



Capstone Education Group
Achievement School District

Cornerstone Prep – Denver
Cornerstone Prep – Lester
Lester Prep

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Section I

Part I.1: Demographic Data

School	Enrollment	Grades Served	% Students with Disabilities	% ELL	% Estimated FRPM with CEP I.6 Multiplier
Cornerstone Prep - Denver	637	PK-5	25	1	100
Cornerstone Prep - Lester	387	PK-5	32	15	100
Lester Prep	289	6-8	29	17	100

Part I.2: Landscape Paragraph

Capstone Education Group (CEG) is committed to providing student and families with safe, quality educational options for the 2020-21 school year and beyond.

A survey conducted in July of 2020 indicates that 63% of parents believe students learn best on campus. Of the parents surveyed 43% of parents believe they intend to send their student to school for on campus instruction. Based on this feedback from parents, and other feedback from staff, students, community members, and data collected during the Spring 2020 closures, Capstone Education Group will provide options for parents for either online or on campus instruction for the 2020-21 school year. Online and on campus instruction will follow the same daily schedule and high-quality, standards-based curriculum.

From survey data collected in April 2020, it is estimated that 85% of students have access to the Internet and 47% have access to a laptop. Because of this data, Capstone Education Group is excited to support families who choose the online option by providing a Chromebook and hot spot, if needed.

CEG will continue to collect survey data from parents, as well as watching Shelby County Health Department (SCHD) Directives Centers for Disease Control (CDC) guidance, and American Academy of Pediatrics (AAP) guidance to ensure that the current plan remains safe and effective for the 2020-21 school year.

Please see the artifact submitted to the SCHD for important details regarding the implementation of the CEG CLP.

Part I.3: COVID Plan

CEG will submit a health and safety plan to the Shelby County Health Department that details the safety precautions that will be in place for on campus learning. This plan is attached and is a vital artifact for understanding the adjustments being made to keep scholars and staff safe during on campus instruction. Pending approval from SCHD, and continued survey data and health organization guidance, CEG will safely open its schools and provide online option for families.

Pending approval from the SCHD, CEG will open on the first day of school, August 31, following the Continuous Learning Plan outlined in this document. Families will be allowed to choose between an online or on campus instructional model and select the one they believe to be best for their students. Both these options will be in place on the first day of school.

The CEG on campus safety precautions were based on SCHD Directives, CDC guidance, and AAP information.

On campus learning will include the following protocols:

- Safety precautions based on SCHD, CDC, and AAP Guidelines
- Daily in-class, teacher-led instruction

- Enhanced health & safety protocols in class & on buses (increased cleaning, mask usage, social distancing, temperature checks & more)
- Reduced class sizes
- Frequent handwashing & hand sanitizer access
- State of the art electrostatic disinfection nightly

Online learning will include:

- Full day of instruction of 7.5 hours Monday-Thursday and 6.5 hours on Friday delivered through Google classroom
- Chromebook and hot spot provided if needed
 - Families will indicate need of a Chromebook or hot spot when they enroll through online
 - Devices will be available to be picked up from the school beginning on August 24.
 - Necessary training on Google Classroom LMS will be provided to parents and students when the Chromebook is picked-up at the school

Parents will indicate their selection with the following directions:

- Enroll for school online and select your choice of online or on campus learning
- Families may update their choice from online learning to on campus learning during the first two weeks of each month to be effective the first day of the following month
 - Update choice by September 15, will be effective October 1
 - Update choice by October 15, will be effective November 1
- Parents choosing on campus instruction will have the option to change to online learning January 1, 2021.

CEG will be constantly monitoring student and staff health, health guidelines, local directives, guidance from the ASD, parent feedback, and availability of transportation and nutrition services to determine any need to close school buildings or make necessary changes to the current plan. This plan is designed to be flexible and adjustable, based on family need or changing environmental factors.

Part 1.4: Authorizer Engagement

Capstone Education Group is authorized by the Achievement School District (ASD) and have been in constant communication regarding plans and strategies for the 2020-21 school year. A copy of the CEG Continuous Learning Plan has been sent to the ASD.

Additionally, CEG has reviewed the ASD reopening resource “A Guide for the Safe Reopening of Schools” released on July 7, 2020 and has included that document as an artifact with this plan. The ASD guidance provides a brief overview of response efforts schools within the District should consider as they create plans for reopening. The document itself admits it “is not an exhaustive list” and that it is a “fluid document”. Nonetheless, CEG has reviewed the document and is in alignment with most of the suggestions.

[Link to July 7 ASD Guidance](#)

Section 2: Programmatic Model for the 2020-21 School Year

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

Model	On campus Instruction at School Building				Remote or Hybrid Model						
	Traditional	Stagger Return	Stagger Schedule	Year round	Split Days	Alternate Days	Need based	Grade based	Family Choice	All Virtual	Other
Kinder	YES								YES		
Elem. School	YES								YES		
Middle School	YES								YES		

Detailed plan and communication information can be found in Section 8.

[Link to Parent Communication](#)

[Link to Parent Communication Graphic](#)

Part 2.2: Differences between Schools

Per directions from TDOE on the Continuous Learning Plans, this section is to be completed if different schools or grade bands within the Network or LEAs are implementing different models and pathways. CEG will not be implementing different pathways between schools or grade bands.

Families of all grade bands will have the option to choose either an online or on campus instructional model. CEG believes students learn best while physically present at the school building interacting face to face with peers and teachers but wants to support family choice given the potential health and safety risks stemming from COVID-19 spread. Students who select an online instructional model will be provided the same services and instruction as students who select the on campus traditional model.

The instructional model discussed in the section below scales with online or on campus demand which prepares CEG staff and students for potential future classroom, grade level or full school closures. CEG would seamlessly transition to 100% online learning if conditions warranted campus closure.

Section 3: Standards-Based Instruction

CEG 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.

This section covers how CEG intends to provide standards-based instruction for students who are not receiving on campus instruction at the school site. There will be no meaningful differences between the beginning-of-year approach and the approach during potential school building closures. The teacher and student schedule, and therefore planning and teacher coaching/support, will remain essentially the same regardless of the mode of instruction selected by the students' families.

The online model follows exactly the on-campus standards-based instruction model. Just as grade band specific instructional materials are identified for ELA, Math, Science and Social Studies, aligned to approved adopted materials, and grade-specific protocols are used for instructional preparation for on campus instruction, so too are they for online instruction. Just as foundational skills materials are identified in K-2 for on campus instruction, so too are they for online instruction.

Preparation and planning practices are embedded in the schedule as well as coaching and teacher feedback regardless of instructional environment and are evident in attached artifacts. Planning support is grounded in instructional materials and explicit support for adapting instructional materials to online learning, can be found in the attached Summer Professional Development Plan as well as the weekly and daily schedules.

Part 3.1: Explanation of Approach

Capstone Education Group, national experts, and most parents believe students learn best from on campus instruction. However, current conditions warrant online learning options for parents who desire such. Therefore, CEG seeks to ensure online instruction mimics on campus instruction to every extent possible. Families choosing the online option will be committing to support their student with at least 7 hours of synchronous online instruction using the resources provide and ensuring their child attends classes taught online by CEG teachers. The classes and classwork will cover the same content, using the same curriculum, with the same re-teach/remediation opportunities, as on campus learning and only be modified where necessary due to the nature of online mode of instruction.

CEG utilizes the departmentalization approach to teaching in grades 1-8, where master teachers provide instruction in their area of expertise and move from class to class. In this model, students and/or teachers rotate through subjects by homeroom cohorts. All students who elect for on campus instruction will be placed together in homerooms. On campus homerooms have been redesigned to ensure social distancing and therefore class sizes will range from 12-20 students depending on the physical parameters of the classroom. As students choose their preferred mode of instruction, proportional instructional and staff resources will be employed to meet the need.

For example, if 15 students select on campus instruction, one homeroom cohort will be on campus and the remaining homeroom cohorts will be designated for online instruction.

If 30 students select on campus instruction, two homeroom cohorts will be on campus and the remaining homeroom cohorts will be designated for online instruction.

As a teacher rotates to different homerooms for daily instruction and classwork, a teacher may deliver instruction in one physical classroom on campus and meet another class online in a Google Classroom or Zoom meeting room. This model would then account for practically distribution of online or on campus instructional selections by parents as well as prepares the school for the possible scenario where schools are directed to close by a local or State governing body.

