**GRANVILLE T. WOODS**

**ACADEMY OF INNOVATION**



**CONTINUOUS LEARNING PLAN**

**2020-2021**

**Granville T. Woods Academy of Innovation**

**Board of Directors**

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**Chief Operations Officer**

**Ms. Pamela M. Brown**

**Executive Director**



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**Section 1 Cover Page**

### **Part 1.1: Snapshot Information**

Granville T. Woods Academy of Innovation

Pamela Brown, Executive Director

Single Point of Contact

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901-305-3630

### **Part 1.2: Landscape Paragraph**

**The LEA will complete a brief landscape analysis, not to exceed a short paragraph in length. This information will include a needs assessment from the spring closures and 1-2 lines about the overall CLPs for the coming year. This can also include information provided in the LEA’s CARES Act application. As an alternative, the LEA may attach a recent landscape analysis, or the LEA may reference the pages that cover this section in a separate attached document or their CARES Act application.**

The sudden closure of schools on March 12, 2020, as a result of the COVID-19 pandemic caused a historic shift in the way GTW continued to provide instruction to its students. We were fortunate to have the resources to provide all of our Innovators with laptops if their family indicated a need. We also distributed work packets for any families that requested them. Our campus also served as a distribution site for families to have access to meals on a daily basis. The needs assessment we conducted from the spring indicated that our Innovators were in need of structured, daily lessons with expectations of daily attendance and adherence to our grading policy. Our educators were also in need of additional training on how to effectively implement distance learning. Our parents and families were also in need of training on technology and how to access our online resources. Based upon this assessment, we have ensured that our teachers have received rigorous training in the delivery of virtual lessons through requirements that they obtain Google Classroom level 1 certification and also participate in the training offered by Trevecca University. Our educators will also receive extensive and ongoing training through our professional development program on the delivery of our high quality instructional resources, social emotional learning and addressing the unique needs of our Exceptional Ed and ELL populations. GTW has also acquired additional laptops, tablets and mobile hotspots to ensure equitable access to all of our Innovators.

### **Part 1.4: Authorizer Engagement (only charters complete)**

**All charter schools should denote if a copy of their CLP was sent to the charter authorizer. Charter schools are strongly encouraged to work with their charter authorizer when developing their CLP to ensure the charter school CLP is not in conflict with provisions of the charter agreement or memorandum of agreement related to performance goals or services provided to the charter school by the authorizer.**

A copy of our CLP will be provided to our authorizer upon submission to TDOE.

**Section 2 Programmatic Model for the 2020-2021 School Year**

**This section should provide information on the instructional models that will be employed by the LEA. Please note the requirements for the various pathways selected. *Note: Per State Board of Education rule and policy, LEAs must have approved CLPs to receive BEP funding in remote learning environments.***

**CLPs must be submitted to the department by July 24, 2020. LEAs that will not be starting implementation of their CLPs at the beginning of the school year will be able to request permission to submit only Sections 1 and 2 of the CLP by July 24, 2020 in order to receive provisional approval. These requests must be submitted to the department by July 6, 2020. LEAs that receive provisional approval will then be required to submit the remainder of the CLP by August 31, 2020 to receive full approval.**

**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***](https://www.tn.gov/content/dam/tn/education/health-%26-safety/Reopening%20Schools%20-%20Overview%20Guide%20for%20LEAs.pdf)**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.”**

GTW will begin the school year with an all virtual model for all grades k-8.

**SECTION 3: STANDARDS-BASED INSTRUCTION**

**X The LEA is beginning the year with full virtual or other remote instruction OR the LEA is beginning the year in-person and this CLP will reflect a full virtual or remote instruction model, if necessary.**

**□ The LEA is beginning the year in a hybrid model. The CLP will reflect the hybrid model and will note any additional changes needed to convert to full remote or virtual instruction, should it become necessary.**

**Part 3.1: Explanation of Approach**

Granville T. Woods Academy of Innovations has devised a reopening plan to begin the 2020-21 academic school year that will successfully guide our teachers, Innovators and families through the pandemic. GTW will implement full remote instruction that focuses on discovery, interaction and independent work that is deemed best practice for our various grade bands.

The learning plan will outline the daily routines that will serve as a framework to assure that each student continues to receive the same high quality education expected with in-person learning that includes rigorous instruction in Reading, Mathematics, Science, Social Studies and support classes for kindergarten through eighth grade.

The remote plan will use the Google Classroom platform to deliver synchronized instruction, small group instructions, intervention, and tutoring as needed.

**Part 3.2: Instruction Breakdown by Grade Band**

***Primary Elementary (Kindergarten-2nd)***

***(Standard Curriculum for Grades K-2 Distance Learning)***

The academic schedule for Elementary students in grades K-2 will involve students engaging in academic activities for approximately 6 hours and 30 minutes daily. The day includes playing, exercising, drawing, dancing, listening to music, etc.

|  |  |  |
| --- | --- | --- |
| **Content** | **Time** | **Virtual Learning Schedule** |
| **Early Literacy**  **(120 minutes synchronous instruction w/ 10 min brain break)** | **Daily M-F 8:00-8:10**  **(attendance)**  **8:10-10:10**  **(Reading)**  **10:10-10:20**  **(Brain Break)** | * 60 min Read alouds, micro lesson of reading, partner share, Literacy Pro / Independent reading * 20 min Writing Center * 20 min. WORD (vocabulary) * 20 min FIRST (phonics)   \***Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide and Google Classrooms**  **\*\*15–30 minutes of decodable practice** (asynchronous small groups led by Teacher Assistants using BookNook.) SPED/ESL intervention |
| **Early Math**  **(90 minutes synchronous instruction w/ 10 min brain break)** | **Daily M-F**  **10:20-11:50**  **(Math)**  **11:50-12:00**  **(Brain Break)** | * 60 Min. Into Math (TN Standards; Workstations for numeracy; problem solving; word problems * 30 Min. Khan Academy (supplemental), Dreambox.com   **\*Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide and Google Classrooms**  **\*\*Log into** [**www.Dreambox.com**](http://www.dreambox.com) **(asynchronous) to access personalized math intervention games. SPED/ESL intervention monitored by Teacher Assistant** |
| **Lunch/ (30 min)**  ***Teacher lunch*** | **Daily M-F**  **12:00-12:30 pm** | Students will be encouraged to play and move every day (The department recommends that these activities do not occur using screen time.) |
| **Special Areas: Character Ed., Computer Literacy, P.E., S.T.E.M**  **(45 minutes/one special area daily)**  ***Teacher Planning/ PLC Meeting/Vertical team meetings*** | **Daily M-F**  **12:30-1:15pm** | **\*\*Exercise daily by completing one Move to Learn video for your grade level found at** [**https://www.youtube.com/user/MovetoLearnMS**](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fuser%2FMovetoLearnMS&data=02%7C01%7CAPimienta%40dadeschools.net%7C5ce0dbc08a0444c673c008d7d6429e85%7C4578f68f86cd4af9b31793e3826ca0f5%7C0%7C0%7C637213453924040356&sdata=274wFIsEM5btlVaBmOtDBOZ5ztiMYWWQ6iLNjp8LGFg%3D&reserved=0) **and** [**www.gonoodle.com**](http://www.gonoodle.com)  **\*\* Social and Emotional Learning (SEL) sessions with school Counselor**  **¨ Visit** [**https://www.teachengineering.org/**](https://www.teachengineering.org/) **and**  [**https://hourofcode.com/us**](https://hourofcode.com/us) **for a S.T.E.M and coding activity** |
| **ELA Social Studies - week 1-4**  **(45 minutes synchronous instruction)**  **ELA Science - week 5-9**  **(45 minutes synchronous instruction)** | **Daily M-F**  **8:10-9:40**  **(4th/5th)** | * 45 min. (TN Standards; Workstations for teacher led activities and lessons)   **¨ Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide**  **¨ Visit** [**www.scholasticweekly.com**](http://www.scholasticweekly.com) **to access social studies activities and lessons online**  **¨ Visit National Geographic for Kids at** [**https://kids.nationalgeographic.com**](https://kids.nationalgeographic.com/) **for educational games, and social studies concepts** |
| **Response to Intervention (RTI2)**  **45 min daily** | **Daily M-F**  **2:05-2:50** | **\*Log into** [**www.FastBridge.org**](http://www.fastbridge.org) **or** [**www.IXL.com**](http://www.ixl.com) **to complete 45min daily of Intervention activities.**  **\*\* Progress monitored by teacher and teacher assistants** |
| **Teacher/ Parent Check-ins: virtual or by phone**  **30min** | **Daily M-F**  **3:00-3:30** | **Daily Parent Communication on attendance, classwork, modifications/accommodations for SPED/ESL, and grades** |
| **Enrichment/Brain Breaks** | **Between Classes** | **Non-Screen and screen-time activities to give students a break between classes that could include limited movement connected to the content area such as gonoodle.com and schoolhouse rock videos via You-Tube for Kids.** |
| **Total Recommended Student Time on Task:**  **(Approximately 6.5 hours/ daily)**  ***D*elivery will be Synchronous, Virtual, and Teacher-Based** | | **\*Recommended Subject Areas, Time on Task, and Assignments are appropriate for SWD and ESL students and should include IEP strategies and ESL accommodations.**  **\*\*Teachers have access to the CASE Pacing Guides through the school website and shared google folders under Curriculum Support Documents. The Pacing Guides are available for each subject/grade.**  **\*\*\* Teachers may make determination regarding appropriate time on task based on the individualized need(s) of their SWD and ESL students** |

***Elementary (3-5)***

***(Standard Curriculum for Grades 3-5 Distance Learning)***

These schedules are subject to change. Innovators are expected to engage in 6.5 hours of learning daily. Please note, Innovators who receive exceptional scholar services (ELL, IEP, 504 accommodations) will receive them during virtual instruction.

Innovators will have designated times to participate in virtual class via Google Classroom or Zoom.

Tutoring will be offered virtually to address learning gaps in Reading and Math Weekly on Tuesday and Thursday from 3:45 pm – 4:30 pm***.***

|  |  |  |
| --- | --- | --- |
| **Content** | **Time** | **Virtual Learning Schedule** |
| **Reading Literacy**  **(90 minutes synchronous instruction)** | **Daily M-F**  **8:00-8:10**  **(Attendance)**  **8:10-9:40**  **(4th/5th)**  **9:40-9;50**  **(Brain Break)**  **8:10-10:20**  **(3rd)**  **10:20-10:30**  **(Brain Break)** | * 50 min Literacy Pro/ Independent reading   Interactive read alouds, mini lessons in  reading, independent learning   * 30 min Independent writing and conferencing * 10 min WORD(vocabulary)   \***Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide and Google Classrooms**  **\*\*15–30 minutes of decodable practice** (asynchronous small groups led by Teacher Assistants using BookNook.) SPED/ESL intervention |
| **Math**  **(90 minutes synchronous instruction)** | **Daily M-F**  **9:50-11:20am**  **(4th-5th)**  **(11:20-11:30)**  **(Brain Break)**  **10:30-12:00**  **1:20-2:05**  **(3rd)** | * 60 Min. Envision 2.0 (TN Standards; Workstations for numeracy; problem solving; word problems * 30 Min. Khan Academy (supplemental), Dreambox.com   **\*Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide and Google Classrooms**  **\*\*Log into** [**www.Dreambox.com**](http://www.dreambox.com) **(asynchronous) to access personalized math intervention games. SPED/ESL intervention monitored by Teacher Assistant** |
| **ELA Science**  **(50 minutes synchronous instruction)** | **Daily M-F**  **10:30-12:00**  **1:20-2:05**  **(3rd)**  **11:20-12:00**  **1;15-2:00**  **(4th/5th)** | * 50 min. TN Science (TN Standards; Workstations for teacher led activities and lessons) ELA skills integrated in science activities and problem based learning.  **Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide** |
| **Lunch** | **Daily M-F**  **12:00-12:30** | **Innovators are encouraged to play and move every day during this time. (The department recommends that these activities do not occur using screen time.)** |
| **Special Areas: Character Ed., Computer Literacy, P.E., S.T.E.M**  **(45 minutes/ one special area daily)**  ***Teacher Planning/ PLC Meeting/Vertical Team Meetings*** | **Daily M-F**  **12:30-1:15** | **\*\*Exercise daily by completing one Move to Learn video for your grade level found at** [**https://www.youtube.com/user/MovetoLearnMS**](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fuser%2FMovetoLearnMS&data=02%7C01%7CAPimienta%40dadeschools.net%7C5ce0dbc08a0444c673c008d7d6429e85%7C4578f68f86cd4af9b31793e3826ca0f5%7C0%7C0%7C637213453924040356&sdata=274wFIsEM5btlVaBmOtDBOZ5ztiMYWWQ6iLNjp8LGFg%3D&reserved=0) **and** [**www.gonoodle.com**](http://www.gonoodle.com)  **\*\* Social and Emotional Learning (SEL) sessions with school counselor**  **¨ Visit** [**https://www.teachengineering.org/**](https://www.teachengineering.org/) **and**  [**https://hourofcode.com/us**](https://hourofcode.com/us) **to complete a S.T.E.M and coding activity** |
| **ELA Social Studies**  **(30 minutes synchronous instruction)** | **Daily M-F**  **8:10-10:20**  **(3rd)**  **8:10-9:40**  **(4th/5th)** | * 30 min. (TN Standards; Workstations for teacher led activities and lessons)   **¨ Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide**  **¨ Visit** [**www.scholasticweekly.com**](http://www.scholasticweekly.com) **to access social studies activities and lessons online**  **¨ Visit National Geographic for Kids at** [**https://kids.nationalgeographic.com**](https://kids.nationalgeographic.com/) **to play videos, games, and social studies concepts** |
| **Response to Intervention (RTI2)**  **45min** | **Daily M-F**  **2:00-2:45**  **(4th/5th)**  **2:05-2:50**  **(3rd)** | **\*Log into** [**www.FastBridge.org**](http://www.fastbridge.org) **or** [**www.IXL.com**](http://www.ixl.com) **to complete 45min daily of Intervention activities.**  **\*\* Progress monitored by teacher and teacher assistants** |
| **Teacher/ Parent Check-ins: virtual or by phone**  **30min** | **Daily M-F**  **3:00-3:30** | **Daily Parent Communication on attendance, classwork, modifications/accommodations for SPED/ESL, and grades** |
| **Enrichment/**  **Brain Breaks** | **Between Classes** | **Non-Screen and screen-time activities to give students a break between classes that could include limited movement connected to the content area such as gonoodle.com and schoolhouse rock videos via You-Tube for Kids.** |
| **Total Recommended Student Time on Task:**  **(Approximately 6.5 hours/ daily)**  ***D*elivery will be Synchronous, Virtual, and Teacher-Based** | | **\*Recommended Subject Areas, Time on Task, and assignments are appropriate for SWD and ESL students and should include IEP strategies/goals and ESL accommodations/ modifications.**  **\*\*Teachers have access to the CASE Pacing Guides through the school website and shared google folders under Curriculum Support Documents. The Pacing Guides are available for each subject/grade.**  **\*\*\* Teachers may make determination regarding appropriate time on task based on the individualized need(s) of their SWD and ESL students** |

***Middle Grades (6-8)***

***(Standard Curriculum for Grades 6-8 Distance Learning)***

These schedules are subject to change. Innovators are expected to engage in 6.5 hours of learning daily. Please note, Innovators who receive exceptional scholar services (ELL, IEP, 504 accommodations) will receive them during virtual instruction.

Innovators will have designated times to participate in virtual class via Google Classroom or Zoom

Tutoring will be offered virtually to address learning gaps in Reading and Math Weekly on Tuesday and Thursday from 3:45 pm – 4:30 pm

|  |  |  |
| --- | --- | --- |
| **Content** | ***Time*** | **Virtual Learning Schedule** |
| **English Language Arts**  **(50 minutes/ daily)** | **Daily M-F**  **8:00- 8:10**  **(Attendance)**  **8:10-9:05**  **(ELA Block)**  **9:05-9:10**  **(Brain Break** | **¨ Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide and class Curriculum.**  **¨ “Into Literature” reading curriculum through Google Classrooms.**   * **Independent Reading/ Novels/ close reading** * **Use of vocabulary** * **Mini reading lessons to apply standards** * **Interactive read alouds** * **Collaborative reading projects** * **Independent Reading and Writing for 30 minutes daily** |
| **Mathematics**  **(50 minutes/ daily)** | **Daily M-F**  **9:10 - 10:05**  **(Math Block)**  **10:05-10:10**  **(Brain Break)** | **¨ Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide**  **¨ “Envisions 2.0” through Google Classrooms**   * **Math workstations to review prerequisites** * **Authentic based problem solving** * **Use of Vocabulary** * **Mini math lessons to apply standards** * **Collaborative math projects** |
| **Science**  **50min** | **Daily M-F**  **10:10-11:05**  **(Science Block)**  **11:05-11:10**  **(Brain Block)** | **¨ Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide**  **”Elevate Science” via Google Classrooms teacher curriculum for teacher led activities**   * **30 min asynchronous gap loss intervention -Log into** [**www.usatestprep.com**](http://www.usatestprep.com) **to complete intervention and reteaching activities** * **Integration of ELA skills in science content** * **Problem / Inquiry based lessons** * **Collaborative science activities** * **Mini science lessons to apply standards** * **Science workstations to review prerequisites.** * **Use of vocabulary skills** |
| **Social Studies ELA**  **50min** | **Daily M-F**  **11:10 - 12:00**  **(Social Stud Block)** | **¨ Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide +**  [**www.usatestprep.com**](http://www.usatestprep.com) **and** [**www.newsela.com**](http://www.newsela.com) **for teacher led instruction videos, activities, and assessment**   * **Integration of ELA skills in social studies content** * **Integration of current events and social justice education** * **Collaborative social studies activities/ projects** * **Mini social studies lessons to apply standards** * **Use of vocabulary skills**   **¨** |
| **Lunch/ Physical Activity**  **45min** | **Daily M-F**  **2:00-12:30pm** | **Innovators are encouraged to play and move every day during this time. (The department recommends that these activities do not occur using screen time.)** |
| **Special Areas**  **Character Ed., Computer Literacy, P.E., S.T.E.M**  **45min**  **Teacher Planning/ PLC Meeting/Vertical Team Meetings** | **Daily M-F**  **12:30- 1:15pm** | **\*Exercise daily by completing one Move to Learn video for your grade level found at** [**https://www.youtube.com/user/MovetoLearnMS**](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fuser%2FMovetoLearnMS&data=02%7C01%7CAPimienta%40dadeschools.net%7C5ce0dbc08a0444c673c008d7d6429e85%7C4578f68f86cd4af9b31793e3826ca0f5%7C0%7C0%7C637213453924040356&sdata=274wFIsEM5btlVaBmOtDBOZ5ztiMYWWQ6iLNjp8LGFg%3D&reserved=0) **and** [**www.gonoodle.com**](http://www.gonoodle.com)  **\*\* Social Economic Learning (SEL) sessions with school counselor**  **¨ Visit** [**https://www.teachengineering.org/**](https://www.teachengineering.org/) **and**  [**https://hourofcode.com/us**](https://hourofcode.com/us) **to complete a S.T.E.M and coding activity** |
| **Math Lab**  **50min** | **Daily M-F**  **1:15 - 2:05pm**  **(Math Lab)** | **Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide**   * [**www.Dreambox.com**](http://www.dreambox.com) **to access personalized math intervention activities.. SPED/ESL intervention monitored by teacher and teacher assistant** * [**www.usatestprep.com**](http://www.usatestprep.com) **to complete gap loss intervention videos and reteaching activities** * [**www.khanacademy.com**](http://www.khanacademy.com) **for additional videos and activities** |
| **Response to Intervention (RTI2)**  **45min daily** | **Daily M-F**  **2:05-2:50** | * [**www.FastBridge.org**](http://www.fastbridge.org) **or** [**www.IXL.com**](http://www.ixl.com) **to complete 45min daily of Intervention activities.** |
| **Teacher/ Parent Check-ins: virtual or by phone**  **30min** | **Daily M-F**  **3:00-3:30** | **Daily Parent Communication on attendance, classwork, modifications/accommodations for SPED/ESL, and grades** |
| **Enrichment/**  **Brain Breaks** | **Between Classes** | **Non-Screen and screen-time activities to give students a break between classes that could include limited movement connected to the content area such as gonoodle.com and schoolhouse rock videos via You-Tube for Kids.** |
| ***Enrichment/Brain Breaks*** | | * ***keyboarding with Typing Test games*** * ***code with Code.org found at*** [***https://studio.code.org/courses***](https://studio.code.org/courses) * ***Check out your favorite audiobook from “Into Literature” curriculum or*** [***www.commonlit.org***](http://www.commonlit.org) * ***Have a Dance Party! Play your favorite songs and dance*** * ***Free write and free art time*** |
| ***Total Recommended Student Time on Task:***  ***(Approximately 6.5 hours daily)***  ***D*elivery will be Synchronous, Virtual, and Teacher-Based** | | ***\*Recommended Subject Areas, Time on Task, and Assignments are appropriate for SWD and ESL students and should include IEP strategies and ESL accommodations.***  ***\*\*Teachers have access to the CASE Pacing Guides through the school website and shared google folders under Curriculum Support Documents. The Pacing Guides are available for each subject/grade.***  ***\*\*\* Teachers may make determination regarding appropriate time on task based on the individualized need(s) of their SWD and ESL students*** |

**Part 3.3: Artifacts**

**Content Specific Approaches**

The following guidance is designed to support faculty as they plan for instruction in the 2020-21 school year.

**English Language Arts Instruction**

To support Innovators in English language arts, faculty will continue to provide opportunities for scholars to read, write, speak and listen often. The Tennessee [ELA standards](https://www.tn.gov/education/instruction/academic-standards/english-language-arts-standards.html) are designed to prepare scholars with the most important knowledge and 21st century literacy skills necessary to succeed in post-secondary and workforce arenas. The standards emphasize critical and divergent thinking, problem solving, active listening, recognition of patterns and anomalies, and evaluation and questioning of source material. Teachers will:

* Hold discussions with preceding grade-level faculty and examine classroom assessments that might help current-grade faculty gain insight into the overall performance level (i.e., developing, approaching and understanding) the majority of Innovators may have achieved for each standard. Use this information to consider if Innovators need additional lessons or support to be successful with core instruction at the current grade level.
* Provide targeted supports, understanding that more Innovators will need individual support and some supports will be provided in a whole group setting.
* Plan curriculum and instruction around high-quality curriculum and complex texts.

**Mathematics Instruction**

In mathematics, faculty will ensure previous grade-level work is connected to on-grade-level work throughout the school year, using a high-quality, standards-based curriculum. By providing a coherent sequence of lessons, Innovators will build mathematical understanding to achieve grade- level mastery. Faculty will use guidance on scaffolding and supports for grade-level lessons throughout the 2020-21 year, including: Teachers will:

* Examine school curriculum maps, pacing guides and/or curriculum from the previous grade level (or view the [**Instructional Focus Resources**](https://www.tn.gov/education/instruction/academic-standards/mathematics-standards.html)on the [**Tennessee Academic Standards for Mathematics webpage**](https://www.tn.gov/education/instruction/academic-standards/mathematics-standards.html)**)** and determine:
  + - What are the standards that may not have been covered or reinforced from the previous year?
    - What are the objectives from previous and current academic years that can lead toward mastery of the current year’s standards?
* Meet with other faculty of subject area to discuss which objectives were taught/retaught during distance learning, which objectives and standards were not covered during the 2019-20 year and how the identified objectives and standards could be embedded into Innovators’ on-grade-level learning during the new school year.

**Adapted from Oklahoma State Department of Education’s Return to Learn Oklahoma: A Framework for Reopening Schools**

**Science K-8 Instruction**

It is important to remember that science content spirals across grade bands – the same basic concept will be revisited, with Innovators exposed to more in-depth learning than in the previous year. Therefore, teachers should focus on instruction from the current year and plan for the various scaffolding supports that Innovators need to support grade-level mastery. Teachers will:

* Begin by analyzing and understanding the current grade-level standard expectations by reviewing the new [**Tennessee Academic Standards for Science**](https://www.tn.gov/education/instruction/academic-standards/science-standards.html)for the grade level being taught.
* Consider how standards in the current grade level connect to other standards in the same grade and how they could be bundled and sequenced for instruction. See the [**Science Standards Reference**](https://www.tn.gov/content/dam/tn/education/standards/sci/sci_standards_reference.pdf)guide as a resource to support instructional planning this year.
* Consider beginning the school year with an opportunity for Innovators to engage in an investigation or design challenge that provides faculty with a formative assessment of some of the prerequisite knowledge and skills that will support Innovators with on-grade-level learning during the current school year.
* Identify curriculum-embedded formative assessments to be used throughout the school year to monitor innovator progress, determine scaffolds Innovators may need for each lesson or unit for the current school year and provide teachers with opportunities to engage in reflection and feedback with Innovators on their learning*.*
* Consider how Problem based Learning (PBL) challenges might be modified to support blended or distance learning instruction (e.g., Do Innovators have access to all needed supplies at home? What safety considerations should be made if Innovators conduct investigations at home? How might an innovator-centered investigation be modified to a demonstration?, etc.).
* Consider adapting current curriculum and scope and sequence to provide with opportunities to engage in Problem Based Learning activities and challenges
  + - Consider how Innovators may engage in PBL challenges that provide natural connections to their interests or at-home learning, supporting shifts to distance learning if needed. Faculty can administer an interest survey to Innovators at the beginning of the school year to identify phenomena Innovators may want to investigate or can easily investigate at home.
    - Consider how Innovators might be provided opportunities to investigate a phenomenon or engage in a design challenge and work with the teacher and peers to develop an explanation for the phenomenon, thereby building resiliency and self-efficacy skills*.*
  + Plan for in-person and remote opportunities for blended or distance learning models for instruction*.*

**Adapted from Oklahoma State Department of Education’s Return to Learn Oklahoma: A Framework for Reopening Schools**

**Social Studies K-8 instruction**

When supporting Innovators in social studies, it is important to understand that content spirals across grade levels. Therefore, teachers should focus on instruction from the current year with intentional planning for the various scaffolding supports needed by Innovators.

* Examine school or district curriculum maps, pacing guides and/or curriculum from the previous grade level and determine:
  + - What are the [**Tennessee Academic Standards for Social Studies**](https://www.tn.gov/education/instruction/academic-standards/social-studies-standards.html)that may not have been covered or reinforced from the previous year?
    - What are the objectives from previous and current academic years that can lead toward mastery of the current year’s standards?
    - How do the standards in the current grade level connect to other standards in the grade level, and how might they be bundled and sequenced for instruction this year?
    - How might instruction be modified if needed to support blended or distance learning instruction?
* Review the new [**Tennessee Academic Standards for Social Studies**](https://www.tn.gov/content/dam/tn/education/standards/ss/Social_Studies_Standards.pdf)to better understand the intent of standards and ways faculty can support innovator learning for each standard and objective.
* Plan for instruction that ensures Innovators engage in the Social Studies Practices outlined in the Tennessee Academic Standards for Social Studies (e.g., answering essential questions, analyzing primary and secondary sources, evaluating how issues evolve over time, developing evidence-based claims, communicating what they have learned in various mediums), supporting academic achievement and social-emotional skill development.
* Plan for frequent formative assessments to check in on innovator mastery and provide extra support and practice as needed.
  + Provide time for weekly check-ins with Innovators and consider including journaling as a regular practice to better understand how Innovators feel about their learning and the additional support they may need.

