

ACHIEVEMENT SCHOOLS

CONTINUOUS LEARNING PLAN

2020-2021 School Year

The goal and focus of this Continuous Learning Plan are to deliver effective education to all students and staff while ensuring the safety of our students, staff and families in Frayser Corning, Georgian Hills and Whitney Achievement Elementary Schools (The Achievement Schools). This plan provides information on three potential models for delivery of instruction as we are preparing for multiple scenarios to be equipped to meet student needs. We are prepared to provide effective instruction to all students in our schools. We will keep all families and our staff notified of current information as we prepare to educate our children in these unprecedented times.

All the best,

Lisa R. Settle,

Interim Superintendent

 

 

TABLE OF CONTENTS

[1.1 Snapshot Information 6](#_Toc47433846)

[1.2 Landscape Path 6](#_Toc47433847)

[1.3 COVID Plan 6](#_Toc47433848)

[SECTION 2: PROGRAMMATIC MODEL FOR THE 2020-2021 SCHOOL YEAR 7](#_Toc47433849)

[SECTION 3: STANDARDS-BASED INSTRUCTION 8](#_Toc47433850)

[3.1 Instructional Materials 8](#_Toc47433851)

[Teacher Planning 10](#_Toc47433852)

[Instructional protocols 10](#_Toc47433853)

[ELA 10](#_Toc47433854)

[Math 11](#_Toc47433855)

[Science 11](#_Toc47433856)

[Annotations 11](#_Toc47433857)

[Coaching 11](#_Toc47433858)

[3.2 Schedules 12](#_Toc47433859)

[3.3 Learning Loss and Remediation 13](#_Toc47433860)

[Students with Disabilities 15](#_Toc47433861)

[English Language Learners 16](#_Toc47433862)

[Migrant, Homeless, and Foster Care 17](#_Toc47433863)

[3.4 Grading, Feedback, and Student Achievement 19](#_Toc47433864)

[Grading 19](#_Toc47433865)

[Make-up Policy 19](#_Toc47433866)

[Academic Feedback 20](#_Toc47433867)

[3.5 Early Literacy 20](#_Toc47433868)

[Kindergarten-2nd Grade Materials for EL Flex for Virtual Learning Supplement: 20](#_Toc47433869)

[Addressing Reading Foundational and Language Skills and Standards During Small Group 20](#_Toc47433870)

[Differentiation 20](#_Toc47433871)

[Assessment Requirements: 21](#_Toc47433872)

[3.6 Academic Counseling 22](#_Toc47433873)

[SECTION 4: ATTENDANCE 23](#_Toc47433874)

[4.1 Explanation of Approach 23](#_Toc47433875)

[SECTION 5: INSTRUCTIONAL TECHNOLOGY 26](#_Toc47433876)

[5.1 Distribution and Tracking 26](#_Toc47433877)

[5.2 Troubleshooting and Technical Assistance 26](#_Toc47433878)

[5.3 Security and Safety 27](#_Toc47433879)

[5.4 Access and Opportunity 27](#_Toc47433880)

[5.5 Contingency Planning 27](#_Toc47433881)

[5.6 Student Online Safety and Security 27](#_Toc47433882)

[5.7 Student/Family Technical Assistance 28](#_Toc47433883)

[SECTION 6: PROFESSIONAL DEVELOPMENT (FOR REMOTE TEACHING 29](#_Toc47433884)

[AND LEARNING) 29](#_Toc47433885)

[6.1 Virtual or Distance Learning 30](#_Toc47433886)

[6.2 Student Engagement and Classroom Climate 30](#_Toc47433887)

[6.4 Learning Loss 31](#_Toc47433888)

[6.5 High Quality Materials 31](#_Toc47433889)

[SECTION 7: IMPLEMENTATION MONITORING 32](#_Toc47433890)

[7.1 Instruction 32](#_Toc47433891)

[7.2 Logistics 33](#_Toc47433892)

[7.3 Technology 36](#_Toc47433893)

[SECTION 8: COMMUNICATIONS 38](#_Toc47433894)

[8.1 Introduction 38](#_Toc47433895)

[8.2 Audience 38](#_Toc47433896)

[8.3 Modes of Communication with Families 38](#_Toc47433897)

[8.4 Emergency Communications 39](#_Toc47433898)

[8.5 Frequency of Teacher Communications in Virtual Settings 39](#_Toc47433899)

[8.6 Accessibility of Instruction to Vulnerable Populations 40](#_Toc47433900)

[8.7 Location Accessibility 41](#_Toc47433901)

[8.8 Family Engagement and Accessibility to District and School Leadership 42](#_Toc47433902)

[Artifacts: 42](#_Toc47433903)

[APPENDIX 43](#_Toc47433904)

**SECTION 1: COVER PAGE**

1.1 Snapshot Information

LEA or Charter School: Achievement Schools

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1.2 Landscape Path

One of the glaring challenges exposed in the face of the pandemic was the lack of internet access for students. Only about 38% of families reported having consistent internet access at home. Not only do students not have internet access in their individual homes, many of the apartment buildings or houses where they live lacked the infrastructure to become WIFI enabled. The pandemic reinforced the prior knowledge that our students and families are lacking consistent access to resources required for distant learning. The LEA is projecting COVID-related needs that include purchasing Personal Protective Equipment, computers/tablets for students, hot spots for families, funding for additional counselors and special education personnel, nursing services, funding to pay teachers for after-school/weekend tutoring, professional development for teachers regarding how to teacher in a distance learning setting, and technology for 1:1 access. Also, funding will be used to purchase cleaning/sanitation supplies, special education support, hiring interventionists and some additional behavior supports.

1.3 COVID Plan

District 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 hybrid or virtual setting.

**SECTION 2: PROGRAMMATIC MODEL FOR THE 2020-2021 SCHOOL YEAR**

In efforts to be in aligned with CDC guidelines, and remain in compliance with recent SCHD directives for opening schools, we will operate all Achievement Schools using a remote learning model while providing quality instruction to students through virtual/online learning. We believe it is through this model and pathway that we can accelerate learning in the “safest” way that is targeted for each school's student population. SWD, ELs and vulnerable students will be better served.