In Kindergarten, homerooms are self-contained, meaning students stay with their homeroom teacher all day who instructs them in each subject. Kindergarten, students would also be placed in homerooms based on their selection of online or on campus instruction. CEG employs two teachers in every kindergarten classroom. On campus homerooms could include as many as 20 socially distanced students. Classrooms with the largest footprint would be prioritized for on campus instruction so social distance measures would be executed with the most fidelity. The only difference would be that the teacher does not rotate and is either instructing entirely online or on campus based on needs of the students and their families.

With approximately 50% of our families currently indicating their intentions for online learning and 50% for on campus learning, CEG is anticipating half of the homerooms per grade level will be designated as online homerooms and half will be designated as on campus homerooms. Changes in parent survey results would simply increase or decrease the number of scholars served either online or on campus but would not require any changes to the program.

Modifications to the online schedule will be necessary for on campus only systems such as: arrival, dismissal, breakfast, lunch, restroom breaks, desk arrangements, transitions, sanitizing and teacher rotations, etc. These are shown in detail in the attached artifacts.

Part 3.2: Instructional Breakdown by Grade Band

Online Learning Schedules

Kindergarten

Content Area	Average Days per Week	Minutes per Session	Mechanism
English Language Arts	5	180	Synchronous
Mathematics	5	90	Synchronous
Specials (PE, Art, STEM, etc)	5	45	Synchronous
Walk to Read (re-teach/remediation)	5	105	Synchronous
Character Education	5	20	Synchronous

1st – 2nd Grade

Content Area	Average Days per Week	Minutes per Session	Mechanism
English Language Arts	5	150	Synchronous
Mathematics	5	150	Synchronous
Specials (PE, Art, STEM, etc)	5	45	Synchronous
Walk to Read	5	75	Synchronous
Character Education	5	20	Synchronous

3rd – 5th Grade

Content Area	Average Days per Week	Minutes per Session	Mechanism
English Language Arts	5	90	Synchronous
Mathematics	5	90	Synchronous
Science	5	90	Synchronous
Specials (PE, Art, STEM, etc)	5	45	Synchronous
Learning Lab	5	105	Synchronous
Character Education	5	20	Synchronous

6th – 8th Grade

Content Area	Average Days per Week	Minutes per Session	Mechanism
English Language Arts	5	65	Synchronous
Mathematics	5	65	Synchronous
Science	5	65	Synchronous
Social Studies	5	65	Synchronous
Specials (PE, Art, STEM, etc)	5	65	Synchronous
Learning Lab	5	90	Synchronous
Character Education	5	25	Synchronous

Part 3.3: Artifacts

Instructional Materials by Grade and Subject

K-2 ELA

The K-2 ELA Block is centered around the implementation of Amplify's Core Knowledge Language Arts, CKLA, curriculum and Jan Richardson's Guided Reading Program. CKLA is a comprehensive program for teaching reading, writing, listening, and speaking while also building students' vocabulary and knowledge across essential domains in literature, world and American history, and the sciences. The units of this curriculum help to not only build literary skills but also their content knowledge on key concepts in Social Studies and Science based on the Tennessee State Standards.

Jan Richardson's Guided Reading program provides a research-based framework on how to differentiate instruction through guided reading. As a result of these two resources, the K-2 instructional block is comprised of three sections which is described in further detail:

- Listening Strand- From CKLA
- Skills Strand- From CKLA
- Guided Reading – Jan Richardson

K-2 Math Block

Teachers will use the Engage NY curriculum to teach key math concepts. Teachers act as facilitators of math conversations, helping students make connections among topics, but also connecting learning across grades by using common vocabulary. Engage NY has key practices which include Sprints, Application Problems, Concept Development and Problem Sets. In addition to these components, teachers will engage students in Calendar Math and Reteach and Guided Math Groups. A description of each component and expectations can be found below.

Calendar Math: Calendar math lessons are developed by Capstone Education Group (CEG), instructional team which is comprised of the Director of Academic Achievement from Support Services and school based instructional coaches (2). These lessons review key standards from Common Core as well as skills as identified by NWEA's MAP.

Walk to Read Intervention Block

Walk to Read is the intervention block for K-2 at Cornerstone Prep School. Students are grouped according to their reading level across classrooms in order to receive 40 minutes of Reading Mastery instruction daily

3-8 Instructional Expectations

Overall, CEG schools follow and teach the state standards for each grade. Core classroom curriculum and instruction occurs at grade level while interventions, small group work and reteach occur at the student's instructional level. Therefore, the intervention work in any grade may be higher or lower than actual grade in which it is taught. The information below provides the direction of the instruction but day-to-day adjustments are made by the teachers and leaders, which allows for more effective instruction.

3-8 English Language Arts

Course Description: The English Language Arts (ELA) course emphasizes the fundamental language skills of reading, writing, speaking, listening, thinking, viewing and presenting. An emphasis on vocabulary and composition skills will be an on-going part of the instructional program. Students will study various literary genres such as short story, poetry, novel, drama, and nonfiction texts. The development of critical reading and writing skills is a major emphasis of the course.

Writing Instructional Expectations: Writing is another component of the English Language Arts course. Writing will focus on developing essential writing skills to build confidence in writing for a variety of academic purposes. A specific type of writing style will be taught each quarter. First and third quarters will be dedicated to argumentative/explanatory writing. During second quarter, students will work on Narrative Writing. Finally, fourth quarter will focus on writing a research paper. Students will gain fluency in the writing process using invention strategies - prewriting, drafting, revising, and editing in order to produce an organized, well-written body of work.

3-8 Mathematics

Course Description: The Mathematics course provides a transition from elementary school mathematics to the integration of algebra and geometry topics studied in grade 8. The inclusion and implementation of the mathematical practice standards permeate each lesson. This is an essential transition for students, as it provides:

1. The expansion of number and operation concepts from whole numbers to real numbers
2. Geometry relationships from two dimensions to space
3. Data from questions focusing on a single data value to situations where one is comparing two data values per subject or two groups on a single variable
4. Algebra from arithmetic and geometric patterns to variables, expressions, and equation

Middle grades math lessons should focus on activities in which students produce and share products. This type of activity is beneficial because it has been shown that students retain more when they "Say and Do." The process of addressing middle school math standards can be implemented using best-practice instructional techniques and strategies. Effective math lessons that implement these best practices have the following characteristics:

- Students' engagement is at a high level
- Tasks are built on students' prior knowledge
- Scaffolding takes place, making connections to concepts, procedures, and understanding
- High-level performance is modeled
- Students are expected to explain thinking and meaning
- Students self-monitor their progress
- Appropriate amount of time is devoted to tasks

Eureka Math Lessons: Eureka Lessons provide students with multiple opportunities to learn about content in a variety of ways. As a result, the lessons for grades 6–8 include four lesson types:

1. Problem Set Lesson (P): Students and teachers work through examples and complete exercises to develop or reinforce a concept. In this type of lesson, teachers model a problem and release students to practice the problems in small groups or independently.

2. Exploration Lesson (E): Students are presented exploratory challenge(s) in the form of activities and/or exercises in which partners or small groups work toward achieving a common goal. Exploratory challenges comprise the majority of the lesson.
3. Socratic Lesson (S): The Socratic lessons are primarily student/teacher discussions. Teachers lead students in a conversation to develop a specific concept or proof.
4. Modeling Cycle Lesson (M): These problems involve the real world application of the mathematics that is learned in the classroom. The lessons are primarily reserved for high school, but there are at least three modeling tasks throughout each middle school grade level curriculum.

3-8 Science

Course Description: The science curriculum is currently being revamped to support the new Tennessee Science Standards. In 2020, CEG schools will utilize the approach noted below and once the state has provided all of their final standards and plans, CEG will adjust accordingly.

3-8 Social Studies

Course Description: Scholars in Third Grade Social Studies will learn geographical skills, world geography, U.S. and Tennessee geography as well as the basic role of economics. Third grade scholars will learn about the indigenous people of North America, European exploration, early American and Tennessee settlements, and the founding of the Thirteen Colonies. Scholars in Fourth grade will learn about the events that led to U.S. independence, the American Revolution, the growth and development of the U.S. through Manifest Destiny, and the causes and effects of the Civil War and Reconstruction. Scholars in fifth grade will learn about the challenges facing the U.S. during the 19th and 20th centuries, with an emphasis on major American wars and events that changed our history. In addition, scholars in fifth grade will learn about the history of Tennessee, including the cultural, geographic, economic, and political influences on the state and its development. Scholars in Sixth Grade Social Studies will learn about the lives of the earliest humans, the development of tools, the gathering way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, the Indus River Valley, and the Mediterranean Basin. Scholars in Seventh Grade will study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia from the Middle Ages to the exploration to the Americas. In Eighth Grade, Scholars will study the ideas, issues, and events from the colonization of America to Reconstruction. Scholars will learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War.