**Adapted from Oklahoma State Department of Education’s Return to Learn Oklahoma: A Framework for Reopening Schools**

**Physical Education K-8 instruction**

When supporting Innovators in physical education, it is important to understand that the content spirals across grade levels, with skill acquisition and complexity building at each grade level. Motor skill proficiency levels correlate with the time and opportunities provided for repetition and refinement. Teachers will:

* Create a yearly curriculum plan and embed skills from the previous level into the current level. The scope and sequence for motor skills are meant to be taught in the order outlined in Standard One, from easiest to hardest, in the [**Tennessee Academic Standards for Physical Education**](https://www.tn.gov/education/instruction/academic-standards/health-pe-wellness-standards.html)**.** (The **Movement Wheel** sequence model is another good resource.)
* Focus on skill development. Teachers should connect the previous-level skills to the current level by focusing on standards for the current grade level while scaffolding knowledge that may have been missed or needs to be reinforced.
* Consider extending the amount of time spent on motor skills that may have been missed in the 2019-20 school year.
* Anticipate that Innovators will need support with motor skills. Provide cues, demonstration and various levels and difficulties of tasks to differentiate learning for all Innovators.
* Develop procedures and protocols based on CDC and state guidance to ensure innovator safety.
* Minimize safety risks - Having Innovators practice at home can pose safety risks as the teacher is not there to provide error-correction feedback. All physical activities must be age-appropriate and carefully selected to minimize the risk of injury.
* Provide at-home adaptations - Providing live or recorded video demonstrations on how to properly exercise at home using little to no equipment will enhance understanding. Videos will show how to adapt each exercise for maximum participation and safety of students (i.e., Innovators can choose to perform a seated plank or full upright plank).
* Focus on developing physically literate students - Remote learning will emphasize increasing innovator knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

**Supporting SWD/ Exceptional Students – All Grades *(K-8)***

***(SPED Modified Curriculum for Grades K-8)***

General Considerations for Recovery Efforts for Innovators with Disabilities

Role of the family in the teaching/learning process. Parents of Innovators with disabilities have always had a decision-making voice and required participation at the IEP Team. Remote learning has increased parent capacity (with ongoing coaching and support by educators) to provide supplemental instruction and progress monitoring. In recovery efforts, leveraging this skill and elevating the supportive role of the family to accelerate innovator progress is essential.

Integration of technology. During this period of continuity of learning technology has presented new uncharted opportunities for educators, school administrators, and families to leverage the benefits of technology to support learning and meaningful parent participation for Innovators with disabilities.

Maintain a focus on Social/Emotional Wellbeing. In recovery efforts, now more than ever, it is evident that schools play a critical role in the overall whole-child development process and quality of life for families. Research makes it clear that, compared to adults, children are more vulnerable to the emotional impact of traumatic events that disrupt their daily lives. Considerations for Innovators with special needs, those who have a history of trauma, are broad and overarching.

***Adapted from Maryland Department of Education’s Maryland Together: Maryland’s Recovery Plan for Education***

# **Special considerations:** There are a number of special considerations for ALL teachers regarding online delivery of instruction to exceptional Innovators.

* + Teachers will identify individual students within classes who may need extra resources and targeted supports, in addition to the identified groups above.
  + Teachers will collaborate with school counselors to quickly support the expressed needs of vulnerable students, as they arise or are discovered.
  + Teachers will Implement instruction consistent with IEPs/504 plans.
  + Teachers will differentiate instruction and materials for a variety of proficiency levels of ELs.
  + The Special Education Teacher will be a co-teacher on teachers’ Google Classroom pages, where possible.
  + Modification of online lessons (Special Education Teacher): Modifications to posted lessons/assignments should be posted on Google Classroom within 2 hours (by 10am). Modified instructions may also be shared with teachers and families via email.
  + Assessments will be shared in advance by teachers with The Special Education Teacher (suggested: 24 hours) to allow for modifications.
  + We have developed instructions for parents/Innovators regarding access to G-Suite platforms.
  + All special education Innovators will be graded per their IEP modifications and accommodations. All submitted work by these Innovators with a grade below a 70 should be returned to the innovator for revision and potential passing credit with additional 24 hours granted for such revision/resubmission.

Our Exceptional Student Services and Special Education Teacher will work collaboratively to:

* Provide resources that offer consistency and structure during remote learning.
* Examine each innovator’s needs/abilities, give support in both school and at home.
* Provide specific materials for Innovators as appropriate for making progress on the Individualized Education Plan (IEP) goal, ensuring that students with disabilities have equal access to the same opportunities as their peers.
* Collaborate between General and Special Education regarding lesson planning and lesson execution.
* Document communication with parent/Innovator as attempts to make progress.
* Resources for Special Education
* Virtual IEP Meeting Tip Sheets – This resource was developed by the U. S. Department of Education’s grant funded centers to support parents in understanding how to hold and participate in virtual IEP meetings.
* National Center for Systemic Improvement (NCSI) - This webpage hosts COVID-19 Resources for supporting students with disabilities.

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| ***Subject Areas\**** | ***Time on Task\**** | ***K-8 Assignments*** |
| ***Reading /Language Arts /Writing*** | ***45 minutes/ daily as determined by IEP*** | ***¨ Teacher lessons/assigned activities Google Classrooms, and GTW Pacing Guide***  ***¨ The IXL Platform and Fast Bridge is being utilized to support instruction, establish student accounts and assign daily home learning activities through the platform based on IEP.***  ***Complete 45 minutes daily of IXL and/or Fast Bridge online instruction in reading.***  (asynchronous small groups led by SPED Teacher using BookNook. reading intervention)  ***¨ SPED teacher and general education teacher will collaborate to determine modifications and accommodations according to IEP requirements*** |
| ***Mathematics*** | ***45 minutes/ daily as determined by IEP*** | ***¨ Teacher lessons/assigned activities Google Classrooms, and GTW Pacing Guide***  ***The IXL Platform and Fast Bridge is being utilized to support instruction, establish student accounts and assign daily home learning activities through the platform based on IEP.***    ***Complete 45 minutes daily of IXL,*** [***www.Dreambox.com***](http://www.dreambox.com) ***, and/or Fast Bridge online instruction in Math.***  ***SPED teacher and general education teacher will collaborate to determine modifications and accommodations according to IEP requirements*** |
| ***ELA Science*** | ***ExtendedTime on task as determined by IEP*** | ***¨ Teacher lessons/assigned activities Google Classrooms, and GTW Pacing Guide***  ***¨ SPED teacher and general education teacher will collaborate to determine modifications and accommodations according to IEP requirements*** |
| ***ELA Social Studies*** | ***Extended time on task as determined by IEP*** | ***¨ Teacher lessons/assigned activities Google Classrooms, and GTW Pacing Guide***  ***¨ SPED teacher and general education teacher will collaborate to determine modifications and accommodations according to IEP requirements*** |
| ***Enrichment/Brain Breaks*** | | * ***keyboarding with Typing Test games in the Student Portal*** * ***Have a Dance Party! Play your favorite songs and dance*** * ***Check out your favorite audiobook from Tumble books in the Student Portal*** * ***Use your crayons, markers, etc. to draw or color your favorite things*** |
| ***Total Recommended Student Time on Task: Determined by IEP and SPED Teacher*** | | ***\*Teachers have access to the IEP from the SPED Teacher via the easyIEP platform.*** |

***Supporting English Language Learners – All Grades (K-8)***

**Special Populations**

**Special Education and English as a Second Language teachers will collaborate with General Education Teachers to assure that all Individualized Education Plans (IEP) and Individualized Learning Plans (ILP) are implemented with fidelity. Special Populations’ teachers will join the general education teacher during the live virtual academic setting to assure that modifications and accommodations are met for students that receive special education inclusion services. In addition, special population teachers will create schedules to meet individually on Google Meets or Zoom for students that get small group or one-on-one instruction through pull outs.**

**Recommended Time on Task/Modifications, Resources, and Support**

\*Refer to Individualized Learning Plans (ILP) for English Learners (ELs) when determining the time on task, modifications, accommodations, related services, and other educational supports

* ELs with more than one WIDA ACCESS domain score below 3.5 shall receive one hour per day of direct ESL service from an ESL teacher. In K-5, the hour per day can be accomplished by having the ESL teacher in the same Google Classroom as the ELA teacher providing support. For Middle and High Schools ELs who require an hour of daily service, ESL may replace ELA/Language Arts Writing.
* Students scoring 3.5 or above on WIDA ACCESS composite, reading, writing, and one(1) other domain on the WIDA ACCESS and ELs in kindergarten scoring between20 and 27 on all domains of the W-APT may have services tailored to their needs including fewer hours of ESL direct instruction based on their ILP, skills-based interventions, and other services that are differentiated for each EL.
* Note: Remote screening of NELB students will take place to identify provisional ESL services, until official W-APT/WIDA Screener is administered upon return to school.

**Strategies for Continuing English Language Development Services**

* Provide small group and individual support based on each EL’s needs
* Use scaffolding instructional strategies
* Focus on developing productive language skills such as speaking and writing
* Use formative assessments to identify gaps
* Develop digital opportunities for review and recover
* Provide office hours to touch base with individual ELs when needed

**English Language Learner (ELL) Supports**

* Teachers will work collaboratively to:
* Provide essential communication in language representative of innovator and family populations.
* Ms. Monica Vrooman will be the point person for interpretation services.
* Provide options and multiple ways for Innovators to demonstrate knowledge/skills.

**Considerations for Outreach to Families of English Learners**

* Provide documents to families of ELs in an accessible format, including translated documents and talking points
* Build in time for translation in order to provide timely communication
* Consider personal check-ins with ELs and families, using an interpreter if needed
* Explore strategies to increase the access and understanding of families to online instruction and resources
* Provide support for the social emotional needs of ELs and families

**Screening of New English Learners**

* Once Granville T. Woods Academy of Innovation reopens and Innovators are attending schools, Innovators will be tested for ELD services eligibility using state-identified ELD screening tools to test Innovators. Innovators may be identified as provisional ELs until they have been screened and identified as ELs.
* The U.S. Department of Education has released a Fact Sheet on Providing Services to English Learners during the COVID-19 Outbreak which provides additional information.

Adapted from Maryland Department of Education’s Maryland Together: Maryland’s Recovery Plan for Education

# **Posting lesson materials**

* + Upload video of lesson/lecture.
  + Upload other video content (YouTube, etc.) to support lesson objectives.
  + Upload PowerPoints/slides of lesson outlines/notes (could be interactive with embedded hyperlinks to video or written content/websites).
  + Hyperlink reading/video/audio material from the Internet.
  + Upload PDF documents - reading material, visual prompts for writing assignments, etc.
  + Upload digital content from digital subscriptions (online companion to textbook series, etc.)
    - Download materials; save to your device; then, upload to Google Classroom site.
  + Upload scanned documents to Google Classroom.
  + Live/synchronous instruction with Innovators through Google Meets and Zoom. Notes:
    - All instructional materials and assignments/assessments should be posted to Google Classroom or delivered electronically to scholars/families each day by 8:00 am. Innovators/families should expect to access materials promptly each day.

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# **Posting assignments/assessments**

* + Submission deadlines for assignments: Teachers will post lessons/assignments by 8:00 am; Innovators will submit completed work later that day (or a subsequent day as appropriate).
  + Assessments will be administered via Google Forms and educational platforms (tests, surveys, quizzes, worksheets, exit tickets, etc.)
  + Writing prompts (text, audio, video, still image, etc.) with instructions for Innovators will be uploaded.
  + Upload digital worksheets.
  + Innovators upload completed assignments to Google Classroom site or via email.

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| ***Subject Areas and Time on Task*** |  | ***Assignments and Activities*** |
| ***ESL***  ***Based on WIDA ACCESS or remote screener scores. (See guidance above.)*** |  | * ***Teacher lessons/assigned activities through Google Classrooms*** * ***Log into IXL and complete ELA lessons as appropriate per ILP*** * ***ESL teacher will collaborate with the general education teacher for modifications/ accommodations*** * ***Complete activities based on WIDA Can Do goals within ILP*** |
| ***ELD***  ***Additional to ESL, ELs within first two years of a U.S. school who qualify for RTI (as decided by RTI/ESL team)*** |  | * ***Teacher lessons/assigned activities through Google Classrooms*** * ***ELD/Newcomer ELs complete language development assignments within Google Classrooms and/or appropriate designated software*** * ***Complete activities based on WIDA Can Do goals within ILP*** |
| ***Reading/ Language Arts Writing***  ***Mathematics***  ***Science***  ***Social Studies*** | ***Aligned with grade level/subject recommendations for all students*** | * ***Teacher lessons/assigned activities through Google Classrooms (all core subjects)*** * ***ESL teacher will collaborate with the general education teacher for modifications/ accommodations*** * ***Complete activities based on WIDA Can Do goals within ILP*** * **(asynchronous small groups led by SPED Teacher using BookNook. reading intervention)** |
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**Anticipated Educational Platforms and Resources**

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| Platform / Topic | Grade Band | Description |
| **BrainPOP**  (Animated Video Lessons) | K-8 | Learn how to transform any room into a classroom with *BrainPOP*; help your curious learners create, construct, and collaborate as they explore their world to stay informed and on-track during distance learning with content including: art, coding, music, health, social emotional learning, engineering, technology, and more. |
| **ClassDojo**  (Communication Tool) | K-8 | Learn about *ClassDojo* and how to securely connect and collaborate with students and families. Collect analytics on views, reach out to families in the language of their choice, share pictures, create activities, and more. |

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| ***Platform / Topic*** | ***Grade Band*** | ***Description*** |
| CASE Assessments (Benchmark Assessment Tool) | K-8 | CASE Benchmark Assessments are designed to gauge the academic progress of students and to provide timely feedback that can be used by teachers to guide instruction. The benchmark assessments, which are aligned to TNReady State Standards, provide valuable data regarding all students’ knowledge of the standards. |
| Usatestprep.com | 3-8 | Learn how to create a set of online tools that help educate students through short lessons in the form of videos, assign supplementary practice exercises, and explore the multitude of available educator resources. Create custom lessons for SWD and ESL populations. |
| Google Suites/Pear Deck | K-8 | Educational platform that includes email, virtual classrooms, virtual gradebooks, etc.... to ensure seamless communication from teacher, parent, and students. |
| FastBridge  (RTI2 Intervention) | K-8 | FastBridge offers brief, evidence-based Curriculum-Based Measures (CBM) and Computer-Adaptive Tests (CAT) for reading, math and social-emotional behavioral (SEB) screening to help you quickly pinpoint those shifts and react with the right support the moment it’s needed. |
| Teach-engineering.org | K-8 | TeachEngineering is a digital library comprised of standards-aligned S.T.E.M. curricula for K-12 educators to make applied science and math come alive through engineering design. |
| Teach-nology.com | K-8 | Teacher resources for improving education of today's generation of students. Platform includes lesson plans, worktext, rubrics, teaching tips, worksheet makers, web quests, etc... for online and distance learning. |

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| **Platform / Topic** | **Grade Band** | **Description** |
| BookNook.com | K-5 | Scaffolded lessons to help students at all reading levels improve quickly. Unique technology allows students to work with a teacher at a distance through BookNook. |
| Dreambox.com | K-8 | Continuous support of conceptual understanding, fluency, reasoning, and problem-solving skills, plus 24/7 online access, keeps students building achievement. Teachers use rich visuals, sound design, and interactivity supports deep math comprehension. |
| Kickboard | K-8 | This evidence-based behavior inventory provides a configuration option to increase positivity in your school |
| Go Guardian | K-8 | Teachers learn to filter and monitor any device, any OS, with K-12's most powerful content filter. Eliminate distractions and connect with students using K-12 leading classroom management software. |

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| **Platform / Topic** | **Grade Band** | **Description** |
| IXL  (Online Curriculum) | K-8 | Learn about the comprehensive, adaptive software that provides students with personalized guidance, *Continuous Diagnostic*, and real-time analytics to seamlessly work together to differentiate instruction and help increase student achievement. |
| Khan Academy  (Instructional Video Resource) | K-8 | Learn how to create a set of online tools that help educate students through short lessons in the form of videos, assign supplementary practice exercises, and explore the multitude of available educator resources. |
| Learning A-Z  (Online Resource) | K-8 | Learn how to expand literacy and vocabulary skills that match students’ developmental level by customizing instruction to suit the specific learning needs of every student and taking advantage of their unique learning strengths. |

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| **Platform / Topic** | **Grade Band** | **Description** |
| Newsela Pro (Digital Content) | K-8 | Learn how to use *Newsela* across all content areas and address the individual reading needs of your students with access to five different readability levels. Explore standards-aligned content, getting started tutorials, on-demand PDs, and more. |
| PBS LearningMedia(Educational Media) | K-8 | Learn how to bring the world to your classroom with curated, standards-aligned lessons, videos, interactives, lesson plans, and more developed for teachers. Explore the myriad of resources, including current events, award winning series and collections available across all content areas. |
| Scholastic Study Jams  (Interactive Video Lessons) | K-2 | Learn about *Scholastic’s Study Jams* video lessons for mathematics and reading that include “Teacher Activity Guides” and “Test Yourself” checks for understanding that offer immediate corrective student feedback. |
| Science4Us  (Interactive Curriculum) | 3-8  K-2 | Learn about the interactive standards-based software that helps students get excited about science. |
| Zoom  (Video Conferencing Tool) | K-8 | Learn about the *Zoom* and *Microsoft Teams* integration to securely connect with your students for whole or small group instruction. |

**Grading**

**Standards based grading**

**GTW** will offer standards based grading to align with the new TNReady standards 2020-2021 school year. The standards based grading and standards based report card will use a rubric to report student achievement on each standard that is taught. The teacher, counselor, other school staff, and leadership will participate in monitoring student achievement. Decisions to modify or add accommodations as needed for innovators who are not mastering will be determined.

**Gradebooks**

GTW will use online grading systems through Google Classrooms and Powerschool. Grades will be posted weekly and parents will be notified via emailed progress reports of student progress. Leadership will monitor gradebooks completion and accuracy.

**Virtual Grading**

During virtual learning teachers will continue to use the GTW grading scale. Various assessment techniques, such as classroom participation in virtual classes, completion of assigned activities, collaboration teams, workstations, exit tickets, and opportunities for resubmission will be used. Holistic and analytical rubrics will be designed and utilized for grading of specific projects and activities. This will allow parents and innovators the opportunity to understand the grading process and provide clarity on how to earn passing grades. Lessons and grades will be modified to adhere to our Exceptional Learners with IEP’s and English Language Learners modifications and accommodations. Innovators will have an opportunity for feedback, conferencing and resubmission as needed to achieve passing grades. Grades will be collected daily and assessments will be given weekly.

**Innovator Wellness: Social and Emotional Learning**

COVID-19 has impacted our GTW community, Innovators, families and staff. As such, it is imperative that learning environments are welcoming and supportive of all Innovators. We can help Innovators through this unprecedented time by recognizing and responding to their emotions and leaning on positive, prosocial relationships. Social emotional learning (SEL) is critical to re-engage Innovators, support adults, rebuild relationships and school communities, and create equitable learning environments for all Innovators. Social/emotional learning activities will be incorporated into distance learning to assist in building a community.

Below are social-emotional resources:

* Leveraging SEL to Reopen and Renew Your School Community (CASEL): This guide positions SEL as a critical underpinning to the success of overall transition planning, recognizing school leaders have multiple other considerations for reopening schools, including academics, operations, access to technology, and physical health.
* Mental Health/Social Emotional Well-Being Resources from PBIS: Education and mental health leaders understand the need to establish one system of social-emotional and behavioral supports in schools. The Interconnected Systems Framework (ISF) is a way to blend Positive behavioral Interventions and Supports (PBIS) with mental health supports in schools.
* Guidance for Teachers and Counselors during COVID-19 and other Crises: This tool is to provide guidance and support as you continue to be a role-model and champion for students.
* Planning for Virtual/Distance School Counseling During COVID-19
* SEL Three Signature Practices Playbook: Practice ways to introduce and broaden the use of SEL Practices in classrooms, schools and workplaces.
* Kernels of Practice for SEL: Low-Cost, Low-Burden Strategies: This brief analyzes widely-used SEL programs and provides comprehensive details, transparent information, and provides cross-program analysis about the various in-school and out-of-school time programs that are currently available.
* Below are resources that can help with social-emotional curriculum development
* Social Emotional Learning at Home: Remote Learning Options (MHTTC) This resource provides ways to bring SEL activities into distance learning. There is also a guide to SEL activities that families, students, and teachers can print out or access online.
* Closegap is a free web-based portal that educators can use to assess the social emotional status of their students each day, and provide them with additional support if needed.
* EVERFI’s free, online social emotional learning resources are designed to equip educators with tools to nurture skills like compassion, leadership, conflict resolution, self-awareness, and resilience. Register here.
* PATHS is an online social emotional learning program and curriculum that is currently free to educators.
* Rethink Ed Social and Emotional Learning and Mental Health: This is an evidence-based program delivered on a digital platform and designed for easy implementation.
* SEL Providers Council Free Resources: The SEL Providers Council is committed to providing free resources and curriculum to support e-learning efforts across the country. Follow the links to each provider’s individual page where the curriculum is located.

In addition to the aforementioned*,* Granville T. Woods will continue to offer counseling via the telephone or video conferencing.

**Academic Counseling**

School counseling has always played an important role in the educational process for Innovators. The school counselor works with Innovators (and families) on Innovator academic, personal/social and character development. The Counselor strives to meet the needs of all Innovators.

***Primary Elementary (Kindergarten-2nd)***

***(Standard Curriculum for Grades K-2 Distance Learning)***

The academic schedule for Elementary students in grades K-2 will involve students engaging in academic activities for approximately 6 hours and 30 minutes daily. The day includes playing, exercising, drawing, dancing, listening to music, etc.

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| **Content** | **Time** | **Virtual Learning Schedule** |
| **Early Literacy**  **(120 minutes synchronous instruction w/ 10 min brain break)** | **Daily M-F**  **8:00-8:10**  **(attendance)**  **8:10-10:10**  **(Reading)**  **10:10-10:20**  **(Brain Break)** | * 60 min Read alouds, micro lesson of reading, partner share, Literacy Pro / Independent reading * 20 min Writing Center * 20 min. WORD (vocabulary) * 20 min FIRST (phonics)   \***Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide and Google Classrooms**  **\*\*15–30 minutes of decodable practice** (asynchronous small groups led by Teacher Assistants using BookNook.) SPED/ESL intervention |
| **Early Math**  **(90 minutes synchronous instruction w/ 10 min brain break)** | **Daily M-F**  **10:20-11:50**  **(Math)**  **11:50-12:00**  **(Brain Break)** | * 60 Min. Into Math (TN Standards; Workstations for numeracy; problem solving; word problems * 30 Min. Khan Academy (supplemental), Dreambox.com   **\*Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide and Google Classrooms**  **\*\*Log into** [**www.Dreambox.com**](http://www.dreambox.com) **(asynchronous) to access personalized math intervention games. SPED/ESL intervention monitored by Teacher Assistant** |
| **Lunch/ (30 min)**  ***Teacher lunch*** | **Daily M-F**  **12:00-12:30 pm** | Students will be encouraged to play and move every day (The department recommends that these activities do not occur using screen time.) |
| **Special Areas: Character Ed., Computer Literacy, P.E., S.T.E.M**  **(45 minutes/one special area daily)**  ***Teacher Planning/ PLC Meeting/Vertical team meetings*** | **Daily M-F**  **12:30-1:15pm** | **\*\*Exercise daily by completing one Move to Learn video for your grade level found at** [**https://www.youtube.com/user/MovetoLearnMS**](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fuser%2FMovetoLearnMS&data=02%7C01%7CAPimienta%40dadeschools.net%7C5ce0dbc08a0444c673c008d7d6429e85%7C4578f68f86cd4af9b31793e3826ca0f5%7C0%7C0%7C637213453924040356&sdata=274wFIsEM5btlVaBmOtDBOZ5ztiMYWWQ6iLNjp8LGFg%3D&reserved=0) **and** [**www.gonoodle.com**](http://www.gonoodle.com)  **\*\* Social and Emotional Learning (SEL) sessions with school Counselor**  **¨ Visit** [**https://www.teachengineering.org/**](https://www.teachengineering.org/) **and**  [**https://hourofcode.com/us**](https://hourofcode.com/us) **for a S.T.E.M and coding activity** |
| **ELA Social Studies - week 1-4**  **(45 minutes synchronous instruction)**  **ELA Science - week 5-9**  **(45 minutes synchronous instruction)** | **Daily M-F**  **8:10-9:40**  **(4th/5th)** | * 45 min. (TN Standards; Workstations for teacher led activities and lessons)   **¨ Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide**  **¨ Visit** [**www.scholasticweekly.com**](http://www.scholasticweekly.com) **to access social studies activities and lessons online**  **¨ Visit National Geographic for Kids at** [**https://kids.nationalgeographic.com**](https://kids.nationalgeographic.com/) **for educational games, and social studies concepts** |
| **Response to Intervention (RTI2)**  **45 min daily** | **Daily M-F**  **2:05-2:50** | **\*Log into** [**www.FastBridge.org**](http://www.fastbridge.org) **or** [**www.IXL.com**](http://www.ixl.com) **to complete 45min daily of Intervention activities.**  **\*\* Progress monitored by teacher and teacher assistants** |
| **Teacher/ Parent Check-ins: virtual or by phone**  **30min** | **Daily M-F**  **3:00-3:30** | **Daily Parent Communication on attendance, classwork, modifications/accommodations for SPED/ESL, and grades** |
| **Enrichment/Brain Breaks** | Between Classes | **Non-Screen and screen-time activities to give students a break between classes that could include limited movement connected to the content area such as gonoodle.com and schoolhouse rock videos via You-Tube for Kids.** |
| **Total Recommended Student Time on Task:**  **(Approximately 6.5 hours/ daily)**  ***D*elivery will be Synchronous, Virtual, and Teacher-Based** | | **\*Recommended Subject Areas, Time on Task, and Assignments are appropriate for SWD and ESL students and should include IEP strategies and ESL accommodations.**  **\*\*Teachers have access to the CASE Pacing Guides through the school website and shared google folders under Curriculum Support Documents. The Pacing Guides are available for each subject/grade.**  **\*\*\* Teachers may make determination regarding appropriate time on task based on the individualized need(s) of their SWD and ESL students** |

***Elementary (3-5)***

***(Standard Curriculum for Grades 3-5 Distance Learning)***

These schedules are subject to change. Innovators are expected to engage in 6.5 hours of learning daily. Please note, Innovators who receive exceptional scholar services (ELL, IEP, 504 accommodations) will receive them during virtual instruction.

