

Frayser Community Schools

Continuous Learning Plan

2020-2021 School Year

Dr. Bobby White, Founder and CEO

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**SECTION 1: COVER PAGE**

**Part 1.1 Snapshot Information**

LEA or Charter School: Frayser Community Schools (FCS)

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**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.**

Frayser Community Schools (FCS) had success implementing Canvas LMS during the Spring 2020 closure period. Over 60% of our students were able to access Canvas without any distribution of additional technology. The balance of the students were able to access learning activities through packets. Our plan for the 2020-2021 School year is to deliver instruction in a 1 – to – 1 laptop environment using CANVAS as the delivery platform. Students will be in an all virtual environment to start the year. In our fourth week of school, students whose parents indicated that they wanted their child in school will begin coming to school. The students will continue to engage with all curriculum through Canvas. All teachers will be instructing and giving feedback through the Canvas platform. This will allow us to maintain continuous instruction despite any movement, attendance, or health emergency barriers that will inevitably arise as we restart school.

**1.3 COVID Plan**

**If the CLP will not be implemented at the beginning of the school year, the LEA should provide either a narrative summary OR an attachment of the decision-trigger process for school building closures and an estimate of the timeline for full implementation of the CLP in that instance.**

Frayser Community Schools (FCS) will implement the COVID Plan at the beginning of the school year. FCS Network staff and school leaders will maintain communications with Shelby County Health Department. If parents or staff advise the school of positive COVID-19 cases, the school and district will inform the Shelby County Health Department to ensure proper reporting. District and School leaders will follow the directions given by the Shelby County Health Department regarding tracing and quarantining of students and staff who may have been exposed. After contact tracing, the Shelby County Health Department will determine if any students and/or staff will be subject to a 14-day quarantine period and the schools will adhere to this directive. If there is a significant COVID-19 outbreak, the schools will follow all directives from the Shelby County Health Department. Schools are prepared to continue learning in a virtual, hybrid, or in person model.

Artifacts for this section:

Sec1 - 1.3 COVID Plan Attachment

Sec1 – FCS School Flexibility Plan: Sections School Operation Model Summary through Pathway 3.

Sec1 – FCSFacebook1 – Showing notice of starting August 10th in virtual mode.

Sec1 – FCSWebsite1 – Showing communication of opening plan to parents.

**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.**

As an ASD school, the State is the authorizer. Our plan is being shared directly to the State through the formal submission process.

**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* 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.”**

All FCS schools and grade bands will begin All Virtual. This will allow us the best opportunity to serve the needs of all of our students while keeping students, teachers, staff and parents safe. Because our community is more at-risk of complications and death as a result of the COVID virus and because Shelby County, in particular has had more cases than most areas in TN, this mode of instruction is necessary. We have communicated that this mode will continue for at least the first 3 weeks of school. Parents have begun entering their choice for virtual or in-person after the initial 3 weeks are completed. This does not mean that we will definitely move out of virtual mode.

During the initial FCS In-Service, all teachers received instructions and clear expectations for communication with students and families. This communication occurs primarily inside of the Canvas platform but may also include email and phone calls through the FCS Jive phone system. Artifacts demonstrate the initial agenda for training, training modules for teachers in Canvas, schedules of the school week that include time for teachers to work synchronously and asynchronously with students. See Sec2 - 2020-2021 Master Schedule Humes Middle.xlsx for a great example. Some asynchronous time is used for teachers to meet with small groups or individuals who are having difficulty with the material they are expected to complete. In addition to synchronous and face to face meetings, teachers are expected to do an instructional video of themselves presenting the teacher directed portion of the lesson. This provides students an additional connection point with the teacher’s face in case they are unable to join during the synchronous learning. We believe this helps students build the emotional connection to teachers.

Artifacts also show communication of the initial model of school and decision timeline with parents and students. Information was direct emailed to parents through SwiftK-12 as well as communicated on the website and in social media.

