



Continuous Learning Plan 2020

COSLA'S ROADMAP TO RE-ENTRY

Sheri Catron Cooper, Executive Director/Principal

CIRCLES OF SUCCESS LEARNING ACADEMY | 867 S. PARKWAY E. MEMPHIS, TN

Part 1.1: Snapshot Information

Circles Of Success Learning Academy (COSLA)

Contact: Dr. Eugene Brown, Dir. of Operations

Part 1.2: Landscape Paragraph

In order to serve the children and families at Circles of Success we contend it is essential to return to the classroom. However, be we respect each family's needs, full-time distance learning will be an option for students during the 2020-2021 school year. Distance learning will allow students to remain enrolled at COSLA while receiving teacher-facilitated online instruction. While face-to-face interaction is a more effective means of instruction, the distance learning option is available for parents that do not prefer the traditional model for their individual family situation. Nonetheless, we have attempted to prepare a plan that will allow us to continue to facilitate instruction should intermittent closures be necessary. With our student population being largely those who are designated high-risk, we realize the need to meet our families in various ways and provide support from multiple angles. While we are good input during the Spring 2020 closure, we did notice some deficits and are better prepared to meet the needs of our families.

COSLA's Remap to Reentry Plan was shaped largely by the input of our educators and families, which has provided valuable insight into the needs of our students. Additionally, this plan carefully follows the guidance of health officials, the Shelby County School District, and experts in a variety of fields.

Part 1.3: COVID Plan

N/A

Part 1.4: Authorizer Engagement (only charters complete)

A copy of COSLA's CLP was sent to our authorizer, Shelby County Schools.

Part 2.1: Beginning-of-Year Programmatic Model by Grade Band

Please complete the chart below for how you plan to begin the 2020-21 school year (check all that apply). The [Reopening Schools: Overview Guide for LEAs](#) should be referenced for more information or definitions on the various pathways. Even in a traditional in-person model, individual students learning remotely may operate under the CLP; in those cases, please check “family choice.”

MODEL	In-Person Instruction at School Building Model				Remote or Hybrid Model						
PATHWAY	Trad'l	Stagger Return	Stagger Schedule	Year-round	Split Days	Alternate Days	Need based	Grade based	Family Choice	All Virtual	Other
Kinder	X								X		
Elem. School	X								X		
Middle School											
High School											

Part 2.2: Differences Between Schools

N/A

Part 3.1: Explanation of Approach

COSLA will implement effective standards-based instruction and differentiation to challenge all learners while providing resources that connect with students. The Edgenuity and Florida Virtual Schools curriculum will be incorporated for instruction, assessment, grading, and academic reporting, as students demonstrate their mastery of the knowledge and skills they are expected learn. The Virtual schedules for learning consist of Digital Synchronous and Asynchronous instruction, as well as the options for Analog Synchronous and Asynchronous instruction, as needed for scholars who have very specific needs. Students will spend time receiving instruction from a classroom teacher via Google Meet/Zoom and programs such as iReady and Edgenuity/Florida Virtual Schools. The total daily learning time for scholars in grades 1st-5th is 7 hours. The total daily hours spent for Kindergarten scholars is 4.5; however, the additional 2.5 hours will be utilized for one-on-one, differentiated instruction to close learning gaps.

Part 3.2: Instruction Breakdown by Grade Band

Please complete the chart for each grade band to reflect the minutes of instruction planned. (In the online application, the chart below will appear for each grade band.)

Content Area	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
English Language Arts	5	135	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Math	5	135	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Science	5	30	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Social Studies	5	30	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input checked="" type="checkbox"/> Program
Physical Education (PE)	3	30	<input checked="" type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Arts	1	30	<input checked="" type="checkbox"/> Synchronous AND/OR <input checked="" type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
CCTE or Elective (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Foreign Language (optional)			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program

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Artifacts:

https://drive.google.com/file/d/1DAdT7QjJ8qbkLupKmKxbBobx_lw5tMpd/view?usp=sharing

Part 4.1: Explanation of Approach

Regular attendance is an important factor in a student's success in online courses. Evidence of attendance will be measured based on the student's grade level. Students in kindergarten must log on to Goggle Classrooms and/or do their individual-based work for a minimum of 4 hours and 30 minutes to be counted present. Students in grades 1-5 must do the same for a minimum of 7 hours per day to be counted present. Attendance will be taken through Goggle Classrooms which communicates with Teacher Ease, our primary SIS program. That attendance will then be transferred into the District platform each day as if regularly done. More details can be found in the attached artifacts.

Artifacts:

<https://drive.google.com/file/d/1hMD8JyjkBQ6JxcuzMvIQj6bNDNO9UG7v/view?usp=sharing>

Part 5.1: Explanation of Approach

COSLA's Operations Director and Technology Support Team will distribute all devices and have signed contracts for each family. Families will be informed of good device care (see student contract) and will be informed that tracking software and firewalls have been placed on devices to help alleviate any potential problems. Lost, stolen, and damaged property will be inventoried so that an accurate count will always be at hand. Technology support has been established with the Nascent Consultants. They will help troubleshoot issues and help with device sustainability. To ensure instructional time is optimized, additional loaner devices were purchased and will be issued in the event repairs are needed.