Innovators will have designated times to participate in virtual class via Google Classroom or Zoom.

Tutoring will be offered virtually to address learning gaps in Reading and Math Weekly on Tuesday and Thursday from 3:45 pm – 4:30 pm***.***

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| --- | --- | --- |
| **Content** | **Time** | **Virtual Learning Schedule** |
| **Reading Literacy**  **(90 minutes synchronous instruction)** | **Daily M-F**  **8:00-8:10**  **(Attendance)**  **8:10-9:40**  **(4th/5th)**  **9:40-9;50**  **(Brain Break)**  **8:10-10:20**  **(3rd)**  **10:20-10:30**  **(Brain Break)** | * 50 min Literacy Pro/ Independent reading   Interactive read alouds, mini lessons in  reading, independent learning   * 30 min Independent writing and conferencing * 10 min WORD(vocabulary)   \***Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide and Google Classrooms**  **\*\*15–30 minutes of decodable practice** (asynchronous small groups led by Teacher Assistants using BookNook.) SPED/ESL intervention |
| **Math**  **(90 minutes synchronous instruction)** | **Daily M-F**  **9:50-11:20am**  **(4th-5th)**  **(11:20-11:30)**  **(Brain Break)**  **10:30-12:00**  **1:20-2:05**  **(3rd)** | * 60 Min. Envision 2.0 (TN Standards; Workstations for numeracy; problem solving; word problems * 30 Min. Khan Academy (supplemental), Dreambox.com   **\*Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide and Google Classrooms**  **\*\*Log into** [**www.Dreambox.com**](http://www.dreambox.com) **(asynchronous) to access personalized math intervention games. SPED/ESL intervention monitored by Teacher Assistant** |
| **ELA Science**  **(50 minutes synchronous instruction)** | **Daily M-F**  **10:30-12:00**  **1:20-2:05**  **(3rd)**  **11:20-12:00**  **1;15-2:00**  **(4th/5th)** | * 50 min. TN Science (TN Standards; Workstations for teacher led activities and lessons) ELA skills integrated in science activities and problem based learning.  **Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide** |
| **Lunch** | **Daily M-F**  **12:00-12:30** | **Innovators are encouraged to play and move every day during this time. (The department recommends that these activities do not occur using screen time.)** |
| **Special Areas: Character Ed., Computer Literacy, P.E., S.T.E.M**  **(45 minutes/ one special area daily)**  ***Teacher Planning/ PLC Meeting/Vertical Team Meetings*** | **Daily M-F**  **12:30-1:15** | **\*\*Exercise daily by completing one Move to Learn video for your grade level found at** [**https://www.youtube.com/user/MovetoLearnMS**](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fuser%2FMovetoLearnMS&data=02%7C01%7CAPimienta%40dadeschools.net%7C5ce0dbc08a0444c673c008d7d6429e85%7C4578f68f86cd4af9b31793e3826ca0f5%7C0%7C0%7C637213453924040356&sdata=274wFIsEM5btlVaBmOtDBOZ5ztiMYWWQ6iLNjp8LGFg%3D&reserved=0) **and** [**www.gonoodle.com**](http://www.gonoodle.com)  **\*\* Social and Emotional Learning (SEL) sessions with school counselor**  **¨ Visit** [**https://www.teachengineering.org/**](https://www.teachengineering.org/) **and**  [**https://hourofcode.com/us**](https://hourofcode.com/us) **to complete a S.T.E.M and coding activity** |
| **ELA Social Studies**  **(30 minutes synchronous instruction)** | **Daily M-F**  **8:10-10:20**  **(3rd)**  **8:10-9:40**  **(4th/5th)** | * 30 min. (TN Standards; Workstations for teacher led activities and lessons)   **¨ Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide**  **¨ Visit** [**www.scholasticweekly.com**](http://www.scholasticweekly.com) **to access social studies activities and lessons online**  **¨ Visit National Geographic for Kids at** [**https://kids.nationalgeographic.com**](https://kids.nationalgeographic.com/) **to play videos, games, and social studies concepts** |
| **Response to Intervention (RTI2)**  **45min** | **Daily M-F**  **2:00-2:45**  **(4th/5th)**  **2:05-2:50**  **(3rd)** | **\*Log into** [**www.FastBridge.org**](http://www.fastbridge.org) **or** [**www.IXL.com**](http://www.ixl.com) **to complete 45min daily of Intervention activities.**  **\*\* Progress monitored by teacher and teacher assistants** |
| **Teacher/ Parent Check-ins: virtual or by phone**  **30min** | **Daily M-F**  **3:00-3:30** | **Daily Parent Communication on attendance, classwork, modifications/accommodations for SPED/ESL, and grades** |
| **Enrichment/**  **Brain Breaks** | **Between Classes** | **Non-Screen and screen-time activities to give students a break between classes that could include limited movement connected to the content area such as gonoodle.com and schoolhouse rock videos via You-Tube for Kids.** |
| **Total Recommended Student Time on Task:**  **(Approximately 6.5 hours/ daily)**  ***D*elivery will be Synchronous, Virtual, and Teacher-Based** | | **\*Recommended Subject Areas, Time on Task, and assignments are appropriate for SWD and ESL students and should include IEP strategies/goals and ESL accommodations/ modifications.**  **\*\*Teachers have access to the CASE Pacing Guides through the school website and shared google folders under Curriculum Support Documents. The Pacing Guides are available for each subject/grade.**  **\*\*\* Teachers may make determination regarding appropriate time on task based on the individualized need(s) of their SWD and ESL students** |

***Middle Grades (6-8)***

***(Standard Curriculum for Grades 6-8 Distance Learning)***

These schedules are subject to change. Innovators are expected to engage in 6.5 hours of learning daily. Please note, Innovators who receive exceptional scholar services (ELL, IEP, 504 accommodations) will receive them during virtual instruction.

Innovators will have designated times to participate in virtual class via Google Classroom or Zoom

Tutoring will be offered virtually to address learning gaps in Reading and Math Weekly on Tuesday and Thursday from 3:45 pm – 4:30 pm

|  |  |  |
| --- | --- | --- |
| **Content** | ***Time*** | **Virtual Learning Schedule** |
| **English Language Arts**  **(50 minutes/ daily)** | **Daily M-F**  **8:00- 8:10**  **(Attendance)**  **8:10-9:05**  **(ELA Block)**  **9:05-9:10**  **(Brain Break** | **¨ Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide and class Curriculum.**  **¨ “Into Literature” reading curriculum through Google Classrooms.**   * **Independent Reading/ Novels/ close reading** * **Use of vocabulary** * **Mini reading lessons to apply standards** * **Interactive read alouds** * **Collaborative reading projects** * **Independent Reading and Writing for 30 minutes daily** |
| **Mathematics**  **(50 minutes/ daily)** | **Daily M-F**  **9:10 - 10:05**  **(Math Block)**  **10:05-10:10**  **(Brain Break)** | **¨ Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide**  **¨ “Envisions 2.0” through Google Classrooms**   * **Math workstations to review prerequisites** * **Authentic based problem solving** * **Use of Vocabulary** * **Mini math lessons to apply standards** * **Collaborative math projects** |
| **Science**  **50min** | **Daily M-F**  **10:10-11:05**  **(Science Block)**  **11:05-11:10**  **(Brain Block)** | **¨ Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide**  **”Elevate Science” via Google Classrooms teacher curriculum for teacher led activities**   * **30 min asynchronous gap loss intervention -Log into** [**www.usatestprep.com**](http://www.usatestprep.com) **to complete intervention and reteaching activities** * **Integration of ELA skills in science content** * **Problem / Inquiry based lessons** * **Collaborative science activities** * **Mini science lessons to apply standards** * **Science workstations to review prerequisites.** * **Use of vocabulary skills** |
| **Social Studies ELA**  **50min** | **Daily M-F**  **11:10 - 12:00**  **(Social Stud Block)** | **¨ Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide +**  [**www.usatestprep.com**](http://www.usatestprep.com) **and** [**www.newsela.com**](http://www.newsela.com) **for teacher led instruction videos, activities, and assessment**   * **Integration of ELA skills in social studies content** * **Integration of current events and social justice education** * **Collaborative social studies activities/ projects** * **Mini social studies lessons to apply standards** * **Use of vocabulary skills**   **¨** |
| **Lunch/ Physical Activity**  **45min** | **Daily M-F**  **12:00-12:30pm** | **Innovators are encouraged to play and move every day during this time. (The department recommends that these activities do not occur using screen time.)** |
| **Special Areas**  **Character Ed., Computer Literacy, P.E., S.T.E.M**  **45min**  **Teacher Planning/ PLC Meeting/Vertical Team Meetings** | **Daily M-F**  **12:30- 1:15pm** | **\*Exercise daily by completing one Move to Learn video for your grade level found at** [**https://www.youtube.com/user/MovetoLearnMS**](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fuser%2FMovetoLearnMS&data=02%7C01%7CAPimienta%40dadeschools.net%7C5ce0dbc08a0444c673c008d7d6429e85%7C4578f68f86cd4af9b31793e3826ca0f5%7C0%7C0%7C637213453924040356&sdata=274wFIsEM5btlVaBmOtDBOZ5ztiMYWWQ6iLNjp8LGFg%3D&reserved=0) **and** [**www.gonoodle.com**](http://www.gonoodle.com)  **\*\* Social Economic Learning (SEL) sessions with school counselor**  **¨ Visit** [**https://www.teachengineering.org/**](https://www.teachengineering.org/) **and**  [**https://hourofcode.com/us**](https://hourofcode.com/us) **to complete a S.T.E.M and coding activity** |
| **Math Lab**  **50min** | **Daily M-F**  **1:15 - 2:05pm**  **(Math Lab)** | **Teacher lessons/assigned activities using C.A.S.E. Instructional Pacing Guide**   * [**www.Dreambox.com**](http://www.dreambox.com) **to access personalized math intervention activities.. SPED/ESL intervention monitored by teacher and teacher assistant** * [**www.usatestprep.com**](http://www.usatestprep.com) **to complete gap loss intervention videos and reteaching activities** * [**www.khanacademy.com**](http://www.khanacademy.com) **for additional videos and activities** |
| **Response to Intervention (RTI2)**  **45min daily** | **Daily M-F**  **2:05-2:50** | * [**www.FastBridge.org**](http://www.fastbridge.org) **or** [**www.IXL.com**](http://www.ixl.com) **to complete 45min daily of Intervention activities.** |
| **Teacher/ Parent Check-ins: virtual or by phone**  **30min** | **Daily M-F**  **3:00-3:30** | **Daily Parent Communication on attendance, classwork, modifications/accommodations for SPED/ESL, and grades** |
| **Enrichment/**  **Brain Breaks** | **Between Classes** | **Non-Screen and screen-time activities to give students a break between classes that could include limited movement connected to the content area such as gonoodle.com and schoolhouse rock videos via You-Tube for Kids.** |
| ***Enrichment/Brain Breaks*** | | * ***keyboarding with Typing Test games*** * ***code with Code.org found at*** [***https://studio.code.org/courses***](https://studio.code.org/courses) * ***Check out your favorite audiobook from “Into Literature” curriculum or*** [***www.commonlit.org***](http://www.commonlit.org) * ***Have a Dance Party! Play your favorite songs and dance*** * ***Free write and free art time*** |
| ***Total Recommended Student Time on Task:***  ***(Approximately 6.5 hours daily)***  ***D*elivery will be Synchronous, Virtual, and Teacher-Based** | | ***\*Recommended Subject Areas, Time on Task, and Assignments are appropriate for SWD and ESL students and should include IEP strategies and ESL accommodations.***  ***\*\*Teachers have access to the CASE Pacing Guides through the school website and shared google folders under Curriculum Support Documents. The Pacing Guides are available for each subject/grade.***  ***\*\*\* Teachers may make determination regarding appropriate time on task based on the individualized need(s) of their SWD and ESL students*** |

**Teachers’ Daily Schedule K-2**

|  |  |
| --- | --- |
| **7:45-7:55** | **Login with Principal** |
| **8:00-8:10** | **Student Attendance** |
| **8:10-10:10** | **Reading Block (Synchronous Instruction)** |
| **10:10-10:20** | **Get Up and Move/Brain Break** |
| **10:20-11:50** | **Math Block (Synchronous Instruction)** |
| **11:50-12:00** | **Get Up and Move/Brain Break** |
| **12:00-12:30** | **Lunch** |
| **12:30-1:15** | **Teacher Planning/PLC Meeting/Vertical Team Planning** |
| **1:15-2:00** | **Social Studies/Science (4 weeks each)** |
| **2:05-2:50** | **Intervention** |
| **2:50-3:00** | **Dismissal** |
| **3:00-3:30** | **Teacher Office Hours** |

**Teachers’ Daily Schedule 3rd and 6th**

|  |  |  |
| --- | --- | --- |
| **TIme** |  | **Group** |
| **7:45-7:55** | **Login with Principal** |  |
| **8:00-8:10** | **Student Attendance** |  |
| **8:10-10:20** | **Reading/Social Studies Block** | **A---B** |
| **10:20-10:30** | **Get Up and Move/Brain Break** |  |
| **10:30-12:00** | **Math/Science Block** | **B---A** |
| **12:00-12:30** | **Lunch** |  |
| **12:30-1:15** | **Teacher Planning/PLC Meeting/Vertical Team Planning** |  |
| **1:20-2:05** | **Math/Science Block** | **B---A** |
| **2:05-2:50** | **Intervention** | **A** |
| **2:50-3:00** | **Dismissal** |  |
| **3:00-3:30** | **Teacher Office Hours** |  |

**Teachers’ Daily Schedule 4-5**

|  |  |  |
| --- | --- | --- |
| **Time** |  | **Group** |
| **7:45-7:55** | **Login with Principal** |  |
| **8:00-8:10** | **Attendance** |  |
| **8:10-9:40** | **Reading Blockwith Social Studies**  **(Synchronous Instruction)** | **A--B--C** |
| **9:40-9:50** | **Get Up and Move/Brain Break** |  |
| **9:50-11:20** | **Math Block (Synchronous Instruction)** | **B--C--A** |
| **11:20-11:30** | **Get Up and Move/Brain Break** |  |
| **11:20-12:00** | **Science (Synchronous Instruction)** | **C--A--B** |
| **12:00-12:30** | **Lunch** |  |
| **12:30-1:15** | **Teacher Planning/PLC Meeting/Vertical Team Planning** |  |
| **1:15-2:00** | **Science (Synchronous Instruction)** | **C--A--B** |
| **2:00-2:45** | **Intervention** | **A** |
| **2:45-3:00** | **Dismissal** |  |
| **3:00-3:30** | **Teacher Office Hours** |  |

**Teachers’ Daily Schedule 7th and 8th**

|  |  |  |
| --- | --- | --- |
| **Time** |  | **Group** |
| **7:45-7:55** | **Login with Principal** |  |
| **8:00-8:10** | **Attendance** |  |
| **8:10-9:05** | **ELA Block (Synchronous Instruction)** | **A-B-C-D-E** |
| **9:05-9:10** | **Get Up and Move/Brain Break** |  |
| **9:10-10:05** | **Math (Synchronous Instruction)** | **B-C-D-E-A** |
| **10:05-10:10** | **Get Up and Move/Brain Break** |  |
| **10:10-11:05** | **Science (Synchronous Instruction)** | **C-D-E-A-B** |
| **11:05-11:10** | **Get Up and Move/Brain Break** |  |
| **11:10-12:00** | **Social Studies (Synchronous Instruction)** | **D-E-A-B-C** |
| **12:00-12:30** | **Lunch** |  |
| **12:30-1:15** | **Teacher Planning/PLC Meeting/Vertical Team Planning** |  |
| **1:15-2:05** | **Math Lab (Synchronous Instruction)7** | **E-A-B-C-D** |
| **2:05-2:50** | **Intervention** | **A** |
| **2:50-3:00** | **Dismissal** |  |
| **3:00-3:30** | **Teacher Office Hours** |  |

**Intervention/RTI 2**

GTW will continue to implement the Response to Intervention and Instruction as outlined by the Tennessee Department of Education. All students will be given the Universal Screener, FastBridge. Students that score in the bottom 10th percentile will receive additional testing through the FastBridge Platform to identify the appropriate individualized instructional level and academic skill for additional support. Students that are identified will receive daily intervention on the Google Meets Platform in addition to the regular Tier 1 mandated instruction.

**Monitoring Progress of Students**

GTW teachers will monitor and track students’ progress through the online platform Google Classroom as well as through custom data dashboards. Teachers will use this platform and progress reports to communicate with parents to assure that they remain informed about the students progress. In the event that an innovator needs assistance, GTW teachers will use Google Classroom to communicate with the student. Students will be able to email concerns to the teacher. Teachers will provide feedback to the student within 24 hours of the initiated contact. Teachers will also provide conference opportunities via Google Meets sessions as needed.

**Section 4. Attendance**

Students will log into the Google Classroom platform during assigned classroom time on a daily basis to be recorded as present in school. Teachers are required to make daily visual and/or audio confirmation of a students attendance and record in their virtual gradebook. If a student fails to log into the portal, his or her parents will receive a phone call, email and text by 9am and at the close of the day from our On-Line Monitoring Team indicating the student did not log into the portal and was marked absent. Designated school staff enters attendance into PowerSchool on a daily basis. In addition, the innovator will be required to attend the class for the entirety of the session. This will be monitored through the Go Guardian platform and documented in the teacher virtual gradebook. This platform assures that the Innovators are on the appropriate sites during the academic session. If the student does not complete the entire session, it will be recorded as an early leave and will be communicated to the parents by the close of the day.

**Part 4.2: Artifacts**

**Attendance Protocols**

Weekly attendance reports will be generated and monitored through Google Classroom through our on-line monitoring team for compliance with attendance protocol. The on-line monitoring team will then submit the weekly attendance report along with any findings and recommendations to our Principal and SART Team (Student Attendance Review Team) for review and additional action if necessary.

If an audit of the attendance (weekly) reveals students with 2 or more absences, our Family Engagement Specialist and school counselor will contact the parents to discuss absences. Students with 5 or more absences will be required to attend a virtual Student Attendance Review Team (SART) meeting. A Parent Student Attendance Plan (PSAP) will be made at that time. Additional interventions such as the provision of technology, internet access tools, or assistance from community partners, will be discussed to support attendance.

Understanding that our young Innovators in grades K through 2, our special needs students , and our ELL students may need assistance in signing-on for the purposes of attendance, GTW will allow extended time for working parents to assist Innovators. We will check attendance the following day for the previous day’s class session. Parents will be notified by the close of the next day for previous day absentees. However, Innovators are encouraged to log in during their regularly scheduled school hours if possible. In addition, training sessions will be provided to assist parents in supporting students with technological needs. GTW will provide a 24 hour help desk to assist parents as needed.

A medically excused absence occurs any time a student is out of school due to illness or medical visit (physician, dentist, mental health, etc.). Medical excuses will be accepted in the form of doctor’s note within five school days of the absence or parent call-in on the day of the absence due to illness or doctor’s visit. A student may have up to 10 medically excused absences without a doctor’s note, but with a parent call-in. Medical excused absences will be accepted through this process for students participating both in-person and remotely. This policy will be extended beyond 10 days if the student or someone in the student’s family is in quarantine due to COVID-19 or experiencing symptoms of COVID-19.

GTW will communicate its attendance policy to families via multiple scheduled Zoom parent meetings (Spanish translators are available during the meeting), emails, telephone calls, text messages, website and social media (all transcribed in Spanish).

# **GTW Attendance Policy**

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Research provides evidence that Innovators with good attendance also perform well in school. Good attendance also includes punctuality. Innovators should be present and prepared for learning each day. An innovator’s absence may be excused for the following reasons:

1. Personal illness of student
2. Death or serious illness in the immediate family
3. Recognized religious holidays
4. Subpoena for court appearance
5. Approved school sponsored activities

A **written notice** explaining the absence **is required** when the innovator returns to school.

|  |  |
| --- | --- |
| **Days Absent** | **Response and Action** |
| 2+ absences | A written letter by parent or guardian |
| 3+absences consecutive | An official doctor’s notice |
| 5+ absences | An official doctor’s notice and meeting with administration. |
| 10+ absences | An official doctor’s notice, meeting with administration, and truancy report sent to  authorities. Possible removal from GTW. |
| 20+ absences | Removal from GTW  school |

**Attendance Codes**

|  |  |
| --- | --- |
| Codes | Description |
| P | Present (Used to change a previous code to present) |
| AT | Absent by Teacher |
| EPA | Excused Partial Absence |
| UPA | Unexcused Partial Absence |
| TE | Tardy Excuse |
| TU | Tardy Unexcused |
| E0 | Excused Absence |
| E1 | Illness |
| E2 | Death/Illness Family |
| E3 | School Services |
| E4 | Religious Holiday |
| E5 | Legal Court Summons |
| E6 | Circumstances Approved by Principal |
| U0 | Unexcused Absence |
| U1 | Overslept/Alarm Problem/Electricity Off |
| U2 | Transportation Related |
| U3 | Personal Family Related |
| U5 | Out of Town Vacation |
| U99 | Other |
| ISS | In School Suspension |
| OSS | Out of School Suspension |
| EXP | Expulsion |
| REM | Remanded to Alternative Setting |
| HB | Homebound |
| FT | Field Trip |
| CT | Contract |
| T | Tardy |
| PC | Present by Calculation |
| HF | Health Facility |
| AC | Absent by Calculation |
| CVA | COVID Positive Test and Absent |
| CVD | COVID Exposure and Distant Learning |
| CVHB | COVID Positive Test and Distant Learning |
| DL | COVID Distant Learning |

**Unexcused Absence Procedures & Law Enforcement**

If a student is absent without an excuse, the school will attempt to communicate with parents via phone and in writing to ascertain the reasons and develop a plan to ensure student attendance.

At a minimum, the following attendance procedures shall be implemented upon the fifth (5th) unexcused absence:

1. Formal written communication from the school to parents/guardians informing them of their noncompliance with compulsory attendance laws, the consequences for failing to comply, and a request to participate in a school-level meeting to develop a plan to support the student’s regular attendance. The plan shall be signed by the student, parent/guardian and principal and maintained on file.
2. The student’s truancy will be reported to the TN Department of Education via the school’s weekly EIS transmission on student attendance, including the required transmission on student truancy that exceeds five unexcused absences.
3. All other forms of communication from the school to parents/guardians regarding student truancy may be conveyed in the form(s) that best meet student and school needs. Documentation of communication attempts and outcomes must be kept in the student’s file, accessible by authorized district, state, community agency and law enforcement officials, upon request.

GTW will also inform the parent/guardian that if the parent fails to take appropriate action within three (3) days of notice of noncompliance, the Court, District Attorney General’s Office, and/or Department of Children’s Services may be notified for appropriate legal action, and the student may be withdrawn from school. The district requires that parents be notified that any student who accumulates five (5) or more days of unexcused absences within a school year may, if the parent fails to take appropriate action within three (3) days of notice of noncompliance, be referred to one of the governmental entities just mentioned for appropriate legal action. However, every attempt shall be made to intervene to support students and members of the IEP team shall review all relevant information to determine:

**a**. if the conduct was a direct result of the district’s failure to implement the IEP; and/or

**b.** if the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability.

Serious safety issues involving weapons, drugs, or inflicting serious bodily injury upon another person while at school, on school premises, or at a school function will result in removal for up to forty-five school days. In cases of expulsions (suspensions longer than 10 days), the child must continue to receive educational services. Regular education students may invoke rights under special education laws under certain conditions, including if the parent has expressed concern in writing to supervisory or administrative personnel of the district, or the child’s teacher, that the child is in need of special education and related services. The school district must also contact the Education Specialist at the Department of Children’s Services if a foster child (with or without an identified disability) has allegedly committed an offense that may result in a suspension of 10 or more days or has had a petition filed against him/her by the school.

**Section 5. Instructional Technology**

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**Part 5.1: Explanation of Approach**

**See artifacts attached as 5.2**

**Part 5.2: Artifacts**

As a result of a grant received from T-mobile and other donors, we have been able to provide each of our Innovators with either a laptop(Chromebook) or tablet, that they can use in school or take home. Our Kindergarten thru 2nd grade Innovators receive a tablet and our 3rd thru 8 graders receive laptop/Chromebooks. Our laptops and tablets are stored in a security on-site location with limited access. The temperature controlled location is equipped with charging carts and charging cabinets. These remain plugged in and powered up. Carts and cabinets are locked when not in use.

**Devices on Hand**

|  |  |
| --- | --- |
| Lenovo Chromebooks | 650 |
| Lenovo/HP Laptops | 450 |
| Samsung Tablets | 150 |

All devices are tagged, etched and bar coded for tracking and inventory management. GTW uses WASP Inventory Control Software, Google Admin, GoGuardian and Active Directory. This allows us to track, disable and monitor activity on all technology. If a device is reported lost or stolen, these applications will allow us to track and/or block the technology from being used. In addition, the next time the technology is turned on, we will receive an alert with the device's current location. We have also partnered with the Technology Lab to provide additional support to our IT department and families. Devices that are reported lost or stolen must be reported to the police department. The reporter has 48 hours to provide GTW’s IT team with the police report or police report number.

**Distribution**

In order to determine family technology needs we conducted a survey using Google Forms. 96% of our families who participated in the survey answered “Yes” they have internet access at home. Another 71.4% said that they had either a laptop or desktop ready for their student to use at home. Although many of our families answered that they have access to technology at home, they will still be given the option to take home the students’ GTW assigned technology.

Device distribution to students will begin in late July with priority given to students who choose full-time virtual learning for the first semester. Distribution to students will occur from our school and be staggered by grade level based on the following schedule:

**Technology Distribution Timeline**

|  |  |  |
| --- | --- | --- |
| **Date** | **Pick-Up Location** | **Grade** |
| **July 29-Aug 1** | **Church Side Entrance** | **3rd-5th Grade** |
| **August 3-8** | **Church Side Entrance** | **6th-8th Grades** |
| **August 10-13** | **Church Side entrance** | **Kindergarten-2nd** |
| **August 15** | **Church Gym Entrance** | **Make-Up Day** |

Families indicating lack of access to an internet connection in their home will have the opportunity to receive a mobile hotspot provided by the school. Priority will be given to families with multiple students attending Granville T. Woods and to families where data indicates the student currently does not have internet access. Families with multiple students who live at the same address will be provided with one internet hotspot that is able to support up to 10 devices in the home.

**Troubleshooting and Technical Assistance**



GTW has both full and part-time Google Classroom Certified IT staff ready to provide technical assistance and personalized support for navigating our instructional platforms. Our IT staff has been conducting parent training during the summer on accessing and navigating our instructional platforms. The training was recorded and will be available on our website for families to access. Separate training for our spanish speaking families are also scheduled.

Recognizing that many of our families will require flexibility when it comes to accessibility to support, GTW has also partnered with The Technology Lab to provide our families, teachers and staff 24 hour, 7 day a week support. The Technology lab offers comprehensive IT services to our families to assure access to our instructional learning platforms and trouble shooting solutions. All services will be provided in both English and Spanish.