**Part 2.2: Differences between Schools**

**LEAs should complete this section only if schools within a given grade band are implementing different models and pathways (e.g., some hybrid split days, some hybrid based on family choice, and some in-person). Only complete the table below for grade bands where there are in-LEA differences. If there are differences in models or pathways within a school to accommodate student populations served, please provide rationale.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School Name** | **Grade(s) Served** | **Model(s) Selected** | **Pathway(s) Selected** | **Rationale** |
| MLK College Prep High School | 9-12 | Remote or Hybrid | All Virtual | Flexibility and scalability as situations change. |
| Humes Middle School | 6-8 | Remote or Hybrid | All Virtual | Flexibility and scalability as situations change. |
| Westside Middle School | 6-8 | Remote or Hybrid | All Virtual | Flexibility and scalability as situations change. |

Artifacts for this section:

Sec2 - 20-21 In-Service Agenda 072520.docx

Sec2 - 2020\_06\_09\_board\_meeting\_minutes.pdf

Sec2 - 2020\_07\_14\_board\_meeting\_agenda.pdf

Sec2 - 2020-2021 Master Schedule Humes Middle.xlsx

Sec2 - ACES and ESL CONTINUITY OF LEARNING and SUPPORT PLAN.docx

Sec2 - ACES Students Schedule Examples.docx

Sec2 - Canvas Module 1 20-21 Professional Learning Sessions.PNG

Sec2 - Canvas Module 2 20-21 Professional Learning Sessions.PNG

Sec2 - Canvas Module 3 20-21 Professional Learning Sessions.PNG

Sec2 - Canvas Module 4 20-21 Professional Learning Sessions.PNG

Sec2 - Canvas Module 4b 20-21 Professional Learning Sessions.PNG

Sec2 - Canvas Module 5 6 Brainpop Professional Learning Sessions.PNG

Sec2 - Canvas Module Sample AlgebraII 20-21 Professional Learning Sessions.PNG

Sec2 - Canvas Module Sample History 20-21 Professional Learning Sessions.PNG

Sec2 - FCS Phone Directory.docx

Sec2 - FCS Start Strong.pdf

Sec2 – FCSFacebook1 – Showing notice of starting August 10th in virtual mode.

Sec2 – FCSWebsite1 – Showing communication of opening plan to parents.

Sec2 - Frayser Community Schools 2020 2021 School Flexibility Plan 072520.docx: Sections School Operation Model Summary through Pathway 3

Sec2 - MLK Virtual Schedule and Canvas Expectations 2020-2021.docx

Sec2 - The 5E instructional model.docx

Sec2 - Westside Middle School Virtual Learning Plan.docx

**SECTION 3: STANDARDS-BASED INSTRUCTION**

**This section should cover how the LEA intends to provide standards-based instruction for students who are not receiving in-person instruction at the school site. Note: There may be meaningful differences between the beginning-of-year approach and the approach during school building closures (should those be necessary). As such, the section will be repeated for “beginning of the year” and again for school building closures. If the strategy is the same, please check the appropriate box below. Please see the Special Populations, Academics, Postsecondary Transitions and Access and Opportunity toolkits for support.**

**▪ 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**

**To complete this section, LEAs may elect to either complete a brief (3-4 sentence) narrative or they may reference relevant pages in an attached document or plan. In the box below, please provide the narrative or the page(s) referenced if using an attached plan. State law requires 6.5 hours of daily instruction in grades 1 – 12 (4 hours for kindergarten).**

Instruction will be delivered via Instructure’s Canvas Learning Management System. Teachers will record videos of portions of their lesson and then imbed those into lessons. Lessons connect to make modules. In each lesson, teachers track standards mastery. The Badgr system will be used to award students badges as they master standards. Students will also use i-Ready as an intervention. High School students needing to recover credits will use Edgenuity. Students who need brand new coursework that is not offered by FCS faculty will be enrolled in an approved program such as Grade Results or APEX.

FCS uses the following curriculums:

Math: Eureka

ELA: Expeditionary Learning

Science: 6-8 – HMH and OpenSciEd

9-12 – Pearson and HMH

Social Studies: 6-8 - Facing History and Ourselves, EL Embedded, Teacher Authored

9-12 – Facing History, AP, EL Embedded, Teacher Authored, AP Materials

Students will spend a minimum of 7 hours per day in synchronous and asynchronous instruction. This time includes RTI and enrichment time. FCS does stockpile days.

FCS has adopted Opportunity Culture from Public Impact Group. This model identifies teachers who show exemplary content knowledge and academic results and allows them to take on more teaching responsibility while also becoming leaders of other teachers. The FCS model uses Multi-Classroom Leaders(MCLs) to supervise other teachers in their content area. The MCL is responsible for reviewing plans, observing lessons, giving feedback, holding PLC meetings, holding Individual Planning Sessions (IPS), teaching small groups of students, and modeling lessons. The MCL also accepts a portion of each students TVAAS score as a co-teacher. All teachers in FCS spend a minimum of 5 hours planning each week. This planning time includes a block of time set aside each Wednesday afternoon.

