



2020-2021 Continuous Learning Plan (CLP)



## Table of Contents

Cover Page .....	3
Snapshot Information .....	3
Landscape Paragraph .....	3
COVID Plan .....	3
Authorizer Engagement .....	4
Programmatic Model .....	4
Beginning of Year Programmatic Model Selected by Grade Band .....	4
Differences between Schools Rationale: Kinder .....	4
Differences between Schools Rationale: Elementary Schools.....	4
Differences between Schools Rationale: Middle Schools.....	4
Standards-Based Instruction.....	4
Instructional Materials Used.....	4
Instructional Schedule - Elementary School .....	4
Instructional Schedule - Middle School .....	4
Learning Loss and Remediation .....	5
Grading, Feedback and Student Achievement .....	5
Academic Counseling (Optional).....	5
Attendance.....	6
Attendance Policies and Procedures .....	6
Instructional Technology.....	7
Distribution and Tracking (optional, required for grants) .....	7
Troubleshooting and Technical Assistance .....	8
Security and Safety .....	8
Access and Opportunity.....	8
Contingency Planning .....	8
Professional Development.....	8
Professional Development - Virtual or Distance Learning.....	8
Professional Development - Student Engagement and Classroom Climate.....	9
Professional Development - Student Supports.....	9
Professional Development - Learning Loss .....	9



Professional Development - High Quality Instructional Materials .....	9
Monitoring .....	9
Instruction and Logistics .....	9
Communications .....	12
Modes of Communication .....	12
Emergency Communications .....	13
Frequency of Teacher Communication in Virtual Settings .....	13
Accessibility: Language .....	13
Accessibility: Location .....	13
Appendix .....	14
Standards Based Instruction .....	14
Professional Development .....	31
Communications .....	74

## Cover Page

### Snapshot Information

Memphis Scholars is a network of three charter schools located on two campuses in Memphis, Tennessee. Our three schools are Memphis Scholars Caldwell-Guthrie (K-5 Elementary), Memphis Scholars Florida Kansas (K-5 Elementary), and Memphis Scholars Middle School (6-8 Middle). Executive Director James Dennis is the single point of contact regarding the CLP. He may be reached at [jdennis@memphis scholars.org](mailto:jdennis@memphis scholars.org).

### Landscape Paragraph

The school shutdowns of Spring 2020 laid bare the need to address comprehensive learning infrastructure. Our systems must be resilient and able to transition between different delivery modalities seamlessly. All of our stakeholders- authorizer, families, and staff cited the need for more widespread internet access and access to engaging, meaningful content.

### COVID Plan

Our CLP will be implemented in four distinct phases starting from the beginning of the academic year on August 31, 2020. We will begin the school year in full virtual model. We hope to move to a hybrid or full return model in October. Our decision to transition to hybrid or full return will be heavily determined by



local conditions and driven by the tripwire thresholds established by the Shelby County Health Department.

### Authorizer Engagement

Our CLP was developed in consultation with ASD leadership and in collaboration with other networks within the ASD. A copy of this CLP was provided to ASD leadership as a part of the drafting and feedback process. This CLP does not violate any current provisions of our charter agreement with the ASD.

## Programmatic Model

### Beginning of Year Programmatic Model Selected by Grade Band

Memphis Scholars will begin the year in an all virtual remote model for all students in elementary and middle school. More detailed information on when we will transition from an all virtual model can be found in the data based decision triggers resource in the appendix.

### Differences between Schools Rationale: Kinder

N/A

### Differences between Schools Rationale: Elementary Schools

N/A

### Differences between Schools Rationale: Middle Schools

N/A

## Standards-Based Instruction

### Instructional Materials Used

Memphis Scholars created a detailed list of instructional materials and methods (Appendix pages 13-17) to be used for ELA, Math, Science and Social Studies. Our goal was to both ensure high levels of learning in the fully virtual environment as well as to ensure continuity of materials and pacing for when scholars return for hybrid or fully in-person instruction. We believe our approach will allow us to control for quality across the school year and will offer more flexibility for teachers to give more individualized support to each student.

### Instructional Schedule - Elementary School

Our elementary grades instructional schedule (Appendix pages 18-20 for GenEd, 22-29 for SPED) is a mix of synchronous and asynchronous learning time for a total of 7 hours a day.

### Instructional Schedule - Middle School

Our middle grades instructional schedule (Appendix pages 20-22 for GenEd, 22-29 for SPED) is a mix of synchronous and asynchronous learning time for a total of 7 hours a day.