Social Studies Instructional Expectations: Social Studies instruction will incorporate the reading and writing skills embedded in the Common Core literacy standards. Students will learn content about American and World History, while also gaining the necessary skills to become fluent readers and dynamic writers. Close Reading, text-based discussion, and argumentative, narrative, and expository writing assignments will allow teachers to reinforce students' learning of subject-area content.

Learning Lab

Course Description: Learning Lab is the intervention block for grades 3-8. Students will receive 60 minutes of reading and math intervention daily. This block of time provides students with systematic, research-based instruction that meets students at their current instructional level to either address academic deficits or enrich academic learning. Teachers work with a set tier of students with similar instructional needs to increase student proficiency on a set of objectives/skills. Curriculum for Learning Lab include Reading Mastery, I Ready Intervention for Reading and Math (Computer and Direct Instruction), and Eureka Math.

Planning Support

Planning support is grounded in instructional materials and explicit support for adapting instructional materials to distance learning is provided in Summer Professional Development by CEG staff and school leaders. The professional development artifact and blueprint provide the many details of the professional development plan.

During the school year planning and support is provided during a daily planning block with the Grade Level Team and Instructional Coach, the Dean of Instruction. During the daily planning time, Deans of Instruction and the Principal will provide coaching feedback debriefs from their observation of both online and on campus instruction. During weekly check in meetings between school leadership and network support staff student progress will be monitored, scope and sequences revised/reviewed as needed, adapting the intervention blocks consistently and intentionally throughout the school year.

CEG Instructional Blueprint

The Blueprint encapsulates the CEG expectations around Delivering Effective Instruction and Creating Excellent Culture form the foundations on which CEG seeks to accomplish its mission. Six pillars, standing on the foundation, represent the critical beliefs that create effective instruction and an excellent culture. These six pillars are listed below:

1. Purposeful Planning
2. Rapid Teacher Development
3. Data Driven Instruction
4. Efficient Systems
5. Powerful Student Culture
6. Joyful, Professional Adult Culture

CEG leaders equip, manage, and inspire their staff to follow the Blueprint faithfully, leading students to attain the Wisdom and Knowledge necessary to succeed in college and become leaders in the community.

[Link to CEG Elementary Blueprint](#)

[Link to CEG Middle School Blueprint](#)

CEG COVID Learning Addendum

The Hybrid Learning or “COVID” addendum are the specific adaptations to the blueprint academic and culture plans that will be made for online and on campus learning. The “COVID” Addendum encompasses the additions made to The Blueprint in wake of COVID-19. This addendum does not in any way replace The Blueprint. The Blueprint is still the foundation of all instruction and culture. All CEG employees should refer to the Blueprint for guidelines to exemplar instruction and culture. Employees should reference the addendum for any additional guidance that must take place that must take place in order to facilitate virtual instruction and instruction that requires social distancing.

[Link to CEG COVID Learning Addendum](#)

Master Schedule

The master schedule provides guidance for how content will be facilitated throughout the school day for on campus as well as online learning. The master schedule was created in alignment with CEG’s mission to ensure growth of all students at a minimum of 1.5 years. Each student will engage in 30 extra minutes of intervention time that will address gaps that may have been caused by unfinished learning. In addition, parents have the option of enrolling in 3 weeks of learning, from August 10-August 28, designed to help scholars recover from lost learning from the school closure in March. Currently more than 50% of parents have selected this additional intervention strategy.

[Link to Master Schedule](#)

Addressing Learning Loss

CEG has a proven track record of closing academic gaps using the best practices found in the blueprint. Below are four high-level steps that guide CEG towards identifying and filling in gaps at a rapid rate for all students, particularly the most vulnerable groups such as ELL, SPED, or below grade level students.

1. Determine students' level of experience with previous years' standards and merge into current year's scope and sequence. CEG is assuming that all 2019-20 Quarter 4 material will need to be reviewed over the course of the 2020-21 school year and therefore had included that in the curriculum map.
2. Assess students' mastery of prior year's content to determine what skills and concepts to include as focal areas within the scope and sequence, additional remediation sessions, or focal areas for intervention. This will be done by determining DRA reading levels and analyzing i-Ready diagnostic results and then providing individual and small group learning based on student learning level.
3. Monitor students' learning closely to see if students are effectively mastering both new and prior content by assessing current grade-level standards. CEG administers weekly quizzes called Show What You Knows. These quizzes have been converted to an online format in the Illuminate Education platform where students will be able to take the weekly SWYKs online. Teachers and leaders will be able to analyze data and perform root cause analysis to identify where mastery has been demonstrated and what skills will need to be reviewed through spiraling.
4. Identify additional scaffolds and supports needed to ensure students are receiving the appropriate intensity and duration of remediation. Using data from i-Ready and SWYK quizzes, teachers and leaders will be able to identify like ability groups for remediation in missing skills or knowledge gaps during either Walk to Read or Learning Lab blocks.
5. Due the extraordinary nature of COVID-19, CEG will provide optional learning beginning August 10. This optional learning would be 2-4 hours of online instruction provided by CEG teachers for up to 400 students who school leaders identify as the most at risk and most likely to benefit from this extra time. This 3-week period is designed to help scholars recover lost learning from the school closure in March. Vulnerable student groups will be prioritized in remediation and intervention experiences and will be called by the Special education, English language learners and interventionist staff inviting them to attend this valuable session.

Specifically, learning loss will be addressed during the

- RTI block
 - Walk to Read for K-2
 - Learning Lab for 3-8
- Whole group instruction
 - Teachers will use the i-Ready diagnostic to determine whole group deficits. Teacher will address these deficits in Do Now, mini lessons and exit tickets.
- Small Group
 - Class instructional time will include small group instruction in which teachers and students will have on masks while adhering to CDC guidelines of social distancing to work with students on targeted, specific areas of growth. Small group instruction will occur at least 3 times as week so that students are receiving leveled learning.
- Online curriculum
 - Students will have access to iReady, AR, and CKLA online portal to assist in computer-based individualized learning to support their asynchronous learning. School leaders will incorporate review of student technology progress in weekly planning meetings and selected faculty meetings. School leaders will also provide continuous professional development related to the various online learning platforms to increase teacher ability to use data from technology reports to effectively modify Tier I instruction. Students will be held accountable for work, with online platform grades being factored in their core class grade.

Remediation and intervention are embedded in instruction and provided through targeted scheduled opportunities that are appropriate for the grade band. Additionally, families may elect to join this optional summer learning when enrolling by July 31 and indicating their intent on their application.

Support for Vulnerable Populations

Students with Disabilities

Some students with disabilities (SWD) will experience regression from the impact of loss of instructional time, mental health services and related services, including speech language, physical, and occupational therapy. SWDs may also have more difficulty with the social and emotional aspects of returning to the school setting. Special education directors/coordinators and case managers will conduct a review of each child with an Individual Educational Program (IEP) to determine the needs for compensatory services. These compensatory services are to be documented as to how they will be provided for the noted student(s).

All CEG Schools will complete the following to ensure SWDs are receiving high quality instruction during hybrid/virtual learning that meets their needs.

- Conduct needs assessments for students and faculty serving SWDs and document when the assessments are completed.
- Determine which evaluations, reevaluations, IEP meetings, and Section 504 meetings need to be completed and map out plans for having the meetings completed in a timely manner.
- Ensure special education teachers and general education teachers have meaningful opportunities to plan together to serve SWDs.
- Prioritize new referrals over re-evaluations, so that newly identified students can start services even if they must be done virtually. Overdue evaluations must also be completed as soon as possible in order that the students to remain in compliance with their services.
- Ensure online learning tools and platforms are accessible to students with disabilities, and ensuring they are compatible with the various forms of assistive technology students might use to help them learn.
- Ensure SWDs have the supplies they need to be successful.
- Operate special education buses with one-student-per-seat and skipping a row, if possible. In addition, bus monitors must ensure that students are wearing their masks while on the bus.
- Provide social, emotional and trauma support to all SWDs, especially students with emotional disturbance diagnoses and those with moderate/severe behavior concerns. Assess and provide counseling support to address the numerous causes of trauma that result from the deaths of friends and family members, economic hardship from a parent losing his or her job, and/or abuse, violence, or neglect. Services must be added to IEPs.
- Determine if additional counselors, social workers or school psychologists, and nurses may be needed.
- Expand access to related and counseling services using online, tele-therapy and videoconferencing systems if needed.
- Provide online learning platform training to students and families to ensure that SWDs have equal access to content.
- Limit self-contained class sizes to 10 or less.
- Develop multiple ways to provide related services, specifically occupational and physical therapy and document how the services are being provided weekly.
- Provide computers, internet access, and other technological elements at no cost to students who lack such resources.