**Safety and Security**

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Granville T. Woods Academy of Innovation takes the safety and security of our users seriously. In addition to our monitoring efforts through our partnership with The Technology Lab, our team will also utilize GoGuardian.

At GoGuardian, they have found that the majority of explicit content actually occurs in legitimate education tools. Their powerful AI engine learns and dynamically updates to keep up with changing content. GoGuardian's flexible filtering solution makes it easy to manage all of our users, regardless of device type, operating system, or browser, including BYOD and guest network devices. It unlocks the potential of educational tools like YouTube, and set digital guidelines for students to follow. GoGuardian’s flexible YouTube filtering options allow us to curate our school policies to block comments, keywords, and live chat, as well as entire video categories.

GoGuardian also offers a solution called GoGuardian Beacon that will identify students who are silently suffering, alert those who can help, and quickly activate our school's custom response plan. With over 90% of active planning alerts occurring in Search, it is critical to have a solution that can spot warning signs wherever the student is online. Unlike other solutions that only focus on G-Suite or Office 365, GoGuardian Beacon works across search engines, chat, social media, email, web apps, and more. GoGuardian Beacon alerts provide robust context around an event, helping you determine what caused an alert and how to take action. Alerts include screenshots, the phase of ideation, historical activity, and highlighted text.

GoGuardian offers a parent and teacher portal, giving them immediate control over their student's activities. Parents are able to see what their Innovators are doing real-time.

GoGuardian Teacher allows teachers to know what students are doing on their devices and whether they are off-task or need help. They can also identify and correct off-task behavior. By using automatic alerts and powerful commands, teachers can quickly and easily get students back on-task.

**Monitoring**

We will have 2 dedicated IT and 3 Online Monitoring staff members who will monitor student activity 7 days per week 8 hours per day. This team will report in real time any violations or issues of non compliance by calling parents directly as well as recording the violations in a dashboard that is monitored on a weekly basis by our Technology Support Coordinator with a report provided to our COO on a weekly basis.. Student computers will be locked until the parent and teacher of the student has been contacted. The principal, instructional coach or COO will give the “All Clear” for a student’s computer to be unblocked.

Weekly they will generate usage reports that will be sent out to parents, teachers, and administrators. These reports will contain information on student usage, websites visited and time spent logged in working. Our IT team will use the same reports to check computer locations and report any unusual activity. Both groups will create a monthly report that will be shared with the leadership team for review and/or further action.

***Our “Acceptable Use policy” can be viewed online at*** [***www.gtwacademy.com***](http://www.gtwacademy.com) ***and is attached as Appendix B***

**Understanding Devices and Learning Platforms**

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No matter what learning environment parents choose for their innovator, it is important parents and Innovators utilize opportunities GTW will provide to become familiar with the learning platforms utilized by classroom teachers. All GTW parents and Innovators are encouraged to participate in our training. Information concerning these training was communicated to our families via email, phone call and text in both Spanish and English. Other adults and stakeholders committed to supporting student learning are also encouraged to participate in training. A list of training topics and a schedule is included in the **Appendix A**.

**Contingency Plan**

In the event that a student has an issue with their assigned technology they contact the IT Department. Contact numbers for the IT Department have been made available via school website, emails, texts and phone calls. Parents may also contact their students' teachers who will provide them with the appropriate contact number. Broken, lost or stolen technology should be reported to the GTW IT Department immediately. Parents are asked to complete a “Damage/Lost/Stolen Form” which can be done electronically or on-site when picking up the new equipment. Once this form is completed, students will receive replacement equipment within 24 hours of the reported incident.

## **Internet Access**

**Xfinity Hotspots Across the County**

Xfinity WIFI hotspots across the county have been opened for access by anyone who needs WIFI. They are free for all including non-Xfinity Internet subscribers. A map of available Xfinity hotspots is available here.

Once at a hotspot, consumers should select the “xfinitywifi” network name in the list of available hotspots, and then launch a browser.

### **Xfinity Prepaid**

Xfinity Prepaid helps customers who need Internet service without contracts, credit checks, or monthly bills. The Xfinity Prepaid Internet Starter Kit is all you need to start surfing, streaming, shopping, and sharing to all your devices.

· Xfinity Prepaid is a different way to pay for the fast, reliable home Internet and WiFi you want—without annual contracts, hidden fees, credit checks, or deposits.

· Xfinity Prepaid makes it easy to pay in advance for the service you need, with flexible 30-day and 7-day refill options available in-store, online, or on the mobile app.

This service costs $45 for 30 days of service. This is a flat rate with no additional cost.

### **Comcast’s Internet Essentials**

Comcast’s Internet Essentials is free to new customers. New customers will receive 60 days of complimentary Internet Essentials service, which is normally available to all qualified low-income households for $9.95/month. Additionally, for all new and existing Internet Essentials customers, the speed of the program’s Internet service was increased to 25 Mbps downstream and 3 Mbps upstream. That increase will go into effect for no additional fee and it will become the new base speed for the program going forward. For more information, click [here](https://corporate.comcast.com/press/releases/internet-essentials-low-income-broadband-coronavirus-pandemic).

### **Access from AT&T Program**

AT&T offers internet access for qualifying limited income households at $10 a month through their Access from AT&T program. They are also offering new Access from AT&T customers two months of free service. To learn more click [here](https://digitalyou.att.com/low-cost-internet/).

**Section 6. Professional Development**

**Part 6.1: Explanation of Approach**

In education, research has shown that teaching quality and school leadership are the most important factors in raising student achievement. For teachers and school and district leaders to be as effective as possible, they must continually expand their knowledge and skills to implement the best educational practices. Educators learn to help students learn at the highest levels. The need for effective professional development is more pronounced during this unprecedented time.

Effective professional development enables educators to develop the knowledge and skills they need to address students’ learning challenges. To be effective, professional development requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators’ learning needs. Accordingly, GTW has developed the following professional development plan for the 2020-21 school year.

**Part 6.2: Artifacts**

**Initial Support**

Each year GTW begins the year with extensive professional development for the entire staff. Both new and returning teachers will attend professional development sessions that focus on presenting the curriculum as designed, the school culture, assessments, data collection, and best practices. All teachers will be required to become level 1 Google Certified teachers as well as complete the Trevecca Nazarene University online program offered by the Tennessee Department of Education. (Our Professional Development Schedule is attached hereto as Appendix C)

**Ongoing Professional Development**

During the academic year, all faculty are provided the opportunity to develop skills and practices through a variety of professional development offerings on a weekly basis. In addition, GTW will provide a mentoring program that will be offered to new teachers (1-3 yrs experience) and teachers new to GTW. In this program, teachers will be afforded the opportunity to share in professional dialogue that will help to improve daily instructional practices, assisted in the implementation of Tennessee state standards among various others topics, and introduced to best practices. Teachers will receive assistance from the instructional facilitator through class observations, conferencing, and feedback from lesson plans.

**Innovator Engagement PD**

Teachers will participate in a PD that focuses on the use of various informal and formal methods of assessing Innovator engagement for checks for understanding and mastery such as oral confirmation, thumbs up, and individual questioning to ensure understanding of lesson concepts and skills. Teachers receive training on how teachers and students will be split in virtual conference rooms for small group and individualized instruction using the Google Suites platform. Students and teachers are able to interact with each other both visually, and view each other’s screens for feedback and delivery of activities. Teachers can modify activities and talk to struggling students during synchronous learning. High expectations and time on task are the pillars of effective education. Teachers will communicate the expectations of learning in the classroom often to ensure a climate of high academic expectations is achieved.

**Planning Time**

Teachers will be provided the opportunity to plan during weekly PLC meetings. During this time teachers will monitor data for student progress, prepare instructional materials for future lessons, and collaborate with grade level teachers to help implement best practices. Recognizing the learning loss that has occurred as a result of the pandemic, our teachers will also collaborate in vertical teams to align 4th quarter concepts with on-grade level content. Teachers will also have daily planning periods to help with planning and material preparation.

**Teacher COVID-19 Induction**

● Teachers will receive a Health and Safety orientation to understand expectations for all 4 Reopening phases:

○ Expectations for social distancing and wearing a face covering.

○ Expectations to stay home if sick.

○ Use of Symptom Checking App, Phase 2 temperature checks.

○ Building Entry and Exit protocols.

○ Limitations for non-essential visitors, staff, and vendors.

○ Gatherings and events.

○ Teacher expectations.

○ Student and parent expectations.

* Support Staff COVID-19 Orientation. All employees will receive a Health and Safety orientation to understand expectations for all 4 Reopening phases:

○ Expectations for social distancing and wearing a face covering.

○ Expectations to stay home if sick.

○ Building Entry and Exit protocols.

○ Limitations for non-essential visitors, staff, and vendors.

○ Gatherings and events.

● Departmental Trainings regarding specific departmental protocols

**Professional Development Offerings (beginning of year and ongoing)**

|  |  |  |
| --- | --- | --- |
| Platform / Topic | Content Area / Audience | Description |
| **Distance Learning**  (Virtual PD) | All TeacherK-8 | **REQUIRED PD:**  Teachers will have PD training from Trevecca Training that offers professional development that will help teachers that will learn the ins and outs of designing classes for remote instruction, use technology to enhance learning outcomes, and make use of a variety of learning management systems.  Teachers will complete Google Certified Educator Level 1 training. Teachers will learn to set up their classes virtually using the Google Classroom platform. |
| **SWD**  (LEA provided Virtual PD) | SPED Teachers | **Required PD:**  Teachers will learn how to continue to provide the necessary accommodations in a virtual environment to students with *Individual Education Plans* and *Section 504 Plans* so that they can continue to be successful in this new learning environment.  Teachers will explore possible digital accommodations that can be used in virtual instruction based on the student's current accommodation needs. |
| **ESL**  (LEA provided Virtual PD) | **ESL**  Teachers | **Required PD:**  Teachers will learn early literacy strategies to support English Learners.  Teachers will feel confidently informed and armed with the knowledge need to set themselves and their students up for success in the new school year. |
| **Google Suites** (Communication Tools) | All Teachers  K-8 | **Required PD:**  Teachers will learn how to enhance communication and collaboration with colleagues and students. Collaborate, create, personalize, and grade assignments; share and organize content, provide individual feedback, and more.  Teachers will Connect with students safely through Google Meetsand *Zoom* integration.  Teachers will empower their students to take ownership of their learning and understand how easy it is for them to access, submit and update their work. |
| **BrainPOP**  (Animated Video Lessons) | All Teachers K-8 | **Highly Recommended**  Learn how to transform any room into a classroom with *BrainPOP*; help your curious learners create, construct, and collaborate as they explore their world to stay informed and on-track during distance learning with content including: art, coding, music, health, social emotional learning, engineering, technology, and more. |
| **ClassDojo**  (Communication Tool) | All  Teachers  K-8 | **Recommended**  Learn about *ClassDojo* and how to securely connect and collaborate with students and families. Collect analytics on views, reach out to families in the language of their choice, share pictures, create activities, and more. |

***DISTANCE LEARNING SUPPORT PD MENU (con’t)***

|  |  |  |
| --- | --- | --- |
| ***Platform / Topic*** | ***Content Area / Audience*** | ***Description*** |
| ***CASE Assessments (Benchmark Assessment Tool)*** | *All Teachers K-8* | ***Required PD***  CASE Benchmark Assessments are designed to gauge the academic progress of students and to provide timely feedback that can be used by teachers to guide instruction. The benchmark assessments, which are aligned to TNReady State Standards, provide valuable data regarding all students’ knowledge of the standards***.*** |
| **Usatestprep.com** | Teachers 3-8 | **Required PD**  Learn how to create a set of online tools that help educate students through short lessons in the form of videos, assign supplementary practice exercises, and explore the multitude of available educator resources. Create custom lessons for SWD and ESL populations. |
| **Google Suites/Pear Deck** | All Teachers K-8 | **Required PD**  Educational platform that includes email, virtual classrooms, virtual gradebooks, etc.... to ensure seamless communication from teacher, parent, and students. |
| **FastBridge**  **(RTI2 Intervention)** | All Teachers K-8 | **Required PD**  FastBridge offers brief, evidence-based Curriculum-Based Measures (CBM) and Computer-Adaptive Tests (CAT) for reading, math and social-emotional behavioral (SEB) screening to help you quickly pinpoint those shifts and react with the right support the moment it’s needed. |
| ***Teach-engineering.org*** | *All Teachers K-8* | **Highly Recommended**  TeachEngineering is a digital library comprised of standards-aligned S.T.E.M. curricula for K-12 educators to make applied science and math come alive through engineering design. |
| ***Teach-nology.com*** | *All Teachers K-8* | **Highly Recommended**  Teacher resources for improving education of today's generation of students. Platform includes lesson plans, worktext, rubrics, teaching tips, worksheet makers, web quests, etc... for online and distance learning. |

|  |  |  |
| --- | --- | --- |
| **Platform / Topic** | **Content Area / Audience** | **Description** |
| **BookNook.com** | Paraprofessionals, All ELA teachers K-8 | **Required**  Scaffolded lessons to help students at all reading levels improve quickly. Unique technology allows students to work with a teacher at a distance through BookNook. |
| **Dreambox.com** | All Math Teachers K-8 | **Required**  Continuous support of conceptual understanding, fluency, reasoning, and problem-solving skills, plus 24/7 online access, keeps students building achievement. Teachers use rich visuals, sound design, and interactivity supports deep math comprehension. |
| **Kickboard** | All Staff | **Required**  This evidence-based behavior inventory provides a configuration option to increase positivity in your school |
| **Go Guardian** | All Teachers K-8 | **Required**  Teachers learn to filter and monitor any device, any OS, with K-12's most powerful content filter. Eliminate distractions and connect with students using K-12 leading classroom management software. |

|  |  |  |
| --- | --- | --- |
| **Platform / Topic** | **Content Area / Audience** | **Description** |
| **IXL**  **(Online Curriculum)** | All ESL, SPED, and Gen Ed (Modified and Standard) Teachers K-8 | **Required**  Learn about the comprehensive, adaptive software that provides students with personalized guidance, *Continuous Diagnostic*, and real-time analytics to seamlessly work together to differentiate instruction and help increase student achievement. |
| **Khan Academy**  (Instructional Video Resource) | All Teachers K-8 | **Highly Recommended**  Learn how to create a set of online tools that help educate students through short lessons in the form of videos, assign supplementary practice exercises, and explore the multitude of available educator resources. |
| **Learning A-Z**  (Online Resource) | SPED Teachers K-8 | **Highly Recommended**  Learn how to expand literacy and vocabulary skills that match students’ developmental level by customizing instruction to suit the specific learning needs of every student and taking advantage of their unique learning strengths. |

|  |  |  |
| --- | --- | --- |
| **Platform / Topic** | **Content Area / Audience** | **Description** |
| **Newsela Pro** (Digital Content) | All Teachers K-8 | **Required**  Learn how to use *Newsela* across all content areas and address the individual reading needs of your students with access to five different readability levels. Explore standards-aligned content, getting started tutorials, on-demand PDs, and more. |
| **PBS LearningMedia**(Educational Media) | Science K-8 | **Highly Recommended**  Learn how to bring the world to your classroom with curated, standards-aligned lessons, videos, interactives, lesson plans, and more developed for teachers. Explore the myriad of resources, including current events, award winning series and collections available across all content areas. |
| **Promethean**  (Digital Content) | All  Teachers K-8 | **Highly Recommended**  Learn about the different *Promethean* resources (*ActivInspire*, *ClassFlow*, etc.) available and how they can be supported during distance learning. |
| **Scholastic Study Jams**  (Interactive Video Lessons) | Science  Teachers  K-2 | **Required**  Learn about *Scholastic’s Study Jams* video lessons for mathematics and reading that include “Teacher Activity Guides” and “Test Yourself” checks for understanding that offer immediate corrective student feedback. |
| **Science4Us**  (Interactive Curriculum) | Science  Teachers  K-2 | **Highly Recommended**  Learn about the interactive standards-based software that helps students get excited about science. |
| **Zoom**  (Video Conferencing Tool) | All Teachers K-8 | **Required**  Learn about the *Zoom* and *Microsoft Teams* integration to securely connect with your students for whole or small group instruction. |

**eTexbook Support PD Menu**

**Required for Target Grade Band**

|  |  |  |  |
| --- | --- | --- | --- |
| **Publisher** | **Textbook Title / Content Area** | **Audience** | **PD Resources** |
| **Houghton Mifflin Harcourt (HMH)** | *HMH Into Literature* / English Language Arts | 6-8 | [HMH Getting Started Video](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhmhco.box.com%2Fs%2Fcid4y87znzvm9063i96mquaw1p6unqnw&data=02%7C01%7Colemaherrera%40dadeschools.net%7C958d96c322424c5de44308d7d0cd66f8%7C4578f68f86cd4af9b31793e3826ca0f5%7C0%7C0%7C637207452939137261&sdata=fUXNIDeqsKIWx5xgImOxEqBlOa7Rsmqehab51UeclvU%3D&reserved=0)  HMH Getting Started Module virtual training |
| *Into Math! TN* / Mathematics | K-2 | Into Math Getting Getting Started Video |
| **TN Science / Science** | K-5 | TN Science Implementation PD |

|  |  |  |  |
| --- | --- | --- | --- |
| **Publisher** | **Textbook Title / Content Area** | **Audience** | **PD Resources** |
| **Pearson/Savaas Learning** | Envisions Math 2.0 / Mathematics | 3-5 | Implementation PD |
| Envisions Math 2.0 / Mathematics | 6-8 | Implementation PD |
| Elevate Science / Science | 6-8 | Implementation PD |
| **Scholastic Learning** | Scholastic Learning / English Language Arts | K-5 | · Scholastic Learing Implementation PD  · Getting Started with the Digital Products (Teachers & Admin)  · Getting Started with Next Step Guided Reading Assessment (Teachers & Admin) |

**·**

**Section 7. Implementation Monitoring**

**This section should cover how the LEA intends to monitor implementation of this CLP. Note: There may be meaningful differences between the beginning-of-year approach and the approach during full closures (should those be necessary). As such, the section will be repeated for “beginning of the year” and again for full closures. If the strategy is the same, please check the appropriate box below. Please see the Assessing Student Learning, Governance and Consolidated Funding** [**toolkits**](https://www.tn.gov/education/health-and-safety/update-on-coronavirus/reopening-guidance.html) **for support.**

**X The LEA is beginning the year with full virtual or other remote instruction OR the LEA is beginning the year in-person and this CLP will reflect a full virtual or remote instruction model, should it become necessary.**

**The LEA is beginning the year in a hybrid model. The CLP will reflect the hybrid model and will note any additional changes needed to convert to full remote or virtual instruction, should it become necessary.**

**Part 7.1: Explanation of Approach**

**To complete this section, LEAs may elect to either complete a brief (3-4 sentence) narrative or they may reference an attached procedure. In the box below, please provide the narrative of the page(s) referenced.**

**See artifacts attached to Part 7.2**

### **Part 7.2: Artifacts**

**To support the CLP, please include any artifacts that outline the LEA’s approach to implementing and monitoring the CLP. There is no limit to the number of artifacts submitted, but the department encourages LEAs to only submit materials that they have already created and/or plan to utilize. Artifact selection should be included to meet the benchmarks listed in the rubric. As outlined in the rubric, the way the LEA plans to serve the unique needs of students with disabilities, English Learners and other vulnerable populations in the LEA must be explicitly and cohesively included.**

**Assessments for Learning**

Overall Assessment Considerations

Too often, benchmarks and summative assessments test only a generic set of skills, and don’t focus on mastery of standards-based instruction. Beginning 2020-2021 GTW will use CASE Benchmark Assessments that mirror state assessments and provide actionable data to guide instruction. The result is highly actionable classroom data that reflects Innovators’ mastery of state learning standards. Teachers will review student performance on benchmark assessments at a granular level, so they can identify gaps quickly and guide interventions through weekly formative assessments. Teachers will consider innovator readiness when planning for the assessment processes (e.g., addressing SEL needs first to help promote innovator confidence and competency).

## CASE Benchmark Assessments

* Are administered every nine weeks and reflect the standards that students have learned, so strengths and learning gaps can be easily identified
* Items are written and aligned to the state standards
* Mirror the state summative blueprints, to produce high correlations with state summative scores in mathematics, language arts, science, and social studies
* Provide scaled scores and reports within 72 hours after assessments are administered, so teachers can use data in the classroom, apply interventions, and adjust instruction

**Planning for Assessments to Identify Innovator Needs and Learning Gaps**

* + GTW will assess Innovators’ social-emotional learning (SEL) needs or instructional gaps.
  + Faculty will utilize existing innovator performance data from 2019-2020 (and prior) to help assess innovator learning needs and readiness.
    - Mid-year assessments.
    - Feedback from common assessment data.
  + Faculty will utilize a CASE GAP Assessment and/or surveys for SEL needs at the start of Fall 2020:
    - Using online and/or at home pre-assessments or surveys.
    - Using adaptive diagnostic assessments with remote proctoring features.

**Implementing Assessments**

Faculty will incorporate ongoing, formative diagnostic assessment into the first few weeks of school to support social-emotional learning (SEL), Positive Behavioral Interventions and Supports (PBIS), and fostering student confidence and competence.

* Balance the urgency of needing to know where students are academically with making them comfortable coming back to school.
* Consider informal strategies for SEL assessments and/or executive function screenings. This may include utilizing morning meetings, advisory periods, PBIS strategies, etc.
* Pre-assess Innovators using small, frequent, formative assessments.
* Engage families to support learning by providing appropriate, leveled resources and support in how best to utilize them.

**Assessing and Monitoring**

Teachers will use formative assessments to monitor Innovators’ learning and adjusting their instruction accordingly. Summative assessments will be given when Innovators are demonstrating proficiency in skills to be assessed. Problem-based learning and performance-based alternative assessments provide students leverage in demonstrating what they know, as opposed to traditional rote memorization and/or multiple choice exams. Below are some examples of ways faculty will assess and monitor scholars.

* + Weekly assignments, projects, and video check-ins during periods of distance learning are all methods to assess learning. Asynchronous assignments give students choice in when and where they complete their learning.
  + Conducting synchronous learning sessions, in coordination with asynchronous assignments, during periods of distance learning allows teachers to conduct direction instruction and/or to hold discussions and to ask and answer student questions to assess for learning.
  + Review student work with a formative lens and provide feedback to students. Feedback can be provided through a variety of means including:
    - Computer-based and web-based assessments (computer adaptive assessments);
    - Creative assessments;
    - Discussion groups;
    - Exit slips;
    - Forms;
    - Group assessments;
    - Journal reflections;
    - Meaningful writing assignments;
    - Open-ended questions that allow scholars to think critically and write;
    - Peer-to-peer feedback;
    - Portfolio feedback
    - Rubric-based assessments;
    - Sentence stem-based assessments;
    - Virtual presentations and demonstrations; and
  + Develop and implement equitable learning measures.
    - Diagnostic assessment will be given in the beginning of the year to determine students’ individual needs.
    - Assessment for learning will be utilized daily (increase use of formative assessments).

**Reflecting and Addressing Scholar Needs**

At the end of any unit, whether in a brick or mortar school or during remote learning, teachers should reflect on what went well and what might need to be revisited or modified to improve student achievement and retention. Teachers may also find that they need additional professional development in targeted areas to better meet the needs of their students.

**Supporting SWD/ Exceptional Students – All Grades *(K-8)***

# **Special considerations:** There are a number of special considerations for ALL teachers regarding online delivery of instruction to exceptional Innovators.

* + Teachers will identify individual students within classes who may need extra resources and targeted supports, in addition to the identified groups above.
  + Teachers will collaborate with school counselors to quickly support the expressed needs of vulnerable students, as they arise or are discovered.
  + Teachers will Implement instruction consistent with IEPs/504 plans.
  + Teachers will differentiate instruction and materials for a variety of proficiency levels of ELs.
  + The Special Education Teacher will be a co-teacher on teachers’ Google Classroom pages, where possible.
  + Modification of online lessons (Special Education Teacher): Modifications to posted lessons/assignments should be posted on Google Classroom within 2 hours (by 10am). Modified instructions may also be shared with teachers and families via email.
  + Assessments will be shared in advance by teachers with The Special Education Teacher (suggested: 24 hours) to allow for modifications.
  + We have developed instructions for parents/Innovators regarding access to G-Suite platforms.
  + All special education Innovators will be graded per their IEP modifications and accommodations. All submitted work by these Innovators with a grade below a 70 should be returned to the innovator for revision and potential passing credit with additional 24 hours granted for such revision/resubmission.

Our Exceptional Student Services and Special Education Teacher will work collaboratively to:

* Provide resources that offer consistency and structure during remote learning.
* Examine each innovator’s needs/abilities, give support in both school and at home.
* Provide specific materials for Innovators as appropriate for making progress on the Individualized Education Plan (IEP) goal, ensuring that students with disabilities have equal access to the same opportunities as their peers.
* Collaborate between General and Special Education regarding lesson planning and lesson execution.
* Document communication with parent/Innovator as attempts to make progress.
* Resources for Special Education
* Virtual IEP Meeting Tip Sheets – This resource was developed by the U. S. Department of Education’s grant funded centers to support parents in understanding how to hold and participate in virtual IEP meetings.
* National Center for Systemic Improvement (NCSI) - This webpage hosts COVID-19 Resources for supporting students with disabilities.

***Supporting English Language Learners – All Grades (K-8)***

**Special Populations**

Special Education and English as a Second Language teachers will collaborate with General Education Teachers to assure that all Individualized Education Plans (IEP) and Individualized Learning Plans (ILP) are implemented with fidelity. Special Populations’ teachers will join the general education teacher during the live virtual academic setting to assure that modifications and accommodations are met for students that receive special education inclusion services. In addition, special population teachers will create schedules to meet individually on Google Meets or Zoom for students that get small group or one-on-one instruction through pull outs.

**Recommended Time on Task/Modifications, Resources, and Support**

\*Refer to Individualized Learning Plans (ILP) for English Learners (ELs) when determining the time on task, modifications, accommodations, related services, and other educational supports

* ELs with more than one WIDA ACCESS domain score below 3.5 shall receive one hour per day of direct ESL service from an ESL teacher. In K-5, the hour per day can be accomplished by having the ESL teacher in the same Google Classroom as the ELA teacher providing support. For Middle and High Schools ELs who require an hour of daily service, ESL may replace ELA/Language Arts Writing.
* Students scoring 3.5 or above on WIDA ACCESS composite, reading, writing, and one(1) other domain on the WIDA ACCESS and ELs in kindergarten scoring between20 and 27 on all domains of the W-APT may have services tailored to their needs including fewer hours of ESL direct instruction based on their ILP, skills-based interventions, and other services that are differentiated for each EL.
* Note: Remote screening of NELB students will take place to identify provisional ESL services, until official W-APT/WIDA Screener is administered upon return to school.

