The Story of iContinue Learning THROUGH INNOVATION



www.iLearnSchools.org

GOING THE DISTANCE

Distance Learning Can Be Real Learning

With so many students learning from home, the critical question we face as educators today is: what does effective and productive distance learning look like exactly? Through distance learning, schools can continue making great strides forward with students for the future. In fact, with the right infrastructure and learning management systems in place, along with hotspots to allow all students Internet access from home, distance learning can still result in real learning. Without these systems already in place, continuing education at the same rate as before would be virtually impossible. Many schools across the country are struggling to provide the resources necessary for students to continuously be challenged in meaningful and measurable ways from home.



Always striving to stay a step ahead and prepared for any hurdles thrown its way, iLearn Schools was thankfully ahead of the curve and prepared for such a challenge. This is because at the beginning of the school year at iLearn Schools:

-All K-2 students are given Class Dojo accounts

All students in grades 3-12 are given personal email accounts
All students in grades 7-12 are given personal Chromebooks.

In addition, to help support our distance learning program, close to 600 devices with Wi-Fi connections were given out to our students during this challenging time. This is what we call the infrastructure of distance learning. It is because of this established technology infrastructure that we were able to reach out to each and every student on March 17th, 2020, which marked the first day of our distance learning program.

At iLearn Schools, we don't use "Work Packets." Instead, we use real-time classroom materials, and our interactions with students are extremely dynamic. Each and every school has their daily program and all students are aware of the expectations and their daily schedule. We can run our distance learning program as long as it is needed, not necessarily on a weekly or bi-weekly basis. Most importantly, we use a Learning Management System (LMS), which is a must for any distance learning program. It is the platform that our educators can interact with and provide feedback to our students. through. We know that learning can only be possible through meaningful interactions. Without being able to reach out to individual students, how could we expect to meet their needs?



iLearn Schools' distance learning plan was made possible through the incredible efforts and close collaboration among iLearn Schools' executive team, academic team, school administration, school security and operations, and the entire team of school leaders and teachers across all schools. From day one, iLearn Schools' teachers and school administrators were able to keep in close contact with students and families, as well as with each other in the process of learning together through this experience, demonstrating that we are fully invested in ensuring that our students continue making purposeful forward progress regardless of the setting.

At iLearn Schools, we believe that no matter the challenge in front of us, we can conquer it together through our caring and continued commitment to learning in the face of adversity. iLearn Schools' distance learning program (iContinue Learning) provides students, staff, and families across all iLearn Schools with the technological learning tools and social platforms needed to stay connected while taking continuous strides forward together. iContinue Learning program sees that the entire iLearn community always remains together in learning from either near or far.

Nihat Guvercin CEO, iLearn Schools In any challenging situation, remaining composed, optimistic, and a part of a larger mission and vision is critical to a person's ongoing success. Across all grade levels, morning announcement videos help build senses of routine, structure, and normalcy even through distance learning. Zoom video conferencing allows all students and staff to stay socially connected in working together as a tight-knit team, too. PLCs, departmental meetings, grade level meetings, and mentoring meetings, along with executive, academic, and special education meetings are all run virtually through Zoom.



DISTANCE LEARNING - REGULAR SCHOOL



Day in the Life of an Elémentary School Student

Molly is a first grade student at Passaic Arts & Science Charter Elementary School

Molly logs into her Class DoJo account and views the morning announcements from her school administration and teacher welcoming her to the new school day. The Passaic Panther Pledge song plays, and Molly sings along to it joyfully. The morning announcements and Panther Pledge help Molly settle in for the day. Molly sees her schedule and assignments in English (Word Study today), Math, and Art. For Word Study, Molly's reading A-Z comprehension level has risen from an already impressive level "R" to a level "Z" over the past 6 months.

Molly's teacher praises her for her love of reading, and is proud of Molly for her continued genuine curiosity and desire to learn and grow. Molly must submither assignments to her Class Dojo portfolio, and her teacher is always guiding Molly toward specific and targeted skills, based improvement. In fact, Molly's teacher checks her work daily, and Molly is able to check the database to see her most up-to-date grades.

8:00 a.m.

9:00 a.m.

After completing her Word Study assignment, Molly enjoys a free breakfast that her parents brought home for her from the school.

Molly is solving addition and subtraction word problems with her Math teacher. Molly's teacher allows her to figure out each problem first in the way that she feels comfortable, and then models other approaches to solving the same problem. Molly's teacher comments on how she thinks creatively and outsidethe-box in the ways that she solves problems.

Molly starts on her artwork for Art class. Along with Music, this is Molly's favorite class. As the class transitions into Spring, Molly draws a flower with a heart inside it to share with her parents. Molly's flower symbolizes the seeds of love she wishes to plant inside others to spread love and kindness throughout the world.

Molly enjoys her lunch that was also provided free of charge by her school. Molly is able to meet with her teacher one-on-one through

video chat to discuss how what she learned today will help her as she gets older.

PAPER 1%

9:30 a.m.

10:00 a.m.

11:00 a.m.

1:00 p.m.