# **SECTION 3: STANDARDS-BASED INSTRUCTION**

## 3.1 Instructional Materials

The Achievement Schools have approached reopening with three options for continuous learning: full building return, hybrid, or full virtual. In the case of a full return to buildings, the curriculum will be streamlined in case of closure or hybrid conversion. Schools will incorporate virtual learning platform at least twice per week to familiarize themselves and students with the platform for smoother transition to full virtual or hybrid models if necessary. Curriculum streamlining will prioritize essential content by condensing lessons, but NOT omitting standards from Eureka Math, EL, STEMScopes. See pacing guides in Appendix 3.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** |  | **Reading** | **Math** | **Science** | **Social Studies** |
| **K** | **Curriculum** | EL Content Literacy Base EL Foundational Skills | Eureka | EL Embedded | EL Embedded |
| **Virtual Supplement** | EL Flex IReadIReady | Eureka Math in SyncDreamboxIReady |  |  |
| **1** | **Curriculum** | EL Content Literacy Base EL Foundational Skills | Eureka | ELEmbedded | EL Embedded |
| **Virtual Supplement** | EL Flex IIRead IReady | Eureka Math in SyncDreamboxIReady | STEMScopes | Studies Weekly |
| **2** | **Curriculum** | EL Content Literacy Base EL Foundational Skills | Eureka | EL Embedded | EL Embedded |
| **Virtual Supplement** | EL Flex IReadIReady | Eureka Math in SyncDreamboxIReady | STEMScopes | Studies Weekly |
| **3** | **Curriculum** | EL Content Literacy Base | Eureka | STEMScopes | Studies Weekly |
| **Virtual Supplement** | EL Flex IReadySystem 44 | Eureka Math in SyncDreamboxIReady |  |  |
| **4** | **Curriculum** | EL Content Literacy Base | Eureka | STEMScopes | Studies Weekly |
| **Virtual Supplement** | EL Flex IReadySystem 44 | Eureka Math in SyncDreamboxIReady |  |  |
| **5** | **Curriculum** | EL Content Literacy Base | Eureka | STEMScopes | Studies Weekly |
| **Virtual Supplement** | EL Flex IReadySystem 44 | Eureka Math in SyncDreamboxIReady |  |  |
| **SWD Inclusion** | **Curriculum** | EL Content Literacy | Eureka  | STEMScopes | EL embedded K-2/Studies Weekly |
| **Virtual Supplement** | EL FlexIReady System 44N2YMobyMax | Eureka Math in SyncDreamboxIReadyN2YMobyMax | STEMScopes |  |
| **SWD Functional Skills** | **Curriculum** | Adaptive Living Skill Curriculum (ALSC)Functional Reading and Comprehension SkillsWriting SkillsCommon Core State Standards – Core Content Connectors | Adaptive Living Skill Curriculum (ALSC) Basic Math SkillsCommon Core State Standards – Core Content Connector**s** | ALSC embedded | ALSC embedded |
| **Virtual Supplements** | Happy NumbersSeeSawSmarty AntsKahn Academy MobyMaxN2Y | IReadySeeSawSmarty AntsKahn AcademyMobyMaxN2Y  |  |  |

### Teacher Planning

|  |  |
| --- | --- |
|  | **Hours Per Week** |
| **K-2** | 7.5 |
| **3-5** | 5 |
| **Self-Contained** | 7.5 |
| **Multiple Preps** | 7.5 |

Schools are expected to have teacher planning built into their master schedules. PLCs will occur at least once per week during which teachers will analyze student work. Collaborative planning will occur once a week during which teachers will vertically plan. School facilitators and instructional coaches will be responsible for developing agendas, establishing protocols, and facilitating PLCs and collaborative planning sessions.

### Instructional protocols

### ELA

The adopted curriculum in the Achievement Schools is EL Education 2nd edition. This curriculum includes Foundations and Meaning-Based components for K-2 and Meaning-Based and ALL Block components for 3-5. There must be a reading block consisting of a minimum of 90 minutes that includes specified time for Meaning-Based lessons and Foundations Skills Block lessons. These recommendations are in alignment with the state’s requirements for Tier 1 instruction.

The meaning-based lessons contain the following:

* Opening
* Worktime
* Closing & Assessment
* Homework

The times spent on each of these parts change from lesson to lesson.

The foundation lessons are broken down into five-day cycles. Each cycle consists of four lessons (one lesson per day) and an assessment (5th day). Each lesson requires 15-20 minutes of whole group instruction and 40-45 minutes of small group differentiated instruction.

The Skills Block lessons consist of teacher-guided and independent-work components. The same amount of time spent on each is not consistent across the lessons. In fact, some lessons may require only one or the other.

### Math

The adopted curriculum in the Achievement Schools is Eureka. The math block must consist of at least 60-90 minutes. This recommendation is in alignment with the state’s requirements for Tier 1 instruction.

Eureka lessons contain the following:

* Fluency Practice (can includes sprints)
* Application
* Concept Development (includes problem sets)
* Student Debrief (exit tickets)

The amount of time spent on each part changes from lesson to lesson.

### Science

The adopted curriculum for science in the direct-run schools is STEMScopes. It has some instructional gaps in that much of the curriculum is not three-dimensional. For this reason, teachers are going to have to rely on other materials to help them teach lessons that are aligned to the new standards. The science block must consist of at least 15 to 30 minutes in K-2 and 45-60 minutes in 3-5. Each lesson sequence contains the following:

* Engage – Activate and assess prior knowledge
* Explore – Investigate phenomenon or problem
* Explain – Develop explanations
* Elaborate – Expand conceptual understanding
* Evaluate – Apply knowledge in a new experience

The amount of time it takes to complete an entire sequence varies.

### Annotations

ELA, Math, and Science teachers are expected to annotate lessons. It is imperative that school leaders design a school-wide system for monitoring annotations. In order for teachers ensure that teachers are consistently planning, processing and internalizing the lessons, they must know that school administration is monitoring the planning process.

### Coaching

School-based instructional coaches provide coaching support to ELA, Math, and Science teachers. They work with teachers to establish goals that are grounded in the standards and subsequently, support them in reaching those goals for a designated amount of time. This approach requires teachers and advisors to establish a collaborative partnership in which they spend a lot of time together. Much of this time together is spent during instruction, but at least one day per week is needed to co-plan. Some teachers will be on coaching cycles during which they will interact with advisors several times per week, and other teachers will not.