FCS uses the Canvas Learning Management System. All teachers have been trained in using the 5E design for online learning. This assists them in crafting engaging lessons that are easily monitored. It also allows them to adequately plan for giving students effective feedback on their work. Using this system also assists MCLs by making the learning visible in the LMS. They no longer have to check lesson plans and then check to see if those plans are implemented. The lesson and the plan are synonymous.

Within this system, teachers are expected to record and upload their personal presentation portion of each lesson. This allows maximum flexibility for learners. We recognize that learners may be unable to connect during the live lessons at some point during the school year. Having this backup allows them to continue their learning, whether or not they were in the live session. Student attendance will consist of not only participation in live lessons, but also effective time in the platforms that we are utilizing to deliver instruction.

All learning is connected to the state standards. We have purchased a license with CASE TE12 Assessments this year. We also purchased the item bank so that teachers could use retired test items in their own assessments. This test has a strong correlation to the scores from the TNReady test. Students will be tested three times per year with a customized test that matches our scope and sequence. Results from these assessments will be used in DDI cycles to determine re-teaching focci.

Feedback to students will be a crucial part of teacher work during the 2020-2021 school year. Since teachers are unable to give direct feedback in the moment 100% of class-time, students will have to relay on written feedback in the Canvas System. Teachers have multiple touch points to provide this feedback, depending on the tools they imbed in the lessons, and how they have constructed the lessons. Keep in mind that each teacher has a Multi-Classroom Leader (MCLs) or Administrator assigned to them in order to ensure that this is occurring with fidelity. MCLs have a scope of no more than 5 teachers that they oversee and give feedback, support, modeling, coaching and even small group instruction assistance to. MCLs only supervise teachers who have the same or very similar content area so that they can share their knowledge of that content as they review plans and instruction. Artifacts that specifically speak to what feedback to students looks like are as follows: Teacher Feedback Example 1 and Teacher Feedback Example 2. This is an area we will continue to monitor and improve on.

**Part 3.2 Instruction Breakdown by Grade Band**

All students will participate in a minimum of 7 hours of instruction per day. See Master Schedules for more detailed information.

|  |  |  |  |
| --- | --- | --- | --- |
| Content Area –  Grade Band HS | Avg. Days per Week | Minutes per Session | Delivery Mechanism: Indicate all that apply |
| ELA | 5 | 55 | Synchronous, Asynchronous, Virtual, Teacher-based, Program |
| Math | 5 | 55 | Synchronous, Asynchronous, Virtual, Teacher-based, Program |
| Science | 5 | 55 | Synchronous, Asynchronous, Virtual, Teacher-based, Program |
| Social Studies | 5 | 55 | Synchronous, Asynchronous, Virtual, Teacher-based, Program |
| Physical Education | 5 | 55 | Synchronous, Asynchronous, Virtual, Teacher-based, Program |
| Arts | 5 | 55 | Synchronous, Asynchronous, Virtual, Teacher-based, Program |
| CCTE or Elective | 5 | 55 | Synchronous, Asynchronous, Virtual, Teacher-based, Program |
| Foreign Language | 5 | 55 | Synchronous, Asynchronous, Virtual, Teacher-based, Program |

|  |  |  |  |
| --- | --- | --- | --- |
| Content Area –  Grade Band MS | Avg. Days per Week | Minutes per Session | Delivery Mechanism: Indicate all that apply |
| ELA | 5 | 55 | Synchronous, Asynchronous, Virtual, Teacher-based, Program |
| Math | 5 | 55 | Synchronous, Asynchronous, Virtual, Teacher-based, Program |
| Science | 5 | 55 | Synchronous, Asynchronous, Virtual, Teacher-based, Program |
| Social Studies | 5 | 55 | Synchronous, Asynchronous, Virtual, Teacher-based, Program |
| Physical Education | 5 | 55 | Synchronous, Asynchronous, Virtual, Teacher-based, Program |
| Arts | 5 | 55 | Synchronous, Asynchronous, Virtual, Teacher-based, Program |

**Part 3.3: Artifacts**

**To support the CLP, please include any artifacts that outline the LEA’s approach to instruction. 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 for grade-level instruction. Artifact selection should be included to meet the benchmarks listed in the rubric.**

Artifacts to Reference:

Sec3 - 2020-2021 FCS ASSESSMENT PLAN 071620.docx

Sec3 - 2020-2021 Master Schedule Humes Middle.xlsx

Sec3 - ACES and ESL CONTINUITY OF LEARNING and SUPPORT PLAN.docx

Sec3 - ACES Students Schedule Examples.docx

Sec3 - FCS 2020 2021 School Flexibility Plan.docx – Academic, Assessment of Learning, Professional Development, and Special Populations Sections