### Learning Loss and Remediation

All students will be provided with daily opportunities for remediation in order to compensate for learning loss. This will take two formats: blended learning and synchronous intervention.

### Grading, Feedback and Student Achievement

Student grading at Memphis Scholars will be modified to meet the unique needs of this time. The grading practices are designed to reach three objectives, encouraging the continuity of student attendance, maintaining academic rigor, and reinforcing the validity of remote instruction. The following items will be graded in the core content areas:

#### Reading:

- Participation - 15%
- iReady weekly goal attainment as measured by time on task - 20%
- Bi-weekly formative assessment based on whole group instruction - 15%
- Independent reading weekly goal attainment - 25%
- Completion of course work during guided practice portion of live lessons - 25%

#### Math:

- Participation - 15%
- Daily exit ticket mastery - 20%
- Bi-weekly formative assessment based on whole group instruction - 15%
- Completion of course work during guided practice portion of live lessons - 25%
- Completion of small group independent assignments - 25%

#### Science:

- Participation - 15%
- Daily exit ticket mastery - 15%
- Bi-weekly formative assessment based on weekly scope - 20%
- Completion of daily scope guided practice - 50%

#### Social Studies in 6 - 8:

- Participation - 15%
- Daily written reflection - 10%
- Bi-weekly formative assessment based on weekly scope - 15%
- Engaged participation in daily discussion - 40%
- Completion of daily independent reading assignments - 20%

All student work will be assigned via Google Classrooms. Tools within the Google classroom platform allows teachers to provide both synchronous and asynchronous feedback on student assignments (both while in progress and after completion). Teachers will grade assignments and record those grades in PowerSchool. Parents will have access to track their child's progress via the PowerSchool parent portal. Students and families will need to exercise an increased level of ownership in managing engagement with student assignments, completion and timely submission. Teachers will generate bi-weekly progress



reports to support families and students in this transmission and to lessen the risk of students falling behind due to the change in structure.

## Attendance

### Attendance Policies and Procedures

Memphis Scholars has adopted the Achievement School District attendance and truancy policies updated July 2020.

The following procedures will be used on a day to day basis to ensure that the policy is enacted with fidelity:

Students will be marked present for a class by attending and receiving instruction. In the virtual environment this will be tracked by:

- Students logging into synchronous learning opportunities (live lessons, study hall, small group instruction, etc.) via Google Classrooms and being marked present in PowerSchool by their teacher.
- Students logging into Google Classrooms and watching the asynchronous assigned videos and marking the video lesson assignment complete.
- Students completing required blended learning activities (Lexia, IXL, etc.) assigned to them by their teacher in Google Classrooms.

Each of these methods of tracking attendance is in place to ensure that students do not fall behind while they are observing health guidelines. All attendance will be marked in PowerSchool daily by school staff. Teachers and operations staff will pull activity log reports daily from Google Classrooms and the assigned blended learning programs to reconcile those reports with attendance records to ensure accuracy.

Students that are absent from school for any reason including illness, disciplinary consequence, etc. are still responsible for assigned coursework and virtual participation (synchronous or asynchronous) In the event that a student is incapacitated they will be able to participate in any synchronous sessions via the recording in Google Classrooms. Failure to participate by the end of the day will result in an unexcused absence. A note is still required to be submitted for absences to be excused. School team members will implement SART procedures based on unexcused absences regardless of setting.

School Directors will be responsible for ensuring teachers document daily attendance in the PowerSchool. They also will be able to run reports in School Status to consistently monitor students at risk for being truant and chronically out of school. School Director will examine attendance data as a part of their weekly leadership team meetings. The following data points will be analyzed: average daily attendance, student login rates, chronic absenteeism, parent contact logs, and truancy process compliance.

In addition to class sessions, teachers will hold weekly phone calls with all students to check-in on progress, challenges and successes. Teachers will hold these calls via School Status so they can be



documented and monitored by school and district leaders to ensure compliance. Staff will, also, communicate with parents/legal guardians on a weekly basis to advise of progress, successes and challenges. These communications will also be held through School Status. Members of the Student Support Team (Social Workers, Counselors, etc.) will be responsible for following up with students and families that are at risk high levels of absenteeism.

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 through their virtual platforms. English learners will receive the required daily direct services in the online setting. Special Education and ESL teachers will take attendance in their respective groups/sessions and report attendance in PowerSchool as usual.