The core principles of student-centered coaching are

* Setting goals for coaching cycles
* Using standards-based learning targets
* Using student evidence to co-plan instruction
* Organizing coaching through cycles
* Co-teaching with a focus on effective instructional practices
* Measuring the impact of coaching on student and teacher learning
* Partnering with the school leader

Teachers that are engaged in a coaching cycle will spend much of their time co-teaching with instructional coaches. **CO-TEACHING** is a strategy that provides coachable moments throughout a lesson. It is a dynamic process in which the teacher and coach work together to move student learning forward. In a classroom where co-teaching is occurring, it’s hard to tell who the teacher is and who the coach is because both are engaged and involved partners in the delivery of the lesson. To get there, the teacher and coach develop a shared vision through co-planning and then work side-by-side to ensure that they get the results they are looking for. The following strategies for co-teaching create partnerships that are the hallmark of Student-Centered Coaching: noticing and naming, micro-modeling, thinking aloud, teaching in tandem, and you pick four

## **Schedules**

Master schedules for online learning must reflect 6.5 hours of instruction for grades 1-5 and 4 hours for kindergarten that includes ELA, math, science, social studies, arts, physical education and common planning for teachers (preferably by subject). For master schedules, see artifacts in section 3

Traditional Setting/Full Return - Required Instructional Minutes

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Reading** | **Math** | **Science** | **Social Studies** | **Recess** |
| **K** | 150 | 60 | Embedded in ELA core curricula | 26 |
| **1** | 150 | 60 | Embedded in ELA core curricula | 26 |
| **2** | 150 | 75 | Embedded in ELA core curricula | 26 |
| **3** | 90 | 90 | 45 | 45 | 26 |
| **4** | 90 | 90 | 45 | 45 | 26 |
| **5** | 90 | 90 | 45 | 45 | 26 |
| **SWD** | 90 (Inclusion students) | 90 (Inclusion students) | 45 (Inclusion students) | 45 (Inclusion students) | 26 |

Synchronous Learning Requirements Per Week for Virtual Learning

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Reading** | **Math**  | **Science** | **Social Studies** |
| **K-2** | 6 hrs | 4 hrs | Embedded in EL Curriculum |
| **3-5** | 6 hrs | 3 hrs | 2.25 hrs | 1 hr |

Virtual Classroom Maximums

|  |  |
| --- | --- |
|  | **Students per Section** |
| **Pre-K** |  |
| **K-2** | 10 |
| **3-5** | 12 |
| **Self-Contained** | 10 |

## **Learning Loss and Remediation**

The curriculum used for all subjects will be adjusted to allow teachers to flexibility in pacing to meet the needs of their students. Lesson plans will reflect necessary changes based upon data collected from BOY assessment to allow remediation teaching. Students will have ongoing class and school wide assessments to monitor growth and progress to mastery of standards. As we reflect on the remediation needed for students, we will be implementing the practices below that will also encompass the remediation needs based on interrupted instruction during the quarter 4 learning loss during the 19-20 school year.

|  |  |  |
| --- | --- | --- |
|   | **Full Traditional/Hybrid** | **100% Virtual** |
| RTI | All students will participate in RTI for one hour every day Every student will participate in the TN BOY assessment and EasyCBM universal screener first 10 days and on a rolling admissions basis  Students will be grouped based upon deficits using the data from both BOY screeners  Students will receive small group instruction to target their areas of deficit Bi-weekly testing will used to continuously monitor student progress and adjust groups based upon needs  | All students will participate in RTI for one hour at least 3 times a week.Every student will participate in the TN BOY assessment and EasyCBM universal screener first 10 days on a rolling admissions basis  Students will be grouped based upon deficits using the data from both BOY screeners  Students will receive small group instruction to target their areas of deficit using virtually classrooms with designated teachers  Bi-weekly testing will used to continuously monitor student progress and adjust groups based upon needs |
| Whole group Instruction  | Teachers will use the BOY State assessment to determine whole group deficits. Teacher will address these deficits in Do Now, mini lessons and exit tickets.  | Teachers will use the BOY State assessment to determine whole group deficits. Teacher will address these deficits in Do Now, mini lessons and exit tickets. These items will used during live instruction and will be part of the PowerPoint presentation.  |
| Small group intervention  | 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.   | K-5 Teachers, Interventionist, RTI Coordinator, as well as educational support teachers will meet with targeted students to work on targeted, specific areas of growth. Small group instruction will occur at least once or twice a week.  |
| Online support  | Students will have access to DreamBox, iReady and IXL to assist in computer-based individualized learning to support their asynchronous learning.  School leaders will incorporate review of student technology progress in weekly PLC 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 1 instruction.  Students will be held accountable for work, with online platform grades being factored in their core class grade.   | Students will have access to DreamBox, iReady and IXL to assist in computer-based individualized learning to support their asynchronous learning. School leaders will incorporate review of student technology progress in weekly PLC 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 1 instruction.  Students will be held accountable for work, with online platform grades being factored in their core class grade.   |

See master schedules for RTI schedule.

## 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).

Because evaluations will be backlogged, new referrals will be prioritized above re-evaluations. However, those evaluations that are overdue must be conducted at the earliest to ensure that those students remain in compliance. All Achievement 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 educations 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 ASD schools. As schools reopen, be it via brick and mortar, distance learning, or a blended learning model, 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 Achievement Schools will adhere to the following to ensure all ELLs are receiving high quality instruction during hybrid/virtual 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 Achievement School District’s (ASD) 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 Achievement 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 Achievement 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 (front office staff, teachers, admin, SAMs, SOMs, etc.).
* 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 Americas to coordinate services and supports for all identified migrant Conexion students. Elena Cruz elena@conexionamericas.org.

## **Grading, Feedback, and Student Achievement**

### Grading

Since student and teacher learning curves for virtual learning are steep, the grading scale will be modified for virtual learning.

|  |
| --- |
| **Grading Scales** |
| **Full Return to Buildings** | **Virtual/Hybrid** |
| 93-100 | A | 90-100 | A |
| 85-92 | B | 80-89 | B |
| 75-84 | C | 70-79 | C |
| 70-74 | D | 65-69 | D |
| Below 70 | F | Below 65 | F |
| **Minimum Grades Per Quarter** |
| **Full Return to Buildings** | **Virtual/Hybrid** |
| **1 Prep** | 15 grades | 1 Prep  | 11 grades |
| **2 Preps** | 22 grades | 2 Preps | 18 grades |
| **Self-Contained**  | 24 grades | Self-Contained | 20 grades |
| **Weights**Teachers must record at least one grade per week. |
|  | **Types of Assignments** | **Percent of Grade** | **Minimum Grades Per Quarter** |
| **Classwork** | Math Tasks, Problem Sets, Science Tasks, Writing Assignments,  | 60 | 6 |
| **Formative Assessments** | Do Nows, Quizzes, Exit Tickets, Homework | 25 | 3 |
| **Summative Assessments** | Tests | 15 | 2 |

Make-up Policy

Students are responsible for obtaining work they miss due to absences. Asynchronous, Online lessons will be recorded, labeled by date, and archived in Microsoft Teams for student access upon their return to school. Teacher assistants will support teachers in the grading process by using an established grading rubric to provide written feedback to students and assign a numeric grade for each assignment submitted based on the rubric and/or the grading scale provided by the district.