Sec3 - List of instructional materials by grade band.xlsx

Sec3 - MLK Virtual Schedule 2020-2021.docx

Sec3 - Teacher Feedback Example 1.png

Sec3 - Teacher Feedback Example 2.png

Sec3 - The 5E instructional model.docx

Sec3 - Westside Middle School Virtual Learning Plan.docx

**SECTION 4: ATTENDANCE**

**This section should cover how the LEA intends to account for attendance of students who are not receiving in-person instruction at the school site. Note: There may be meaningful differences between how a hybrid approach may differ from school building closures (should those be necessary). As such, the section will be repeated for “beginning of the year” and again for school building closures. If the strategy is the same, please check the appropriate box below.**

**▪ 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.**

**□ 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 4.1: 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 or the page(s) referenced. This should be aligned with state law and the State Board of Education’s rules and policies, including the rules and policies specifically related to CLPs.**

The LEA is beginning the year with full virtual. Time of student activity will be tracked in each program and exported daily. All data will be combined in Microsoft PowerBI and reports will be exported in order to enter attendance in PowerSchool. This method will be used anytime students are not physically in the building. This could be as a result of any normal cause for absences or as a result of COVID related reasons. The end result will be that students are tracked according to their actual engagement of 6.5 hours per day in the online platform. If students complete 50% of the school day, they will be marked as present. Students who are not marked as present will be contacted through our SwiftK-12 system and personally by school staff to immediately diagnose why there were not engaging with the systems in place. Students will need an excuse from a parent in order for the absence to be marked as excused as per our normal absentee policy.

**Part 4.2: Artifacts**

**To support the CLP, please include any artifacts that outline the LEA’s approach to attendance. 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 for attendance. Artifact selection should be included to meet the benchmarks listed in the rubric.**

Artifacts:

Sec4 - FCS 2020 2021 School Flexibility Plan.docx – Highlighted Portions

Sec4 - FCS Student Attendance Policy.docx

Sec4 - FCS Student Attendance Staff Support and Communication Plan.docx

Sec4 - FCS Truancy Protocol.pptx

**SECTION 5: INSTRUCTIONAL TECHNOLOGY**

**This section should cover how the LEA intends to utilize and provide access to instructional technology, including devices and internet access, for students who are not receiving in-person instruction at the school site. Note: There may be meaningful differences between the beginning-of-year approach and the approach during school building 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 Technology toolkit for support.**

**▪ 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 5.1: 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 or the page(s) referenced.**

The LEA is beginning the year with full virtual or other remote. FCS made a major purchase of technology with the 2019-2020 Competitive DPSIG Grant award of $750,000 for the network. This moved us most of the way to having a one-to-one learning environment. We will close the remaining gap by using the CARES Act funds that are designated for our network. We will also use the CARES Act funds to purchase two year contracts for education specific hotspots on the T-Mobile network. According to our data so far, only about 25% of our students will need this support to access high speed internet. The laptops FCS are purchasing are high specification student computers from HP. They are in the Generation 7 versions in the 450 line of computers. These devices provide maximum flexibility in the learning environment when using the Canvas LMS as well as other previously mentioned online platforms. FCS uses AssetTiger to tag and track all laptops and hotspots. Attached is an excel sheet of our current inventory in AssetTiger. It is being constantly updated to reflect our purchase of new laptops and hotspots.

If parents have any issues with the devices that are distributed to them, they are to call the main office of their school. School secretaries can make an appointment for parents to swap devices if there is a catastrophic failure. If the issue is not catastrophic but cannot be quickly resolved through problem solving, the secretary can put a ticket into our technology helpdesk system to receive assistance for the parent. Attached you will find Sec5 – Technologyx Help Ticket System.

Student internet security and tracking is managed through GoGuardian and student Microsoft Accounts. GoGuardian is a premiere monitoring and supervision tool for student online activity. Attached you will see the GoGuardian letter that informs parents of the use of this tool. We are using both the GoGuardian Admin and Teacher tools. Acceptable use is covered on the “FCS Tech Distribution Form and AUP. “

Currently under development are PowerBI dashboards that will help school staff see the on-boarding process of new students. The steps involved are 1)Completed Registration 2) Assignment of a device in AssetTiger 3)Tracking of device being distributed to a student through the “FCS Tech Distribution Form and AUP” and the “Distribution Tracking Form.” See samples of all documents in Artifacts.