English Language Learners

School closures will have had an increased impact on learning for the English language learners (ELLs) enrolled in CEG schools. As schools reopen, online or on-campus, it will be very important for school leaders ensure ELLs reach the goal of developing fluent English proficiency as rapidly and effectively as possible.

English language learners, like all students, have experienced high stress situations, disruptions of their daily lives, and have worries about their own families during this pandemic. These students will need additional supports to refocus on the task of learning. The goal should always be for ELLs to achieve the same rigorous grade- level academic standards as their peers. To accomplish this goal, all ELLs must receive a comprehensive program of English language development instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program taught by a certified ESL teacher. All CEG Schools will adhere to the following to ensure all ELLs are receiving high quality instruction during online or on-campus learning that meets their needs.

- Develop a plan for screening new students to determine EL status.
 - Students whose Home Language Survey (HLS) indicates a language other than English must be screened.
- Ensure the ESL teachers screen students within the first 30 days of school or within 14 days if the student enrolls after the beginning of the year.
 - Screen students using the WIDA or W-APT Screener.
- Provide required parent notice (in the appropriate language) within two weeks of the student's determined eligibility.
- Maintain the required documentation in the EL student's cumulative file.
 - Documents will be maintained electronically if the school building is closed and there is no access to students' files.
- Monitor each EL to evaluate whether they need additional EL supports.
- Ensure ESL teachers and content teachers collaborate to develop appropriate ILPs, determine accommodations and identify instructional strategies.
- Ensure English Learner students have equal access to instruction, technology, and resource.
 - District-wide subscriptions are available for Imagine Learning and ELL Brain Pop.
- Provide online learning platform training to students and families to ensure equal access to instruction.
- Ensure ESL Teacher provides the required training on WIDA Standards and EL instructional strategies to the content teachers.
- Ensure appropriate language services and supports are provided (virtually, online, or telephone) to English Learner students.
- Ensure teachers have available resources to meet EL students' needs while providing instruction virtually or in classroom.
- Ensure language accommodations are provided for content classes.
- Ensure meaningful communication with parents. Schools may employ Stratus to provide language services <https://www.stratusvideo.com>.
 - Via telephone (ESL teacher, Bilingual Mentor, Bilingual Counselor, translation service)
 - Translate documents
 - Translate emails
 - Recorded telephone calls should include several language options
 - Inform families of available school and community resources.

Migrant, Homeless, and Foster Care

At this particularly challenging time, the CEG homeless, foster care, and migrant students are among the most vulnerable and need our best efforts and dedicated commitment to support their needs. It is important that the CEG Schools continue to ensure these students have equal access to the same free and appropriate public education as non-homeless, non-foster care, and non-migrant children and youth. Each school must identify an appropriate person to assume the role and responsibilities of the Homeless, Foster Care & Migrant Liaison. All CEG Schools will complete the following to ensure all migrant, homeless, and foster care students are receiving high quality instruction during hybrid/virtual learning that meets their needs.

- Identify students using the following documents:
 - Homeless: Homeless Affidavit (Nighttime Residency Form) & Needs Assessment Form
 - Migrant: Occupational Survey (administered in English & Spanish)
 - Foster Care: DCS custody documentation (Juvenile Court, Youth Villages, etc.)
- Maintain the required documentation in the student's cumulative file.
 - Documents can be maintained electronically if the school building is closed and there is no access to students' files.
- Immediately enroll the student and ensure the student is participating fully in school.
 - Remove all barriers to enrollment and file transfer
 - Waive required documents and do not delay enrollment for any reason
 - The student must be allowed to attend classes immediately
- Ensure student has access to all available resources.
 - School meals and uniforms (if needed)
 - Academic support (tutoring)
 - Social-emotional services (in-school and/or outreach programs)
 - School activities (clubs, sports, trips, celebrations, etc.)
 - Needed support such as: food, hygiene care, medical care, temporary shelter/housing, etc.
- Ensure liaisons provide training, regarding the federal requirements for serving special pops, to the appropriate staff members
- Maintain regular communications with students, parents, and stakeholders.
 - Liaisons/Teachers will conduct regular check-ins with families regarding the student's academic, behavior and attendance status
 - Homeless Liaisons will contact families to assess their needs and provide the appropriate support
 - Homeless Liaisons will contact local community agencies to verify operating hours and offered services prior to referring families
 - Foster Care Liaisons will regularly contact the DCS Case Manager regarding the student's school performance and work collaboratively to support the student.
 - Migrant Liaisons will regularly connect with REP to coordinate support of migrant students

Grading and Student Feedback

Regardless of the type of learning environment provided to our students, teachers will continue to follow the grading protocols released during the 2019-20 school year.

Daily feedback for students will also be provided by teachers through comments on submitted student work. Teachers will be able to monitor the effectiveness of their content delivery through analysis of trends on Exit Tickets and SWYK quizzes. Both overall achievement and growth will be monitored throughout the year. SWYK data will be transparent to the teacher, leaders, and network support staff.

Teachers, school leaders, and network support staff will use grade, growth, and achievement data to adjust course, provide additional supports, or make meaningful changes to the approach as needed. School leaders will monitor gradebook usage on a weekly basis.

Specifics on the Grading System can be found in the CEG COVID Learning Addendum, beginning on page 14.

[Link to CEG COVID Learning Addendum](#)

Foundational Literacy Skills in (K-2)

Our ELA approach serves not just to promote foundational skills, but to stretch student's knowledge, perspective, and character to deeply understand themselves and the world around them. As our ELA program aims to ensure command of reading, writing, speaking and listening of complex text and ideas, a balanced literacy approach demands that different parts of the ELA block serve different purposes in enhancing student proficiency: Shared reading, language, writing and independent reading are all designed to meaningfully promote a cohesive literacy program aligned to TN Core standards. It is important that the various parts of the ELA block thoughtfully speak to each other, both in design and implementation. In order to improve student learning at scale we have to increase the level of complexity and content that students are asked to learn (content/curriculum) but we must also increase the level of knowledge and skill that the teacher brings to the instructional process and change the role of the student in that instructional process. Therefore, it is important that our instructional routines instill habits that set students up for success. In ELA, the core instructional routines include a standards-based curriculum, Genre Based think job, text-based questions and discussion, and vocabulary active practice. Walk To Read, Guided Reading and Learning Lab also play an important role in supporting students in ELA instruction and are covered in the blueprint.

Academic Counseling

Every student will receive academic counseling and other supports at least once per week. Non-teaching staff will call all parents and students to discuss academics, technical concerns, and whole child supports to identify and promptly address barriers that threaten student success while engaging in virtual learning. Logs will be kept for documentation.

Section 4: Attendance

CEG 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 4.1: Explanation of Approach

CEG is committed to ensuring that students are receiving high quality online instruction and on-campus instruction. To receive high quality instruction, a student must be present. CEG has included a policy below that is in compliance with the State approved Attendance Policy for the Achievement School District, establishes standards to govern daily student attendance during online instruction, and procedures for implementing the attendance policy. In the event of schoolwide closure due to public health concerns, CEG will continue learning in an online setting.

Part 4.2: Artifacts

Attendance Policy

Attendance is mandatory and students are expected to be present, logged-on a device and actively participating in lessons each day school. The classroom teacher will take attendance based on students logging in and participating in class.

Process

For every student, multiple online class periods will be required each day that total over 7 hours of online instruction. Due to the nature of the synchronous online model, teachers will be required to take attendance for each period of instruction for those students participating in Online instruction. This should be relatively easy to do, as all students in a homeroom cohort will have the same mode of instruction. Everyone from an online homeroom cohort should be present on the Zoom call.