Attendance requirements have added to the student handbook and are being sent by email to all parents and students via School Status. Parents will sign off on receipt of electronic student handbooks. Students will be reminded of attendance requirements by teachers and school-based staff daily.

## Instructional Technology

### Distribution and Tracking (optional, required for grants)

Memphis Scholars will be opening in a full virtual model and as such we need to guarantee that all of our students have access to the needed technology. Our network has obtained sufficient Chromebooks for us to have a 1:1 student to computer ratio. We conducted several surveys in the past four months and found that between 40-70% of our students lack reliable internet access. Our network has purchased wifi hotspots and service that can provide connectivity for approximately 75% of our families.

Our staff have assembled a virtual instruction supply pack will for each student. Parents will be able to pick these packs up during the week of 8/24. Each supply pack will contain: a backpack, a Chromebook and charger, and basic school supplies appropriate to the student's grade. Wifi hotspots will be available for those families in need of internet connectivity. Need will be determined by a questionnaire included in their registration packet. Any student supply packs that are not picked up by 8/28 will have a contactless pickup coordinated by school staff.

All Chromebooks and hotspots have been asset tagged and have serial numbers on file. When parents come to pick up their supply pack they will have to sign our technology agreement. Staff will add the parent's contact number to the asset tracking documents. Once this sign off occurs, they will also be given instructions for how to report lost, stolen, or damaged Chromebooks or hotspots. We have placed an additional order of Chromebooks so that we can have replacement Chromebooks for students in the event that a quick fix cannot be made to the technical issue.



## Troubleshooting and Technical Assistance

We know that staff, students, and families will have technical issues. We have developed a resource page, support emails, office hours, and help desk email to ensure that any disruptions in learning due to tech issues are resolved within 48 hours. All of these resources will be posted to our website and distributed in hard copy to families when they pick up their virtual learning supply packs. Additionally, we have a technology training session scheduled for parents the week of 8/24 that will be recorded and posted to our website. This session will go over how to appropriately use the technology and typical troubleshooting procedures.

## Security and Safety

All Chromebooks are managed through our GSuite account which allows for content filtering on devices through the Google Management software. Furthermore, all wifi hotspots have content filtering built into them per our agreement with T-Mobile. We also recognize that the potential for cyberbullying only increases in a full virtual environment. We have set up the email address [cyberbullying@memphis scholars.org](mailto:cyberbullying@memphis scholars.org) which will allow students, staff, and parents to anonymously report instances of cyber bullying. That email address will be monitored by each school's behavior support team.

## Access and Opportunity

### Contingency Planning

## Professional Development

### Professional Development - Virtual or Distance Learning

Our teachers and staff will engage in six weeks of professional development (full schedules in Appendix pages 30-72) in the lead up to the opening of the school year. These sessions will be a mix of synchronous and asynchronous sessions that will cover several strands learning and were determined in part from staff feedback. The topics include: Google Classroom certification for all staff, assessment, intervention, module internalization/unpacking, teach backs, systems and routines for virtual environment, co-teaching for SPED/Gen Ed teachers. Focus will be given to adapting our core curricula (Expeditionary Learning, Eureka Math, Facing History and Ourselves, Stem Scopes) to be delivered in a virtual environment and the adaption of our individualized learning platforms iReady and Lexia. The full list of sessions that are being completed by teachers is attached in the artifacts.

PD sessions are being presented both by Memphis Scholars staff and presenters from other organizations and vendors.

We are utilizing Google Classrooms to assign and track teacher completion of all assigned sessions. Google Classrooms also allows two way feedback (even in asynchronous sessions) on session content between participants and coaches.





Professional Development - Student Engagement and Classroom Climate

Professional Development - Student Supports

Professional Development - Learning Loss

Professional Development - High Quality Instructional Materials

## Monitoring

Instruction and Logistics

### **Academic Programs and Instructional Delivery**

Memphis Scholars will focus its academic monitoring in four main areas when we start the year in a full virtual model: observation and feedback, collaborative planning, student assessment, and progress monitoring. As much as possible the systems and structures that we use will be consistent with the ones that we used in the 19-20 school year.