**Part 5.2: Artifacts**

**To support the procedures in the CLP, please include any artifacts that outline the LEA’s approach to instructional technology. 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 intends to serve the unique needs of students with disabilities, English Learners and other vulnerable populations in the LEA must be explicitly included.**

Artifacts

Sec5 - asset\_inventory072620.xlsx

Sec5 - FamilyNeedsWellnessCallTracking0726.xlsx

Sec5 - FCS 2020 2021 School Flexibility Plan.docx – Technology and other highlighted portions

Sec5 - FCS Tech Distribution Form and AUP.pdf

Sec5 - FCS Technology Needs Survey March 25 2020.docx

Sec5 - GoGuardianParentLetter.docx

Sec5 - How To Step Sheet Summer School.docx

Sec5 - SampleDistributionTrackingForm-StudentInfoDeleted.xlsx

Sec5 - StudentParentChoiceSurvey072620.PNG

Sec5 - TeacherReopeningSurvey.PNG

Sec5 - TechnologyDistributionUpdateEmail.PNG

Sec5 - Technologyx Help Ticket System.PNG

**SECTION 6: PROFESSIONAL DEVELOPMENT (FOR REMOTE TEACHING AND LEARNING)**

**This section should cover how the LEA intends to provide strong professional development, learning and support opportunities for staff who may not be providing in-person instruction at the school site. Note: There may be meaningful differences between the beginning-of-year approach and the approach during school building 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 Professional Development toolkit for support.**

**▪ 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 6.1: 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 or the page(s) referenced.**

Teachers completed training on the Canvas platform prior to the beginning of the Spring shut down. New teachers will have access to online modules as well as additional on-boarding training that will include Canvas and other online resources. In addition to training modules, all teachers are connected to PLC structures, and conduct Individual Planning Sessions (IPS) with Multi-Classroom Leaders (MCL) or Administrators, depending on their content area. These sessions will allow teachers to receive weekly personal feedback on their planning and implementation of rigorous content in the virtual environment. In addition to the PLCs on common planning time, IPS with the MCL, school is dismissed early each Wednesday so that teachers have time dedicated to professional development. Planning for these sessions are split between the school and the network.

FCS has a strong data culture. Every PLC, IPS, and PD is centered in a thoughtful analysis of data. The network has invested heavily in tools that allow us to analyze data. More importantly, we have built a culture of DDI cycles. Each assessment is thoroughly analyzed using a DDI tool that was developed in conjunction with our partners Achievement Network and Instruction Partners. This tool and the use of it allow us to have a critical eye on standards that are posing significant learning challenges for our students. In the artifacts you will find a sample DDI template and PowerBI dashboards that demonstrate how we use data as an organization.

Data from our initial evaluations of student learning, the CASE TE21 and i-Ready initial assessments, will be the base of our first round of DDIs. This process will allow us to quickly ascertain learning loss as a result of the school closure from last year. Teachers will then spend PLC, IPS, and Wednesday PD time in planning appropriate remediation for students. Part of the process will be reviewing curriculum to see where and when these skills repeat in our current year curriculum and planning to insert direct instruction during that grade level learning. FCS will attempt not to stop the grade level curriculum completely in order to teach skills, but rather weave new learning into the grade level curriculum We feel that this best meets the intent of the training we have gained over the past few years involving standards based instruction.

Artifacts demonstrate planning for teacher initial training, completion of training related to COVID, time designated weekly for future training in PLCs led by Multi-Classroom Leaders, Individual Planning Sessions led by Multi-Classroom Leaders, and Canvas modules created specifically to enhance teacher learning and effectiveness. The PowerBI Dashboards demonstrate the way see and access data. These are custom developed inside the organization. The DDI document demonstrates a sample agenda for a meeting that considers standards based data.