**Strategies for Continuing English Language Development Services**

* Provide small group and individual support based on each EL’s needs
* Use scaffolding instructional strategies
* Focus on developing productive language skills such as speaking and writing
* Use formative assessments to identify gaps
* Develop digital opportunities for review and recover
* Provide office hours to touch base with individual ELs when needed

**English Language Learner (ELL) Supports**

* Teachers will work collaboratively to:
* Provide essential communication in language representative of innovator and family populations.
* Ms. Monica Vrooman will be the point person for interpretation services.
* Provide options and multiple ways for Innovators to demonstrate knowledge/skills.

**Considerations for Outreach to Families of English Learners**

* Provide documents to families of ELs in an accessible format, including translated documents and talking points
* Build in time for translation in order to provide timely communication
* Consider personal check-ins with ELs and families, using an interpreter if needed
* Explore strategies to increase the access and understanding of families to online instruction and resources
* Provide support for the social emotional needs of ELs and families

**Screening of New English Learners**

* Once Granville T. Woods Academy of Innovation reopens and Innovators are attending schools, Innovators will be tested for ELD services eligibility using state-identified ELD screening tools to test Innovators. Innovators may be identified as provisional ELs until they have been screened and identified as ELs.
* The U.S. Department of Education has released a Fact Sheet on Providing Services to English Learners during the COVID-19 Outbreak which provides additional information.

Adapted from Maryland Department of Education’s Maryland Together: Maryland’s Recovery Plan for Education

# **Posting lesson materials**

* + Upload video of lesson/lecture.
  + Upload other video content (YouTube, etc.) to support lesson objectives.
  + Upload PowerPoints/slides of lesson outlines/notes (could be interactive with embedded hyperlinks to video or written content/websites).
  + Hyperlink reading/video/audio material from the Internet.
  + Upload PDF documents - reading material, visual prompts for writing assignments, etc.
  + Upload digital content from digital subscriptions (online companion to textbook series, etc.)
    - Download materials; save to your device; then, upload to Google Classroom site.
  + Upload scanned documents to Google Classroom.
  + Live/synchronous instruction with Innovators through Google Meets and Zoom. Notes:
    - All instructional materials and assignments/assessments should be posted to Google Classroom or delivered electronically to scholars/families each day by 8:00 am. Innovators/families should expect to access materials promptly each day.

# 

# **Posting assignments/assessments**

* + Submission deadlines for assignments: Teachers will post lessons/assignments by 8:00 am; Innovators will submit completed work later that day (or a subsequent day as appropriate).
  + Assessments will be administered via Google Forms and educational platforms (tests, surveys, quizzes, worksheets, exit tickets, etc.)
  + Writing prompts (text, audio, video, still image, etc.) with instructions for Innovators will be uploaded.
  + Upload digital worksheets.
  + Innovators upload completed assignments to Google Classroom site or via email.

**Assessment of Instructional Operations**

Granville T. Woods Academy will coordinate with appropriate stakeholders to provide rigorous checks and balances for the academic services provided to all Innovators. Action items may include:

* Create a timeline for progress reports to be submitted for each student, class, and grade level which standards for the grade level were taught and which were not.
* Create and establish procedures for educator teams to meet and address student learning needs for both in-person and online instruction.
* Create a technology support team that is available to support technology issues of Innovators, parents, and staff when teaching and learning remotely.
* Create innovator schedules to provide additional time for academic intervention and enrichment.
* Adjusting the assessment plans and assessment calendars for the 2020-21 school year.
* Determining which assessments need to be delayed or eliminated until the relevant standards are taught?
* Once innovator retention and mastery have been assessed, create a timeline, providing opportunity for faculty collaboration, for teachers to submit a plan to the Principal outlining assessment results and recommending instructional grouping per subject area.
* Create a plan to provide supplemental instruction and progress monitoring as needed to support grade level academic achievement.
* Special education/English Language Learner services:
  + - Plan to deliver required compensatory services.
    - Research options for providing services to Innovators via telephone or other virtual options.
* Innovators and families will be able to get ongoing feedback through office hours.

**Communications Monitoring**

Our Chief Operations Officer and Executive Director will meet on a bi-weekly basis to monitor the effectiveness of the communications plan. The COO and ED will host monthly town hall meetings and faculty and staff meetings to gain feedback from families regarding the effectiveness of the communications plan. Monthly surveys will also be distributed to families, teachers and staff regarding the effectiveness of the communications plan. Based upon feedback received from the town halls and surveys, appropriate adjustments will be made to ensure the goals and objectives of the communication plan are being met.

**Grade Auditing**

During virtual learning teachers will continue to use the GTW grading scale. Various assessment techniques, such as classroom participation in virtual classes, completion of assigned activities, collaboration teams, workstations, exit tickets, and opportunities for resubmission will be used. Holistic and analytical rubrics will be designed and utilized for grading of specific projects and activities. This will allow parents and innovators the opportunity to understand the grading process and provide clarity on how to earn passing grades. Lessons and grades will be modified to adhere to our Exceptional Learners with IEP’s and English Language Learners modifications and accommodations. Innovators will have an opportunity for feedback, conferencing and resubmission as needed to achieve passing grades. Grades will be collected daily and assessments will be given weekly.

**Standards based grading**

**GTW** will offer standards based grading to align with the new TNReady standards 2020-2021 school year. The standards based grading and standards based report card will use a rubric to report student achievement on each standard that is taught. The teacher, counselor, other school staff, and leadership will participate in monitoring student achievement. Decisions to modify or add accommodations as needed for innovators who are not mastering will be determined.

**Gradebooks**

GTW will use online grading systems through Google Classrooms and Powerschool. Grades will be posted weekly and parents will be notified via emailed progress reports of student progress. Leadership will monitor gradebooks completion and accuracy bi-weekly. Progress reports will be sent out mid-quarter via Powerschool.

**Intervention/RTI 2**

GTW will continue to implement the Response to Intervention and Instruction as outlined by the Tennessee Department of Education. All students will be given the Universal Screener, FastBridge. Students that score in the bottom 10th percentile will receive additional testing through the FastBridge Platform to identify the appropriate individualized instructional level and academic skill for additional support. Students that are identified will receive daily intervention on the Google Meets Platform in addition to the regular Tier 1 mandated instruction.

**Monitoring Progress of Students**

GTW teachers will monitor and track students’ progress through the online platform Google Classroom as well as through custom data dashboards. Teachers will use this platform and progress reports to communicate with parents to assure that they remain informed about the students progress. In the event that an innovator needs assistance, GTW teachers will use Google Classroom to communicate with the student. Students will be able to email concerns to the teacher. Teachers will provide feedback to the student within 24 hours of the initiated contact. Teachers will also provide conference opportunities via Google Meets sessions as needed.

Our current content area curricula has print and digital versions that are highly rigorous and aligned to the TN Standards. In addition to the formative and summative assessment derived through the curriculum pacing guide, EnCase Session Reports :

* Review student and classroom summary results
* Provides overview reports display at a-glance item performance

Assessment Analytics:

* Provides Interactive interpretation of assessment results
* Drill down & view individual student performance by standard, item and Depth Of Knowledge (DOK)

**Section 8. Communication**

**Part 8.1: Explanation of Approach**

During this unprecedented time, communication will be one of the most important keys to the successful implementation of this CLP and to ensuring that our students received high-quality instruction. GTW will provide communication that is clear, consistent, and constant across all levels of organization. GTW will engage, educate, and empower our families and community throughout the decision making and implementation process to ensure our plans are responsive to their concerns and needs.The administrative team meets weekly to develop weekly updates for the school and the extended school community via Swift k-12, School Mint, the school website and social media platforms. School leaders do a weekly group check- in with all staff in the school.

The most up-to-date information is provided with resources, links and supplemental information to support the non-traditional instruction. Special Education teachers, ELL teachers and support staff will routinely be in contact with families to ensure that adequate services are still being provided to meet individual student needs. Those contacts will be documented and monitored by appropriate administrators.

# 

# **Part 8.2: Artifacts**

# **Goals, Objectives, and Strategies**

**I.** **Community**

**Facilitate meaningful and open communications with the GTW community.**

**Objectives Strategies**

|  |  |
| --- | --- |
| A. Build connections with community members | 1 Utilize social media and website to promote and inform about GTW and the plan for 2020-21 school year |
| B. Facilitate two-way communication | 2. Participate in community forums where appropriate |
| C. Facilitate community and Board engagement opportunities | 3. Host “town-hall” events or forums when appropriate |
| D. Responsibly utilize a variety of media | 4. Increase visibility at community events |
| **E. Communicate effectively the processes and procedures developed by GTW to safely open schools for students and staff** | 5. Engage and partner with community based and student centered organizations |
|  | 6. Make the full Re-entry Plan and Continuous Learning Plan available for parent and public review and use communications resources to drive the public to the site to view |

**II.** **Student / Parents**

**Facilitate meaningful and open communications with GTW students and parents.**

**Objectives Strategies**

|  |  |
| --- | --- |
| A. Develop meaningful communications with parents and students to assure their voices are heard | 1. Utilization of Swift k-12 and School Mint Parent notification system (translations for Spanish) |
| B. Increase recognition of parents and students internally and externally for their accomplishments | 2. Utilize Focus groups organized as appropriate (special attention to ELL and SpEd population) |
| C. Ensure all communication is translated into Spanish and that our spanish speaking families are engaged | 3. ELL teacher responsible for daily contact with spanish-speaking families |
| D. Responsibly distribute school information to students and parents | 4. Convene separate parent Zoom meetings for spanish-speaking families |
| Communicate effectively the processes and procedures developed by GTW to safely open schools for students and staff | 5. Expand use of social media (translations for Spanish) |
|  | 6. Develop uniform newsletter schedule |
|  | 7. Routinely Update website  (Translations for Spanish) |
|  | 8. Increase access and use of Google Classroom and PowerSchool |
|  | 9. Continuous development and utilization of parent/student surveys to gain feedback, monitor effectiveness of programs and communications, and to adapt and modify strategies as appropriate (translations for Spanish) |
|  | 10. Monthly Zoom/town hall meetings to provide parents/families direct access to Administration (separate meetings for Spanish speaking families with information delivered in Spanish) |
|  | 11. Make the full Re-entry Plan and Continuous Learning Plan available for parent and public review and use communications resources to drive the public to the site to view |

## **III.** **Staff**

**Enhance communications with staff making information acquisition and dissemination more frequent, efficient, and uniform.**

**Objectives Strategies**

|  |  |
| --- | --- |
| A. Increase staff communication skills | 1. Include reentry plan/CLP overview in summer professional development calendar |
| B. Provide necessary, resources and professional development | 2. Use email to communicate with staff frequently on school and community issues |
| C. Utilize effective communications strategies to develop trusting relationships | 3. Recognize employees for their accomplishments and contributions at Board meetings, on website and social media and via parent notification system |
| D. Streamline administrative and communications processes | 4. Expand use of parent notification system to teachers and staff |
| E. Effectively Communicate the processes and procedures developed by GTW to safely open schools for students and staff | 5. Weekly staff (non-teacher) meetings to provide updated information and to encourage the sharing of ideas and feedback |
|  | 6. Weekly PLC meetings with all teachers |
|  | 7. Continue New Teacher (1-3 yrs experience) mentor program |
|  | 8. Make the full Re-entry Plan and Continuous Learning Plan available for parent and public review and use communications resources to drive the public to the site to view |
|  |  |

*Adapted from Hamilton County Schools School Reopening Task Force*

A comprehensive communication plan includes updating the school website, messaging, email, and communications to educators, families, Innovators, community members, and other key stakeholders. Consistent and accurate communication regarding policies and procedures is needed to keep everyone safe:

* Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as proper handwashing and use of a cloth face-covering).
* Broadcast regular announcements on reducing the spread of illness on public address systems.
* Include messages (e.g., videos) about behaviors that prevent the spread of illness when communicating with staff and families (such as on school websites, in emails, and on school social media accounts).
* Disseminate free CDC print and digital resources from the CDC’s communications resources main page.
* Ensure scholar- and family-facing materials are reader-friendly and available in languages all community members can understand.
* Create opportunities for staff training, both overall for pandemic response and tailored to different roles (e.g., faculty, nutrition services, custodian).

**Messaging**

* Provide information and updates to educators, staff, families, Innovators, community members, and other key stakeholders on:
  + current state of public health
  + School’s efforts to keep Innovators safe
  + Preventive measures stakeholders can take
  + Current effects on school operations
  + Anticipated timeline(s) for the school reopening
  + Key changes in school policies and practices
  + Where to find services and supports in the community to meet basic needs
* Send reminders to stay at home, especially if ill
* Share instructions for ways to prevent spread (e.g., handwashing, respiratory hygiene, social distancing)
* Respond to questions and other inquiries in a timely manner

**Modes of Communication**

* Ensure contact information is up to date and provide clear directions to stakeholders who may need to update their contact information
* Post the Re-entry Plan and Continuous Learning Plan on the school website in a prominent location so that it will be easy for parents, staff, students, and community to find and review.
* Include key information and resources on school webpage in a consistent, easily accessible location
* Translate all communications (Spanish) and provide translation services, as needed
* Survey stakeholders—especially families and staff—to learn communication preferences
* Post on campus
* Leverage multiple communication methods:
  + Mail
  + Email
  + Phone calls
  + Text messages
  + Traditional media (e.g., television, radio, newspapers)
  + Social media (e.g., Facebook, Twitter, Instagram)
  + Swift k-12, School Mint and other communication platforms

**Emergency Communication**

See **Appendix H** for pre-determined and pre-drafted communications templates with clearly articulated, two-way communication channels in place for families.

**Frequency of Teacher Communication**

Our teachers will communicate with our families through Google Classroom and text, email, and/or phone depending upon the families preferred method of communication. Teacher communication will take place on a daily basis with checks in place for parents that include requirements for parents to send comments through Google Classroom or email/phone/text confirmation to teacher to ensure parents are consistently kept abreast of their Innovators progress and performance.

**Accessibility: Language**

All communication with parents across all platforms will be translated to meet the needs of our Spanish speaking families. Our ELL teacher, who speaks fluent Spanish, will make daily contact with each of our ELL families to ensure that they are receiving all school communications and to address any concerns they may have.

**Accessibility: Location**

All relevant communication materials will be posted on the website and distributed via text, call and email through our Swift k-12 parent communication system. Communication materials will also be disseminated through our social media platforms. All communication will be translated and transcribed into Spanish for our Spanish-speaking families. Our ELL teacher will also contact each of our families to ensure receipt and understanding of the material and to address any questions or concerns they may have. In the event families are unable to access any electronic communications, in addition to phone calls, hard copies will be made available for pickup in our main office and posted at the school entrance.

**Audience**

See above-referenced “Goals, Objectives and Strategies”, “Messaging” and “Modes of Communication” sections.

**APPENDIX SECTION**

**Appendix A**



**Family Engagement Training Series**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date** | **Facilitator** |
| Supporting Your Innovator 2020-2021 School Year | July 14 and 16 | Wayne Woodard |
| GTW Priorities/Covid-19 Protocols (Principal Series) | July 21 and 23 | Wayne Woodard |
| GTW Learning Software  (Parent Addition) | July 30 and 31 | Sean Henderson/Dinisha  Timmons |
| \*GTW Learning Software  (Student Addition) | August 1, 3-8 | Grade Level Teachers |
| GTW RTI and Special Population Program | August 3 and 4 | Regina Harris |
| GTW Social/Emotional Support | August 6 and 7 | Jermika Yates |
| GTW Online Safety (GoGuardian Parent) | August 10 and 11 | Sean Henderson/Dinisha Timmons |

\*Note: Each parent class will have a translator to facilitate in spanish.

Classes will be recorded and available at www.gtwacademy.com/apps/parents

**Appendix B**

Granville T. Woods Academy of Innovations Technology Policies and Procedures



**Overview**

Granville T. Woods Academy of Innovations, view the use of digital devices as vital to the delivery of its educational program and expect that all Innovators will use electronic resources as an essential part of their learning experiences. GTW Academy will maintain an environment that promotes ethical and responsible conduct in all electronic resource activities. With this privilege and extraordinary opportunity to utilize these digital devices come responsibilities for the parent and innovator, which are outlined in this handbook.

When signing the Innovator-Parent/Guardian Digital Device Agreement, you are acknowledging that you understand and accept the information in this document.

**GTW Academy Innovators and families must understand that:**

1. All users of the GTW Academy network and equipment must always comply with the GTW Academy Appropriate Use of Technology Policy

2. Digital Devices are on loan to Innovators and remain the property of GTW Academy.

3. Innovators and families must follow all guidelines set forth in this document and by GTW Academy staff.

4. All rules and guidelines are in effect before, during, and after school hours, for all GTW Academy digital devices whether on or off the school campus.

5. All files stored on GTW Academy equipment or the GTW Academy network are property of GTW Academy and are subject to review and monitoring.

6. Hereafter, the terms “equipment” and “technology” refer to the digital device, keyboards, styli, power cord/charger and case. Each piece of equipment is issued as an educational resource. The guidelines surrounding this equipment can be equated to those of a textbook or a school issued calculator.

7. Innovators are expected to keep the digital devices in good condition. Failure to do so may result in charges to the parent and/or innovator for repair or replacement.

8. Innovators are expected to report any damage to their digital device as soon as possible. This means no later than the next school day.

9. Innovators may not loan digital device components to other Innovators for any reason. Innovators who do so are responsible for any loss of components.

10. When an innovator leaves GTW Academy, or at the end of each school year, they must return the digital device, case, and all ancillary equipment, including chargers, power cords, and earbuds, in good working order as determined by the school technology staff.

11. GTW Academy reserves the right to recall the equipment at any time.

**Parent/Guardian Responsibilities**

GTW Academy makes every effort to equip parents/guardians with the necessary tools and information to ensure safe use of the digital devices in the home. There are several responsibilities assumed by the parent/guardian. These are outlined below.

**Sign the Innovator-Parent/Guardian Digital Device Agreement**

**Parent/Guardian Responsibility**

In order for Innovators to be issued a digital device, an innovator and their parent/guardian must sign the Innovator-Parent/Guardian Digital Device Agreement at the end of this handbook.

**Accept Liability**

**Parent/Guardian Responsibility**

The parent/guardian and innovator are responsible for the cost of repair or replacement at the date of loss if the property is:

§ not returned

§ intentionally damaged or damaged due to negligence

§ lost

§ stolen, but not reported to school and/or police in a timely manner.

**Monitor Innovator Use**

**Parent/Guardian Responsibility**

The parent/guardian must agree to monitor innovator use at home, and away from school. The best way to keep Innovators safe and on-task is to have a parent/guardian present and involved. While digital devices provided by GTW Academy are filtered remotely at home or in other off-site locations providing internet access, *no filter provides an absolute guarantee that Innovators will not inadvertently or purposefully access inappropriate content*.

**Suggestions**

§ Investigate and apply parental controls available through your Internet service provider and/or your wireless router.

§ Develop a set of rules/expectations for digital device use at home. Only allow digital device use in common rooms of the home (e.g. living room or kitchen) and not in bedrooms or other isolated locations.

§ Demonstrate a genuine interest in what your innovator is doing on the digital device. Ask questions and request that they show you his or her work often.

§ Digital devices contain cameras, review their pictures and videos occasionally.

§ All rules of acceptable use cited within this document apply to camera use.

§ Use your parent GoGuardian access regularly.

**Digital Device Rules and Guidelines**

**Technology Check Out/Check In**

**Receiving Your Technology**

All GTW Academy Innovators will receive Technology on the first day of school. Before an innovator receives his or her Technology, parent(s) must sign the innovator pledge, and the Policies and Procedure manual.

Each Technology has unique identification numbers and is assigned to a specific person.

**Return Your Technology**

Innovators will return their Technology and all accessories during the final week of school. If an innovator is no longer enrolled at GTW Academy, the Technology must be returned on the innovator’s last day of GTW Academy.

Innovators must return all original equipment during check-in.

**Third party chargers cannot and will not be accepted.** Our agreement stipulates that only the original and official genuine Chromebook Technology chargers can be accepted. If the brick and cord are not returned, a $19 fee for each will be assessed ($38 total).

**End of Year Backup**: In order to ensure that you will not lose any data, all information you do not want to lose should be backed up to cloud storage such as Google Drive.

**This is prudent to do because our Technology and at the end of the year Innovators Technologies may be erased, and Innovators will not receive the same Technology for the following year.**

**Taking Care of Your Technology**

§ Carefully transport your Technology to school every day.

§ Avoid placing weight on the Technology.

§ Never pile things on top of the digital device.

§ Never leave the digital device on the bottom of the locker.

§ Never throw or slide a Technology.

§ Never expose an Technology to long term temperature extremes or direct sunlight.

§ Food and liquids can damage your Technology. Do not eat or drink while using your Technology.

§ An automobile is not a good place to store an Technology.

§ Store the digital device on a desk or table – never on the floor!

**Technology Case**

Your Technology comes with a school issued case. The purpose of the case is to protect your Technology, especially while the Technology is being transported. **The Technology must always remain in the school issued protective case.**

**Technology Battery**

The Technology should be charged using the provided wall charger and brought to school ready to use each day. Fully charged Technology batteries will typically last 10-11 hours of use. It is the innovator’s responsibility to charge the Technology at home and ensure it is ready.

**Technology Screen**

Technology is an electronic device; handle it with care. While the Technology is scratch resistant, it is not scratch proof. Avoid using any sharp object(s) on the Technology. The Technology screen is glass and is vulnerable to cracking. Never place heavy objects on top of the Technology and never drop your Technology.

**Cleaning Your Technology**

Technology is damaged by liquids. The Technology can be cleaned with a soft, slightly water-dampened, lint-free cloth. Avoid getting moisture in the openings. Do not use window cleaners, household cleaners, aerosol sprays, solvents, alcohol, ammonia, or abrasives to clean the Technology.

**Prohibited Actions**

Innovators are prohibited from:

§ Putting stickers or additional marking on the digital devices, cases, or power cord or chargers.

§ Defacing GTW Academy issued equipment in any way. This includes, but is not limited to marking, painting, drawing or marring any surface of the digital devices or stitching on the protective case.

If such action occurs, the innovator may be billed for the cost of repair or replacement.

**Technology Content**

**Downloading Content**

Innovators will not be allowed to download apps from the App store. The App store will not be available on the innovator’s Technologies. Innovators will also not be able to connect their Technology to computers at home to sync content. Although these Technologies are the Innovators to use both at home and school, they are instructional devices and therefore will contain content approved and issued by GTW Academy.

**Memory and Storage**

Innovators must maintain sufficient storage to accommodate all school-required activities. GTW Academy may collect the Technologys periodically to remove and add content/apps.

**Personal Content**

Personal content (e.g. photos, and videos) are prohibited.

**Inappropriate media may not be stored on the Technology at any time**. Inappropriate media includes but is not limited to the presence of weapons, pornographic materials, inappropriate language, and reference to tobacco, alcohol, drugs, and violence.

**Backing Up and Saving Content**

Innovators will use Google Drive and Google Classroom to store and turn in their assignments.

**Google Email for Innovators**

**Purpose**

All GTW Academy Innovators are assigned a Google email account. This account will be used for school-related, academic communications only (i.e., teacher-innovator interaction, assignment of or submission of class work, and other communication initiated by the teacher).

This account allows Innovators to safely and effectively communicate and collaborate with GTW Academy staff and classmates, giving them an authentic purpose for writing.

The effective use of email is a 21st Century communication tool, used in careers and higher education settings

**Guidelines and Reminders**

§ Email should be for educational purposes only.

§ Parents may check innovator e-mail at any time, provided they have the password. Innovators are encouraged to share their password with their parents.

§ GTW Academy reserves the right to monitor all innovator e-mail accounts at any time.

§ Email should be used by the authorized owner of the account.

§ Innovators are expected to protect their passwords.

**Integrated Digital Camera**

**Purpose**

§ Each innovator digital device is equipped with an integrated digital camera. This equipment offers Innovators an extraordinary opportunity to experience a 21st Century tool and to develop 21st Century communication skills.

§ Integrated digital camera is to be used for educational purposes only, under the direction of a teacher.

§ All video and still photographs taken on school devices and personal devices must be taken with the permission of the person being photographed or filmed.

**Desktop Backgrounds and Screensavers**

**Considerations**

Any images set as the desktop background must be in line with the Appropriate Use of Technology Policy.

**Copyright and Plagiarism**

**Considerations**

Innovators are expected to follow all copyright laws. Duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).

**Expectations for Innovator Learning: Use of the Technology at School**

Technologies are intended for use at school every day. Innovators must bring their Technology each day, unless specifically instructed not to do so by their teacher.

**Technologies Left at Home**

Not having any Technology or not having working Technology will not be an excuse for not participating in class or not completing assignments. If an innovator leaves his or her Technology at home, he or she is still held responsible for getting the course work completed on time.

**Unsupervised Areas**

Technologies should not be left in unsupervised areas. These areas include but are not limited to the:

§ Bathrooms

§ Cafeteria

§ Gymnasium

§ School grounds (benches, etc.)

Technologys should not be take into the restroom or gym locker at any time.

**Sound, Music, and Headphone Use**

Sound must be muted at all times unless permission is obtained from the teacher.

Innovators may not wear headphones to listen to music or other media on the Technology or other devices unless it is directly related to the classroom instruction and directed by the teachers.

**Printing**

Many assignments will be distributed, collected, and filed electronically with the Technology. This will reduce the need for some printing. Innovators will be given instruction on how, when, and where to print content from the Technology at school.

**Internet Access**

At school, Innovators will access the Internet through the GTW Academy wireless network. At home and other locations, Innovators may connect to other wireless networks.

**Appropriate Use**

Innovators are responsible for the safety, maintenance and activity of their own devices. Innovators should never loan their device to another innovator.

During class time, any activity not related to classroom instruction will be considered inappropriate use. These activities include but are not limited to social texting and social networking.

Innovators must keep a passcode on their Technology to help keep it secured. Unauthorized access to another’s Technology or account is not allowed.

Violating copyright laws, plagiarism, sending, accessing, uploading, downloading, or distributing threatening, pornographic, or sexually explicit materials and computer hacking are punishable by state and federal law and will not be tolerated by GTW Academy. If an innovator is in doubt how to properly give credit for digital content or how to avoid breaking privacy or proprietary laws while using the Technology or any other electronic device the innovator is expected to seek guidance from a teacher or administrator.

**Audio/Video Recording and Photos**

Common courtesy dictates asking permission to take a person’s photo or make an audio or video recording of them.

§ Innovators may record audio or use the camera to record still or video photos in a classroom, at a school outing, or event only with the prior consent of the profe, coach or responsible faculty member.

§ Innovators are responsible for ensuring that all individuals or groups are aware and agree to the recording or photo.

§ Innovators may not post media to social networking sites unless instructed by a teacher.

§ Innovators must not share any audio, video, or photographic likeness without express consent from all parties involved.

§ Bathrooms and gym locker rooms are considered private area. Recording or photo equipment is not to be used in these areas at any time.

§ Use of recording and photo equipment is governed by both school policy and by state and federal law.

**Privacy**

Innovator users should assume that none of their data is private or confidential. Any communication or data may be subject to review by network or school administration.