- **Observation and Feedback:** Memphis Scholars will continue to use the TNTP Core evaluation system as an observation protocol to monitor instructional delivery. In addition, to using this platform we will monitor school's implementation and selection of teacher achievement measures, required observations, and feedback via Whetstone. School leaders will continue to track their observations on feedback using the tiered support model. To ensure observations are done with fidelity, weekly audits of the Whetstone data will be completed by School Directors and the MD, Program during their weekly check-in.
- **Collaborative Planning:** Planning teams will convene weekly (see schedule in Appendix) and be conducted by Multi-Classroom Leaders. Monitoring for Collaborative planning will take place in Whetstone using the meeting template. Reports will be pulled weekly by School Directors and reviewed with the MD, Program during their weekly check-in to gather data to continuously evaluate needs for remote teaching and learning or instructional delivery in case of Full Return. The network Directors of Instructional Support will also monitor schools to ensure that teachers of special populations are getting adequate support.
- **Student Assessment:** Memphis Scholars will use NEWA MAP, EasyCBM and the state assessment suite including beginning-of-the-year assessments. Once the first round of data is complete school and network leadership will conduct a deep dive to modify overarching instructional plans. The Directors, Instructional Support will monitor remediation/intervention times built in the instructional day and plans based on student assigned Tiers. The MD, Program 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 Program Committee members with recommendations and next steps for academic programming and instructional delivery. In addition, the Director, Instructional Support (SPED) will monitor EasyCBM weekly to ensure all schools are proactively monitoring students with disabilities.



Progress Monitoring: Monthly Objective and Key Results data sessions (using the 19-20 protocols and schedule) led by the Executive Director and will occur with school leadership and District level staff to address virtual instructional delivery model and student progress. After completion of OKR data sessions, action plan will be updated and monitored by specific to each network team's area of compliance and monitoring.

### Logistics

	<b>Audits</b>	<b>Timeline/Benchmark</b>	<b>Person Responsible</b>
Instruction	Observation and Feedback Collaborative Planning Student Assessment Progress Monitoring	Whetstone Illuminate <ul style="list-style-type: none"> <li>July-Ongoing</li> </ul>	MD, Program School Directors Director, Instructional Support (GenEd) Director, Instructional Support (SPED) Multi-Classroom Leaders
Attendance	Student Attendance: <ul style="list-style-type: none"> <li>Average Daily Attendance Rates</li> <li>Student login rates</li> <li>COOS rates</li> <li>Student/Parent Contact Logs</li> <li>Check status of SART Phases</li> </ul>	School Status <ul style="list-style-type: none"> <li>Bi-weekly Check-ins and Reporting (School starts August 31, 2020).</li> </ul>	MD, Finance and Operations Manager, Finance and Operations School Directors Teaming Solutions (PowerSchool/EIS vendor)
	Teacher/Staff Attendance <ul style="list-style-type: none"> <li>COVID-19 Incidents</li> </ul>	Paylocity <ul style="list-style-type: none"> <li>Monthly Reports generated</li> <li>COVID-19 monitored daily.</li> </ul>	MD, Finance and Operations Manager, Finance and Operations School Directors



Instructional Technology	<ul style="list-style-type: none"> <li>• School Schedule (Posted to Website)</li> <li>• Distribution and Tracking of Devices</li> </ul>	<ul style="list-style-type: none"> <li>• 21 days before the start of school.</li> <li>• 7 days before the start of school.</li> </ul>	MD, Finance and Operations
	<ul style="list-style-type: none"> <li>• EIS/SIS Student Schedules</li> </ul>	<ul style="list-style-type: none"> <li>• 14 days before the start of school.</li> </ul>	Teaming Solutions (PowerSchool/EIS vendor)
Professional Development	<ul style="list-style-type: none"> <li>• Google Classrooms</li> <li>• Momentus Institute- SEL training</li> <li>• High Quality Instructional Materials, Virtual/Distant Learning</li> <li>• Monitoring of weekly collaborative planning sessions.</li> <li>• Monitoring of monthly scheduled PD sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Starts July and continues monthly. Specifics provided in Section 6.</li> <li>• Weekly starting the first week of school.</li> <li>• Monthly starting the first month of school.</li> </ul>	MD, Program Director, Instructional Support (GenEd) Director, Instructional Support (SPED)
Implementation Monitoring	<p>Remediation and Intervention Processes:</p> <ul style="list-style-type: none"> <li>• Universal Screener Completion</li> <li>• BOY Diagnostics</li> <li>• RTI Tiering Process</li> </ul>	<ul style="list-style-type: none"> <li>• First 10 days of school start.</li> <li>• Within the first 20 days of school start.</li> <li>• Monthly</li> </ul>	Executive Director School Directors Director, Instructional Support (GenEd)