12:00 p.m.



99% DIGITAL

Day in the Life of a Middle School Student

Jacob is a seventh grade student at Bergen Arts & Science Charter Middle School

Jacob wakes up to prepare for the Wednesday ahead.

From the comfort of his family's living room couch, Jacob logs into his Schoology account using his school-issued Chromebook. At this point, Jacob checks for any new assignments posted and reviews grades that he received on yesterday's English reading comprehension quiz and Math skills check. Jacob is always carefully reflecting upon his teachers' feedback for improvement, and truly appreciates the individualized support.

Jacob logs into his first class of the day - Math. For this class, the teacher is "live lecturing" using Schoology Conferencing, so Jacob has the opportunity to actively participate in the lesson through an interactive video chat. In fact, Jacob is able to ask clear and specific questions around the areas he struggled in the day before. His teacher, as well as some of his classmates too, are quick to address his questions and clear up any misconceptions. Jacob's attendance is also taken when he responds to a short "KWL" discussion board prompt.

Jacob's parents return home with a free breakfast and lunch provided by the school for all families during distance learning. Jacob eagerly grabs his breakfast and some nutritious energy before returning to his work.

Jacob logs into his second class of the day - Social Studies. Jacob's Social Studies teacher is using YouTube Live for this lesson along with EDpuzzle in order to insert critical questions¹ into the context of both lecture and film analysis. In exploring the history of the Holocaust, Jacob examines a clip taking the class through the rise of Adolf Hitler and Nazi Germany prior to World War II.



8:00 a.m.

8:30 a.m.

8:45 a.m.

10:00 a.m.

9:30 a.m.

Jacob logs into his English class. Fittingly, Jacob can also bring prior knowledge from Social Studies with him to English as the class is reading The Diary of a Young Girl by Anne Frank. Jacob then connects Anne Frank's form of isolation with today's social distancing, discussing connections between Anne Frank's experience and COVID-19 should measures surrounding the spread of the disease last as long. Jacob's responses to the story's questions and to his classmates are then electronically submitted through Schoology and scored by Ms. Apple as a classwork grade.

Jacob takes a much needed break and refuels by eating a healthy lunch provided by the school.

Jacob logs into his Physical Education class to burn off some of this energy right away. Jacob's Physical Education teacher, Ms. Kicks, takes the class through warm-up exercises and conditioning drills using Schoology Conferencing. Since Schoology Conferencing offers a two-way means of video communication, Ms. Kicks can see Jacob performing arm circles and high-knees using appropriate posture and proper mechanics.

Jacob takes full advantage of his teachers' office hours. During this time, Jacob works closely with his Science teacher, Mr. Beaker, in preparation for submitting a mini-project on how to successfully create vaccines that may someday save lives.

ILEARN SCHOOLS' INFRASTRUCTURE OF THE DISTANCE LEARNING:

ALL K-2 GRADERS ARE GIVEN CLASSDOJO ACCOUNTS

ALL 3-12 GRADERS ARE GIVEN SCHOOL EMAIL ACCOUNTS

ALL 7-12 GRADERS ARE GIVEN A PERSONAL LAPTOP 11:00 a.m.

12:00 p.m.

12:30 p.m.

1:00-3:00 p.m.

(S) schoology

SA Random

Liam

William

Recent Activity

Calendar

Message:

+1 to Kim for Showing GRIT!

Attendance

Class

Monica

in

Select

Q Home Courses Groups

Recent Activity

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9

Day in the Life of a High School Student

Blake is a 10th grade student at Paterson Arts & Science Charter High School

Blake wakes up to prepare for the Friday ahead.

From the comfort of his own bedroom, Blake logs into his Schoology account using his school-issued Chromebook. Blake checks for any new assignments posted to Schoology and reviews grades that he received in his classes. Blake is pleased to see an "A" on his submitted quiz, along with feedback from his English teacher Ms. Righter. Blake's skills check in Math went fairly well, too, but he still has the opportunity to reassess and learn further through a process known as productive struggle. Blake is always carefully reflecting upon his teachers' comments and feedback for improvement, and truly appreciates the close one-on-one guidance.

Blake logs into his first class of the day - Math. For this class, the teacher is using Schoology Conferencing, and so Blake gets the chance to actively participate in the lesson through interactive video chat. Just seeing his teacher and fellow classmates and being able to participate in a live discussion virtually makes Blake feel at home in school. Blake tells his younger brother, also a student at iLearn Schools, "I feel like I'm still at school. I'm learning just as much." Blake's attendance is also taken when he responds to a short metacognitive discussion board prompt assessing confidence in solving problems using the quadratic formula.

Blake's parents return home with a free breakfast and lunch provided by the school for all families during distance learning. Blake grabs his breakfast and some nutritious energy before returning to his work.