Students will have a week from their last missed day to complete work. (For example, student missed a Friday. Their work will be due the following Friday. If a student missed Wed-Friday, all work will be due the following Friday.) In certain circumstances where a prolonged illness is involved, an extension of this limit may be arranged between the parent and teacher. Exceptions to the normal make-up policy would be where the deadline was pre-communicated- Example: research paper due on or before May 3rd. Missed exams are to be taken outside of class time within the make-up period and scheduled by the teacher. Failure to do the work within the designated time may result in a failing grade.

### Academic Feedback

In addition to numeric and letter grades, teachers will be required to provide oral and written academic feedback to students at least once per quarter. The feedback must be specific in that it provides students with concrete insight into what they do well and how they can improve. A teacher-student conference will accompany student progress reports, and report cards will be issued once per quarter.

## **Early Literacy**

Kindergarten-2nd Grade Materials for EL Flex for Virtual Learning Supplement:

Reading Foundational Skills Block

* Daily lesson plans that can be used synchronously or asynchronously
* Whole group instruction based on grade level Skills Block lessons -a 10-minute daily video and written lesson plan, to support facilitating classroom learning
* Small-Group Differentiation - 15 minute daily written lesson plan for each microphase to support facilitating both remote and classroom learning
* The Benchmark Assessment guidance for Skills Block provides suggestions for administering the Benchmark Assessments in different settings, including online, and on the telephone.

Module Lessons

* Whole group instruction based on Module Lessons - 15-20 minute daily written lesson plan and corresponding student materials to support facilitating both remote and classroom learning
* Read aloud videos of key anchor texts to provide text access to students
* Independent work - 15-20-minute daily student materials
* Independent module activities as optional extensions - weekly student materials

Addressing Reading Foundational and Language Skills and Standards During Small Group

Differentiation

In both hybrid and fully remote learning situations, students will receive direct instruction at their instructional level during small group differentiation time which will address reading foundational and language standards that were potentially missed. This time of differentiation provides an opportunity to bridge potential gaps in learning to progress students further in their foundational skills.

Incorporate Whole and Small Group Instruction Daily

Teachers will incorporate synchronous whole and small-group instruction into the daily schedule to close potential gaps from the spring. During this time, the teacher can address specific student’s needs.

Assessment Requirements:

General

* The formative and summative assessments in the current grade level materials will reveal gaps that students have.
* If hybrid or full-time in the classroom, assessments will be administered as outlined in curriculum materials.
* Key formative assessment items will be identified in the content-based modules\* to review to determine student progress prior to summative assessments to inform instructional decisions.

\*Note: Identify one formative assessment item for each priority standard prior to the summative assessment. Priority standards are as follows: RI.KID1,RL.KID.1, RI.CS.4, FL.SC.6, W.RBPK.8, SL.CC.1, FL.PWR.3,FL.F.5, and FL.SC.6

Grades K-2

* Skills Block Benchmark Assessments will be administered at the beginning of the year to ensure students are grouped to meet their specific microphase needs.

If fully remote:

* Benchmark Assessments: Given the limitations of the remote environment, only the Letter and Sound Recognition assessment for Kindergarten, and the Spelling Assessment for Grades 1 and 2 will be administered. If hybrid, or full-time in the classroom, the Benchmark Assessments will be administered as written.
* Skills Block cycle assessments: If fully remote, consideration will be given to the technology access available and, therefore, which parts of the assessment will be appropriate and useful to administer.
* Skills Block snapshot assessments: If fully remote, consideration will be given to the technology access available and, therefore, which parts of the assessment will be appropriate and useful to administer.
* Module assessments using teacher observational checklists: Administered in small groups during synchronous (live) instructional time to be able to hear and see what students are doing.
* Module assessments in which students answer multiple questions under test conditions (usually reading assessments with selected response, short-answer questions, etc.): If fully remote, they will be facilitated during synchronous (live) instructional time in small groups\* for students to be able to ask and have questions answered.

\*Note: This should occur during the time allocated for whole group synchronous instruction with students rather than during differentiated small group time allocated for the Skills Block.

* Module extended writing assessments (narratives and essays): Will be facilitated with a synchronous (live) kickoff for students to hear the prompt and directions read aloud. Students will then complete the task independently; however, it is recommended holding a synchronous space for students to check-in with questions and/or requests for help. Teachers will check student work and provide guidance and feedback where necessary throughout the writing process as well as afterward.

**3.6 Academic/Student Support Counseling & Whole Child Support**

Every student will receive academic counseling and other social emotional supports at least once per week. Guidance counselors, teachers, student support coordinators, teacher assistants, and all other 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. **School Counselors will also use guidance from the TDOE Counseling Service Toolkit to provide opportunities to support wellness to students and parents.** Logs will be kept for documentation.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Role** | **Students** | **Role** | **Students** | **Role** | **Students** |
| **Principal** | 1-10 | **Student Support Coordinator** | 51-60 | **Teacher 3** | 101-110 |
| **Assistant Principal** | 11-20 | **Teacher Assistant 1** | 61-70 | **Teacher 4** | 111-120 |
| **Facilitator** | 21-30 | **Teacher Assistant 2** | 71-80 | **Teacher 5** | 121-130 |
| **Instructional Coach** | 31-40 | **Teacher 1** | 81-90 | **Teacher 6** | 131-140 |
| **Guidance Counselor** | 41-50 | **Teacher 2** | 91-100 | **Teacher 7** | 141-140\* |

\*The number of students that each staff member is responsible for may be adjusted based on student population.

# SECTION 4: ATTENDANCE

##  Explanation of Approach

The Achievement School District has amended its attendance policies and procedures to account for attendance in alignment with district reopening plans, instructional delivery model, and the statutory requirement. The revised policy accounts for health-specific needs and ways for students to meaningfully address missed time with quality instruction, as evidenced in the 20/21 ASD Homebound Manual (see [ASD Attendance Policy rev](file:///C%3A/Users/MichaelBates/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/EGZHP0VW/6.200%20Attendance%20Online%20Revision_.docx)). Additionally, the Achievement School District has revised the truancy intervention policy and a set of procedures/supports to address the needs of our vulnerable populations to ensure there not external barriers that can be mitigated.