	Student Progress: <ul style="list-style-type: none"> <li>• OKR Data Sessions</li> <li>• Data Action Plans</li> </ul>		Director, Instructional Support (SPED)
Communication	School Status weekly reports	<ul style="list-style-type: none"> <li>• Weekly communication leading up to the start of school.</li> <li>• Weekly, and as needed in the event of COVID-19 occurrences.</li> </ul>	Director, Recruitment and Engagement

## Technology

The network has surveyed its needs using a variation of questions adapted from TNTP. Each school has procured enough devices to ensure that a device will be available for each student. Cellular hotspots have been procured for any family in need of access to a reliable internet connection required during virtual. 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 Google Classrooms, iReady, Teach to One, System44, etc. These virtual platforms will be utilized to provide differentiated access to the MD, Finance and Operations, Principals, Directors, Instructional Support, and other school-based leaders to gather data to evaluate instructional alignment to standards, outcomes and feedback for student work, instructional minutes. Network and School Level surveys will be administered via School Status to parents and staff within the first nine weeks of instruction to reevaluate processes and determine next steps for improvement.

## Communications

### Modes of Communication

The rapidity and frequency with which the pandemic changes necessitates that we have a comprehensive communication solution so that we can ensure that all stakeholders are reached. Memphis Scholars uses [School Status](#) as the primary method for stakeholder communications. This service allows us to contact families and staff via phone, text, and email. This product is unique because



it simultaneous allows for two way communication between a parent and their children's teachers as well as the school. All of this communication is visible to administrators and the system also generates analytics and tracking so that we can ensure that the information gets to the intended recipients with the prescribed frequency.

### Emergency Communications

We have created a library of statements (Appendix pages 73-89) that can be quickly edited issued in the event of an emergency. Any emergency statements will be posted prominently on the network website while also being concurrently being sent out via School Status in the following order: text, phone, email.

### Frequency of Teacher Communication in Virtual Settings

Students will have multiple, daily opportunities to communicate with teachers while in a virtual setting. All students have been placed in a advisory group that is assigned to a staff person. That group will meet daily and focus on social and emotional learning.

Teachers are also expected to have individual academic check-ins on their students twice a week. Teacher contact frequency will be monitored through School Status. The program allows administrators to run reports to ensure all students have been connected with.

In addition to the above listed items teachers will also hold office hours, so that students and parents a can reach them in a more spontaneous fashion.

Members of our student support team (counselors, social workers, behavior dean) will also check in on students weekly through calls to ensure that students' non-academic needs are being met. Daily check ins, Daily advisory, office hours, twice a week academic counseling

### Accessibility: Language

Both School Status and our website allow for two-way translation into dozens of languages. School Status even goes so far as to allow teachers to send a message (text or email) in English and the recipient to receive the message in their primary language. The parent can also send a text or email in their primary language and the teacher to receive the message in English.

In the event that a family does not have access to phone or email we will send letters to their home via the US Postal Service. We will use the same translation service for all printed materials.

### Accessibility: Location

All statements will be available via our website, sent directly to families via School Status, and hard copies will be maintained in each campus's main office. Each office's phone will be staffed during normal office hours. Any parent will be able to call in and get the information from any statement if they cannot access it another way.



## Appendix

### Standards Based Instruction

#### **Memphis Scholars Full Virtual Academic Model**

#### **20 - 21 School Year**

#### **Academic Goals:**

- Long Term Goal:
  - 100% of students will read on grade level
- Short Term Goals:
  - 70% of students will reach their Fall to Winter Goal (at Winter testing window) & Fall to Spring Goal (at Spring testing window) on NWEA MAP
  - 20% of students will reach the on track or mastered performance bands on Interim tests (ELA & Math in 2 - 8 & Science & SS in grades 6 - 8)

#### **Academic Approach**

##### *Quarter 1 - Remote Instruction:*

Due to COVID - 19 related risks, Memphis Scholars will be facilitating learning using a remote model. Memphis Scholars leaders will closely monitor the health landscape in Shelby County and will re-evaluate its instructional delivery mode prior to the start of quarter 2. If the organization decides to move to a different model such as hybrid or traditional as outlined in our continuous learning plan, the transition will be made at the beginning of quarter 2.

