Virtual Tracking Tool

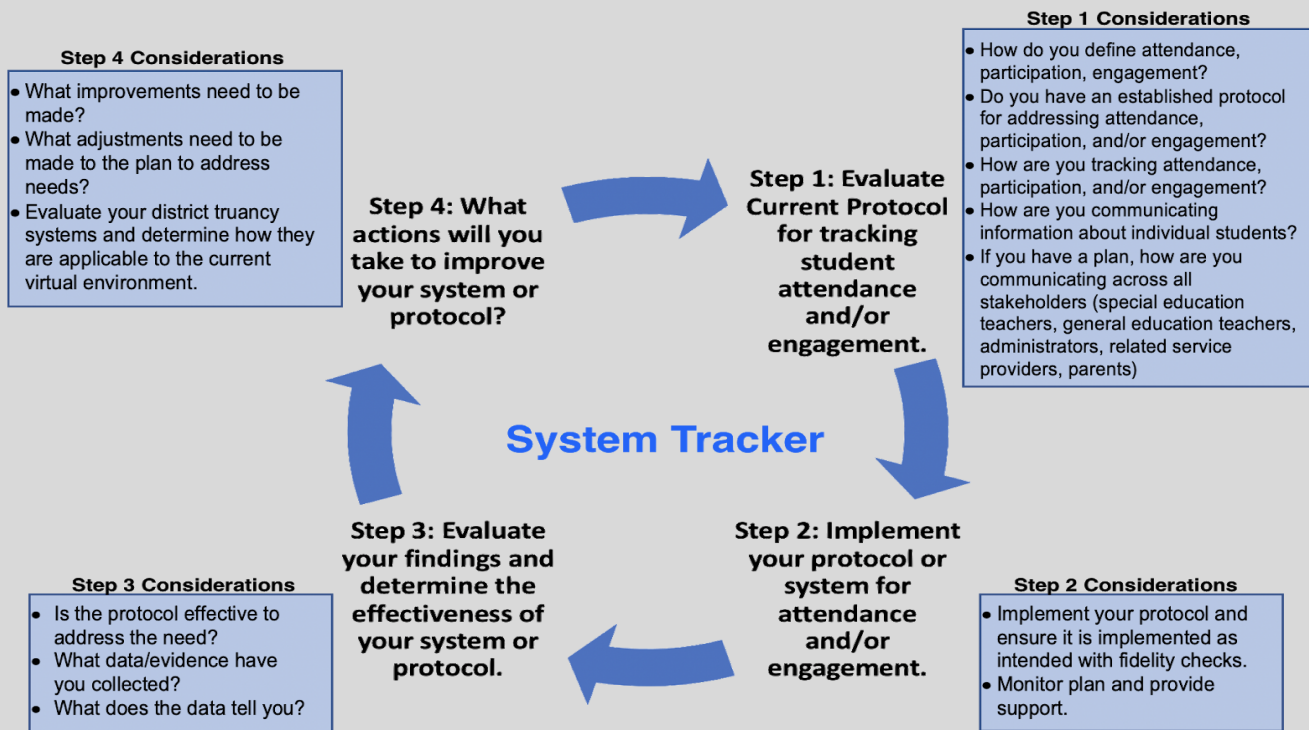**Target: Provide a sample of a system of supports to address student attendance and engagement in a virtual setting.**

Step 4 Considerations
- What improvements need to be made?
- What adjustments need to be made to the plan to address needs?
- Evaluate your district truancy systems and determine how they are applicable to the current virtual environment.

Step 1 Considerations
- How do you define attendance, participation, engagement?
- Do you have an established protocol for addressing attendance, participation, and/or engagement?
- How are you tracking attendance, participation, and/or engagement?
- How are you communicating information about individual students?
- If you have a plan, how are you communicating across all stakeholders (special education teachers, general education teachers, administrators, related service providers, parents)

Step 4: What actions will you take to improve your system or protocol?

Step 1: Evaluate Current Protocol for tracking student attendance and/or engagement.

System Tracker

Step 3: Evaluate your findings and determine the effectiveness of your system or protocol.

Step 2: Implement your protocol or system for attendance and/or engagement.

Step 3 Considerations
- Is the protocol effective to address the need?
- What data/evidence have you collected?
- What does the data tell you?

Step 2 Considerations
- Implement your protocol and ensure it is implemented as intended with fidelity checks.
- Monitor plan and provide support.

Attendance Tracker

Attendance Tracker Sample (1)
Note: Proactive - Set Reminder to send students a note, message, or email that has the class time, etc..