**Part 6.2: Artifacts**

**To support the CLP, please include any artifacts that outline the LEA’s approach to professional development, learning and support related to remote teaching and learning. This may include how the LEA expects to adapt PD to accommodate a remote learning environment. 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 intends to serve the unique needs of students with disabilities, English Learners and other vulnerable populations in the LEA must be explicitly and cohesively included.**

Artifacts

Sec6 - 20-21 In-Service Agenda 072520.docx

Sec6 - Canvas Module 1 20-21 Professional Learning Sessions.PNG

Sec6 - Canvas Module 2 20-21 Professional Learning Sessions.PNG

Sec6 - Canvas Module 3 20-21 Professional Learning Sessions.PNG

Sec6 - Canvas Module 4 20-21 Professional Learning Sessions.PNG

Sec6 - Canvas Module 4b 20-21 Professional Learning Sessions.PNG

Sec6 - Canvas Module 5 6 Brainpop Professional Learning Sessions.PNG

Sec6 - Canvas Module Sample AlgebraII 20-21 Professional Learning Sessions.PNG

Sec6 - Canvas Module Sample History 20-21 Professional Learning Sessions.PNG

Sec6 - FCS 2020 2021 School Flexibility Plan.docx

Sec6 - Humes Teacher Weekly Support Plan.docx

Sec6 - Math DDI Planning Cycle.docx

Sec6 - MLK Virtual Schedule and Canvas Expectations 2020-2021.docx

Sec6 - PowerBI Dashboard Navigator.PNG

Sec6 - PowerBI i-Ready Custom Dashboard.png

Sec6 - PowerBI MasteryConnect Custom Dashboard.png

Sec6 - SafeSchools Course Completions Over Time 2020-07-28 17\_11\_10.xlsx

Sec6 - SafeSchools IT Basic Training for Teachers.PNG

Sec6 - SafeSchools. Initial Covid TrainningPNG.PNG

Sec6 - Westside\_MCL Schedule\_1.28 (002).xlsx

**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 for support.**

**▪ 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 or the page(s) referenced.**

FCS will utilize Microsoft Forms, Microsoft PowerApps, Microsoft PowerBI, and Canvas generated reports to monitor teacher planning, instructional implementation, and student engagement. Dashboards will be deployed to administrators, teachers, and students to deliver a constant stream of current progress toward academic goals, including standards mastery as well as academic grades and attendance. All dashboards are filterable by subgroups such as SWD, ELL, ED, racial and ethnic backgrounds of students. This will allow the Director of Special Populations to carefully monitor how students in those subgroups are achieving and meeting academic goals.

The artifacts demonstrate the approach to reviewing student learning. They also demonstrate the system of dashboards the network uses to monitor implementation of all network goals. Custom dashboards will be built based on the CASE assessment to monitor specific standards attainment in addition to dashboards already developed.

**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.**

Artifacts:

Sec7 - Frayser Community Schools 2020 2021 School Flexibility Plan 072520.docx

Sec7 - PowerApp Partner Student Connections.PNG

Sec7 - PowerBI Attendance Dashboard.PNG

Sec7 - PowerBI Dashboard Navigator.PNG

Sec7 - PowerBI Exclusionary Discipline Dashboard.PNG

**SECTION 8: COMMUNICATIONS**

**This section should cover how the LEA plans to communicate the details of their CLP and its implementation to stakeholders, including students, parents and staff. A communications plan must be in place, but a more robust engagement plan is optional.**

**Part 8.1: 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 communication plan. In the box below, please provide the narrative or the page(s) referenced.**

FCS uses SwiftK-12 to communicate via text, email, and audio calls to parents of students who are enrolled. When the Spring shut down occurred, FCS staff immediately began calling all families at least once per week. This personal approach to communication gives us the most immediate and accurate feedback and information about our parents and their engagement. We will use this as well to insure that all parents are informed of our process and steps to stay informed and engaged. The Chief of Staff for FCS, Erica Williams, will additionally engage in a broader scale communication agenda in the community. FCS announcements are a fixture at the Frayser Exchange Club. We will additionally seek to attract the attention of the press by announcing our plan via press release and hopefully direct press coverage. FCS parents have access to their child’s teacher, academic assignments, and course progress daily via the Canvas LMS parent app.

**Part 8.2: Artifacts**

**To support the CLP, please include any artifacts that outline the LEA’s approach to communications. 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.**

Artifacts:

Frayser Community Schools 2020 2021 School Flexibility Plan 072520.docx

Sec8 - COVID Letter COVID Symptoms.docx

Sec8 - COVID Letter Meaningful Contact.docx

Sec8 - COVID Letter No Contact.docx

Sec8 - COVID Temporary Building Closure for Disinfecting.docx

**APPENDIX: OPERATIONS AND BUDGET (Optional)**

**The department is committed to continuing to support LEAs through this challenging period. To best plan for potential grants, supports, or other resource development, it is helpful and important to know the specific plans and work that is occurring in LEAs. Separately, it is helpful for LEAs to share their CLPs and best practices in support of one another. This section of the CLP will not be evaluated on the rubric but would be used for better aligning resource development and sharing ideas between school LEAs in the state.**