##### *Content & Delivery:*



Students will engage in the following content areas:

- **Literacy K - 8** - Students in grades Kindergarten through 8th grade will be provided with live instruction, blended learning, independent reading, reading intervention, and small group instruction.
  - Live instruction - Teachers will use the iReady toolbox to plan daily lessons, the lessons will be facilitated live using the google meet platform. Students who are able to attend during the scheduled time will receive their instruction live. Students who are unable to attend the live sessions during the scheduled time will be able to watch the recording of the lesson. Recorded lessons will be accessible through the Google Classroom platform. Lessons will be 30 minutes in length. A scope and sequence of lessons to be covered during Q1 will be provided to families during supply pick up the week before the start of school and it will be posted to each grade's Google Classroom wall.
  - Blended learning - Students will engage in web based independent lessons on iReady. During the first two weeks of school students will take a diagnostic assessment in iReady. After the diagnostic has been completed each student will have an individualized scope and sequence. Students will engage in their data driven learning trajectory for 30 minutes each day. Teachers are able to make modifications and adjustments to students' learning path as needed.
  - Independent Reading - Independent Reading is one of the most important activities that students can engage in to boost their reading ability. Students will have access to over 12,000 titles through the Accelerated Reading digital library to engage in independent reading on their digital device. Students will be expected to read independently for 20 minutes daily.
  - Reading intervention - The intervention tool Lexia will be used to provide remediation instruction in reading. Students will engage in Lexia through their digital device for 25 minutes a day.
  - Small group instruction - 60 minutes per day each class will have small group instruction in reading. In the first 5 minutes teachers will communicate expectations for the block. Students will rotate between two groups, Lexia and teacher led



instruction for 25 minutes of time each. Teachers will use MAP & iReady to identify areas for remediation and plan teacher-led small group instruction. During the last 5 minutes teachers will meet with students as a whole group to share progress during the group time and conclude the lesson for the day.

- **Math K - 3 & 4th Grade (FK)** - Students will be provided with live instruction, blended learning, and small group instruction
  - Live instruction - Teachers will use the iReady toolbox to plan daily lessons, the lessons will be facilitated live using the google meet platform. Students who are able to attend during the scheduled time will receive their instruction live. Students who are unable to attend the live sessions during the scheduled time will be able to watch the recording of the lesson. Recorded lessons will be accessible through the google classroom platform. Lessons will be 60 minutes in length. A scope and sequence of lessons to be covered during Q1 will be provided to families during supply pick up the week before the start of school and it will be posted to each grade's google classroom wall.
  - Blended learning - Students will engage in web based independent lessons on iReady. During the first two weeks of school students will take a diagnostic assessment in iReady. After the diagnostic has been completed each student will have an individualized scope and sequence. Students will engage in their data driven learning trajectory for 30 minutes each day. Teachers are able to make modifications and adjustments to students' learning path as needed.
  - Math intervention - Khan Academy instructional videos will be used to provide remediation instruction in math. Students will engage in Khan academy through their digital device for 25 minutes a day.
  - Small group instruction - 60 minutes per day each class will have small group instruction in math. In the first 5 minutes teachers will communicate expectations for the block. Students will rotate between two groups, Khan Academy and teacher led instruction for 25 minutes of time each. Teachers will use MAP & iReady to identify areas for remediation and plan teacher-led small group instruction During the last 5 minutes teachers will meet with students as a whole group to share progress during the group time and conclude the lesson for the day.





- **Math 4th Grade (CG) - 8th Grade** - Students will participate in the Teach to One Math program. The program consists of three learning formats, live investigations, math tasks, and the independent learning zone.
  - Live investigations
  - Math tasks
  - Independent learning zone
  
- **Science K - 4**
  - Students will engage in online science scopes using the Stemscores science curriculum daily. Online independent work will be completed using students' digital devices for 30 minutes each day. A scope and sequence of lessons to be covered during Q1 will be provided to families during supply pick up the week before the start of school and it will be posted to each grade's Google Classroom wall.
  
- **Science 5 - 8**
  - Students will be provided with live instruction in Science. Teachers will use the Stemscores science curriculum to design live instruction daily. Students who are able to attend during the scheduled time will receive their instruction live. Students who are unable to attend the live sessions during the scheduled time will be able to watch the recording of the lesson. Recorded lessons will be accessible through the google classroom platform. Lessons will be 30 minutes in length. A scope and sequence of lessons to be covered during Q1 will be provided to families during supply pick up the week before the start of school and it will be posted to each grade's Google Classroom wall.
  