In the event of schoolwide closure due to public health concerns, the Achievement Schools will continue learning in an online setting. 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 daily based on students logging in and participating in class. Schools will use the same state attendance codes as in a traditional setting. School Principals will be responsible for ensuring teachers document daily attendance in the SchoolRunner, the schools’ attendance platform. The School Administration Manager (SAM) who would normally monitor teacher submission of attendance in the building, will continue to monitor teacher attendance taking and student attendance in online classes. Chronic absenteeism calculations, Truancy laws and processes will continue to be adhered to and proper interventions will be used.

Bi-weekly the Family and Community Engagement Specialist will conduct a check in with building School Administrative Managers (SAMs) to check the following:

* Average Daily Attendance Rates
* Student login rates
* COOS Rates
* Parent Contact Logs
* Check status of SART Phases
* Provide any support needed

**Teacher/Staff Attendance Expectations**

Teachers are expected to hold daily synchronous and asynchronous class sessions for students. Teachers will take attendance in the synchronous sessions and capture attendance for students who are participating in asynchronous sessions. Teachers will inform the school’s SAM of attendance and flag tardy and absent students specifically.

School SAMs will continue to monitor attendance, logging entries, and contacting parents of students who are absent. Attendance will be logged the same way in a remote setting as they are in the traditional classrooms. All attendance will be entered into the state’s Student Information System as required by rule. If students are sick, a note is still required to be submitted for absences to be excused. School team members will implement SART procedures based on absences in either setting/model for the year. If needed, students who are chronically absent will be flagged for the Chief of Schools and Student Support to follow proceedings with Juvenile Court for truancy.

School attendance teams will meet once a month (20-day periods) to with the Chief of Schools and Student Support to conduct monthly RTI2 data digs to view current data, look for trends, provide ideas and suggestions to mitigate growing attendance inclusive of COOS rates. Schools will collaborate via the Self-Directed Improvement System to share strategies and suggestions to improve attendance especially in special populations of student groups.

Again, in the event of school closure or opening school on a full virtual platform attendance will remain a vital piece in student achievement, the same [Truancy/SART](file:///C%3A/Users/michael.bates/Desktop/SART-Truancy%20guidelines.pptx) process will be implemented.

**Attendance monitoring of Special Populations**

All students in Special Populations are expected to attend classes in the remote platform the same as they would in the traditional setting. Students with disabilities, English Learners, Homeless, Foster Care and Migrant students must attend class sessions. Attendance will be taken in the general education classes as well as in any special education pull-out sessions as well as participating in their related services interventions/supports with Lebonheur through their virtual platforms. English Learners will receive the required daily direct services in the traditional and online settings. Special Education and ESL teachers will take attendance in their respective groups/sessions and report attendance to the SAM as usual. Teachers will continue to document student progress and provide interventions throughout the year. (Please see school master schedules for the time span attendance will be taken)

All attendance information will be anchored on the homepage of each of our online schools, on each school’s website and on the ASD’s website. Attendance requirements have added to the student handbook and sent by email to all parents and students via Microsoft Teams. Parents will sign off on receipt of electronic student handbooks. Students will be reminded of attendance requirements by teachers and school-based staff daily.

**Whole Child Supports**

In addition to class sessions, teachers will hold weekly phone calls with all students to conducts wellness checks for children and to check on progress, challenges and successes. Teachers will hold these calls as virtual calls using Microsoft Teams so they can be documented and monitored by school and district leaders to ensure compliance. Staff including Principals, Assistant Principals, SAMs, counselors, student support coordinators, teachers and teacher assistants will, also communicate with parents/legal guardians on a weekly basis to advise of progress, successes, challenges and to conduct wellness checks on students. These communications could be as virtual calls through Microsoft Teams so children can be seen, phone calls and/or direct messages and emails. Staff members will log phone calls in SchoolRunner while direct messages/emails/virtual calls will be logged in Microsoft Teams. School teams will partner with the Shelby County Schools (who provides school nutrition for all campuses) to have Achievement Schools staff members present to conduct wellness checks on students/families who are coming to pick up food. These staff members included are identified above.

# SECTION 5: INSTRUCTIONAL TECHNOLOGY

## **5.1 Distribution and Tracking**

* All devices are tagged with a label that minimally contains the school or department name, purchase date, funding source and a unique number. The tag information in addition to other details including the device serial number, purchase order, 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 the central database. Each school and department have 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 and department are required to establish 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.
* The Achievement School District has an existing policy for lost, stolen and damaged devices available in the Operations 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 TDOE Acceptable Use Policy yearly.
* Student handbooks were updated with information regarding student and family responsibility regarding lost, stolen, and damaged devices.
	+ Parents sign an acceptable use policy as part of the student enrollment process.

## **5.2 Troubleshooting and Technical Assistance**

* A frequently asked questions section was added to each school’s website to facilitate students and families to seek out answers to common questions regarding the platforms that would be in use for remote learning. Video tutorials are also planned to be included where applicable.
* Troubleshooting and technical assistance is provided through a tiered model.
	+ Teachers and teaching assistants provide tier 1 support. 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.

## **5.3 Security and Safety**

* Each school has a student handbook that is acknowledged by families while registering for school. The handbook has been updated with additional expectations regarding the use of technology for remote learning. 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 can be forced to connect to a district hosted opensource firewall that has the capability to filter obscene and harmful websites by distributing a proxy auto-config file though Microsoft Intune. The district will utilize filtering services offered by cellular providers while procuring hotspots for students.

## **5.4 Access and Opportunity**

* Each school must procure 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.
* Provide assistive and other technological accommodations for SWD as required by their IEP.

## **5.5 Contingency Planning**

* Each school has been requested to minimally 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. Damaged and unusable devices will be exchanged with the assigned replacement device and will be evaluated for the appropriate next step.

## **5.6 Student Online Safety and Security**

* Internet safety will be covered daily for the 1st 10 days of school through daily teacher instruction via Microsoft Teams. It will be covered as a part of Student (virtual) Orientation. Internet Safety and rules will be covered 1/week via teacher instruction. Internet safety and security will be covered daily via pre-recorded videos on each school’s website. School leaders will also offer Internet Safety and Security as a part of weekly Online Newsletters. Additionally, school leaders will offer Internet Safety and Security to Parents during virtual and in-person parent meetings. See attached documents that can be added to Section 5 Artifacts.

## **5.7 Student/Family Technical Assistance**

* Issues to be reported by parents/students will follow the same procedure for troubleshooting and technical assistance.  The first point of contact from a parent/student would be to the teacher of the student.  For any issue that is not resolvable by their teacher, the issue details and contact information of the student/parent will be provided to a school designated individual to provide a second level of troubleshooting and technical assistance.  The school designated individual will have access to submit warranty repair tickets for hardware and reset student passwords.  The school designated individual’s contact information will also be available to students/parents, if their teacher is unavailable or otherwise unresponsive to resolving the reported issue.  When issues arise that are not be resolvable by the building designated support individual, the issue details and contact information of the student/parent will be provided to the district level technology team.