Intervention (Team members develop a protocol to address attendance that everyone follows)		
1st Absence	Send Reminder to student - Phone Call, Message with Class Dojo, Remind App	Document contacts (Where will you house documentation?) (Communication plan?) Infinite Campus Documentation
2nd Absence	Contact student to address concerns and assess student/parent to determine needs for support - develop a plan to address specific need	Document contacts and action using your established protocol
3rd Absence	Stakeholder meeting - evaluate result of contacts and plan for next steps Note: Consider ARC Meeting	Document contacts and action using your established protocol
4th Absence	Meeting with teacher, parents, and school administrator Evaluate the effectiveness of the plan - determine if any additional steps are needed (Do we have the DPP involved?)	Document contacts and action using your established protocol
5th Absence	Evaluate effectiveness of plan (Do we need to revisit the plan?)	Document contacts and action using your established protocol
6th Absence	Home Visit/DPP	Document contacts and action using your established protocol

*Possible staff members to assign to individual students (ie.. Instructional Assistance, FRYSC, Change Coordinators, Computer Lab manager, Special Teachers, Library Media Specialists, Counselor, Peer Tutors)
Team member roles - person responsible for monitoring contacts from teachers, attend PLC and staff meetings to share status of students, report findings
*adapted from John O'Connor, *Strengthening Virtual Instruction for Students with Disabilities*

Attendance Tracker Sample (2)

Tier I	Tier II	Tier III
Is the student currently making progress in virtual as it is currently being delivered? ❏ If yes, please continue with the current method of virtual instruction. ❏ If no, move to Tier II. *Document contacts and action using your established protocol [Sample of Tiered Participation Interventions](#)	Intense interventions ❏ Root Cause - why is the student missing? ❏ Reminder Phone Call (determine frequency based on student need)-Phone Call, Message with Class Dojo, Remind App ❏ Check in/Check out ❏ Collaborate with FRYSC to reach out to parents. ❏ Meeting with teacher, parents, and school administrator- ❏ Consider ARC Meeting (after conducting root/cause/analysis) ❏ Students come to campus in small groups or for one-to-one instruction ❏ Mix of virtual and in-person instruction throughout the week to provide students with SDI to meet their IEP needs *Document contacts and action using your established protocol.	More intensive interventions ❏ Ongoing scheduled meetings with teacher, parents, and school administrator(determine frequency based on student need) ❏ Offer ESS to students ❏ Contact DPP ❏ Home Visit *Document contacts and action using your established protocol

Engagement Tracker

Engagement Tracker Sample (1) - Team develops a plan to address engagement issue:

Determine Problem/Issue	Considerations for Teacher(s)	Considerations for Student(s)
Do we have a system for tracking student engagement?	❏ Engagement Plan ❏ Grades ❏ Sign-in for Virtual Instruction	❏ Establish routines for beginning and ending of each class ❏ Use Polls, Bellwork, Exit Slips
Is there access to technology? Is it a training issue?	❏ Staff Professional Learning ❏ Software and equipment training ❏ Equity and Access	❏ Establish how students will have access (synchronous or asynchronous) ❏ Pre-teach or model how to use classroom learning tools
Is there an established communication plan?	**Sample plan for Action Steps** Step 1: Contact student (email, remind) Step 2: Contact parent (offer virtual office hours) Step 3: Parent, Teacher, Administrator (ARC meeting to address academics/behavior) Step 4: Parent, teacher, administrator - evaluate effectiveness of plan Step 5: Contact district administration	

It is an instructional issue?
 	
Collecting Student Responses
	❏ Lesson plan embeds engagement activities,
	❏ Verbally/Oral /Reactions
	❏ Specially Designed Instruction
	    ❏ Multiple opportunities for modeling, repetition,
	    ❏ Explicit Instruction
	    ❏ Guided practice
	    ❏ Present materials in logical or sequential order
		❏ Small groups for SDI, 1:1 direct/explicit instruction for target students
		❏ Chat, Reactions
		❏ Emails
		❏ Think/Write/Pair/ Share/Write
		❏ CSA model for Math
		❏ Graphic Organizers/Flow Chart
		❏ Guided Notes
		❏ Modified Assignment/Chunking of the assignment.

Engagement Tracker Sample (2) - Use Checklist Protocol to ensure lessons are engaging:

Engagement	Teacher Engagement Checklist	School Engagement Plan

8 Strategies to Improve Participation in Your Virtual Classroom
❏ Synchronous strategies
❏ Chat
❏ Flip classroom
❏ Adapt think-pair-share
❏ Show and Tell
❏ Online forms
❏ Peer Gallery Walks
❏ Station Teaching online
 	
● Edutopia
● 8 Strategies to Improve Engagement
● 25 Remote Teaching Tips to Engage Students in Distance Learning
	❏ Address IEP Goals/SDI
	❏ Establish Norms
	❏ Use breakout rooms -consider groupings
	❏ Students read, write, and discuss learning
	❏ Students understand expectations (accountability)
	❏ Lessons are appropriately designed to ensure student engagement
	  ❏ Use a variety of engagement strategies
	  ❏ Quick transitions
	  ❏ Expectations for time/breaks - agenda
	  ❏ Use elapsed timers in breakout rooms
	  ❏ Assign a peer commitment partner
		❏ Routine for beginning/ending of each class: Lesson objective established checking
		❏ Team Building activities/Mindful Moments
		❏ Integrate Kagan Strategies (Example: Imaginary Toss)
		❏ How do you plan to call on students or have students respond?
		❏ How do you plan to ensure that students get practice turns and immediate corrective feedback?