- **Social Studies K - 5**



- Literacy teachers will embed common core social studies standards in live reading lesson plan design. The scope and sequence provided to When students engage in person school they are taught using the Expeditionary Learning (EL). EL embeds social studies standards in reading lessons. This format will be used during remote instruction to maintain continuity for teachers and students. A scope and sequence of lessons to be covered during Q1 will be provided to families during supply pick up the week before the start of school and it will be posted to each grade's google classroom wall.
  
- **Social Studies 6 - 8**
  - Students will be taught using the Facing History and Ourselves curriculum. The curriculum is used in many local middle schools during traditional in person school. The program is designed to make connections for middle school aged students between historically significant times in history, and today's society, through literature. Prior to the start of school texts will be provided for students to use during remote instruction. Live lessons will be taught daily for 45 minutes. Students who are unable to attend the live sessions during the scheduled time will be able to watch the recording of the lesson. Recorded lessons will be accessible through the google classroom platform.



**Kindergarten - Fifth Grade Schedule**

	Kinder	1st	2nd	3rd	4th	5th
<b>9:00 - 9:30</b>	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
<b>9:30 - 10:00</b>	Mender - Specials	Reading - Live	iReady - Reading	Reading - Live	Math - Live <i>TTO @ MSCG</i>	Math Live - TTO
<b>10:00 - 10:30</b>	iReady - Reading		Mender - Specials		Math - Live	
<b>10:30 - 11:00</b>	Math - Live	iReady - Reading	Math - Live	iReady - Reading	& Math Rotations (Live instruction, Khan Academy) <i>@ MSFK</i>	
<b>11:00 - 11:30</b>		Mender - Specials		Dance	Music	



<b>11:30 - 12:00</b>	Lunch Break & Recess	Lunch Break & Recess	Lunch Break & Recess	Lunch Break & Recess	Lunch Break & Recess	Lunch Break & Recess
<b>12:00-12:30</b>	Reading - Live	Math - Live	Reading - Live	Math - Live	Reading - Live	Reading - Live
<b>12:30 - 1:00</b>						
<b>1:00 - 1:30</b>	Science & Independent Reading /Collaborative Planning Time	Science & Independent Reading /Collaborative Planning Time	Science & Independent Reading /Collaborative Planning Time	Science & Independent Reading /Collaborative Planning Time	Science & Independent Reading /Collaborative Planning Time	Science - Live
<b>1:30 - 2:00</b>						
<b>2:00 - 2:30</b>	Math Rotations (Live instruction, Khan Academy) M & W	Math Rotations (Live instruction, Khan Academy) M & W	Math Rotations (Live instruction, Khan Academy) M & W	Math Rotations (Live instruction, Khan Academy) M & W	Reading Rotations (Live instruction, Independent Reading via AR library, pre-recorded remediation lesson, Lexia ) T & TR	Reading Rotations (Live instruction, Independent Reading via AR library, pre-recorded remediation lesson, Lexia ) T & TR
<b>2:30 - 3:00</b>						



	Community Circle - F	Community Circle - F	Community Circle - F	Community Circle - F		
<b>3:00 - 3:30</b>	Office Hours & Student Check Ins	Office Hours & Student Check Ins	Office Hours & Student Check Ins	Office Hours & Student Check Ins	Office Hours & Student Check Ins	Office Hours & Student Check Ins
<b>3:30 - 4:00</b>						

<b>Middle School Schedule</b>			
	<b>6th</b>	<b>7th</b>	<b>8th</b>
<b>9:00 - 9:30</b>	Advisory	Advisory	Advisory
<b>9:30 - 10:00</b>	Reading - Live 9:30 - 10:30 (T & TR) Alternating with Reading SGI (M & W)	Reading - Live 9:30 - 10:30 (T & TR) Alternating with Reading SGI (M & W)	Science 9:30 - 10:30
<b>10:00 - 10:30</b>			



<b>10:30 - 11:00</b>	Dance - Live	Music - Live	Reading - Live 10:30 - 11:30 (T & TR) Alternating with Reading SGI (M & W)
<b>11:00 - 11:30</b>	Math Live - TTO	Math Live - TTO	
<b>11:30 - 12:00</b>			Social Studies - Live 11:30 - 12:30
<b>12:00-12:30</b>			
<b>12:30 - 1:00</b>	Lunch Break & Recess	Lunch Break & Recess	Lunch Break & Recess
<b>1:00 - 1:30</b>	Social Studies - Live 1:00 - 2:00	Science 1:00 - 2:00	Math Live - TTO
<b>1:30 - 2:00</b>			



<b>2:00 - 2:30</b>	Science - Live 2:00 - 3:00	Social Studies 2:00 - 3:00	
<b>2:30 - 3:00</b>			Dance - Live
<b>3:00 - 3:30</b>	Office Hours & Student Check Ins	Office Hours & Student Check Ins	Office Hours & Student Check Ins
<b>3:30 - 4:00</b>			

**Special Education**

**Self-Contained:**

**Platform:** Teachers will use google classrooms to post all assignments, Powerpoints, instructions, links to live meetings held via zoom, and computer based programs.