Procedures and Definitions

Attendance will be taken every period by the teacher of record and recorded in the PowerSchool Student Information System with Attendance Code 'D' for distance learning. A student will be counted as present and assigned the 'D' code once a teacher receives visual confirmation of a student being present on the Zoom call at the beginning, middle, and end. A student will be counted as Absent if there is an extended period where the student has the camera off or leaves the view of the camera without prior consent from the teacher. A student will receive an Absent code until documentation is provided by the guardian that would excuse the absence to an Excused Absence code for one of the following reasons:

1. Personal illness or hospitalization of the student
2. Illness or incapacitating condition of a family member that requires the temporary help of a student
3. Death in the family
4. Validated court appearances of the student
5. Religious observances
6. One-day absence when the parent/guardian or custodian is deployed for military service and one-day absence when the parent/guardian or custodian returns from military service
7. Circumstances, which in the judgment of the principal, create emergencies over which the student has no control. In the event of school closure due to public safety, these would include but not limited to WiFi outage, technical issues with device

Support for Attendance

The SIS and Attendance Specialist at each campus will ensure attendance numbers are accurate by training teachers and staff on new attendance procedures during summer professional development, monitoring the teachers' submission of attendance, and being available to answer any questions that teachers or staff may have.

Addressing Attendance Issues and Communication to Family

Daily phone calls are made by either an office team member or by Robo-call from the absent and tardy list generated in PowerSchool where guardians of the children are contacted to ensure the parents are aware of the absence or tardy.

If a teacher or staff member notice a pattern of absences (two or more days absent in a row) or long periods of time a student is unaccounted for after visual confirmation is established, the first step is for the teacher to contact the guardian with the information. If the problem persists, the SIS and Attendance specialist will meet with the parent to determine how to best support the student in their online instruction as a guardian-school team. Possible interventions include wake-up calls, technical support, or rewards for consistent improvement. If after this meeting the problem persists, then the following protocols will go into effect:

- At 3 and 4 unexcused absences, a district letter is sent home outlining the importance of school attendance and future consequences should absences continue to increase.
- An appointment letter is sent home with the 5th unexcused absences requiring a meeting between the school and the parent or guardian to develop an Attendance Intervention Plan.
- When a student has 7 unexcused absences, a letter from the District Attorney is sent home further explaining the importance of attendance and possible future consequences
- At 9 unexcused absences the Principal calls and sends home a letter notifying the parent on the next unexcused absence a DCS referral for truancy will be filed.
- On the 10th unexcused absence a DCS referral for truancy is filed.

Attendance extracts from PowerSchool will be sent weekly to the State EIS database. The SIS and Attendance Specialist at each campus will monitor the submission, correcting any potential errors in a timely manner to ensure accuracy of Truancy and Chronic Absenteeism data.

[Link to ASD Attendance Policy – State Approved](#)

Section 5: Technology

CEG 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 5.1: Explanation of Approach

Capstone Education Group is committed to removing barriers for students who select online learning as their preferred method of instruction and has also planned for continuous learning for all students during potential school closures throughout the school year. CEG has procured Chromebooks for each student and Hot Spots to meet anticipated need based on an Internet Access survey conducted in April 2020.

If a student elects online learning and does not have a device, a Chromebook will be distributed after the student has finished the enrollment process. If a student elects online learning and does not have reliable Wi-Fi at home, one hot spot per family will be distributed.

Part 5.2: Artifacts

Distribution Plan

- All devices are tagged with a label that minimally contains the organization's name, and a unique number. The unique number information in addition to other details including the device serial number, purchase date, funding source, manufacturer and model are stored in a central database.
 - Any device issued to a staff member is checked out to the staff member directly in a database. Each school has at least one staff member with access to the database to check devices in and out.
 - Any device that is assigned to a student will have the asset tag number recorded and associated with the student in PowerSchool. This ensures that the asset tag numbers are visible to all staff to verify device assignments.
- Each school has established a secure storage location for devices that have not yet been issued and for devices that need repair. The location should be accessible to staff designated with the authority to issue devices to staff and students.
- CEG has an existing policy for lost, stolen and damaged devices available in the Staff Handbook. This handbook specifies the time in which missing devices must be reported to the staff designated responsible for tracking inventory. The policy also states the liability of staff members in specified examples.
 - All staff are required to sign an Acceptable Use Policy yearly as a part of the Staff Handbook
- Parents sign an acceptable use policy as part of the student enrollment process and again at the designated device pick up time

Technical Support

Professional Development

Google Classroom Training Sessions

- Module 1: Engage in Professional Growth and Leadership
 - Get Ready to Use Technology in the Classroom
 - Expand Your Access to Help and Learning
 - Module 2: Increase Efficiency and Save Time
- Have a (Mostly) Paperless Classroom
 - Save Time Communicating
 - Organize Activities for Yourself and Others
 - Bring Meetings Online
 - Bring Student Work Online
 - Measure, Understand, and Share Student Growth
- Module 3: Facilitate and Inspire Student Learning and Creativity
 - Teach Students Online Skills
 - Build Interactive Lessons

- Captivate Your Class with Video
- Facilitate Group Work
- Promote Digital Citizenship and Positive Online Behavior

Zoom 101: How to successfully engage students in online learning

Culture and SEL: Strategies to support students in a trauma informed classroom

Virtual Teaching Expectations: What to monitor (leaders) and teaching expectations (students)

Student Support

Upon device pickup for students, CEG staff members will ensure the device(s) are functioning properly, students are able to login, and able to access content through Google Classroom. Each student will watch a Zoom tutorial video as their first “assignment” in Google Classroom.

Troubleshooting and technical assistance

- Tier 1 support is provided by teachers and teaching assistants. Documentation on resolving known issues will be provided.
- Tier 2 support is provided by a designee within each school. Each designated tier 2 staff member is granted expanded capabilities. Some of these capabilities include the ability to reset student passwords and reorganize students in classes and groups. Tier 2 support is provided with the ability to submit warranty repair tickets for student and staff devices.
- Tier 3 support is provided by district level technology support. Tier 3 will resolve escalated tickets for support, provide guidance on known issues, and document resolutions to known issues that can be performed at tier 1 or tier 2.

Security and Safety

- CEG has a student handbook that is acknowledged by families while enrolling for school. The handbook has been supplemented with a Student Acceptable Use Policy. Student will also receive with additional expectations regarding the use of technology for remote learning at their designated pick-up time. Provisions such as how students are expected to utilize the technology platforms provided for distance learning are in the updated handbook.
- Student devices will be prevented from visiting harmful and obscene websites by utilizing a cloud-based filtering solution hosted by the internet service provider while students are in person at a school building. While in a remote environment, student devices will connect to a CEG provided hot spot that comes with CIPA compliant WebTitan content filtering.

Access and Opportunity for All

- CEG has procured enough devices to ensure that a device will be available for each student.
- Cellular hotspots are to be procured for any family that does not have or loses access to a reliable internet connection that may be required during distance learning. To gauge the need of cellular hotspots, specific questions have been included in the registration process to determine the availability of devices and connectivity for students.
- SPED Teachers and CEG Technology Staff will provide assistive and other technological accommodations for SWD as required by their IEP.
- All Google Classroom rosters will be maintained by Google Classroom API to PowerSchool
- All classwork and Zoom meeting info will be housed inside of Google Classroom which will be organized by week and by course
- All student sites (i-Ready, Illuminate, AR, MyON, Amplify, ect.) will be accessed through Clever SSO
- All students will login to Chromebooks (or Google Chrome for BYOD) with a CEG provided Google Account in compliance with FERPA and CIPA. This will ensure that they will be able to access their specific content with no interruptions

Contingency Planning

- CEG has acquire an additional 10% of devices to hold in reserve to quickly replace lost, stolen, or damaged devices.

- Once a family reports a device is lost, stolen or damaged a replacement device will be assigned to the student by school-based staff to be picked up at the school building or delivered to the student, at the discretion of the school staff.
- CEG staff will process damaged and unusable devices through Samsung Electronics America, Inc: 2 Year Samsung Protection Plus Chromebook Extended Service with Samsung ship-in service provides a pre-paid with priority diagnostics and team of field technicians.

[Link to CEG Technology Inventory](#)

[Link to CEG Student Acceptable Use Policy](#)

Internet Access and Device Access survey results can be found in Section 8

Section 6: Professional Development (For Remote Teaching and Learning)

CEG 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 6.1: Explanation of Approach

CEG will utilize the “base” professional development plan outline on the submitted artifact. The information below reveals the additional or modifications for teachers to be equipped for providing effective instruction online. CEG will be using a digital platform for some or all instruction, based on parent selection. CEG will offer parents the choice of online or on campus learning. Because parents have the option of learning and the requirements of the synchronous model described in section 3, CEG will train all staff to utilize the digital platform. This will also prepare CEG for a transition to full online instruction, should it become necessary.

The summer professional development will equip all staff members with the technical aspects of the platform including synchronous and asynchronous features. All staff, including special education and English language learner teachers, participate in all professional development sessions. General education teachers also participate in some of the special education and ELL professional development.