**Behaviors and Discipline Related to Innovator Digital Device Use**

**Progressive Discipline**

Discipline is progressive. Low-level, first-time infractions may have lesser consequences than infractions that are repetitive or more serious in nature. ***The following are for illustration purposes only. Appropriate progressive discipline steps for the individual innovator and circumstance would apply.***

§ Warning

§ In-class consequence

§ School-based consequences

§ Parent contact

§ Administration referral

§ Suspension

**Classroom Interventions**

For low-level infractions, classroom interventions may be the first level of discipline. This includes, but is not limited to, verbal warnings, seating changes, and teacher contact with home.

**Consequences**

GTW Academy may remove a user’s access to the network without notice at any time if the user is engaged in any unauthorized activity.

GTW Academy may revoke access to the device at any time if the user is engaged in any unauthorized activity.

**Digital Device Security**

**Web Filtering/Restrictions: Firewalls, Filters, and Additional Information**

**Digital Filtering**

**Balanced Approach**

Two primary forms of security exist: digital device security and internet filtering. GTW Academy strives to strike a balance between usability of the equipment and appropriate security to prevent the devices from being damaged or used to cause damage to the network.

Security settings are in place on the digital device to prevent certain activities. These may include downloading or installing apps on the digital devices, removing software, changing system settings, etc. These permissions may vary by level.

**Internet Filtering at School and Home**

GTW Academy maintains an on-site internet filtering software package. This program automatically filters all innovator access to the internet, whether at school, at home, or in any location at where internet access is available.

While digital devices provided by GTW Academy are filtered remotely, no filter provides an absolute guarantee that Innovators will not inadvertently or purposefully access inappropriate content. While GTW Academy makes every attempt to protect Innovators from inappropriate material and risks to their safety, *no technology measure is 100% effective, and no technology measure is a substitute for open communication and involved parents/guardians.*

**If there is inappropriate behavior coming from other Innovators you need to inform the PIP Team, Douglas Brooks or Kevin Cobbs (dbrooks@gtwacademy.com or kcobbs@gtwacademy.com ) or by calling Rodney Coleman at 901-232-2966**.

**Additional Options for Parents**

**GoGuardian for Parents**: Allows parents to see their innovator’s user history. It will provide them with a list of the Innovators top 5 visited domains, GSuite Files, YouTube videos, Google Searches and installed Chrome Apps/Extensions.

**Basic Trouble Shooting**

Many problems can be resolved fairly easily. Some common problems are discussed below. You can also call and email the GTW Helpdesk for immediate assistance.

**Apps crashing frequently?**

§ Check to see that the operating system (iOS) and particular apps are up to date.

§ Close all offending app entirely and re-open it.

§ Turn the Technology off by holding down the sleep/wake button. Turn the Technology back on by holding the sleep/wake button.

**Technology not charging?**

§ Check to see that the cable is fully inserted into the wall charger and the Technology.

§ If you have another cable available, try using that cable with you wall charger.

§ Still not working? Make arrangements to bring to the school to be replaced.

**Damaged Equipment**

**Repairs**

Occasionally, unexpected problems do occur with the digital devices that are not the fault of the user (digital device crashes, software errors, etc.). In the event of such problems; contact GTW Academy during school hours (8:00 am – 3:00 pm), by calling (901) 283-8422.

**Loaner Digital Devices**

Temporary replacements, or loaners, may be available so that learning is not disrupted by the repair process. Innovators are responsible for the care of the loaner while issued to them. The same rules and regulations apply to loaners that apply to their regularly assigned device.

**Accidental Damage vs. Negligence**

Accidents do happen. There is a difference, however, between an accident and negligence. After investigation by school administration, if the digital device is deemed to be intentionally or negligently damaged by the innovator, the Innovators may be subject to discipline and the cost of repair or replacement above the initial cost of the use fee.

**Lost and Stolen Equipment**

**Reporting Process**

If any equipment is lost, the innovator or parent must report it to the school immediately. Innovators should inform a school official as soon as possible. If equipment is stolen from a family’s home, automobile or other location other than school, a police report must be filed **and** a copy of the report must be provided to the school by the parent/guardian within ten business days.

**Financial Responsibility**

The circumstances of each situation involving lost equipment will be investigated individually. Innovators/families may be billed the replacement cost for damaged or lost equipment if loss is determined to be a result of negligence.

Parents will be charged the following fees to cover the cost of damage and/or loss of the device.

|  |  |
| --- | --- |
| **Action** | **Cost** |
| Lost or Stolen Technology | $200 |
| Broken or Damaged Technology | $100 |
| Missing original brick (plug) | $19 |
| Missing original USB cord (plug) | $19 |
| **Broken or Damaged Case** | $58/$25 |

*Adapted for use from the Challenger Middle School District 20 Technology Setup & Information Guide*

**ACCEPTABLE USE POLICY**

**INFORMATION TECHNOLOGY RESOURCES AT GRANVILLE T. WOODS ACADEMY OF INNOVATIONS**

Granville T. Woods Academy of Innovations’ information technology resources, including email and Internet access, are provided for educational purposes. Adherence to the following policy is necessary for continued access to the school's technological resources.

Students: Please initial each section of the policy.

**\_\_\_\_\_Users must**

1. Respect and protect the privacy of others.

§ Use only assigned computers and accounts.

§ Not access accounts, data, or networks to which they are not authorized.

§ Not distribute private information about others or themselves.

2. Respect and protect the integrity, availability, and security of all electronic resources.

§ Observe all network security practices, as posted.

§ Report security risks or violations to a faculty member or network administrator.

§ Not destroy or damage data, networks, equipment or other resources that do not belong to them.

§ Conserve, protect, and share these resources with other students, faculty and staff.

3. Respect and protect the intellectual property of others.

§ Not infringe copyrights (no making illegal copies of music, software, or movies).

§ Not plagiarize.

4. Respect and practice the principles of community.

§ Communicate only in ways that are kind and respectful.

§ Report threatening or discomforting materials to a faculty or administration member. Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as sites or messages that are pornographic, threatening, rude, discriminatory, or meant to harass).

§ Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).

§ Not use the resources to further other acts that are criminal or violate policies in the student handbook.

§ Not photograph or videotape students or adults without consent.

§ Not send spam, chain letters, or other mass unsolicited mailings.

§ Not use the resources for commercial purposes.

§ Share limited bandwidth and access to computers by limiting non-­educational behaviors such as playing video games, watching videos and using social media sites for personal use.

**\_\_\_\_\_Users may, if in accord with the policy above**

1. Use the resources for any educational purpose.

2. Use legally obtained copyrighted material if citations are properly given, within fair use guidelines.

**\_\_\_\_\_Consequences for Violation**

Violations of these rules may result in disciplinary action, up to and including the possible loss of privileges to use the school's information technology resources, suspension or expulsion.

**\_\_\_\_\_Supervision and Monitoring**

School administrators and their authorized employees monitor the use of information technology resources to help ensure that users are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to ensure the health, safety, and security of our community members, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

**I ACKNOWLEDGE AND UNDERSTAND MY OBLIGATIONS:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please print name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature Date

**PARENTS/GUARDIANS, PLEASE DISCUSS THESE RULES WITH YOUR STUDENT TO ENSURE HE OR SHE UNDERSTANDS THEM. THESE RULES ALSO PROVIDE A GOOD FRAMEWORK FOR YOUR STUDENT'S USE OF COMPUTERS AT HOME, AT SCHOOL, AT LIBRARIES, OR ANYWHERE.**

Adapted for use from Maine Central Institute Student Technology Guide 2013-2014

**APPENDIX C**



**Granville T. Woods**

**Professional Learning Plan**

**2020-2021**

**Table of Contents**

**Vision Statement**

**Mission**

**Overview**

**GTW Professional Learning Goals for 2020-2021**

**GTW Professional Learning Schedule for 2020-2021**

**GTW Individual Professional Learning Plan**

Vision Statement

“To create, enhance and sustain opportunities for the children and families of Memphis through the collaborative design, implementation, and integration of quality educational experiences, career awareness and support services that lead to academic success, family preservation, and community prosperity.”

Mission Statement

* Memphis students develop the knowledge and skills to pursue post-secondary education and enter STEM careers.
* An environment where all members of the educational community are committed to continuous growth and development toward high academic standards is fostered.
* All community stakeholders are given the opportunity to become partners in building a positive, collaborative and nurturing educational enterprise that is engrained in the community hopes and dreams for child and youth development.

Goal 1: To ensure success for every student

Goal 2: To deliver an effective instructional program

Goal 3: To build a nurturing work environment in a self-renewing

organization

GTW Professional Learning Plan 2020-2021

Overview

The need for professional learning is critical now more than ever as we prepare to serve innovators both virtually and face-to-face. All staff need additional tools to meet Innovator needs.

Students make meaningful growth when they are academically engaged through the use of a high quality-curriculum and a variety educational resources. We believe that a great faculty is key to innovator learning, so we are purposeful about providing professional development (PD).

Granville T. Woods believes that all children can succeed with the appropriate support and guidance to meet their individual learning needs. Our belief that the integral part of student success is the skill and knowledge of the teacher. Professional Learning provides that reflection, guidance, training and sharing of educational practices and to ensure a highly qualified professional in our classrooms.

Our school is committed to providing a comprehensive staff development program that meets the needs of our professional staff and results in increased student achievement.The Professional Learning Plan (PDL) or Professional Development Plan (PDP) is developed annually and includes:

* The implementation of the School Improvement Plan (SIP) for 2020-2021
* Teachers’ expected participation in professional development which includes the estimate of average number of hours each teacher is expected to participate in professional development - 30 hours under our TEAM evaluation model.
* Alignment with the Tennessee State Standards and assessments
* Articulation and collaboration among grade levels, departments, as well as teacher and administrator leadership
* Continuous and sustained PDL that employs methods and approaches that are proven to be effective
* The school-wide mentoring program and growth for teacher leaders

**Introduction**

**Initial Support: Faculty Induction Plan**

Each school year begins with an intense focus on assisting faculty develop their skills. All new staff members are required to participate in New Faculty Orientation to orient them to Granville T. Woods Academy of Innovation, its culture and mission. Both new and returning faculty attend back to school professional development sessions that focus on key components of curriculum and assessments, specific content areas, school culture, classroom management, and best practices.

**Ongoing Professional Development**

During the academic year, all faculty are offered the opportunity to develop skills and practices through a variety of opportunities.

**Instructional Coaching**

Faculty receive individualized support from an Instructional Leader. Instructional Leaders provide regular (in-person and virtual) classroom observations, lesson plan feedback, and coaching meetings to help faculty develop their craft. This is also an opportunity for faculty to have real conversation relevant to their individual needs and desires.

**Guidelines Informing Professional Development Plan**

|  |
| --- |
| **Pre-Planning GTW Leadership Team**  **Administrators will:**   * **Prioritize leading with social-emotional learning (SEL) as a fundamental framing for all engagement** * **Work with all stakeholders** * **Involve stakeholders in decision making and communicate** * **Send out employee survey (with technology focus)** * **Review survey results** * **Develop a relevant, focused, and responsive plan for PD** * **Identify faculty leaders in curriculum and technology integration** * **Identify learning platforms that are already in place that professors can utilize** * **Create a network for all staff members to promote safety and well-being** |
| **Stage 1 GTW Leadership Team**   * **Review educational technology survey results** * **Determine teaching and learning expectations** * **Assess and address staff access to Internet and materials** * **Understand availability of innovator and parents and the language of families being served** * **Develop a detailed schedule for PD, including training on technology** * **Plan with faculty leaders** * **Follow all health and safety precautions when identifying how to meet unique scholar needs** |
| **Stage 2 Academic Admin Team**   * **Conduct a schoolwide staff meeting through distance technology or other mechanism to engage all staff** * **Clearly state teaching and learning expectations and address questions** * **Share expectations for engaging with colleagues, students, and families and address questions** * **Share plans for Exceptional Learners services, technology, other supports for students** * **Meet in grade bands (K-2, 3-5, 6-8) or by department, as appropriate to address specific issues** * **Share time expectations for student learning and address questions** * **Establish coherent plans for internal communication platform, learning management systems, and content delivery methods** * **Encourage faculty to work toward aligned learning objectives (this may reduce strain on families by simplifying the home support needed to complete activities)** * **Establish coherent plans for outreach to families; including education support personnel in this outreach** * **Establish the critical outcomes necessary for the year** * **Identify additional training needs, and provide regular opportunities for practice** |
| **Stage 3 Ongoing Yearly Professional Learning**   * **Provide a schedule for faculty to plan lessons and create content, including accommodations for scholars (i.e., IEP, 504, and English language learner), and to determine how innovators will demonstrate their learning** * **Provide a schedule for faculty to meet virtually in grade levels, content bands, or departments** * **Provide opportunities for faculty to share successful strategies and needs that emerge** * **Continue collaborating and communicating internally or promising practices** * **Continue communicating with innovators and families** * **Provide time for celebration** * **Address needs and problem-solving** |

**GTW Professional Learning Goals 2020-2021**

|  |  |  |
| --- | --- | --- |
| **Goal**  **1** | GTW will personalize our intervention practices and instruction to meet the needs of our learners. | GTW has invested time and money in providing teachers with  materials, technology and supplemental resources to provide a  high quality educational experience for our learners based on their  strengths, weaknesses and areas of interest.  Evidence will be gathered through lesson plans, team meetings /  discussions, Monthly Faculty meeting PD, Weekly PLC meetings.  CASE Assessments, RTI2 , IXL |
| **Goal**  **2** | Staff will gain knowledge of best practices and current instructional strategies in the field of mathematics | Prior to our interruption to learning resulting from the global  pandemic, Our mathematics scores on the TNReady reflect an increased  need for intervention, instructional practices in math and weekly assessments.  Math fluency and problem solving are major areas of focus.  Evidence will be gathered through use of Benchmark testing,  curriculum assessments, math centers for small groups,  weekly assessment data on standards, fluency and problem solving.  Lesson plans will be monitored for best practices to improve math  instruction including anchor charts,formative assessment data,  Competitions and rewards for achievement |
| **Goal**  **3** | GTW will continue to implement a balanced literacy program which places an emphasis on literacy competencies and enjoyment. | GTW believes that all students need a strong foundation in reading  and writing instructions. We have devoted time and resources in our  schedule for both in the balanced literacy program. Our Needs  assessment reflects more emphasis on informational text and  vocabulary. Scholastic Reading Inventory provides our leveled  reading data and a leveled bookroom support informational text,  literature, fiction and non-fiction.  Evidence will be gathered through observation of classroom  instruction, review of lesson plans, ongoing feedback from  our PLC meetings, use of leveled books, guided reading  implementation, vocabulary walls, use of academic vocabulary  during instruction, use of the Frayer Model for vocabulary. |
| **Goal**  **4** | GTW will continue to support the STEM program for all grades and implement science standards and resources. | GTW’s focus on STEM means increased problem based learning  and project based activities for all students.We will continue  our partnership with 4-h and the University of Tennessee for  PL at the AgriCenter in Memphis**.**  Evidence will be gathered through lesson plans, team meetings /  discussions, Monthly Faculty meeting PD, Weekly PLC meetings.  TN Science STEM Standards, and STEM exploratory class data.  Evidence includes CASE formative and benchmark Assessments,  lesson plans, software for science standards, STEM Showcases,  STEM committee meetings |
| **Goal 5** | GTW will provide a positive culture conducive to all teacher and learners’ success | **COVID-19 has impacted our GTW community, the innovator, their**  **families, and the staff. As such, it is imperative that learning**  **environments are welcoming to and supportive of all innovators.**  **We can help innovators through this unprecedented time by**  **recognizing and responding to their emotions and leaning on**  **positive, prosocial relationships.** |

**Professional Learning Schedule in School Calendar**

**(July 20 - Aug - 10) calendar will be adjusted and modified as surveys and feedback of needs are evaluated)**

|  |  |  |  |
| --- | --- | --- | --- |
| **PD #** | **Activity/ Program** | **Description** | **Goal(s)** |
| **1** | **Re-Entry Plan/CLP** | Overview of Re-entry Plan including health and safety protocols/CLP Overview/ Q&A/Feedback |  |
| **2** | **Dr. Dickey - Addressing reading ability** | The Integrated Approach  to Student Achievement - Grade specific understanding of how to scaffold standards and change them from content-specific to performance based. | **2,3** |
| **3** | **Dr. Dickey -** | Teachers will understand the Most Critical Issue Facing K-2 Literacy Development and teaching early readers |  |
| **4** | **Understanding Implicit Bias- Dr. Lowe** | SEL - Uncovering the hidden prejudice that shapes what we see, think, and do in our schools | **5** |
| 5 | **SPED Teachers**  Led by SPED Teachers | Teachers will learn how to continue to provide the necessary accommodations in a virtual environment to students with *Individual Education Plans* and *Section 504 Plans* so that they can continue to be successful in this new learning environment.  Teachers will explore possible digital accommodations that can be used in virtual instruction based on the student's current accommodation needs. |  |
| 6 | **ESL**  Teachers  Led by ESL Teacher | Teachers will learn early literacy strategies to support English Learners.  Teachers will feel confidently informed and armed with the knowledge need to set themselves and their students up for success in the new school year. |  |
| **7** | **ACES/Social Emotional Training**  **Led by School Counselor** | Comprehensive school-based mental health webinar that addresses the social and personal development of school-age children including wellness/resiliency, mental health, substance abuse, effects of childhood trauma, and the stigma associated with mental illness. | **5** |
| 8 | **Integrating STEM Across You School: Roadmap to the Tennessee STEM School Designation** | \*Teacher will learn the new STEM standards and how they can be implemented in the daily schedule.  \*Learn how to acquire STEM designation for our school | **4** |
| **9** | **Getting Started with Next Step Guided Reading Assessment and Digital Products(K-5 ELA Teachers & Admin)**  **Vendor Led** | Implementation of Scholastic Literacy early reading curriculum. Delivery of lessons, scope, sequence, alignment of standards to curriculum.  Implementation of the digital platform for K-5 Reading/Writing/ Foundational Skills | **1,2** |
| 10 | **A New Classrooms Webinar:**  Using tailored acceleration to address learning loss in math | Strategies for addressing learning loss in Math grades 1-8 | **1,3** |
| **11** | **FastBridge**  **(RTI2 Intervention)** | FastBridge offers brief, evidence-based Curriculum-Based Measures (CBM) and Computer-Adaptive Tests (CAT) for reading, math and social-emotional behavioral (SEB) screening to help you quickly pinpoint those shifts and react with the right support the moment it’s needed. | **1,2,3,** |
| **IXL** | **IXL online intervention** | Learn about the comprehensive, adaptive software that provides students with personalized guidance, *Continuous Diagnostic*, and real-time analytics to seamlessly work together to differentiate instruction and help increase student achievement. |  |
| **12** | **TN Science (K-5)**  **Pearson Science 2.0 (6-8)**  **Vendor Led Training** | Implementation of High quality curriculum for in school or virtual learning platforms | **3,4** |
| **13** | **Usatestprep.com**  Webinar based training | Reading, Math, Science, Social Studies embedded webinar on Learn how to create a set of online tools that help educate students through high quality, rigorous short lessons in the form of videos, assign supplementary practice exercises, and explore the multitude of available educator resources. Create custom lessons for SWD and ESL populations. |  |
| **(part of initial requirements prior to July 20 PD trainings)** | **Google Certified Educator** | **Teachers will learn how to enhance communication and collaboration with colleagues and students. Collaborate, create, personalize, and grade assignments; share and organize content, provide individual feedback, and more.**  **Teachers will Connect with students safely through Google Meetsand *Zoom* integration.**  **Teachers will empower their students to take ownership of their learning and understand how easy it is for them to access, submit and update their work.** |  |
| **14** | **Into Math (K-2)**  **Envisions Math 2.0 (Grades 3-8)**  **Vendor Led Training** | Implementation of High quality curriculum for in school or virtual learning platforms | **3** |
| **(part of initial requirements prior to July 20 PD trainings)** | **Tools for Remote Teaching and Learning - Trevecca University** | **Teachers will have PD training from Trevecca Training that offers professional development that will help teachers that will learn the ins and outs of designing classes for remote instruction, use technology to enhance learning outcomes, and make use of a variety of learning management systems.** | **1,2,3,4** |
| **15** | **Middle School Into Literature** | Implementation of High quality curriculum for in school or virtual learning platforms | **1,2** |
| **16** | **Innovator Engagement** | Teachers will participate in a PD that focuses on the use of various informal and formal methods of assessing Innovator engagement for checks for understanding and mastery such as oral confirmation, thumbs up, and individual questioning to ensure understanding of lesson concepts and skills. Teachers receive training on how teachers and students will be split in virtual conference rooms for small group and individualized instruction using the Google Suites platform. |  |
| **17** | **CASE Assessments (Benchmark Assessment Tool)** | CASE Benchmark Assessments are designed to gauge the academic progress of students and to provide timely feedback that can be used by teachers to guide instruction. The benchmark assessments, which are aligned to TNReady State Standards, provide valuable data regarding all students’ knowledge of the standards.  Understand the Curriculum Pacing guides to deliver daily, quarterly, and yearly instruction of the TN State Standards | ***1,2,3,5*** |
| **18** | **BookNook.com** | Scaffolded lessons to help students at all reading levels improve quickly. Unique technology allows students to work with a teacher at a distance through BookNook. |  |
| **19** | **Dreambox.com** | Continuous support of conceptual understanding, fluency, reasoning, and problem-solving skills, plus 24/7 online access,keeps students building achievement. Teachers use rich visuals, sound design, and interactivity supports deep math comprehension. |  |
| **20** | **Kickboard** | This evidence-based behavior inventory provides a configuration option to increase positivity in your school |  |
| **21** | **Go Guardian** | Teachers learn to filter and monitor any device, any OS, with K-12's most powerful content filter. Eliminate distractions and connect with students using K-12 leading classroom management software. |  |
| **22** | **Faculty Meetings; PLC’s: Data,Lesson Plans,RTI2** | Learn how the academic program and instructional delivery will be monitored for implementation (which might include observation protocols, PLCs, etc.), and how the will measure student progress with the data dashboard based on student progress and data. | **1,2,3,4,5** |
| **23** | **Spring 2019-2020 data dive** | Pre-interruption to learning data information on ways in which the GTW will review and reflection of the data to accelerate improvements and implement productive changes to address areas of need and learning loss  Vertical team planning across grade levels to address gaps in learning. Unit planning for 1st quarter to address the gaps discussed in the meeting |  |

**Sample GTW Professional Learning Community**

**PLC Meeting Form**

**Team: \_\_\_\_\_\_\_\_\_\_\_\_ Signature Initials: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Team leader will complete and submit this form to the PLC folder in the dropbox. Enter topics, notes, outcomes, webinars, discussion and or standards covered during your meeting. If you did not meet on any day enter that as Did Not Meet and the reason why.**

**Monday: Intervention Planning**

**\*Team Planning**

**Notes:**

**Tuesday: Team Meeting**

**\*Team Planning-**

**Notes:**

**Wednesday: Training/ RTI Meeting**

**\*Team Planning-**

**Notes:**

**Thursday: Vertical Team Meeting**

**\***

**Notes:**

**Friday: Individual Planning**

**\*Individual Planning-**

**Notes:**

**Sample Lesson Plan:**

**GRANVILLE T. WOODS ACADEMY**

**2020-2021 SCHOOL YEAR**

**Instructional Lesson Design**

|  |  |  |
| --- | --- | --- |
| **TEACHER: SUBJECT AREA: DATE:** | | |
| **Stage 1 – Desired Results** | | |
| **Content Standard(s):**  **Lesson Objective:** | | |
| **Understanding(s)/Big Idea:**  Students will understand that… | **Essential Question(s):**  *What provocative questions will foster inquiry, understanding and transfer of learning?* | |
| **Vocabulary/Sight Words/Common Core Vocabulary/Tier I, II, III Words**     |  |  |  | | --- | --- | --- | | **Tier 1** | **Tier 2** | **Tier 3** | | |  |
| **Stage 2 – Assessment Evidence** | | |
| **Performance Task(s): PBL, STEM Activity, or Critical Thinking Activity that supports the objective. (Tag standard to the activity)** | **Other Evidence:**  **Assessment/Check for Understanding:** *Through what other evidence (e.g. ) will students demonstrate achievement of the desired results?* | |

|  |
| --- |
| **Stage 3 – Learning Plan** |

**Remember lessons can last more than one day. If a lesson is intended for 2 days, please note it in the appropriate box. But your check your**

|  |  |  |
| --- | --- | --- |
| **Day One**  Anticipatory Set:  Input/Model:  Check for Comprehension:  Guided Practice:  Independent Practice:  Closure: Quick Check / Exit Ticket | **Day Two**  Anticipatory Set:  Input/Model:  Check for Comprehension :  Guided Practice:  Independent Practice:  Closure: Quick Check / Exit Ticket | **Day Three**  Anticipatory Set:  Input/Model:  Check for Comprehension:  Guided Practice:  Independent Practice:  Closure: Quick Check / Exit Ticket |
| **Day Four**  Anticipatory Set:  Input/Model:  Check for Comprehension:  Guided Practice:  Independent Practice:  Closure: Quick Check / Exit Ticket | **Day Five**  Anticipatory Set:  Input/Model:  Check for Comprehension:  Guided Practice:  Independent Practice:  Closure: Quick Check / Exit Ticket | **Notes/Comments** |

|  |
| --- |
| **Stage 5 –Differentiated Instruction/RTI2** |

|  |  |
| --- | --- |
| **Reteaching***: (Same standard/objective done in a different way) If they do not get it* | **Enrichment***:(Critical Thinking activity) Next steps activity if they can apply their knowledge* |

|  |  |
| --- | --- |
| **Intervention:** *What will the Tiered groups be working on during the intervention Period*  *Standard Addressed:* | **Resources used during intervention.** *How will it be monitored for effectiveness? (Mastery Connect, Khan Academy, Newsela, usatestprep, etc…)* |

**GTW Professional Learning Growth Plan 2020-2021**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Identify three areas that you would like to develop this year. Hours will be assigned as completed for completion during the end of the year conference for points on evaluation.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Area/Topic** | **Activities** | **Support Needed** | **Total Hours**  **(Enter after completion)** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Planner:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Reviewer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Hours Accepted:\_\_\_\_**

# **APPENDIX D (SECTION 7)**

# 

**GTW DOCUMENTATION REVIEW FOR QUARTER**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade \_\_\_\_Subject(s)\_\_\_\_\_\_\_\_\_**

