD-HQTGksY/edit?usp=sharing</p>
Second	Students complete at least two books on Raz-Kids . Students listen to the book, read the book on their own, and score 7 out of 10 or 5 out of 6 on the quiz that goes along with the story.	Students go up two levels on the online math program Freckle .	
Third	<p>*Students will read and complete the comprehension "Walking Tall" on Readworks.</p> <p>*Students will read 20 minutes and comment on discussion post with three character traits of the main character in the book they just read.</p>	<p>Students will complete Days 1 & 2 in daily warm up.</p> <p>Students will create three equations for the number 19 and post it to the Schoology discussion post.</p> <p>*Students will study their multiplication facts for 10 minutes and comment on discussion post with how facts were practiced.</p>	
Fourth	4C/D Reading-Students will read 3 chapters from their novel and respond to discussion questions on Flip Grid. They will also comment on another	4C-Students will create an angle aerobics video and post to flip grid and then watch a peer's video and record the angles that they see; Complete Monday and Tuesday on	

	<p>student's post on Flip Grid.</p> <p>Writing- Students will take notes in their writing notebook on one of their American Revolution topics--answer the 5 w's</p> <p>4BM-</p> <p>Reading - Read Freckle assignment and answer comprehension questions.</p> <p>Writing - Add to your Revolutionary War character story on your ipad. Be sure you have a setting, character, and plot.</p> <p>Williamson:</p> <p>Reading - Continue reading My Daniel. Prepare for literature circle meeting on Thursday. Take notes in Reading Response Journal on Cycles, Questions, Feelings, Quotations and Connections in preparation for Response journal essay. Record literary devices and new vocabulary as well.</p> <p>Writing - Continue writing about first sub topic on the American Revolution.</p>	<p>your weekly math sheet</p> <p>4D - Students will complete workbook pages.</p> <p>Students will also complete Monday and Tuesday on their weekly math sheet.</p> <p>Complete a flip grid assignment in which the students are asked to show, measure and explain how they found the area of 2 rooms.</p> <p>4BM - Complete math packet.</p> <p>4- Mrs. Berwick's Class</p> <p>Complete a Home Connections page and the 3 Acts problem solving activity in the Schoology folder.</p>	
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Extended Resource	<p>Students will complete the article "Elephants" on Freckle at their individual level. They are assigned the reading, vocabulary, and writing section of this article.</p> <p>OR</p> <p>Students will complete an assignment on the adapted word study section on Freckle.</p>	<p>Students will complete an assignment on Freckle on telling time to the nearest 5 minute</p> <p>OR</p> <p>Students will complete a math assignment at their individual level on Freckle using Number Basics or Number Facts.</p>	
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Pleasantdale Middle School

	Fifth	Sixth	Seventh	Eighth
On-Level ELA	<p>Read an article</p> <p>Resource Kids: Build a fort. Take a picture of you reading your IRN (Read for 20 minutes) in your fort. Be creative! Then complete Readworks Article "President of the United States"</p>	<p>Read an article and answer questions.</p> <p>6th ELA article (also uploaded to Schoology)</p> <p>Read 10 pages of IRN and add to Million Words (Resource kids too)</p> <p>Resource Kids: "Quick and Destructive Earthquakes" Article and complete the quiz. Read your 10 pages of your IRN to someone or some animal in your house. Take a picture and share it with me!</p>	<p>Read an article and answer questions/short response.</p>	<p>"Perils of Indifference Speech" Common Lit reading and questions</p> <p>Independent reading book for 15 minutes</p>
Extended ELA	Read an article and answer	Read an article and answer	Emma Watson "He for She	Excerpt from The Sunflower:

	questions.	questions. Read 10 pages of IRN and add to Million Words	Speech" Common Lit article and questions Independent reading book for 15 minutes	read, answer analytical questions.
Advanced ELA				Completion of chapters 2-3 in <i>Night</i> ; open-book quiz on chapters 1-3.
On-Level Math	Multiplying Fractions using the Area Model	6.3 Big Ideas	6.5 Big Ideas	ScatterPlot Activity "Cost vs. Fuel Economy"
Above-Level Math	3.5 Rates and Unit Rates Big Ideas	6.4 Big Ideas	8.2 Big Ideas	Factoring & Solving Polynomial Worksheet
Science	Students will read article on Erosion and answer questions on schoology	Blendspace-Motion Schoology Questions	Schoology Video Quiz	Introduction to Spectrophotometry on Schoology
Social Studies	Watch CNN10 current events video. Identify key topics in the video and develop their own opinion and response to the events.	Watch CNN10 current events video. Identify key topics in the video and develop their own opinion and response to the events.	Watch CNN10 current events video. Identify key topics in the video and develop their own opinion and response to the events.	Watch CNN10 current events video. Identify key topics in the video and develop their own opinion and response to the events.
Spanish	What Time People Go to Classes wksht.	Complete an activity from digital textbook.	7: Wksht.49-50 and study on Quizlet T7/8: Expressing Opinions of Activities wksht. and study on Quizlet	Complete vocabulary study and worksheet.
Reading Lab	ReadWorks Article: Frida Kahlo	ReadWorks Article: Animal Instincts During A Natural Disaster	ReadWorks Article Civil Rights	ReadWorks Article Civil Rights
Math Lab	Xtramath	Xtramath	Khan Academy	Khan Academy

PE	Students will create and record a 10 minute workout	Students will create and record a 10 minute workout	Students will create and record a 10 minute workout	Students will create a one week cardio and strength workout plan that follows the F.I.T principle
Health		Peer Pressure Scenarios	Blendspace Slide 16: Nutrition & Fast Food	Drug Reflections Assignment
Band/Orchestra	<p>5TH Grade Band- You are listening to the Band Demo Video. Describe the sound of each instrument. BE DESCRIPTIVE!</p> <p>5th Grade Orchestra- Peter and the Wolf Guide</p>	<p>6-8 Band- Listening Examples- Listen to the 3 concert performances. You are to write 3-4 things on what you liked about each performance. BE DESCRIPTIVE!</p> <p>6-8th Grade Orchestra</p> <p>Concert Reviews</p> <p>String orchestra power point with guided quiz. Quiz questions go in order of the powerpoint.</p>	<p>6-8 Band- Listening Examples- Listen to the 3 concert performances. You are to write 3-4 things on what you liked about each performance. BE DESCRIPTIVE!</p> <p>6-8th Grade Orchestra</p> <p>Concert Reviews</p> <p>String orchestra power point with guided quiz. Quiz questions go in order of the powerpoint.</p>	<p>6-8 Band- Listening Examples- Listen to the 3 concert performances. You are to write 3-4 things on what you liked about each performance. BE DESCRIPTIVE!</p> <p>6-8th Grade Orchestra</p> <p>Concert Reviews</p> <p>String orchestra power point with guided quiz. Quiz questions go in order of the powerpoint.</p>
Art	Draw a picture of something in their house. They can do this in a sketch notebook or in Sketches School app.		They will visit the Art Institute website and find one artist or time period to write 3 paragraphs analyzing the artwork. In preparation for field trip later in year.	They will visit the Art Institute website and find one artist or time period to write 3 paragraphs analyzing the artwork. To reflect on previous field trip in 7th grade.

Music	Watch How It's Made Piano video and fill out Google Form reflection	Ukulele performance evaluation. Research a song to play in class.	Compose lyrics to a given rhyme scheme to rap or sing.	
STEM	Work on P3 project and impact. Record what you completed.	"You are an Engineer" choose one scenario and complete in your Eng. Ntbk.		Gear Take-home Quiz
Extended Resource	Individual Student Assignments in ELA and/or Math (5th-8th grade) and Life Skills (5th/6th) ELA, Math, Life Skills			
Resource 5/6	Write for 10 minutes describing how you think elearning is going. Do you like it? Do you think we should have elearning days instead of having to make up snow days in school? Tell me your thoughts.			