CEG will ensure staff feel supported, prepared and empowered to deliver instruction aligned with the district’s reopening plans, and that staff have the skills and knowledge to effectively deliver strong instruction that re-engages students in multiple learning environments and accelerates their learning to ensure all students return to a successful path towards their futures. CEG will offer training to prepare teachers for learning environments as well as maintaining health and safety. Teachers will have access to professional learning aimed at delivering instruction differently and to addressing learning loss. All educators will be provided ongoing support to effectively transition into post-COVID school settings.

Ongoing professional development seminars will be held during the year on PD days and individualized PD and support during planning/prep time. Teachers will receive weekly feedback from school leaders and network support staff in the CEG Teacher Observation Tracker. Additionally, debriefs and coaching sessions may be conducted during planning/prep time as needed.

Professional Development Outcomes

All professional development is designed to increase teacher expertise and capacity by focusing on any one or combination of the following:

- Analyzing data and using it to inform instruction
- Implementing curriculum effectively
- Building pedagogical content knowledge

- Increasing student engagement
- Using distance learning platforms effectively

Math participants will:

- Know that the lessons within the curriculum modules are interdependent.
- Understand the mathematical concepts being taught.
- Use effective teaching practices to plan instruction.

ELA participants will:

- Know the constructs and progression of the lessons, units, modules in the curriculum.
- Understand the connectivity between the content and skills within each lesson.
- Plan/implement effective instruction.

Science participants will:

- Know the grade-level standards.
- Understand the components of three-dimensional instruction.
- Use the science and engineering practices to plan instruction.

Part 6.2: Artifacts

Below are the highlights of trainings all staff will receive this summer. A full selection of Professional Development sessions, as well as more details about the highlighted sections, can be found in the Leader Week PD Schedule linked below. This a schedule of PDs that will be first be delivered by the network support staff to school leadership. School Leadership will in turn, deliver these PDs to their teachers.

Further below is a detailed listing of Professional Development sessions that will be hosted by the Achievement School District, which CEG are allowed to attend.

Google Classroom Training Sessions

Module 1: Engage in Professional Growth and Leadership

- Get Ready to Use Technology in the Classroom
- Expand Your Access to Help and Learning

Module 2: Increase Efficiency and Save Time

- Have a (Mostly) Paperless Classroom
- Save Time Communicating
- Organize Activities for Yourself and Others
- Bring Meetings Online
- Bring Student Work Online
- Measure, Understand, and Share Student Growth

Module 3: Facilitate and Inspire Student Learning and Creativity

- Teach Students Online Skills
- Build Interactive Lessons
- Captivate Your Class with Video
- Facilitate Group Work

Zoom 101: How to successfully engage students in online learning

Culture and SEL: Strategies to support students in a trauma informed classroom

District Provided Special Education Professional Development Sessions

Session	Presenter(s)
How to Conduct Virtual IEP and Other Special Education Meetings Effectively – (Sped Leads, Sped Teachers, Related Service Providers)	Yvonne Smith Charlotte Ghoston
ASD Annual Special Education Leads Processes and Procedures Meeting – (Sped Leads, Administrators)	Yvonne Smith Charlotte Ghoston
CPI Certification Training - (Two Days) (Teachers, Administrators, Behavior Specialists, Guidance Counselors)	Yvonne Smith
Section 504 Initial Training (Assistant Principals, Behavior Specialists, Guidance Counselors)	Charlotte Ghoston
Online IEP Compliance Monitoring Process – (Sped Leads, Sped Teachers, Administrators)	Yvonne Smith Charlotte Ghoston
TEIS Processes and Procedures Training - (Administrators, Sped Leads, Sped Teachers, Related Service Providers, TEIS Coordinators)	Yvonne Smith
Alternate Assessment Participation Guidelines Training - (Administrators, Sped Leads/Teachers with TCAP-Alt Students)	Yvonne Smith
Writing Functional Behavior Assessments Training – (Sped Leads, Sped Teachers, Administrators)	Yvonne Smith Charlotte Ghoston
Behavior Intervention Plans Training – (Sped Leads, Sped Teachers, Administrators)	Yvonne Smith Charlotte Ghoston
EasyIEP Technical Training – (Administrators, Sped Leads, Sped Teachers, Related Service Providers)	Charlotte Ghoston
CPI Recertification Training - (One Day Refresher) (Teachers, Administrators, Behavior Specialists, Guidance Counselors whose certification is about to expire)	Yvonne Smith

The professional development listed above provide CEG staff with the opportunity to get specific special education training in addition to the training they will receive as part of the CEG professional development plan.

[Link to CEG Leader Week PD Schedule](#)

Section 7: Implementation Monitoring

CEG 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

CEG 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.

The goal of online instruction will be to replicate the classroom experiences. Therefore, school leaders (principals, deans of instructions, deans of culture) and support services staff (chief academic officer, chief culture officer, teacher development specialist) will be providing the same observation, feedback loops and coaching plans for staff based on online and on campus instruction.

The proposed instructional goals and methods center around the standards and expectations included in our Teacher Rubric will be used for online observation and feedback. The teacher rubric measures teacher performance in 5 levels: Novice=1, Emerging=2, Developing=3, Effective=4, Highly Effective=5. Below describes the domains/categories of the rubric and the essential indicators that teachers and leaders work towards.

Part 7.2: Artifacts

State Approved Observation Rubric

Overview of Rubric

Domain: Purposeful Planning (PP)	Domain: Powerful Student Culture (PSC)	Domain: Deliver Effective Instruction (DEI)
PP1 Standard: Plans rigorous instruction for all students.	PSC1 Standard: Maintains High Behavioral Expectations	DEI1 Standard: Deliver Well Organized Objective Driven Lessons
PP2 Standard: Collects, tracks and uses data to drive instruction	PSC2 Standard: Maximizes Instructional Time	DEI2 Standard: Create high levels of student engagement
		DEI3 Standard: Checks for Student Understanding
PP1 Standard: Plans rigorous instruction for all students. Does the teacher effectively plan to address content and build toward mastery?		
<p>A. Plans use the long term, sequential curriculum map that reflects the most important content for the grade/course.</p> <p>B. Plans include instructional materials such as texts, questions, activities and assessments that are aligned to the objective and have the right level of rigor.</p> <p>C. Objectives are clear, measurable, and rigorous and are directly connected to the standards.</p> <p>D. Plans reflect a wide variety of strategies that support the needs of diverse students.</p>		
PP2 Standard: Collects, tracks and uses data to drive instruction. Does the teacher effectively use data to drive instruction?		
<p>A. Designs and administers a variety of informal and formal assessments, to measure each student's learning, growth and progress towards mastery of the standard.</p> <p>B. Analyzes assessment results and creates plans (reteach, enrichment) that incorporates targeted strategies for specific student misunderstandings or expanded learning.</p> <p>C. Consistently tracks and communicates student progress towards academic goals.</p>		
PSC1 Standard: Maintains High Behavioral Expectations. Does the classroom environment set all students up to be successful learners?		
A. Students follow behavior expectations and directions.		

- B. Teacher addresses all negative and off-task student behavior using appropriate interventions in a way that does not slow or disrupt the lesson momentum.
- C. Teacher uses voice and presence to maintain urgency and convey care.
- D. Teacher issues logical and appropriate consequences as needed and consequences are successful in changing student behavior.
- E. Teacher builds classroom community that reflects the schools core values.

PSC2 Standard: Maximizes Instructional Time: Is the class structured to maximize the use of time for instruction?

- A. Teacher uses efficient and effective techniques for starting and ending lessons.
- B. Students execute techniques, routines and procedures in an orderly and efficient manner from start to finish.
- C. Class has a quick pace, and students are engaged in the work of the lesson from start to finish

DEI 1: Deliver Well Organized Objective Driven Lessons: Does the lesson execution facilitate student mastery of the learning objective?

- A. Teacher clearly communicates an aligned and appropriately rigorous objective and connects throughout the lesson.
- B. Teacher conveys accurate content knowledge and academic vocabulary with an appropriate balance of conceptual knowledge and procedural fluency as required by the standards.
- C. Teacher explanations and models of content/skill are clear, coherent, and support student understanding of the content.
- D. Teacher provides differentiated instruction based on students' level of proficiency.

DEI 2: Academic Ownership: Are all students responsible for doing the thinking in the classroom?

- A. Activities and questions are scaffolded at the appropriate level of rigor.
- B. Students cite evidence, build on their peers' ideas, and/or defend responses.
- C. Students take academic risks in order to complete challenging work.
- D. Students complete an appropriate amount of the cognitive work as required by the lesson.