This plan was developed with technology professionals and they will meet with the operation director each month to make any necessary changes and improvements to policies, plans, and procedures.

For COSLA's virtual option accommodations have been made to ensure that all students have reasonable opportunity to access that virtual option for ELA, math and science which will serve all major student groups. Students with IEPs and other services will also have allotted time for meetings with their support persons and interventionists. Each student will have their own device and Wi-Fi will be provided for families with no, low and unstable Wi-Fi services. The Academy will also extend this to staff who may have some of the same inefficiencies.

Artifacts: <https://drive.google.com/file/d/1yKkw6R0UJRqY0K-83a41dV0XBXOrKySu/view?usp=sharing>

Part 6.1: Explanation of Approach

COSLA Faculty and Staff will have access to a plethora of flexible and versatile professional development resources that will support the continuation of teaching and learning. These resources include webinars, grade level and department meetings, and a yearlong mentoring partnership with Dr. Eric Thomas through his Extreme School initiative.

Artifacts:

<https://drive.google.com/file/d/1eMPTYyN9c0uXspnF27gN74wyyjZrXOBi/view?usp=sharing>

Part 7.1: Explanation of Approach

COSLA's will use a variety of monitoring platforms to ensure the academic program and instructional delivery are being implemented. This will be done through observation protocols, PLCs, daily check-ins on virtual platforms and classroom observations. The administrative team will follow up each day and will have a quality check meeting each week to ensure structures in place are working effectively. Feedback will be based on observations, data collected at grade-level meetings, and student progress and achievement data. Procedures and procedures are in place for in-person and virtual learners. As the administrative staff reviews these on a daily basis,

changes will be made in order to effectively proceed. Monitoring of student and staff effectiveness will be garnished using multiple formats and through various touchpoints which can be viewed in our documentation.

Artifacts:

https://drive.google.com/file/d/1nX6I0P_tN2JAeFLW2bxbwJJ6I2LpQhiM/view?usp=sharing

Part 8.1: Explanation of Approach

COSLA will utilize several modes for communicating to families including Teacher Ease, the School Info App, our website, and weekly newsletters (printed and electronic).

Templates addressing COVID-19 concerns including a positive case among staff, potential exposure, and a positive case in the school is pre-drafted in the event that outbreak occurs. Parents will receive a message through all communication modes to alert them of possible exposure. Contact information for key school representative will be included on all communication documents to ensure that parents are aware of the proper channels for communicating concerns. Parents of vulnerable students will be communicated to via phone.

COSLA staff will communicate at-home expectations/check-in structures. Additionally, weekly updates on community impact and needs with key resources and COVID-19 updates will be included in the weekly school emails using Teacher Ease 1 to 2 times per week. Teachers will communicate assignment reminders and communication guidelines for parents and students. Virtual parent/teacher conferences will be scheduled via Google Meets or Zoom web conferencing platform. All teachers will maintain a family contact log to track their communication efforts with families.

Teachers will utilize Google classroom to upload and grade assignments. Parents will be invited to the Google Classroom platform so that they may have access to their child's grades and classroom materials. DocuSign and other fillable forms requiring parents' signature will be incorporate on all homework assignments, letters, and projects.

The COSLA communication platforms will be updated frequently to accurately reflect current school information. In addition, mobile optimization will be implemented to include resources linked on the school's website. Hard copies of all school communication documents will be available the in school's front office. Hard copies of all communication documents may be mailed to parents who opt to received them. A COSLA administrator or designee will record a weekly school update video and post on all communication platforms. A communication representative will be assigned to manage and monitor Facebook page and respond to questions with clarity. In addition, a CDC approved frequently asked questions (FAQ) document will be included on all COSLA communication platforms to answer most of the likely topics that may come up in the event of COVID-related needs. A hard copy of this document will be located in the school's front office.

Daily check ins with students will be scheduled to gauge their thoughts, concerns, and suggestions. Parent communication will be ongoing. All meeting dates will be posted on all COSLA communication platforms.

Monthly virtual PTAB meetings will schedule to engage all stakeholders in the current affairs of the school. In addition, surveys will be issued periodically to provide an opportunity for parent and community feedback. COSLA will provide resources to assist parents with discussing COVID-19 with their children. Contact information for each school leader will be made available for all parents. Additionally, parents will receive a personalized link to submit questions that may not be addressed in the CDC frequently asked questions.

COSLA will disseminate and train all staff members on the communications plan and the necessary protocols the school will adhere to in the event of an emerging, ongoing, or immediate crisis. COSLA will also provide weekly updates on community impact needs with key resources. All meeting info will be posted on COSLA communication platforms. Furthermore, the COSLA administrative team will reinforce messages from the district/network office and communicate the continued commitment to the safety -and well-being of the school community. Finally, the COSLA Administrative team will meet with external stakeholders to inform them on the communications plan and the designated representatives responsible for communicating updates.

Artifacts:

https://drive.google.com/file/d/1v0SXCm_in5qWl_KkYx6p0sOY35qI4mom/view?usp=sharing

Appendixes Section:

Artifacts:

https://drive.google.com/file/d/1giEbhKI6oM_lxwZECgjO6Lq3W4M28SET/view?usp=sharing