The intention of this process is to ensure that students/parents with simple issues receive the quickest resolution, for example teachers can add students to their classroom groups in Microsoft Teams.  By providing the building designated support individual with the ability to reset student passwords, it helps to ensure that the district technology team remains primarily focused on the most challenging technical issues.

Requests for assistance that progress beyond the teacher will be tracked in the district’s helpdesk solution.  Teachers will submit tickets on behalf of the student/parent by either sending an email to the helpdesk address to have a ticket automatically generated or by completing a web-based form to generate a ticket visible to the building designated support individual.  Building designated support could resolve and close the ticket, or they can reassign the ticket to the district level technology for resolution.

# SECTION 6: PROFESSIONAL DEVELOPMENT (FOR REMOTE TEACHING

# AND LEARNING)

The Achievement School District 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. We 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.

**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.

Below is the general action plan for professional development to address needs for virtual learning. The attached artifacts for section 6 provide more details.

## **6.1 Virtual or Distance Learning**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Audience** | **Responsible Department** | **Time** |
| **EL Flex Curriculum** | Reading Teachers | Literacy  | September(Monthly) |
| **Eureka in Sync** | Math Teachers | Math | September(Monthly) |
| **STEMScopes** | Science Teachers | Science | August(Monthly) |
| **Microsoft TEAMS** | All Teachers | Schools | August |
| **Virtual Learning Best Practices** | All Teachers | Schools | August |

## **6.2 Student Engagement and Classroom Climate**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Audience** | **Responsible Department** | **Time** |
| **Student Engagement** | All Teachers | SchoolsAIS Team | August(Ongoing) |
| **Classroom Climate** | All Teachers | Schools AIS Team | August(Ongoing) |

**6.3 Student Supports**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Audience** | **Responsible Department** | **Time** |
| **Orientation** | Students and Parents | TechnologyDataSchools | August |
| **Technology** | Students and Parents | TechnologyDataSchools | August |
| **RTI** | All Teachers | AC | August(Ongoing) |
| **Special Populations** | SPED TeachersELL TeachersLiaisons | ACFederal Programs | August(Ongoing) |

## **6.4 Learning Loss**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Audience** | **Responsible Department** | **Time** |
| **Tennessee Assessment Suite** | ELA, Math, and Science Teachers | SchoolsAIS | August |
| **Learning Loss/Remediation** | All Teachers | SchoolsACAIS | August(Ongoing) |

## **6.5 High Quality Materials**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Audience** | **Responsible Department** | **Time** |
| **ELA Standards Deep Dive and Unit Planning** | ELA Teachers | AIS | July(Ongoing) |
| **Math Standards Deep Dive and Unit Planning** | Math Teachers | AIS | July(Ongoing) |
| **Science Standards Deep Dive and Unit Planning** | Science Teachers | AIS | July(Ongoing) |

# SECTION 7: IMPLEMENTATION MONITORING

## **7.1 Instruction**

In this section resources provided by the department include the following:

* [Academics- TDOE School Reopening Toolkit](https://www.tn.gov/content/dam/tn/education/health-%26-safety/Academics.pdf)
* [Special Populations-TDOE School Reopening Toolkit](https://www.tn.gov/content/dam/tn/education/health-%26-safety/Special%20Populations.pdf)

The Achievement Schools have approached Academics for school reopening schools with a Taskforce designated to address needs based on feedback, uniqueness of individual schools, and previous data. Specifically, the district reviewed the support and delivery of virtual instruction by asking questions of school leadership to include Section IV. Academic Considerations pages 3-5 and Section IV Recommendations of Schedules., page 16 [Academics- TDOE School Reopening Toolkit](https://www.tn.gov/content/dam/tn/education/health-%26-safety/Academics.pdf); Additional guidance for our most vulnerable populations based on Reopening checklist, pages 5-6 [Special Populations-TDOE School Reopening Toolkit](https://www.tn.gov/content/dam/tn/education/health-%26-safety/Special%20Populations.pdf).

**Academic Programs and Instructional Delivery**

Monitoring for implementation of academic programs and instructional delivery will consider reopening with three options for continuous learning: Full building return, hybrid, or full virtual.

* **Observation Protocol:** The Achievement Schools will continue to use the TEAM (Tennessee Educator Acceleration Model) evaluation system as an observation protocol to monitor instructional delivery. In addition, to using this platform the District will monitor school’s implementation and selection of teacher achievement measures, required observations, and feedback. School leaders will submit bi-weekly schedules to monitor instruction weekly. To ensure observations are done with fidelity, audits will take place in TNCompass by the Chief of Schools and use as a part of check-in with Principals. The District will engage in virtual walkthroughs led by the Chief of Instructional Support & Director bi-weekly. See Appendix (Artifacts) for Walkthrough Forms. The Superintendent will monitor implementation through weekly monitoring and compliance reporting from each Chief.
* **PLCs:** PLCs will convene weekly with school-based teams. Monitoring for PLCs will be documented in our Kickup Professional Learning Suite. Reports will be pulled weekly by the Chief of Schools and Chief of Instructional Support & Director of Science to gather data to continuously evaluate needs for remote teaching and learning or instructional delivery in case of Full Return. The district will also monitor schools to ensure PLCs that focus specifically on teachers of special populations are being conducted. Additional District Level professional development opportunities have been planned for the 2020-2021 school year. See Section 6 (Artifacts).
* **Student Progress (BOY):** The Achievement schools will use EasyCBM and the state assessment suite including beginning-of-the-year assessments. [Assessing Learning- TDOE School Reopening Toolkit](https://word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en-us&rs=en-us&wopisrc=https%3A%2F%2Ftnasd.sharepoint.com%2Fsites%2FCOVID-19Planning%2F_vti_bin%2Fwopi.ashx%2Ffiles%2Fb17f1f1323ad4836bf24054a3169a2a4&wdenableroaming=1&wdfr=1&mscc=1&hid=d7982ceb-d0d5-c631-7550-cd3ca68e6dfe-1563&uiembed=1&uih=teams&hhdr=1&dchat=1&sc=%7B%22pmo%22%3A%22https%3A%2F%2Fteams.microsoft.com%22%2C%22pmshare%22%3Afalse%2C%22surl%22%3A%22%22%2C%22curl%22%3A%22%22%2C%22vurl%22%3A%22%22%2C%22eurl%22%3A%22https%3A%2F%2Fteams.microsoft.com%2Ffiles%2Fapps%2Fcom.microsoft.teams.files%2Ffiles%2F2933517021%2Fopen%3Fagent%3Dpostmessage%26objectUrl%3Dhttps%253A%252F%252Ftnasd.sharepoint.com%252Fsites%252FCOVID-19Planning%252FShared%2520Documents%252F2020-2021%2520Re-Opening%2520Planning%252FCLP.docx%26fileId%3Db17f1f13-23ad-4836-bf24-054a3169a2a4%26fileType%3Ddocx%26userClickTime%3D1594916951488%26ctx%3Dfiles%26scenarioId%3D1563%26locale%3Den-us%26theme%3Ddefault%26version%3D20200627005%26setting%3Dring.id%3Ageneral%26setting%3DcreatedTime%3A1594916951553%22%7D&wdorigin=TEAMS-ELECTRON.teams.files&wdhostclicktime=1594916951488&jsapi=1&newsession=1&corrid=4007bd74-d566-4642-a101-a9f7bfff34f9&usid=4007bd74-d566-4642-a101-a9f7bfff34f9&sftc=1&hvt=1&accloop=1&sdr=1&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush#_Instruction) Section III, Practices in District Assessment Plan and Section IV Free District resources for assessing student learning. See ASD’s CLP Section 3.3. for Learning Loss and Remediation. The Chief of Accountability & Compliance and Special Education Specialist will monitor remediation/intervention times built in the school day and plans based on student assigned Tiers. The Chief of Accountability & Compliance will monitor school’s administering of assessments completion and the student tiering process through the EasyCBM reporting system. Data collected from assessments will be analyzed by the District Academic Instructional Team with recommendations and next steps for academic programming and instructional delivery. In addition, the Special Education Specialist and School Psychology Specialist will monitor EasyCBM weekly to ensure Achievement Schools are proactively monitoring students with disabilities.
* **Student Progress (Continuously Monitoring):** Monthly Compstat data sessions led by the Chief of Schools and Student Support will occur with school leadership and District level staff to address virtual/hybrid instructional delivery model and student progress. In case of Full building reentry, we will institute quarterly Compstat data sessions to monitor student progress. After completion of Compstat data sessions, action plan will be created and monitored by specific to each District Chief’s area of compliance and monitoring. (Compstat Data Template)