Sample (3) Distance Learning Weekly Planner (A sample schedule to share with students and parents)

This Week's Learning Targets/Intentions	Tasks/Assessments	Success Criteria
I am learning….. ● How to ask and answer questions to demonstrate understanding. ● To identify the main idea of a text. ● To use text features to locate information.	1. Google Response doc for ask/answer questions re: non-fiction text 2. Key Details Scavenger Hunt 3. Collaborative Chart on Text Features 4. Main Topic and Key Details Graphic Organizer 5. Main Topic and Key Detail Written Journal Response	I can… ● Use *who, what, where, when, why, and how* questions to deepen my understanding. ● Determine the main purpose of a text using text features. *All Zooms recorded and posted on SeeSaw. *Daily office hours: MWF: 1 pm - 2pm; T/Th: 8am - 9am *M-F: Math 9-10, Small Groups 10-11, ELA 11-12; Science/Social Studies 1:30 -2:30. Citation: The Distance Learning Playbook

Monday	Tuesday	Wednesday	Thursday	Friday
Attend: Zoom at 11:00, SEL check in, read, discuss , graphic organizer. **Read:** *National Geographic's Bears* **Discuss:** Compare and Contrast *Goldilocks and the Three Bears* (T-chart) **Co-Create**: Venn Diagram on characteristics of fiction vs nonfiction books. **Turn In:** Draw and label a bear; write three key details from today's book *(Bears).*	**Attend:** Zoom at 11:00, norms, video, ask ?'s about reindeer in Google doc, shared reading (article) **Read:** *Is That a Reindeer? (*article) **Watch:** BrainPop video on Concept Maps **Discuss:** Which of our reindeer questions were answered? How do we know? Find the evidence. **Turn In:** Graphic Organizer on Key Details using non-fiction Raz-Kids book.	**Attend:** Zoom at 11:00, SEL check in, listen, ask/answer ?s, chart **Read:** *The Giant Squid* **Co-Create:** Anchor chart on finding the main idea of a nonfiction text using today's book What are the characteristics of this book (text features)? **Collaborate/Breakout:** Using yesterday's graphic organizer, have group members "guess" the main idea after sharing the key details. **Turn In:** Text features graphic organizer on your assigned non-fiction Raz-Kids book.	**Attend:** Zoom at 11:00, Key Details scavenger hunt, read, discuss **Watch:** YouTube video on text features **Read:** *Amazing Snakes!* **Discuss:** How do text features help us find where key details are located. **Collaborate/Breakout:** Find out Main Topic and Key Details for *Amazing Snakes!* by completing the Scavenger Hunt sheet. **Turn In:** Journal response on main topic and 3 key details (paragraph).	**Attend:** Zoom at 11:00, Share out journal responses.Kahoot (review text features) **Watch:** Read aloud on YouTube: Amazing Mammals. Complete graphic organizer: text features, key details, and main idea hunt. Can we ask/answer W?s? **Collaborate/Breakout:** Compare, contrast, and edit graphic organizer on Amazing Mammals'' **Family Project:** Make your own mammal booklet with text features, illustrations, one diagram, and at least 3 key details.

Engagement Tracker Sample (4)

Social Emotional Learning

Classroom Rules/Expectations Checklist	SEL Lesson Checklist	Family Wellness Check
❏ Teach students expectations and behaviors ❏ Model expected behavior ❏ Practice expected behaviors ❏ Provide positive corrective feedback ❏ Review, Model, and Reteach expected behaviors Resources: PBIS KY Social Emotional Learning Forum Overcoming Obstacles Trauma Informed Care for Educators	Begin lesson with: ❏ Icebreakers (could use the chat box feature) ❏ Mindful moments ❏ Team Building Activities in breakout rooms ❏ Check-in, Check-out ❏ Social Emotional Check-in ❏ Student Interest Inventories Overcoming Obstacles Free Life Skills Curriculum for Elementary, Middle, and High School ● Activity-based lessons ● 30 critical social and emotional skills, students learn how to communicate effectively ● Goal setting, conflict resolution,solve problem solving, respect, etc.	PBIS Family Wellness Check **Example: Family Wellness Check Survey** 1. Overall, how are you feeling? (please choose all that apply) ☐ Happy ☐ Safe ☐ Sick ☐ Anxious/Nervous ☐ Scared ☐ Mad/Angry 2. How do you feel your at-home learning is going? ☐ Very bad ☐ A little bad ☐ Neither good nor bad ☐ Pretty good ☐ Really good 3. My family could use help with… (please choose all that apply) ☐ Technology ☐ Completing work from home ☐ Communicating with teachers ☐ Household necessities (e.g., food, paper products, utilities) 4. Would you like your school counselor to contact you? If so, please provide the best way for them to contact you: _____ *Adapted with permission from Normandy Schools Collaborative, Missouri*

Building Relationships

Step 1: Plan for time to address social component (Trauma informed teaching- consider trauma exposures)
Step 2: Incorporate activities (show and tell, restorative circles, character education)
Step 3: Check student engagement (increase or decrease)
Step 4: Collect feedback (plus/delta, student responses, poll, survey)
Step 5: Determine next steps