Blake logs into his second class of the day - Social Studies. Blake's Social Studies teacher is using YouTube Live for this lesson along with EDpuzzle in order to insert critical questions into the context of both lecture and film analysis. In exploring Nostradamus's predictions from 1555 of Adolf Hitler and the Holocaust, nearly 4 centuries before these events ever occured, Blake examines a clip that takes the class through Nostradamus's claims and the reality that followed. Blake's' scholarly insight receives great praise from his teacher as well as from several of his classmates, as he feels proud of his ability to enhance the academic discourse of the class. 8:00 a.m.

8:30 a.m.

8:45 a.m.

9:30 a.m.

10:00 a.m.

Blake then logs into another one of his favorite classes, English. In a seamless segue between subjects, Blake can bring prior knowledge from the Holocaust with him to English as the class reads Elie Wiesel's memoir, Night. For today's discussion board prompt, Blake analyzes an original poem penned by his own teacher entitled "History Repeating." In examining this poem, Blake must determine where the author incorporates assonance, alliteration, allusion, and repetition for rhetorical effect, while commenting on how each of these figurative language devices contributes to the meaning and overall message of the piece. In addition to responding to the prompt, Blake must also respond to one of his classmate's responses, thus sparking a student-to-student conversation similar to what might happen in a live class.

Blake takes a much needed brain break and refuels with a healthy lunch provided by the school.

Blake logs into his Chemistry class. Blake struggles somewhat in-Chemistry, and so his teacher provides additional assistance for him both during and after class through-text and video chat.

Once Chemistry class concludes at 1:00 p.m., Blake takes advantage of his teachers' office hours being from 12:00-3:00 p.m. During this time, Blake works closely with his Chemistry teacher, Mr. Bunson, in preparation for submitting a miniproject exploring how chemical reactions in our bodies and minds can be linked to our everyday actions, feelings, and decisions throughout life. 11:00 a.m.

12:00 p.m.

12:30 p.m.

12-3:00 p.m.



iContinue Learning March 17 - April 3



617 DEVICES GIVEN OUT

WEEK 1	527
WEEK 2	596
WEEK 3	617

51,330 TOTAL MEALS

51,330 meals were distributed in last two weeks thanks to Maschio's Food Service and the iLearn Schools' Security Team!

Testimonials

Ms. Belfield Bergen-Elementary

"It is rewarding to see our teachers go above and beyond by trying to make this experience and transition for our students as smooth and enriching as possible. Watching how resourceful teachers have become for one another has been amazing. To see so many teachers step out of the box to use resources and become extremely flexible is strengthening our homeschool connection. Teachers have done this in various ways over these past few days from working beyond work hours, to screen recording themselves logging in to Pearson for parents who are struggling with various platforms. Below is a snapshot of a 1st grade teacher, Ms. Montemarano proceeding with her normal daily morning meeting with her students utilizing ClassDojo. Her families were excited and commented with many accolades of appreciation for the video. This goes to show our teachers here at Bergen Elementary are doing their best to accommodate families and provide rigorous instruction through various platforms while supporting students and families along the way."



Good Morning 1B,

I added a video of how I normally do our morning meeting in the classroom. Hopefully this will be helpful to you and the students.

Ms. VanSise Passaic-High

"Teachers and students have been interacting via email, discussion board posts, comment features on assignments and resources, and through video! Some teachers have been posting daily video updates each day to explain directions to students and walk them through their work for the day. Parents have been wonderfully proactive about reaching out to school administration with any issues. Communication is both constant and effective!

Teachers have turned our iContinue Learning program into a sort of professional development amongst themselves and have been sharing resources, pro tips, advice, and ideas through email and video conferencing! This has been incredible to see as it really shows that the school is coming together, even though teachers and students are physically apart, to support and helpone another.

Each day, we're learning new things about remote teaching and learning, and discovering how to best utilize the tools available to us!"

Ms. Marash Hudson-Middle

"My experience with iContinue Distance learning has been overall very positive. One thing that I am extremely impressed by is the teamwork from all the teachers to learn new platforms or skills and help each other out in the process. Teachers have found very creative ways to introduce their content and to collect submissions from students. For example, using EDpuzzle to create videos with questions embedded and Chrome Music Lab to see students create music and submit for an assignment."

SHARE YOUR EXPERIENCE ON ICONTINUE LEARNING



JOIN THE CONVERSATION

Preeti Sabhlok

I hope everyone students, teachers and parents alike all had a successful 1st day of digital learning. Like · Reply · 2w

Sara Rojas

Es una buena idea siempre pa alante en enseñaza para nuestros hijo gracias por hacer de todos tan brillante

Like · Reply · 2w



Like · Reply · 2w

Gabi Gabi

Our first and second day went pretty well! 3rd grader. Thank you. #iContinueLearning. Like · Reply · 2w

Yulianny Cepeda

Excellet remote/online education. Every day is a new learning experience and teachers have been very helpful. PASCS KD Rocks!!!!!!!!

Like · Reply · 2w

Carol Zollinger

Our first day went pretty well! 5th and 6th grader. On to day 2... Like · Reply · 2w

Omayra Annerys Basset Santana

Excellent learning plan!!

Sonia Gonzalez

So far it's excellent , my 2nd grader understands everything #icontinuelearning Like · Reply · 2w