## **7.2 Logistics**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Audits**  | **Timeline/Benchmark** | **Person Responsible**  |
| Instruction |  Academic Programming | * July-Ongoing
 | Chief of Instructional Support & Director of Science Instructional Specialist  |
| Attendance | Student Attendance: * Average Daily Attendance Rates
* Student login rates
* COOS Rates
* Parent Contact Logs
* Check status of SART Phases
 |  * Bi-weekly Check-ins and Reporting (School starts August 31, 2020).

     | Family Community Engagement Specialist     |
| * Teacher/Staff Attendance
* COVID-19 Incidents

  | * Monthly Reports Generated
* COVID-19 monitored daily.

  | Chief of Schools and Student Support  |
| Instructional Technology | * District Schedule (Posted to District Website)
* Distribution and Tracking of Devices

  | * 30 days before the start of school.

 * 14 days before the start of school.

  |  Executive Director of Technology   |
| * EIS/SIS Student Schedules

  | * 14 days before the start of school.
 | ASD Student Data Manager  |
| Professional Development  | * High Quality Instructional Materials, Virtual/Distant Learning
* Monitoring of Weekly PLCs session.
* Monitoring of monthly scheduled PD sessions.
 |  * Starts July and continues monthly. Specifics provided in Section 6.
* Weekly starting the first week of school.
* Monthly staring the first month of school.
 | Chief of Instructional Support & Director of ScienceChief of Schools & Student Support  Instructional Specialist  |
| Implementation Monitoring | Remediation and Intervention Processes:* Universal Screener Completion
* BOY Diagnostics
* RTI Tiering Process

Student Progress:* Compstat Data Sessions
* Data Action Plans
 | * First 10 days of school start.
* Within the first 20 days of school start.
* Monthly

   | Chief of Accountability & ComplianceSpecial Education Specialist  |
| Communication | Continuous and Various Modes of District and School Communication | * Weekly communication leading up to the start of school.
* Daily as need in the event of COVID-19 occurrences.
 | Director of Communications and Engagement  |

## **7.3 Technology**

In the section resources and templates provided by the department include the following**:**

* [Technology- TDOE School Reopening Toolkit](https://www.tn.gov/content/dam/tn/education/health-%26-safety/Technology.pdf)

The district has surveyed its needs using a variation of questions from the Technology-[Technology- TDOE School Reopening Tool Kit](https://www.tn.gov/content/dam/tn/education/health-%26-safety/Technology.pdf)  page 3. Each school is procuring enough devices to ensure that a device will be available for each student. Cellular hotspots are being procured for any family in need of access to a reliable internet connection required during Virtual or Hybrid 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.

Additional technology components will be monitored through EIS/SIS systems and virtual platforms inclusive of Microsoft Teams, iReady, iRead, System44, etc. These virtual platforms will be utilized to provide differentiated access to the Chief of Instructional Support & Science Director, Principals, Instructional Specialist, and other school-based leaders to gather data to evaluate instructional alignment to standards, outcomes and feedback for student work, instructional minutes. Remediation/intervention in a virtual/distance learning environment see section 3.1 for virtual platforms, Section 4 and 5, for Attendance and Technology. District and School Level surveys will be provided to parents and staff within the first nine weeks of instruction to reevaluate processes and determine next steps for improvement.

# SECTION 8: COMMUNICATIONS

## **8.1 Introduction**

The following document will help drive our communication efforts in the coming weeks and months after the opening of schools. It includes recommended communication strategies to reach our stakeholders with critical information and pertinent updates including the suspicion or confirmation of a coronavirus case. Examples are provided in the Artifacts section.

## **8.2 Audience**

As the Achievement School District prepares to return for the 2020-21 school year, we will take every measure to actively communicate and engage with our stakeholders. We will utilize various communication channels to ensure we are maximizing every possible outlet to reach our vastly diverse school community.

**Stakeholders:**

* Students
* Parents and guardians
* Teachers and staff
* Local news media
* Community partners
* Community members

## **8.3 Modes of Communication with Families**

**Reviewer’s comments requests information that can be found in the list below.**

Due to the transient nature of many families in the Achievement Schools, a healthy mix of communications channels will be implemented to reach as many families as possible. The director of communications will support district and school staff with all communication efforts by providing templates that can be utilized (based on individual school needs) for communicating with families and the community. Please see Artifacts.