**The following areas have been required by GTW as part of your continual professional development. We put these areas in place to help guide you to raise the level of your teaching and student learning. This is for documentation of your data and goals achieved to meet the standards and cover the curriculum.**

|  |  |  |
| --- | --- | --- |
| **Area** | **Satisfactory** | **Unsatisfactory** |
|  |  |  |
| **Lesson Plans**  **Submitted on time**  **Aligned with dates** |  |  |
| **Case Benchmark**  **Mid-Quarter**  **Final Exam grades** |  |  |
|  |  |  |
| **PLC Weekly Meeting Forms**  **Submitted on time**  **in drive.**  **Goals completed (qualifiable/quantifiable)** |  |  |
| **PLC Goals updated for second quarter.** |  |  |
| **1st Quarter Standards taught and assessed. Formative assessments into CLEVER Portal for CASE Assessments** |  |  |
| **Portfolio with (Student Work)** |  |  |
| **RTI 2 Folders** |  |  |
| **Marking period grades completed in powerschool on time.** |  |  |
| **Substitute Teacher Notebook completed and up-to-date** |  |  |
| **Do you have flexible grouping based on data**  **With strategies for implementation.** |  |  |
| **Guided Reading (ELA**  **Only)** |  |  |
| **ESL and SPED modifications in lesson plan weekly.** |  |  |
| **TOTAL** |  |  |
| **Final 2nd Quarter Report** |  |  |

**These are the requirements for each quarter that provides assurance that you have met the requests for documentation from the school. This is not an option and satisfies other documentation that the school must produce and monitor including our School Improvement Plan and your Professionalism on the TEAM evaluation. A satisfactory score means that all Interventions and timelines were used and met each quarter. This review will be used as part of your Professionalism evaluation at the end of year.**

# 

# **APPENDIX E (SECTION 7)**

**GTW Assessment Calendar 2020-2021**

|  |  |  |
| --- | --- | --- |
| July |  |  |
|  | Kindergarten Screening | Kindergarten screening for placement. (Journey’s Kindergarten Screener) |
| August |  |  |
|  | RTI2 Begins | Documentation for identified students must begin this week |
|  | CASE GAP Assessment Online Assessment | Diagnose student readiness by assessing prerequisite content; data entered into Dashboard. 70% proficiency |
|  | Teacher/Student Data Session | Recieve feedback of GAP Assessment. Set goals for learning |
|  | DRA  Direct Reading Assessment (Scholastic) | Continue assessment of students; All students must have reading level to indicate on grade level, below or above. |
|  |  |  |
|  | Writing Assessment  (ELA Teachers/Ms. V)  Entered in writing notebook: | First writing of the year to assess level of writing based on State Writing rubric 1-4 |
|  | Data entered in Dashboard | BOY Beginning of Year Data in Dashboard |
|  | ESL students tested/identified |  |
|  |  |  |
| September |  |  |
|  | CASE Benchmark #1 | Formative Assessment given in the CLEVER portal detailing proficiency over covered standards to date. Grades K-8 Reading, Math, Science |
|  |  |  |
|  | Fall Easy CBM Testing #1 | RTI 2 Team will set schedule |
|  |  |  |
| October |  |  |
|  | End of first marking period  End of Quarter exam by PLC’s | TNReady Prep Assessment of STandards covered Marking period #1  Goal: 70% is passing |
| November |  |  |
| December |  |  |
|  | CASE Assessment #2 | Technology needed; reset names; close session when completed |
|  | End of First Semester Exams |  |
| January |  |  |
|  | End of Marking Period 2 |  |
|  | EasyCBM Testing  DRA #2 | Enter in Dashboard MOY Middle of year  All data entered by Jan. 30 inclusive of make-ups |
| February |  |  |
|  | ESL Prep for WIDA |  |
| March |  |  |
|  | End of third Marking period  EOQ Exams |  |
|  | WIDA/ACCESS ELL |  |
|  | Spring Easy CBM #3 |  |
|  | CASE Assessment #3 |  |
|  |  |  |
| April |  |  |
|  | TNReady Grades 3-8 |  |
|  | ACCESS Finished |  |
|  | TNReady Grade 2 Test |  |
| May |  |  |
|  | DRA #3  Pearson #3 |  |
|  | Final / Second Sem. Exams |  |
|  | Data Analysis: Growth for year completed for checkout |  |
|  | K-2 EOY Progress Exams |  |

# **APPENDIX F**

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|  | **Significantly Above Expectations (5)** | **At Expectations (3)** | **Significantly Below Expectations (1)** |
| **Standards and Objectives** | * All learning objectives are clearly and explicitly communicated, connected to state standards and referenced throughout lesson. * Sub-objectives are aligned and logically sequenced to the lesson’s major objective. * Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. * Expectations for student performance are clear, demanding, and high. * There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard. | * Most learning objectives are communicated, connected to state standards and referenced throughout lesson. * Sub-objectives are mostly aligned to the lesson’s major objective. * Learning objectives are connected to what students have previously learned. * Expectations for student performance are clear. * There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard. | * Few learning objectives are communicated, connected to state standards and referenced throughout lesson. * Sub-objectives are inconsistently aligned to the lesson’s major objective. * Learning objectives are rarely connected to what students have previously learned. * Expectations for student performance are vague. * There is evidence that few students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard. |
| **Motivating Students** | * The teacher consistently organizes the content so that it is personally meaningful and relevant to students. * The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. * The teacher regularly reinforces and rewards effort. | * The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. * The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. * The teacher sometimes reinforces and rewards effort. | * The teacher rarely organizes the content so that it is personally meaningful and relevant to students. * The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. * The teacher rarely reinforces and rewards effort. |
| **Presenting Instructional Content** | Presentation of content always includes:   * visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; * examples, illustrations, analogies, and labels for new concepts and ideas; * effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations; * concise communication; * logical sequencing and segmenting; * all essential information; * no irrelevant, confusing, or non-essential information. | Presentation of content most of the time includes:   * visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; * examples, illustrations, analogies, and labels for new concepts and ideas; * modeling by the teacher to demonstrate performance expectations; * concise communication; * logical sequencing and segmenting; * all essential information; * no irrelevant, confusing, or non-essential information. | Presentation of content rarely includes:   * visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; * examples, illustrations, analogies, and labels for new concepts and ideas; * modeling by the teacher to demonstrate performance expectations; * concise communication; * logical sequencing and segmenting; * all essential information; * no irrelevant, confusing, or non-essential information. |
| **Lesson Structure and Pacing** | * The lesson starts promptly. * The lesson's structure is coherent, with a beginning, middle, and end. | * The lesson starts promptly. * The lesson's structure is coherent, with a beginning, middle, and end. | * The lesson does not start promptly. * The lesson has a structure, but may be missing closure or introductory elements. |

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|  | * The lesson includes time for reflection. * Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. * Routines for distributing materials are seamless. * No instructional time is lost during transitions. | * Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. * Routines for distributing materials are efficient. * Little instructional time is lost during transitions. | * Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. * Routines for distributing materials are inefficient. * Considerable time is lost during transitions. |
| **Activities**  **and Materials** | Activities and materials include all of the following:   * support the lesson objectives; * are challenging; * sustain students’ attention; * elicit a variety of thinking; * provide time for reflection; * are relevant to students’ lives; * provide opportunities for student-to-student interaction; * induce student curiosity and suspense; * provide students with choices; * incorporate multimedia and technology; and * incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). * In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. * The preponderance of activities demand complex thinking and analysis. * Texts and tasks are appropriately complex. | Activities and materials include most of the following:   * support the lesson objectives; * are challenging; * sustain students’ attention; * elicit a variety of thinking; * provide time for reflection; * are relevant to students’ lives; * provide opportunities for student-to-student interaction; * induce student curiosity and suspense; * provide students with choices; * incorporate multimedia and technology; and * incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). * Texts and tasks are appropriately complex. | Activities and materials include few of the following:   * support the lesson objectives; * are challenging; * sustain students’ attention; * elicit a variety of thinking; * provide time for reflection; * are relevant to students’ lives; * provide opportunities for student to student interaction; * induce student curiosity and suspense; * provide students with choices; * incorporate multimedia and technology; and * incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc.). |
| **Questioning** | Teacher questions are varied and high-quality, providing a balanced mix of question types:   * knowledge and comprehension; * application and analysis; and * creation and evaluation. * Questions require students to regularly cite evidence throughout lesson. * Questions are consistently purposeful and coherent. * A high frequency of questions is asked. * Questions are consistently sequenced with attention to the instructional goals. * Questions regularly require active responses (e.g., | Teacher questions are varied and high-quality providing for some, but not all, question types:   * knowledge and comprehension; * application and analysis; and * creation and evaluation. * Questions usually require students to cite evidence * Questions are usually purposeful and coherent. * A moderate frequency of questions asked. * Questions are sometimes sequenced with attention to the instructional goals. * Questions sometimes require active responses (e.g., whole class signaling, choral responses, or | Teacher questions are inconsistent in quality and include few question types:   * knowledge and comprehension; * application and analysis; and * creation and evaluation. * Questions are random and lack coherence. * A low frequency of questions is asked. * Questions are rarely sequenced with attention to the instructional goals. * Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). * Wait time is inconsistently provided. |

**Academic**

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|  | | | whole class signaling, choral responses, written and shared responses, or group and individual answers).   * Wait time (3-5 seconds) is consistently provided. * The teacher calls on volunteers and non- volunteers, and a balance of students based on ability and sex. * Students generate questions that lead to further inquiry and self-directed learning. * Questions regularly assess and advance student understanding * When text is involved, majority of questions are text based | group and individual answers).   * Wait time is sometimes provided. * The teacher calls on volunteers and non- volunteers, and a balance of students based on ability and sex. * When text is involved, majority of questions are text based | * The teacher mostly calls on volunteers and high- ability students. |
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|  |  | * Oral and written feedback is consistently   academically focused, frequent, high-quality and references expectations   * Feedback is frequently given during guided practice and homework review. * The teacher circulates to prompt student thinking, assess each student’s progress, and provide individual feedback. * Feedback from students is regularly used to monitor and adjust instruction. * Teacher engages students in giving specific and high-quality feedback to one another. | * Oral and written feedback is mostly academically   focused, frequent, and mostly high-quality.   * Feedback is sometimes given during guided practice and homework review. * The teacher circulates during instructional activities to support engagement, and monitor student work. * Feedback from students is sometimes used to monitor and adjust instruction. | * The quality and timeliness of feedback is   inconsistent.   * Feedback is rarely given during guided practice and homework review. * The teacher circulates during instructional activities, but monitors mostly behavior. * Feedback from students is rarely used to monitor or adjust instruction. |
| **Feedback** | | |
| **Grouping Students** | | | * The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogenous ability) consistently maximize student understanding and learning efficiency. * All students in groups know their roles, responsibilities, and group work expectations. * All students participating in groups are held accountable for group work and individual work. * Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. * Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. | * The instructional grouping arrangements (either whole class, small groups, pairs, individual; heterogeneous or homogenous ability) adequately enhance student understanding and learning efficiency. * Most students in groups know their roles, responsibilities, and group work expectations. * Most students participating in groups are held accountable for group work and individual work. * Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson. | * The instructional grouping arrangements (either whole-class, small groups, pairs, individual; heterogeneous or homogenous ability) inhibit student understanding and learning efficiency. * Few students in groups know their roles, responsibilities, and group work expectations. * Few students participating in groups are held accountable for group work and individual work. * Instructional group composition remains unchanged irrespective of the learning and instructional goals of a lesson. |

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| **Teacher Content Knowledge** | * Teacher displays extensive content knowledge of all the subjects she or he teaches. * Teacher regularly implements a variety of subject- specific instructional strategies to enhance student content knowledge. * The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. * Limited content is taught in sufficient depth to allow for the development of understanding. | * Teacher displays accurate content knowledge of all the subjects he or she teaches. * Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. * The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. | * Teacher displays under-developed content knowledge in several subject areas. * Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. * Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way. |
| **Teacher Knowledge of Students** | * Teacher practices display understanding of each student’s anticipated learning difficulties. * Teacher practices regularly incorporate student interests and cultural heritage. * Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. | * Teacher practices display understanding of some student anticipated learning difficulties. * Teacher practices sometimes incorporate student interests and cultural heritage. * Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. | * Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties. * Teacher practices rarely incorporate student interests or cultural heritage. * Teacher practices demonstrate little differentiation of instructional methods or content. |
| **Thinking** | The teacher thoroughly teaches two or more types of thinking:   * analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; * practical thinking, where students use, apply, and implement what they learn in real-life scenarios; * creative thinking, where students create, design, imagine, and suppose; and * research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.   The teacher provides opportunities where students:   * generate a variety of ideas and alternatives; * analyze problems from multiple perspectives and viewpoints; and * monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. | The teacher thoroughly teaches one type of thinking:   * analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; * practical thinking, where students use, apply, and implement what they learn in real-life scenarios; * creative thinking, where students create, design, imagine, and suppose; and * research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.   The teacher provides opportunities where students:   * generate a variety of ideas and alternatives; and * analyze problems from multiple perspectives and viewpoints. | The teacher implements no learning experiences that thoroughly teach any type of thinking.  The teacher provides no opportunities where students:   * generate a variety of ideas and alternatives; or * analyze problems from multiple perspectives and viewpoints. |

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| **Problem-Solving** | The teacher implements activities that teach and reinforce three or more of the following problem- solving types:   * Abstraction * Categorization * Drawing Conclusions/Justifying Solutions * Predicting Outcomes * Observing and Experimenting * Improving Solutions * Identifying Relevant/Irrelevant Information * Generating Ideas * Creating and Designing | The teacher implements activities that teach two of the following problem-solving types:   * Abstraction * Categorization * Drawing Conclusions/Justifying Solution * Predicting Outcomes * Observing and Experimenting * Improving Solutions * Identifying Relevant/Irrelevant Information * Generating Ideas * Creating and Designing | The teacher implements no activities that teach the following problem-solving types:   * Abstraction * Categorization * Drawing Conclusions/Justifying Solution * Predicting Outcomes * Observing and Experimenting * Improving Solutions * Identifying Relevant/Irrelevant Information * Generating Ideas * Creating and Designing |

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|  | **Significantly Above Expectations (5)** | **At Expectations (3)** | **Significantly Below Expectations (1)** |
| **Instructional Plans** | Instructional plans include:   * measurable and explicit goals aligned to state content standards; * activities, materials, and assessments that:   + are aligned to state standards.   + are sequenced from basic to complex.   + build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines.   + provide appropriate time for student work, student reflection, and lesson unit and closure; * evidence that plan is appropriate for the age, knowledge, and interests of all learners; and * evidence that the plan provides regular opportunities to accommodate individual student needs. | Instructional plans include:   * goals aligned to state content standards; * activities, materials, and assessments that:   + are aligned to state standards.   + are sequenced from basic to complex.   + build on prior student knowledge.   + provide appropriate time for student work, and lesson and unit closure; * evidence that plan is appropriate for the age, knowledge, and interests of most learners; and * evidence that the plan provides some opportunities to accommodate individual student needs. | Instructional plans include:   * few goals aligned to state content standards; * activities, materials, and assessments that:   + are rarely aligned to state standards.   + are rarely logically sequenced.   + rarely build on prior student knowledge.   + inconsistently provide time for student work, and lesson and unit closure; * little evidence that the plan provides some opportunities to accommodate individual student needs. |
| **Student Work** | Assignments require students to:   * organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; * draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and * connect what they are learning to experiences,   observations, feelings, or situations significant in their daily lives both inside and outside of school. | Assignments require students to:   * interpret information rather than reproduce it; * draw conclusions and support them through writing; and * connect what they are learning to prior learning and some life experiences. | Assignments require students to:   * mostly reproduce information; * rarely draw conclusions and support them through writing; and * rarely connect what they are learning to prior learning or life experiences. |
| **Assessment** | Assessment Plans:   * are aligned with state content standards; * have clear measurement criteria; * measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); * require extended written tasks; * are portfolio-based with clear illustrations of student progress toward state content standards; and * include descriptions of how assessment results will be used to inform future instruction. | Assessment Plans:   * are aligned with state content standards; * have measurement criteria; * measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); * require written tasks; and * include performance checks throughout the school year. | Assessment Plans:   * are rarely aligned with state content standards; * have ambiguous measurement criteria; * measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and * include performance checks, although the purpose of these checks is not clear. |

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|  | **Significantly Above Expectations (5)** | **At Expectations (3)** | **Significantly Below Expectations (1)** |
| **Expectations** | * Teacher sets high and demanding academic expectations for every student. * Teacher encourages students to learn from mistakes. * Teacher creates learning opportunities where all students can experience success. * Students take initiative and follow through with their own work. * Teacher optimizes instructional time, teaches more material, and demands better performance from every student. | * Teacher sets high and demanding academic expectations for every student. * Teacher encourages students to learn from mistakes. * Teacher creates learning opportunities where most students can experience success. * Students complete their work according to teacher expectations. | * Teacher expectations are not sufficiently high for every student. * Teacher creates an environment where mistakes an failure are not viewed as learning experiences. * Students demonstrate little or no pride in the quality of their work. |
| **Managing Student Behavior** | * Students are consistently well-behaved and on task. * Teacher and students establish clear rules for learning and behavior. * The teacher overlooks inconsequential behavior. * The teacher deals with students who have caused disruptions rather than the entire class. * The teacher attends to disruptions quickly and firmly. | * Students are mostly well-behaved and on task, some minor learning disruptions may occur. * Teacher establishes rules for learning and behavior. * The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. * The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. * The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. | * Students are not well-behaved and are often off task. * Teacher establishes few rules for learning and behavior. * The teacher uses few techniques to maintain appropriate student behavior. * The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. * Disruptions frequently interrupt instruction. |
| **Environment** | The classroom:   * welcomes all members and guests. * is organized and understandable to all students. * supplies, equipment, and resources are all easily and readily accessible. * displays student work that frequently changes. * is arranged to promote individual and group learning. | The classroom:   * welcomes most members and guests. * is organized and understandable to most students. * supplies, equipment, and resources are accessible. * displays student work. * is arranged to promote individual and group learning. | The classroom:   * is somewhat cold and uninviting. * is not well organized and understandable to students. * supplies, equipment, and resources are difficult to access. * does not display student work. * is not arrange to promote group learning. |
| **Respectful Culture** | * Teacher-student interactions demonstrate caring and respect for one another. * Students exhibit caring and respect for one another. * Positive relationships and interdependence characterize the classroom. | * Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students’ cultures. * Students exhibit respect for the teacher, and are generally polite to each other. * Teacher is sometimes receptive to the interests and opinions of students. | * Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. * Students exhibit disrespect for the teacher. * Student interaction is characterized by conflict, sarcasm, or put-downs. * Teacher is not receptive to interests and opinions of students. |

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# **APPENDIX G**

**Sample: GTW Professional Learning Community**

**PLC Meeting Form**

**Team: Signature Initials:**

**Week of:**

**Team leader will complete and submit this form to the PLC folder in the dropbox. Enter topics, notes, outcomes, webinars, discussion and or standards covered during your meeting. If you did not meet on any day enter that as Did Not Meet and the reason why.**

**Monday:**

**Notes:**

**Tuesday:**

**Notes:**

**Wednesday:**

**\*Team Planning-**

**Notes:**

**Thursday:**

**\*Team Planning-**

**Notes:**

**Friday:**

**Individual Planning-**

**Notes:**

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# **APPENDIX H**

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# **SCHOOL CLOSURE — PRECAUTIONARY**

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*The following templates will be used in the event that we need to close school for an extended period of time not related to any building related Covid-19 case.*

## **Message to Families: School Closing**

Dear Parents and Community Members:

As a school district, we have been closely monitoring the news and best practices regarding the spread of the coronavirus disease (COVID-19). After taking guidance from the Shelby County Department of Health, we have decided to close GTW for the next <##> weeks. This closure will take effect immediately.

The closure affects all school programming, including before- and after-school activities, all athletic and extracurricular practices and competitions, and all weekend events.

Our teachers and staff have been preparing e-learning plans for our students. Your teachers will be providing more information soon. If you have any questions, please contact our principal Wayne Woodard.

The coronavirus is thought to be spread via person-to-person contact through contaminated air droplets from coughing and sneezing by an infected person. As with controlling the spread of other viruses, we urge you to speak to your child about the following prevention measures:

* Wash your hands regularly, especially after using the restroom and before preparing or consuming food. Using soap and hot water, wash for about 20 seconds. Be sure to also wash your fingertips.
* Avoid coughing or sneezing into your hands or in the air. Always try to cough or sneeze into a tissue, then throw the tissue away. If you don’t have a tissue, cough/sneeze into your arm.
* As much as you can, avoid touching your eyes, mouth and nose.

The symptoms of coronavirus are similar to the regular seasonal influenza and include fever, lethargy, lack of appetite, and coughing. Some people with coronavirus have reported additional symptoms, such as a runny nose, sore throat, nausea, vomiting, and diarrhea. In some situations, the virus can develop into pneumonia.

Individuals who need medical care should call their medical provider to report their illness prior to seeking care at a clinic, physician’s office, or hospital.

Parents of students exhibiting flu-like symptoms or staff exhibiting flu-like symptoms are asked to contact the Shelby County Health Department at 901-222-9000.

If you have questions, please do not hesitate to contact Wayne Woodard, principal at 901-232-3821.

Sincerely,

Pamela Brown, Executive Director

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## **Website Content: School Closure**

**Alert: <DATE>**

As a school district, we have been closely monitoring the news and best practices regarding the spread of the coronavirus disease (COVID-19). After taking guidance from the Shelby County Department of Health, we have decided to close GTW for the next <##> weeks. This closure will take effect immediately.

The closure affects all school programming, including before- and after-school activities, all athletic and extracurricular practices and competitions, and all weekend events.

District teachers and staff have been preparing e-learning plans for our students. Your teachers will be providing more information soon. If you have any questions, please contact your child’s building principal.

The coronavirus is thought to be spread via person-to-person contact through contaminated air droplets from coughing and sneezing by an infected person. As with controlling the spread of other viruses, we urge you to speak to your child about the following prevention measures:

* Wash your hands regularly, especially after using the restroom and before preparing or consuming food. Using soap and hot water, wash for about 20 seconds. Be sure to also wash your fingertips.
* Avoid coughing or sneezing into your hands or in the air. Always try to cough or sneeze into a tissue, and then throw the tissue away. If you don’t have a tissue, cough/sneeze into your arm.
* As much as you can, avoid touching your eyes, mouth and nose.

The symptoms of coronavirus are similar to the regular seasonal influenza and include fever, lethargy, lack of appetite, and coughing. Some people with coronavirus have reported additional symptoms, such as a runny nose, sore throat, nausea, vomiting, and diarrhea. In some situations, the virus can develop into pneumonia. It is believed the seasonal influenza vaccine does not provide protection against coronavirus.

Individuals who need medical care should call their medical provider to report their illness prior to seeking care at a clinic, physician’s office, or hospital. Parents of students exhibiting flu-like symptoms or staff exhibiting flu-like symptoms are asked to contact the Shelby County Health Department at 901-222-9000.

If you have questions, please do not hesitate to contact Wayne Woodard, principal at 901-232-3821.

## **Signage: School Closure**

*The following language can be modified, printed and posted on exterior school doors in the event of a school closure due to coronavirus:*

**NOTICE: SCHOOL CLOSED**

Starting <DATE>, GTW will be closed to students. The closures affect all programming, including before- and after-school activities, all extracurricular and athletic practices and competitions, and weekend events.

By closing schools to prevent the potential spread of COVID-19, we help lessen the burden on hospitals, which will need to focus their energy on people who are ill.

We are not aware of anyone at GTW who has been infected or exposed to the coronavirus. This is a purely precautionary measure to help safeguard our community.

For more information or updates, please consult the school district’s website at www.gtwacademy.com or contact Wayne Woodard, principal at 901-232-3821.

Pamela Brown, Executive Director

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## **Call Script: School Closure**

*The following call script will be used by anyone who answers the school’s telephones.*

**To: All Staff**

**From: Wayne Woodard, Principal**

**Re: Phone inquiries from students or families about coronavirus disease (COVID-19)**

Please use the following information when responding to telephone inquiries from students, staff, or other community members.

**DETAILS OF INCIDENT**

As a school district, we have been closely monitoring the news and best practices regarding the spread of the coronavirus disease (COVID-19). After taking guidance from the Shelby County Health Department, we have decided to close GTW for the next <##> weeks. This closure will take effect immediately.

The closure affects all school programming, including before- and after-school activities, all athletic and extracurricular practices and competitions, and all weekend events.

GTW teachers and staff have been preparing e-learning plans for our students. Your teachers will be providing more information soon. If you have any questions, please contact Wayne Woodard, principal, at 901-232-3821.

**SYMPTOMS**

The symptoms of coronavirus are similar to the regular seasonal influenza and include fever, lethargy, lack of appetite, and coughing. Some people with coronavirus have reported additional symptoms, such as a runny nose, sore throat, nausea, vomiting, and diarrhea. In some situations, the virus can develop into pneumonia. It is believed the seasonal influenza vaccine does not provide protection against coronavirus.

Anyone who needs medical care should call their medical provider to report their illness prior to seeking care at a clinic, physician’s office, or hospital.

Parents of students exhibiting flu-like symptoms or staff exhibiting flu-like symptoms are asked to contact the Shelby County Health Department at 901-222-9000.

**ADDITIONAL INFORMATION**

Additional and updated information can be found on the school’s website, www.gtwacademy.com.

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# **EXTENSION OF SCHOOL CLOSURE**

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*The following templates may be used in the event that we need to extend an existing school closure due to ongoing concerns regarding coronavirus.*

## **Message to Families: School Closure Extension**

Dear Parents and Community Members:

As you know, GTW has been closed over the past several weeks to help prevent the further spread of coronavirus (COVID-19) in our community. On <DATE>, Governor Lee ordered an extension to the school closures in our state. The current plan is to keep schools closed until at least <DATE>.

The closures will continue to affect all GTW programming, including before- and after-school activities, all athletic and extracurricular practices and competitions, and all weekend events.

Our teachers and staff are still hard at work to continue to provide e-learning to students. We have instructed our staff to plan to continue e-learning through the end of the school year, if needed. If you have any questions about how e-learning is delivered, please contact your child’s building principal.

Individuals who need medical care should call their medical provider to report their illness prior to seeking care at a clinic, physician’s office, or hospital. Parents of students exhibiting flu-like symptoms or staff exhibiting flu-like symptoms are asked to contact the Shelby County Health Department at 901-222-9000.

This has been an incredibly challenging time for the entire GTW community. I want to thank you for your patience and understanding as we have dealt with this unprecedented situation. We will continue to keep you updated via email, text, social media, and our website, at www.gtwacademy.com.

Once again, thank you.

Sincerely,

Pamela Brown, Executive Director

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## **Website Content: School Closure Extension**

**Update: <DATE>**

On <DATE>, Governor Lee ordered an extension to the school closures in our state. The current plan is to keep schools closed until at least <DATE>.

The closures will continue to affect all GTW programming, including before- and after-school activities, all athletic and extracurricular practices and competitions, and all weekend events.

Our teachers and staff are still hard at work to continue to provide e-learning to students. We have instructed our staff to plan to continue e-learning through the end of the school year, if needed. If you have any questions about how e-learning is delivered, please contact your child’s building principal.