DEI 3: Demonstration of Learning & Feedback: Are students rapidly improving the quality of their work based on clear actionable feedback?

- A. Teacher accurately checks for whether students understand the key content needed to master the lesson at key moments of the lesson (e.g. during direct instruction before independent practice, at a transition and with an exit ticket)
- B. Teacher provides feedback to students that affirms correctly understood content and student progress toward the lesson objective.
- C. Teacher responds to student misunderstandings with effective scaffolding (eg: reframing, enrichment, clarifying)
- D. Students effectively track their own progress and can provide oral or written feedback to a peer.

[Link to CEG Teacher Observation Rubric](#)

Virtual Monitoring Key

CEG has adapted the above rubric by specifying teacher and student expectations for online specific instruction. School leaders and network support staff will use this Virtual Monitoring key to evaluate the teacher's execution of the online class as well as the student's ability to meet clearly defined expectations.

Key criteria to monitor are the following:

- Teacher Zoom systems
- Student Zoom Routines
- Use of Zoom features for effective instruction
- Use of Zoom features for effective student engagement
- Content preparation
- Promotion of student engagement
- Promotion of student learning

[Link to CEG Virtual Monitoring Plan](#)

Monitoring for Effective Instruction and Excellent Culture

DOIs and other school leaders exercise coaching strategies such as modeling, live coaching, planning, and practice to develop teachers for both online and on campus that are documented in the CEG Leader Blueprint linked below. School leaders expect teachers to earn a minimum score of 3, which indicates developing skill in that area. The DOIs will create a weekly schedule to observe all the teachers on their caseload, observing online and on campus with the same frequency and schedule.

The teachers will be utilizing the same curriculum, curriculum maps, assessments, and other resources to deliver the instruction. Therefore, school leaders will be able to provide coaching and professional development based on the same curriculum for online and on campus instruction. The teachers know how to access learning content and prepare lessons with the online content since it is the same as on campus content.

The digital google classroom platform allows teachers to design strong differentiated lessons and individual practice in the same way as they do on campus. Chat rooms and other platform features allow teachers to provide individualized or small group instruction based on student learning levels. Therefore, deans can review teacher plans for providing this differentiated instruction for all scholars. Deans of Instruction will monitor gradebook usage on a weekly basis. Specifics on the Grading System can be found in the CEG COVID Learning Addendum, beginning on page 14.

Teachers will be trained to connect with students through the online platform but also through phone calls, office hours and digital conferences. Each teacher will have posted office hours where a student can connect with their teacher to receive extra help. Our deans of instruction are creating sample conversation starters as well as methods for helping scholars through lessons, video recorded previous lessons or independent practice. Teachers will also share their best practices each Friday as the school year progresses.

Deans have obtained several video lessons that model instruction, feedback on student work, additional supports for guided practice based on online learning. Additionally, deans will take exemplar CEG online video lessons to be used as models for all other CEG teachers to review.

Parents will be provided tools to partner with teachers to support learning experiences in practical and manageable at-home strategies. This begins with the initial enrollment process and delivery of student Chromebook and hotspot if

needed. CEG will provide online, in person and phone training for parents to help them know how to support their child's online learning. Parents will also sign an MOU indicating they understand the importance of their role and well as the expectations for scholars and parents.

All on campus materials and learning content are being made available through the online portal and platform. In addition, CEG will provide necessary tools and resources that parents can obtain to take home to help them and their child complete all the necessary assignments.

CEG's academic model is a heavy intervention and scaffolding model. Therefore, teachers have access to resources, strategies, and training to provide scaffolds and learning supports for all student groups especially students with learning challenges. These resources have been created and obtained over the last 10 years and therefore are designed to meet students at all academic levels. These resources will be available online and on campus.

The online schedule mirrors the historical and current CEG on campus schedule. Therefore, teachers are prepared to teach using the identified opening schedule for their school as well as the curriculum maps designed to cover all the required standards. The schedule also includes built-in times for reteach, scaffolding and interventions.

All synchronous lessons will be recorded, providing scholars the opportunity to view the lesson later if circumstances prohibit participating in the live session. The scholar can submit their work after viewing the video.

Teachers receive professional development focused on the health and safety changes to their school environment for on campus learning. Teachers also will receive professional development regarding how to check-in on scholar health online, using zoom, google classroom and telephone calls. This training includes conversations around CDC guidance, American Academy of Pediatrics, safety procedures, and operational safety changes for their building. All schools will conduct sessions on the changes to the day-to-day systems on campus, including bathroom procedures, hallway practices, lunches, and changes to the academic approach including the elimination of carpet time, small groups, and other groups.

In summary, CEG will be conducting monitoring for both online and on campus learning, beginning in the summer and continuing throughout the year.

Monitoring for Short- and Long-Term Goals

CEG will review and reflect on information to be data driven in accelerating improvements and productive changes throughout the year. CEG uses Gantt charts, a comprehensive assessment strategy and a school culture data tracking system to closely monitor the progress of the implementation of strategies and action steps and to intervene in the event strategies or practices are not working as necessary to maximize student learning and achievement. This approach truly makes CEG a data-driven school that can track the effectiveness of the Continuous Learning Plan.

CEG will monitor the progress of the implementation of strategies and action steps by tracking both the adult actions and student outcomes. CEG will monitor adult actions using a Gantt chart. The Gantt chart will be a bar chart that illustrates the Continuous Learning Plan schedule based on the information found in this document and subsequently added by the school leadership team. The chart will identify the tasks to be performed on the vertical axis, and time intervals and due dates on the horizontal axis. The Executive Director, Chief Academic Officer, and Principal will own the successful execution of the items listed on the chart. The Executive Director will conduct meetings twice per month to review progress made on each task found on the chart, looking both at short-term and long-term goals and strategies. The review of this chart will provide evidence that the adults are meeting expected deadlines and commitments. Any deadlines missed will need an explanation from the responsible person and a revised completion date.

Student outcomes will be measured by the comprehensive assessment system. The comprehensive assessment strategy contains 5 elements:

1. Instruction
2. Assessment
3. Analysis

4. Reteach
5. Reassess

Instruction and planning are closely monitored and evaluated for rigor and execution daily by school leaders according to the CEG Blueprint. In addition, a through Data Driven Instruction (DDI) protocol is followed to ensure root causes are addressed and students are progressing towards meeting the school's long-term and short-term goals. These will be monitored each Friday for alignment with the plans and strategies in the CLP.

Student outcomes will be reviewed daily, weekly and every 9 weeks. Daily, student exit tickets are reviewed for class-wide trends of the most missed skill and then reviewed the next day to ensure student mastery. Progress of these exit tickets is tracked and measured by teachers and leaders. Weekly, assessments called Show What You Know quizzes (SWYK) are administered and tracked through the Illuminate Data and Assessment tool. Re-teach assessments are also administered, based on data analysis from the original assessment, to give another opportunity for students to demonstrate mastery after being retaught the material. During weekly data meetings, teachers and leaders collaboratively analyze data by student. This data will then be used to gauge relative performance and adjust instruction or curriculum as needed. Having both a large scale and a smaller weekly/daily data cycle is necessary to identify root causes so instruction and strategies can be adjusted according to needs identified in the data.

Illuminate Data and Assessment online application and assessment bank is the primary tool used to both create and analyze weekly quizzes, re-teach assessments, and quarterly interims. The assessment bank built into Illuminate allows for leaders to ensure all questions are rigorous, robust, and aligned to the appropriate standard on the school curriculum map and will lead to the accomplishment of the school goals.

CEG believes the comprehensive assessment strategy described above will equip staff to consistently measure performance and progress towards achieving the overarching three-year goal, as well as subsequent smaller goals. Any significant variances from the goals in student achievement data will require an explanation from the teacher and Dean of Instruction. The school leadership team will review the data the week following the miss to look for improvements or to determine if a practice or strategy is not working and needs to be adjusted.

In summary, the regular data reviews of academic data, as well as leading indicators like attendance data (daily, weekly, bi-weekly, monthly and quarterly) provide numerous opportunities for the school leadership team to intervene when data reflects that the strategies and practices are not working. If the team identifies strategies that need to be adjusted, the team will gather and discuss the best option for adjusting the plan moving forward and then immediately implement those revised plans, adjusting the Gantt chart and any related goals.

[Link to CEG Leader Blueprint](#)

Section 8: Communication

Part 8.1: Communication

CEG will provide clear, concise, and transparent communication across the system and throughout the community. CEG seeks to build unity and trust to move as a community in support of educating students. CEG will continue to connect with and celebrate students and staff through awards, special recognitions, opportunities for community service and volunteering and meaningful partnerships with CEG's various stakeholders.