Interfacing with families will include:

* Letters home - written communication will help ensure that information is in the hands of our stakeholders. Written communication can be provided through Teams.
* Automated calls - Automated calls will help with reaching families whose address may have changed but their phone number remains the same in the system.
* Social media posts - Social media posts will assist with spreading the word as many families seek information from their social media platforms.
* District and school website updates - Our school websites provide a consistent place for information to live and is helpful to those not having received information in any of the other methods due to frequent phone number and address changes.
* Local Media - Providing the media with information will provide access to a broad range of audiences.
* Community partners - Word of Mouth through community partnerships will help inform the greater community, (ex. Frayser Exchange Club).
* In-school service providers - In-School service providers will help extend our reach to families of our most vulnerable populations, (ex. AGAPE, TEIS, Lebonheur and CIS).
* Surveys - Engaging with families through surveys will help us to determine the best mode of action and identify areas of focus that are important to them, (ex. gauge family access to technology and stable internet access in case of remote or hybrid instruction).
* **Translations services** - Utilizing translation services will help schools communicate with English Learner families in their language. (ex. Stratus Language Service Company <https://www.stratusvideo.com>)
* Newsletters - Newsletters will assist with informing all building staff of any updates and changes to previously communicated information.
* **In-school meetings,** if it can be done so safely and with social distance.

## **8.4 Emergency Communications**

**The district superintendent will deliver all emergency communications.** Emergency communications will be implemented utilizing a mix of the communication channels mentioned above if:

* A known case of a coronavirus or suspicion of a case becomes known.
* Death due to complications of the coronavirus.
* An emergency closing or extension of school closures due to a resurgence of coronavirus cases in the local community, (ex. Schools remain closed for the spring semester).

## **8.5 Frequency of Teacher Communications in Virtual Settings**

Many communications and engagement strategies are provided in various sections of the Continuous Learning Plan. The sections articulate specific information that will be communicated (academic progress, individualized support, individualized education plans); the method in which communication will be delivered; and the frequency of the communication. Full details can be found in **Section 3.3**

## **8.6 Accessibility of Instruction to Vulnerable Populations**

The Achievement Schools will provide 1:1 electronic devices for all students and hot spots for families to ensure access to distant learning.  ​ Device pick-up will scheduled be by the respective schools for pick-up with the students' families.

Examples of staff/student/family communication regarding instruction, including continuity of instruction to our EL students and students with disabilities include:

* Access to online language-based programs with embedded accommodations and modifications: Imagine Learning, ELL BrainPop, ELL Reading A-Z, etc. The online language-based programs will provide the following:
	+ Domain maps and learning pathways
	+ Identify students’ zones via computer-based assessment
	+ Identify resources targeted to student needs
	+ Monitor students’ progress
	+ Provide insightful performance reports
* Provide access to recorded lessons/videos.
* Recommend ESL-based phone/computer apps.
* Providing parent notices (in the appropriate language) within two weeks of the student’s determined eligibility.
* Provide notices regarding online learning platform training to students and families to ensure equal access to instruction.
* Provide appropriate language services and supports provided (virtually, online, or by telephone) to English Learner students.
	+ Ensure language accommodations are provided for content classes
	+ Ensure meaningful communication with parents Via telephone (ESL teacher, Bilingual Mentor, Bilingual Counselor)
* Translate documents
* Translate emails
* Recorded telephone calls should include several language options

SWD student accommodations will consist of the following:  Students in the Functional Skills classes will receive instruction in 1:3 teacher student ratio and 1:1 ratio as needed with support being provided from the teacher and the Special Education Classroom Paraprofessionals.  Students will also participate in supplemental programs such as Smarty Ants, Brain Pop, iReady, and MobyMax.  In addition, students can be supported via phone calls where the Special Education Paraprofessional will work one on one with students on assignments and assessments.

Examples of staff/student/family communication regarding instruction, including continuity of instruction for migrant, homeless, foster care students include:

* Liaisons and Teachers will conduct regular check-ins with families regarding their 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 Conexion Americas to coordinate services and supports for all identified migrant students.
* School staff will provide additional academic and technology support.
* Provide access to recorded lessons/videos.
* Family engagement through continuous student and family check-ins (checking for understanding, providing individual supports, etc.).
* Communications and updates including newly developed and adjusted policies and procedures (ex. attendance).

## **8.7 Location Accessibility**

The district has surveyed its needs using a variation of questions from the Technology-[Technology- TDOE School Reopening Tool Kit](https://www.tn.gov/content/dam/tn/education/health-%26-safety/Technology.pdf)  page 3. Cellular hotspots are being procured for any family in need of access to a reliable internet connection required during Virtual or Hybrid 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. District and School Level surveys will be provided to parents and staff within the first nine weeks of instruction to reevaluate processes and determine next steps for improvement. More information about specific location accessibility can be found in section 7.

## **8.8 Family Engagement and Accessibility to District and School Leadership**

A family engagement specialist and other staff will ensure engagement with families occur on a weekly basis, paying particular attention to our special education populations. A special email address was created for the purpose of collecting family and community feedback. We encourage families to email the district with any questions, concerns, or suggestions they may have. Those submissions will be forwarded to the appropriate division for a prompt response within 24 hours. A general phone line along with the phone numbers to contacts at each school will also be provided as an added convenience.

# **Artifacts:**

Artifacts were developed for any scenario in preparation for reopening schools. These sample communications will be utilized and customized based on school needs. The artifacts provided include phone scripts, web postings, signage, and written communications.

Back to School

School Closing

Extension of School Closure

Confirmed Coronavirus Case

Closure for the rest of the school Year

Death of Staff Member

TDOE Reopening Toolkit

CDC School Reopening Guidance

# APPENDIX

ARTIFACTS

Section1

Section 2

2.1 Fall 2020 Learning Model

Section 3

3.1 Full Return Master Schedules

3.2 Hybrid Master Schedules

3.3 Virtual Master Schedules

3.4 Pacing Guides

Section 4

4.1 Revised ASD Attendance Policy

4.2 ASD Attendance Warning Letter

4.3 SART Policy/Process

4.4 Master Schedules

Section 5

5.1 Student Technology Survey

5.2 Acceptable Use Policy

Section 6

6.1 PD Plans

Section 7

7.1 Walkthrough Forms

7.2 Compstat Date Template

Section 8

8.1 Back to School

8.2 School Closing

8.3 Extension of School Closure

8.4 Confirmed Coronavirus Case

8.5 Closure for the rest of the school Year

8.6 Death of Staff Member

8.7 TDOE School Reopening Toolkit

8.8 CDC School Reopening Guidance