The coronavirus is thought to be spread via person-to-person contact through contaminated air droplets from coughing and sneezing by an infected person. As with controlling the spread of other viruses, we urge you to speak to your child about the following prevention measures:

* Wash your hands regularly, especially after using the restroom and before preparing or consuming food. Using soap and hot water, wash for about 20 seconds. Be sure to also wash your fingertips.
* Avoid coughing or sneezing into your hands or in the air. Always try to cough or sneeze into a tissue, and then throw the tissue away. If you don’t have a tissue, cough/sneeze into your arm.
* As much as you can, avoid touching your eyes, mouth and nose.

The symptoms of coronavirus are similar to the regular seasonal influenza and include fever, lethargy, lack of appetite, and coughing. Some people with coronavirus have reported additional symptoms, such as a runny nose, sore throat, nausea, vomiting, and diarrhea. In some situations, the virus can develop into pneumonia. It is believed the seasonal influenza vaccine does not provide protection against coronavirus.

Individuals who need medical care should call their medical provider to report their illness prior to seeking care at a clinic, physician’s office, or hospital. Parents of students exhibiting flu-like symptoms or staff exhibiting flu-like symptoms are asked to contact the Shelby County Health Department at 901-222-9000.

This has been an incredibly challenging time for the entire GTW community. We want to thank you for your patience and understanding as we have dealt with this unprecedented situation.

If you have questions, please contact Wayne Woodard at 901-232-3821.

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## **Signage: School Closure Extension**

*The following language can be modified, printed and posted on exterior school doors in the event of a school closure due to coronavirus:*

**NOTICE: SCHOOL CLOSED**

GTW is currently closed to students, per the recommendation of Governor Lee. The closures affect all programming, including before- and after-school activities, all extracurricular and athletic practices and competitions, and weekend events.

For more information or updates, please consult the school’s website at [www.gtwacademy.com](http://www.gtwacademy.com) or contact Wayne Woodard at 901-232-3821.

Pamela Brown, Executive Director

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# **CONFIRMED CORONAVIRUS CASE**

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*The following template will be used in the event of a confirmed coronavirus disease (COVID-19) case in our school. Please note that the templates assume that schools have already been closed for several days, but the student or staff member may have had contact with others in the school.*

## **Message to Families: Confirmed Coronavirus Case**

Dear Parents and Community Members:

On <DATE>, GTW was notified by the <NAME\_OF\_ENTITY> that one of our students has tested positive for coronavirus (COVID-19).

As you know, <DATE> was the last day we held school in the district, per the order issued by Governor Lee to close all schools indefinitely. We believe the student was exposed to the virus on <DATE>. We have not received any reports of other students or staff members experiencing illnesses with symptoms resembling those of coronavirus.

COVID-19 is thought to be spread via person-to-person contact through contaminated air droplets from coughing and sneezing by an infected person. As with controlling the spread of other viruses, we urge everyone to take the following preventive measures:

* Wash your hands regularly, especially after using the restroom and before preparing or consuming food. Using soap and hot water, wash for about 20 seconds. Be sure to also wash your fingertips.
* Avoid coughing or sneezing into your hands or in the air. Always try to cough or sneeze into a tissue, then throw the tissue away. If you don’t have a tissue, cough/sneeze into your arm.
* As much as you can, avoid touching your eyes, mouth, and nose.

The symptoms of coronavirus are similar to the regular seasonal influenza and include fever, coughing, and shortness of breath. Some people with coronavirus have reported additional symptoms, such as a runny nose, sore throat, nausea, lethargy, lack of appetite, vomiting, and diarrhea. In some situations, the virus can develop into pneumonia.

Individuals who need medical care should call their medical provider to report their illness prior to seeking care at a clinic, physician’s office, or hospital. Parents of students exhibiting flu-like symptoms or staff exhibiting flu-like symptoms are asked to contact the Selby County Health Department.

We are closely monitoring this situation and will provide you with updates as we know more. If you have questions, please do not hesitate to contact me.

Sincerely,

Pamela Brown, Executive Director

## **Website Content: Confirmed Coronavirus Case**

**Update: <DATE>**

On <DATE>, GTW was notified by the Shelby County Department of health that one of our students has tested positive for coronavirus (COVID-19).

As you know, <DATE> was the last day we held school in the district, per the order issued by Governor Lee to close all schools indefinitely. We believe the student was exposed to the virus on <DATE>. We have not received any reports of other students or staff members experiencing illnesses with symptoms resembling those of coronavirus.

COVID-19 is thought to be spread via person-to-person contact through contaminated air droplets from coughing and sneezing by an infected person. As with controlling the spread of other viruses, we urge everyone to take the following preventive measures:

* Wash your hands regularly, especially after using the restroom and before preparing or consuming food. Using soap and hot water, wash for about 20 seconds. Be sure to also wash your fingertips.
* Avoid coughing or sneezing into your hands or in the air. Always try to cough or sneeze into a tissue, then throw the tissue away. If you don’t have a tissue, cough/sneeze into your arm.
* As much as you can, avoid touching your eyes, mouth, and nose.

The symptoms of coronavirus are similar to the regular seasonal influenza and include fever, coughing, and shortness of breath. Some people with coronavirus have reported additional symptoms, such as a runny nose, sore throat, nausea, lethargy, lack of appetite, vomiting, and diarrhea. In some situations, the virus can develop into pneumonia.

Individuals who need medical care should call their medical provider to report their illness prior to seeking care at a clinic, physician’s office, or hospital. Parents of students exhibiting flu-like symptoms or staff exhibiting flu-like symptoms are asked to contact the Shelby County Health Department at 901-222-9000.

We are closely monitoring this situation and will provide you with updates as we know more.

If you have questions, please contact Wayne Woodard at 901-232-3821.

# **CONFIRMED CORONAVIRUS CASE**

# 

*The following template will be used in the event of a confirmed coronavirus disease (COVID-19) case in our school.*

Dear GTW parents, staff and community members:

Today, we received notification that a GTW [student or employee] has tested positive for COVID-19. While we must protect the privacy of the person involved, we believe it is best to communicate transparently with you so you can make well-informed decisions for your family.

There is nothing more important to GTW than the safety and health of our students, our staff and their families. We are working directly with county health officials to address this situation. They have recommended we share the following with you: [Insert guidance from medical professionals here. State the facts and avoid words that cause unnecessary alarm. Be reassuring but honest. Also, do not violate student or employee privacy laws..]

GTW will continue to follow all COVID-related safety procedures including social and physical distancing, reduced student mobility and large gatherings, increased sanitization of the building, proper hand washing/sanitizing, requiring face coverings and daily temperature checks.

COVID-19 is transmitted through person-to-person contact and through the exchange of respiratory droplets. As more cases are being confirmed across the state, including in our community, we must be vigilant. Symptoms of COVID-19 include fever, cough and shortness of breath. If you or any member of your family exhibit these symptoms, please contact your medical provider for advice immediately. Symptoms usually appear 2-14 days after exposure.

The CDC recommends the following best practices to help prevent the spread of COVID-19:

· Wash your hands often with soap and water for at least 20 seconds.

· Use alcohol-based hand sanitizer with at least 60% alcohol if soap and water are

not available.

· Avoid close contact with those who are sick.

· Cover your coughs and sneezes with a tissue or your sleeve.

· Avoid touching your eyes, mouth and nose.

· Disinfect frequently touched surfaces and objects.

· Stay at home when you are sick.

· Practice social distancing, leaving at least six feet between

you and other people.

· Wear a cloth mask in public when you cannot social distance.

Our greatest priority is the safety of our students, staff and community members. It is important to remember that children are greatly influenced by the reactions of adults when facing difficult circumstances. I encourage everyone to remain calm and to be empathic and respectful to those affected.

We are grateful for the opportunity to serve you and your family, especially as we face this challenging situation together. Thank you for your support of GTW.

Sincerely,

Pamela Brown

Executive Director

# **POSSIBLE EXPOSURE TO CORONAVIRUS CASE**

# 

*The following template will be used in the event of a possible coronavirus disease (COVID-19) case in our school. This message will be disseminated via our Webpage, parent emails, teacher/staff emails, text and phone calls to families, teachers and staff.*

[Date]

Dear GTW parents, staff and community members:

As our country fights the spread of COVID-19, we believe one of our greatest responsibilities is to communicate transparently and often with you, our school community. It is our hope that accurate and up-to-date correspondence will help you make well-informed decisions for your family. Nothing is more important to GTW than the safety and health of our students, our employees and their families. When we work together, we can provide the best care for all involved.

Last night, we learned the following information: [Insert details of the possible exposure. State facts and avoid words that cause unnecessary alarm. Be reassuring but honest. Also, do not violate student or employee privacy laws. If possible, as a courtesy, allow the family involved to read the letter before it is distributed.]

Here is an example for school administrators of what might be included above: A GTW family recently received notification that five cases of COVID-19 may be associated with a cruise they took last month. This information was received several days after the GTW family had returned from their vacation to their regular routines, including school and work. The family has exhibited no symptoms of the illness; however, they are self-quarantining at this time as an added precaution and safeguard.

GTW will continue to clean and disinfect surfaces inside all district schools. Additionally, we will [include additional actions taken by the district here, such as suspending summer activities.]

As more cases are being confirmed across the state, it is important to remain vigilant. The CDC recommends the following best practices to help prevent the spread of COVID-19.

• Wash your hands often with soap and water for at least 20 seconds.

• Use alcohol-based hand sanitizer with at least 60% alcohol if soap and water are not available.

• Avoid close contact with those who are sick.

• Cover your coughs and sneezes with a tissue or your sleeve.

• Disinfect frequently touched surfaces and objects.

• Practice social distancing, leaving at least six feet between you and other people.

• When you are unable to practice social distancing in a public setting, wear a cloth mask.

Symptoms of COVID-19 include fever, cough and shortness of breath. If you or any member of your family exhibit these symptoms, you are encouraged to contact your medical provider for advice immediately. Symptoms usually appear 2-14 days after exposure.

Our greatest priority is the safety of our students, staff and community members. We are grateful for the opportunity to serve you and your family, especially as we face this challenging situation together. Thank you for your support of GTW.

Sincerely,

Pamela Brown

Executive Director

# **EMPLOYEE CONFIRMED CORONAVIRUS CASE**

# 

*The following template will be used in the event of a confirmed coronavirus case among staff. This message will be disseminated via email and phone call to our teachers and staff.*

[Date]

Dear [Employee Name]:

Today, we received confirmation that an employee of GTW has tested positive for COVID-19. While we must protect the privacy of the person involved, we believe it is best to communicate transparently with you so you can make well-informed decisions regarding your health.

As a coworker of the individual involved, it is possible, but not certain, you have come into contact with him/her while performing your work responsibilities. As a result, Shelby County Health Department officials recommend you closely monitor yourself for possible symptoms for the next two to 14 days. [Insert additional advice you receive from county health officials here.]

COVID-19 is transmitted through person-to-person contact and through the exchange of respiratory droplets. The most common symptoms of COVID-19 include fever, cough and shortness of breath; however, some who contract the disease exhibit other symptoms or no symptoms at all. If you exhibit symptoms, please contact your medical provider immediately for advice and do not come to work. You also are asked to take your temperature daily to ensure it is not elevated before you come to work.

Please continue to follow the attached guidelines the district has established to reduce the spread of COVID-19. [Attach a copy of your district’s COVID-19 prevention procedures to this letter.] The CDC also recommends the following best practices for people to protect themselves:

· Wash your hands often with soap and water for at least 20 seconds.

· Use alcohol-based hand sanitizer with at least 60% alcohol if soap and water are

not available.

· Avoid close contact with those who are sick.

· Cover your coughs and sneezes with a tissue or your sleeve.

· Avoid touching your eyes, mouth and nose.

· Disinfect frequently touched surfaces and objects.

· Stay at home when you are sick.

· Practice social distancing, leaving at least six feet between

you and other people.

· Wear a cloth mask in public when you cannot social distance.

There is nothing more important to GTW than the safety and health of our students, our staff and their families. If you have any questions or additional concerns about this matter, you are welcome to contact Wayne Woodard, principal at 901-232-3821. You are valued by this school district, and we are here to assist you.

Sincerely,

Pamela Brown

Executive Director

## 

# **SCHOOL CLOSURE FOR REST OF SCHOOL YEAR**

# 

*The following templates will be used if Governor Lee or the TN Department of Education has ordered all schools in the state closed for the remainder of the current school year.*

## 

## **Message to Families: Schools Closed for Rest of Year**

Dear Families,

The coronavirus pandemic has presented us all with some of the most challenging times we have ever experienced in the GTW community. On <DATE>, Governor Lee announced that all school buildings in the State of Tennessee would remain closed through the end of the school year.

I know that this decision has caused a great deal of concern and disappointment for our students, staff, and families. However, we have worked diligently to ensure that your child's learning continues during this unprecedented time.

Per our school calendar, the last day of school for students is <DATE>. We will continue providing online learning opportunities until that date, just as we have over the past several weeks. These activities and assignments will be required and will be graded. We encourage all families to keep their students engaged in these activities to ensure learning continues to take place.

Your child's teachers and principals will be following up soon on next steps regarding online learning. In the meantime, please do not hesitate to contact me with any questions.

Once again, thank you for your patience, understanding, and flexibility during this unprecedented time. We will get through this together. Please continue to stay safe, practice social distancing, and remain at home as much as possible.

Sincerely,

Pamela Brown, Director

## 

## **Website Content: Schools Closed for Rest of Year**

**Update: <DATE>**

On <DATE>, Governor Lee announced that all school buildings in the State of Tennessee would remain closed through the end of the school year.

We know that this decision has caused a great deal of concern and disappointment for our students, staff, and families. The coronavirus (COVID-19) pandemic has presented us all with some of the most challenging times we have ever experienced in the GTW community.

Per the district calendar, the last day of school for students is <DATE>. We will continue providing online learning opportunities until that date, just as we have over the past several weeks. These activities and assignments will be required and will be graded. We encourage all families to keep their students engaged in these activities to ensure learning continues to take place.

Your child's teachers and principals will be following up soon on next steps regarding online learning.

We want to thank our families for their patience, understanding, and flexibility during this unprecedented time. We will get through this together. Please continue to stay safe, practice social distancing, and remain at home as much as possible.

If you have questions, please contact Wayne Woodard, principal at 901-232-3821.

## 

## **Signage: Schools Closed for Rest of Year**

*The following language can be modified, printed, and posted on exterior school doors in the event schools have been closed for the remainder of the 2020-21 school year.*

**NOTICE: SCHOOL CLOSED**

Per the order of Governor Lee, GTW will be closed for the remainder of the 2020-21 school year.

The closures affect all programming, including before- and after-school activities, all extracurricular and athletic practices and competitions, and weekend events.

For more information or updates, please consult the school’s website at [www.gtwacademy.com](http://www.twacademy.com) or contact Wayne O. Woodard principal at 901-232-3821. Thank you.

Pamela Brown, Executive Director

# 

# **STAFF MEMBER DEATH**

# 

*The following templates may be used in the event that a staff member has passed away due to coronavirus.*

## **Message to Families: Staff Member Death**

Dear Parents and Community Members:

Earlier today, we were informed that <NAME\_OF\_STAFF\_MEMBER>, ##-grade teacher at GTW, has passed away due to complications associated with the coronavirus (COVID-19).

We are deeply saddened by this news. Mr./Ms. <LAST\_NAME\_OF\_STAFF\_MEMBER> was a dedicated and beloved educator in our school district and an active member of our community. He/she will be dearly missed.

During this time, children may be feeling very confused and saddened, and they may have questions about death. Listening to your child at this critical time is very important. You can help them express their concerns and feelings. For younger students, this can be done through drawing pictures, reading books, and talking about their emotions. For older children, it may mean simply taking the time to talk, once they are ready.

If your child or your family needs additional assistance, counselors will be available to meet with you over the phone or via video chat. Please call 901-800-1209 or email [jyates@gtwacademy.com](mailto:jyates@gtwacademy.com) if you would like to set up a time to meet with a counselor.

We want to do everything we can to support you during this difficult time. Please let me know if there is anything I can do to help. I ask that you join us in keeping the family of Mr./Ms. <LAST\_NAME\_OF\_STAFF\_MEMBER> in your thoughts at this time.

Sincerely,

Pamela Brown, Executive Director

## 

## **Message to Staff: Staff Member Death**

Dear Staff,

Earlier today, we were informed that <NAME\_OF\_STAFF\_MEMBER>, ##-grade teacher, has passed away due to complications associated with the coronavirus (COVID-19).

We are deeply saddened by this news. Mr./Ms. <LAST\_NAME\_OF\_STAFF\_MEMBER> was a dedicated and beloved educator at GTW and an active member of our community. He/she will be dearly missed.

It is completely understandable to feel very strong emotions about the death of Mr./Ms. <LAST\_NAME\_OF\_STAFF\_MEMBER>. If you or your family needs additional assistance, our counselors will be available to meet with you over the phone or via video chat. Please call 901-800-1209 or email [jyates@gtwacademy.com](mailto:jyates@gtwacademy.com) if you would like to set up a time to meet.

I want to do everything I can to support you during this difficult time. Please let me know if there is anything I can do to help. I also ask that you join me in keeping the family of Mr./Ms. <LAST\_NAME\_OF\_STAFF\_MEMBER> in your thoughts at this time.

Sincerely,

Pamela Brown, Executive Director

## 

## **Phone Script: Staff Member Death**

This is Pamela Brown, Executive Director of the Granville T. Woods Academy of Innovation.

Earlier today, we learned that <NAME\_OF\_STAFF\_MEMBER>, ##-grade teacher at GTW, has passed away due to complications associated with the coronavirus.

We are deeply saddened by this news. Mr./Ms. <LAST\_NAME\_OF\_STAFF\_MEMBER> was a dedicated and beloved educator and an active member of our community. He/she will be dearly missed.

During this time, children may be feeling very confused and saddened, and they may have questions about death. You can help them express their concerns and feelings. For younger students, this can be done through drawing pictures, reading books, and talking about their emotions. For older children, it may mean simply taking the time to talk, once they are ready.

If your child or your family needs additional assistance, counselors will be available to meet with you over the phone or through video chat. Please call 901-800-1209 or email [jyates@gtwacademy.com](mailto:jyates@twacademy.com) if you would like to set up a time to meet with a counselor.

I ask that you join us in keeping the family of Mr./Ms. <LAST\_NAME\_OF\_STAFF\_MEMBER> in your thoughts at this time.

Thank you.

# **CHECK-IN MESSAGES**

# 

## 

## **Shelter-in-Place Reminder**

Dear Families and Community Members,

Today, Governor Lee issued a shelter-in-place order for the entire state of Tennessee starting <DATE>.

The order requires all state residents to remain in their place of residence, with a few exceptions for essential workers, essential activities (such as grocery shopping), and other specific situations. Residents are also asked to stay six feet apart from one another when using shared or outdoor spaces.

I wanted to reiterate the serious nature of the coronavirus situation and the importance of complying with the shelter-in-place order. We encourage you to remain vigilant about maintaining social and physical distancing. We also ask that you discuss this with your children.

All school district buildings and grounds are currently closed. While we want you to go outside and get some fresh air, we ask that you stay away from playgrounds and other public spaces.

To flatten the curve, protect vulnerable populations, and prevent our healthcare system from being overwhelmed, we all must do our part. We know this is no easy task for our parents and families, but it is necessary to manage the COVID-19 pandemic in our community.

On behalf of GTW, I would like to thank you for your ongoing support and for doing your part during this difficult time in our community. It is our hope that we can welcome our students back to school sometime soon. Until then, please be safe and healthy.

Sincerely,

Pamela Brown, Executive Director

## 

## **Thank You Letter to the Community**

*This message to the community can be posted to social media and distributed via email. It serves as a way to acknowledge and thank those who continue to support the school district, as well as inform the community about the work taking place behind the scenes to ensure students continue to have access to learning opportunities.*

Dear GTW Community,

I would like to take a moment to say thank you to everyone who has stepped up over the past couple weeks to support the students, staff, and families of GTW. It has been extremely encouraging to see our residents, businesses, and organizations come together during this time of crisis.

Even while our buildings are closed, work behind the scenes continues. Our teachers are continuously preparing online learning opportunities and resources for their students, working to keep our young people as engaged as possible. Although these activities are not graded or required, we have been impressed that a huge majority of our students are taking part on a daily basis.

In other words, while our buildings may not be open, school is still very much in session. We are privileged to have such dedicated teachers leading the way.

To our teachers and staff, we sincerely appreciate all your efforts to check in with students, provide these important educational resources, and make sure everyone is doing OK. Our students and families will continue to turn to you for guidance and a sense of normalcy as we move forward.

To our parents and guardians, thank you for your patience and understanding as we have worked to navigate an unprecedented situation. We know that the school closures have been incredibly challenging for you and your loved ones. Please know that we are thinking about you and are here to help.

We have a long road ahead of us, but from what we have seen from our community in recent days, I know we will come out of this situation stronger than ever. Once again, thank you so much.

Sincerely,

Pamela Brown, Executive Director

# **BACK TO SCHOOL**

# 

*The following templates may be used if your school or school district will be resuming in-person classes before the end of the school year.*

## **Message to Families: Back to School**

Dear Parents and Community Members:

As you likely know, Governor Lee announced on <DATE> that the state is ending its mandatory closures of school buildings. Schools and districts will be allowed to resume on-campus learning starting <DATE>.

After thoroughly reviewing guidance from the Shelby County Department of Health and the U.S. Centers for Disease Control and Prevention (CDC), <NAME\_OF\_DISTRICT> plans to reopen and welcome students back into our classrooms on <DATE>. However, we will do so while enforcing strict social distancing, hygiene, and cleaning practices.

Until further notice, all desks will be placed at least six feet apart in classrooms. We will use a staggered schedule for classes to ensure a limited number of students are in the hallways at any given time. Lunches will be served and consumed throughout the building, rather than in the cafeteria.

In addition, we will be constantly reminding our students, staff, and families to be mindful of key preventive measures. The CDC offers some [tips on its website](https://www.cdc.gov/coronavirus/2019-ncov/about/prevention.html) that can be useful in avoiding the spread of COVID-19 and other illnesses. Students will not be allowed to gather in groups of more than five at any time.

Please remember that if your children are sick, they should not be at school. Students need to be fever free for 72 hours before returning to class after any illness. This is critical to prevention.

Any families who do not feel comfortable having their children attend school on campus are not required to do so. If you would like to explore this option, please call Rodney Coleman at 901-232-2966 or email rcoleman@gtwacademy.com.

The past <PERIOD OF TIME> has been an incredibly challenging time for the entire GTW community. I want to thank you for your patience and understanding as we have dealt with this unprecedented situation. We look forward to seeing our students again soon.

Sincerely,

Pamela Brown, Executive Director

## **Message to Staff: Back to School**

Dear Staff,

As you likely know, Governor Lee announced on <DATE> that the state is ending its mandatory closures of school buildings. Schools and districts will be allowed to resume on-campus learning starting <DATE>.

After thoroughly reviewing guidance from the Shelby County Department of Health and the U.S. Centers for Disease Control and Prevention, GTW plans to reopen and welcome students back on <DATE>. Teachers and staff are asked to report to your buildings on <DATE>.

While we are pleased to be able to reopen our schools, we will do so while enforcing strict social distancing, hygiene, and cleaning practices. All desks will be placed at least six feet apart in classrooms. We will use a staggered schedule for classes to ensure a limited number of students are in the hallways at any given time. Lunches will be served and consumed throughout the building.

In addition, we will be constantly reminding our students, staff, and families to be mindful of key preventive measures. The CDC offers [tips on its website](https://www.cdc.gov/coronavirus/2019-ncov/about/prevention.html) that can be useful in avoiding the spread of COVID-19 and other illnesses. Students will not be allowed to gather in groups of more than five at any time. Please remember that if you are sick, you should not be at school.

The past <PERIOD OF TIME> has been an incredibly challenging time for the entire GTW community. I want to thank you for your patience and understanding as we have dealt with this unprecedented situation. We look forward to seeing you again soon.

If you have any questions or concerns, please contact Wayne Woodard at 901-232-3821 or [wwoodard@gtwacademy.com](mailto:wwoodard@gtwacademy.com).

Sincerely,

Pamela Brown, Executive Director

## 

## **Website Content: Back to School**

**Updated <DATE>**

On <DATE>, Governor Lee announced that the state is ending its mandatory closures of school buildings due to COVID-19.

After thoroughly reviewing guidance from the Shelby County Department of Health and the U.S. Centers for Disease Control and Prevention, GTW plans to reopen to students on <DATE>. However, the district will do so while enforcing strict social distancing, hygiene and cleaning practices.

Until further notice, all desks will be placed at least six feet apart in classrooms. Schools will use a staggered schedule for classes to ensure a limited number of students are in the hallways at any given time. Lunches will be served and consumed throughout the building, rather than in the cafeteria.

In addition, teachers and staff will be constantly reminding students to be mindful of key preventive measures. The CDC offers some [tips on its website](https://www.cdc.gov/coronavirus/2019-ncov/about/prevention.html) that can be useful in avoiding the spread of COVID-19 and other illnesses. Students will not be allowed to gather in groups of more than five at a time.

Children who are sick should not be at school under any circumstances. Students need to be fever free for 72 hours before returning to class after any illness.

Any families who do not feel comfortable having their children attend school on campus are not required to do so. Those who wish to explore this option should contact Rodney Coleman at 901-232-2966 or rcoleman@gtwacademy.com.

We all play a role in reducing the likelihood of a coronavirus outbreak in our school district community. We encourage everyone to practice good habits, including:

* Wash your hands regularly, especially after using the restroom and before preparing or consuming food. Using soap and hot water, wash for about 20 seconds. Be sure to also wash your fingertips.
* Avoid coughing or sneezing into your hands or in the air. Always try to cough or sneeze into a tissue, and then throw the tissue away. If you don’t have a tissue, cough/sneeze into your arm.
* As much as you can, avoid touching your eyes, mouth, and nose.

If you have any questions, please contact Wayne Woodard at 901-232-3821 or wwoodard@gtwacademy.com.

## **Phone Script: Back to School**

This is Pamela Brown, Executive Director of Granville T. Woods Academy of Innovation.

Governor Lee has announced that the state is ending its mandatory closures of school buildings.

After thoroughly reviewing guidance from the Shelby County Department of Health and the CDC, GTW plans to reopen and welcome students back on <DATE>. However, we will do so while enforcing strict social distancing, hygiene, and cleaning practices.

All desks will be placed at least six feet apart in classrooms. We will use a staggered schedule for classes to ensure a limited number of students are in the hallways at any given time. Lunches will be served and consumed throughout the building, rather than in the cafeteria.

In addition, we will be constantly reminding our students, staff, and families to be mindful of key preventive measures. Students will not be allowed to gather in groups of more than five at any time.

Please remember that if your children are sick, they should not be at school. Students need to be fever free for 72 hours before returning to class after any illness. This is critical to prevention.

Any families who do not feel comfortable having their children attend school on campus are not required to do so. If you would like to explore this option, please contact Rodney Coleman at 901-232-2966 or rcoleman@gtwacademy.com.

I want to thank you for your patience and understanding as we have dealt with this unprecedented situation. We look forward to seeing our students again soon.