CEG has and will continue to engage stakeholders through surveys, social media, phone calls, letters, and text messages.

Part 8.2: Artifacts

Modes of Communication

CEG has and will continue to engage stakeholders through strategic best practices including surveys, social media, phone

calls, letters, and text messages. Copies of communications to parents and community members will be available in hard copy form on-campus and posted to the CEG website. The CEG website has been designed to be mobile friendly and is in ADA accessibility compliance.

Emergency Communications

Reopening Plan

CEG has submitted a Reopening Plan to the SCHD that is currently being reviewed. The plan is linked below and will be updated upon potential feedback from the SCHD. The highlights of the plan include:

- Letter to Stakeholders from the Executive Director
- Overview of Plan, including FAQs
- Details for family choice of online or on-campus learning
- Technology overview for families
- Health and safety measures in place
- Goals and Guiding Principles

Once approved this plan will be communicated to all stakeholders (parents, guardians, community members, etc.) through the best practice communication methods listed above.

[Link to CEG Reopening Plan submitted to SCHD](#)

Plan of Action

CEG staff will follow the below plan of action when an individual in the school is showing signs or symptoms or has been diagnosed with COVID-19. This plan will be communicated to staff and families before staff and students return through social media posts, text message, letters, and website posts:

- Immediately place a cloth face covering or a surgical mask on the ill individual and move them to the place your school has identified as a safe area to isolate that individual.
- Anyone assisting the individual should put on a cloth face covering or a surgical mask, eye protection, a gown and gloves, if possible.
- Limit the number of people who are in direct contact with the ill individual.
- Ensure the individual is safe and does not need emergent medical attention. If the individual appears to be seriously ill, call 911 and inform them that you are calling about a possible/confirmed case of COVID-19.
- Notify the emergency contact of the ill individual.
 - If the individual is deemed stable, ask that they be picked up from school.
 - If the individual requires emergency medical attention, call 911 and inform them of the situation.
- Contact the health department to notify them of a suspected or confirmed case of COVID-19
 - Call 833-943-1658
- Identify those who have been within six feet of the individual for 10 minutes or more at any time within 48 hours before the individual's onset of symptoms until the individual has left school property.
- Those individuals will be required to self-quarantine for 14 days from their last exposure to that individual.
- Clean and disinfect areas according to CDC and EPA guidelines where the ill individual has been while in the building
- Activate call messages and letter templates to communicate with parents and staff after a case has been confirmed in the school.
- Ensure communications conform to HIPAA and FERPA regulations by only giving general characteristics, as in what hall, office or team that student or staff was on

[Drafts of District Communication to Parents and Community Members](#)

[Link to ASD Draft Communications for various scenarios](#)

Parent/Guardian Surveys

CEG understands the need to have parents and community members have a voice in the schools' decision-making process. The below survey response data as well as all parent communication through emails, calls, letters was used and will continue to be used in the decision-making process. From this data, CEG has taken the following actions:

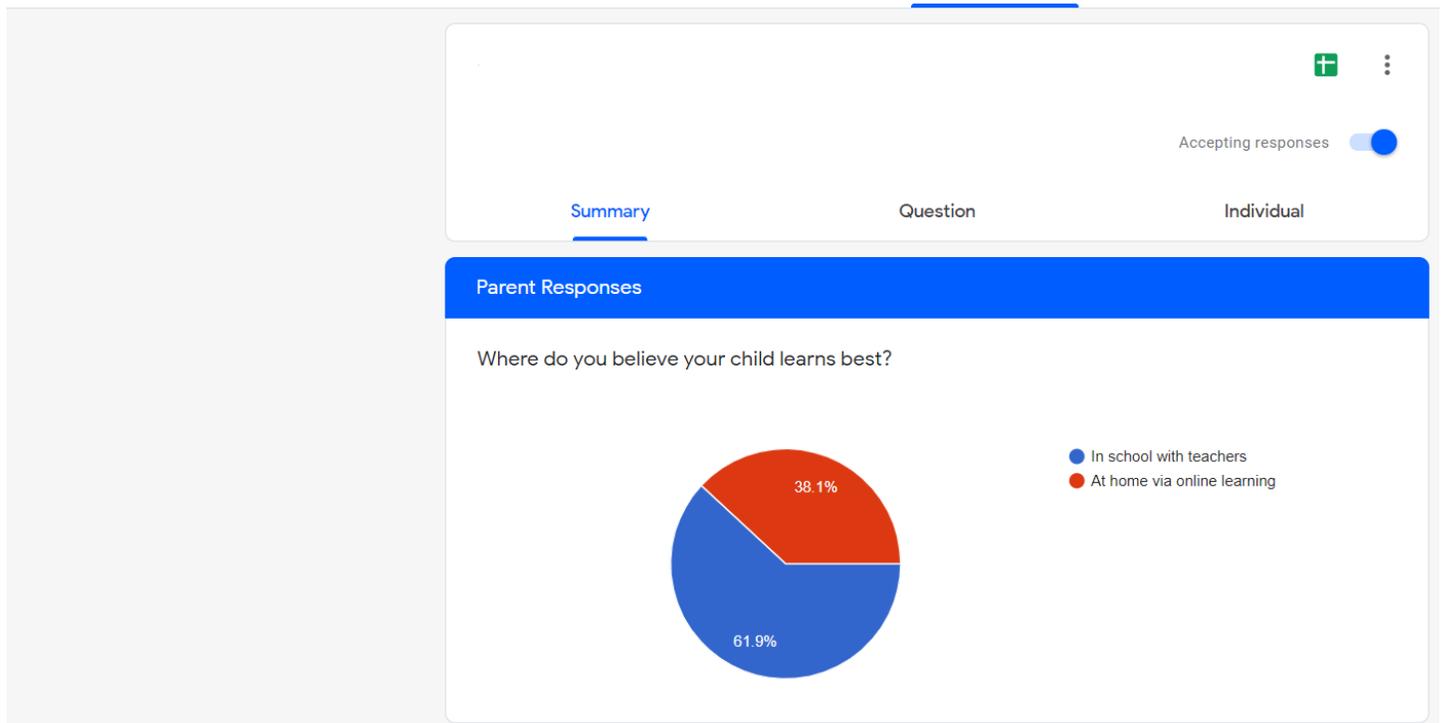
- Offer online and on-campus options to parents
- Purchase of a device for every student who needs one
- Purchase of hot spots for every family that needs one
- Training for families on use of devices and necessary applications

[Link to All Survey Results](#)

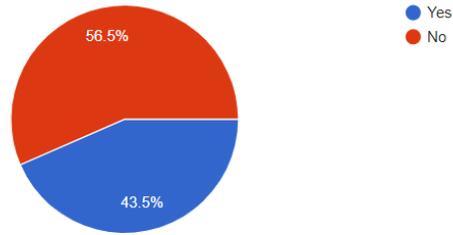
Parent Engagement Survey

Parent Engagement Survey: COVID-19 Response

Questions Responses



Given the information that is publicly available today, will you send your child to school for in-person instruction if social distancing and other safety precautions were in place at the school?



What systems or procedures at the school will make you feel safe?

If school remains closed this fall, what insight can you provide based on the distance learning platform implemented last spring?

Do you have any other things you would like the school to consider as we plan for re-opening in the fall?

Laptop Access Survey

CEG Laptop Access
April 2020

	NO	YES
Cornerstone Prep - Denver	59%	41%
1	36%	64%
2	64%	36%
3	57%	43%
4	82%	18%
5	65%	35%
K	55%	45%
Cornerstone Prep - Lester	46%	54%
1	78%	22%
2	22%	78%
3	57%	43%
4	48%	52%
5	24%	76%
K	53%	48%
Lester Prep	46%	54%
6	38%	62%
7	52%	48%

8	52%	48%
Grand Total	53%	47%

Internet Access Survey

CEG Internet Access
April 2020

	NO	YES
Cornerstone Prep - Denver	19%	81%
Kindergarten	19%	81%
1	19%	81%
2	11%	89%
3	33%	67%
4	26%	74%
5	19%	81%
Cornerstone Prep - Lester	8%	92%
Kindergarten	4%	96%
1	2%	98%
2	12%	88%
3	17%	83%
4	10%	90%
5	4%	96%
Lester Prep	15%	85%
6	13%	88%
7	26%	74%
8	13%	88%
Grand Total	15%	85%