**Morning Meeting:** Meetings will occur everyday. This will be a time to kickstart the students' day and encourage them to complete the work for the day. For K-5 there should be an element of weather, calendar, walk through of agenda, and an emotional check. The emotion check can consist of a round robin asking students to tell how they feel, team building activities, or other ideas you create. For 6-8 there should be an emotional check, do now, and a walk through of the day's agenda.



**Reading:** Reading will be a mixture of live teacher lead lessons targeting students reading goals and computer based learning. Lessons will come from N2y for core content and from Lexia or i-Ready for intervention. Live lessons will be through zoom and utilize breakout rooms so that the teacher and assistant can host a group at the same time. Rotations will be 20-30 minutes in length. Live lessons should be created on powerpoints, or other interactive ways so that way students are engaged. These can be shared by teachers through the screen sharing mode. Teachers will do a skill based lesson targeting a new skill the student needs to master. These lessons can be pulled from N2y. The assistant will lead a group on spelling words with activities as well as vocabulary, and phonics skills. Students will be grouped based on data. The recorded lessons or Computer Based Intervention time will be determined by teachers. Students can log onto i-ready Reading or Lexia for this time. A teacher can opt to record or develop an interactive powerpoint to assign students as well. Teachers can review any skills needed during 1:1 check ins daily.

**Math:** Math will be delivered in a mixture of live lessons and computer based learning. Live lessons will be through zoom and utilize breakout rooms so that the teacher and assistant can host a group at the same time. Rotations will be 20-30 minutes in length. Teachers will do a skill based lesson targeting a new skill the student needs to master. These lessons can be pulled from N2y. Teacher Assistants will work on life based math skills (money, recipes, time, etc.) and review skills, these can also be pulled from the N2y if needed. Students will be grouped based on data. Manipulatives and other resources needed for the lesson need to be prepared to send home with the student packages. Live lessons should be created with on powerpoints, or other interactive ways so that way students are engaged. Students will have access to i-ready math which is a program that is designed to meet the needs of the individual students. Teachers can review any skills needed during 1:1 check ins daily. Teachers also have the option of recording lessons based on N2y lessons, for the non-live days.

**Science:** Science will be delivered through N2y. Students will be assigned lessons by the teacher to work through. The program allows for text to be read aloud as well as other accommodation features. Teachers can create at home science projects that can be explained through directions placed on google classrooms.





**Social Studies:** Social Studies will be delivered through the virtual school platform. Students will be assigned lessons by the teacher to work through. The program allows for text to be read aloud as well as other accommodation features. Teachers can create at home projects that can be explained through directions placed on google classrooms.

**Elective:** Delivered by elective teacher with general education peers.

### **Inclusion and Pull Out Special Education Services**

**Inclusion:** Inclusion services will still be delivered through virtual live lessons with the general education teacher and special education teacher.

#### *Inclusion During Live Lessons:*

1. The Special Education Teacher will look at the [Virtual School Schedule](#) to see when live lessons are held.
2. The Special Education Teacher will connect with the teacher to plan for how they would like to structure the virtual sessions. Here are a few ideas:
  - a. Breakout rooms during independent practice lead by Special Education Teacher
  - b. Answers chat questions that come up from students.
  - c. Runs one of the rotations for the class
3. Special Education Teachers will log their time on the live lesson as well as which students attended
4. Services must be written on the Continuum of Services Document based on the Virtual School Schedule



**Pull Out Services:** Intervention services will be delivered through scheduled live lessons and computer based intervention.

*Pull Out Services*

1. *Services should combine live lessons with virtual lessons (computer programs, recorded lessons, asynchronous powerpoints, etc.)*
2. *Services should be determined based on what is currently listed in the IEP*
3. *Teachers can do services as 1:1 or small group instruction*
4. *Teacher must have at least 3 live touch points with each student (live lessons, direct check ins, parent check ins)*
5. Teachers will log the time on with students as well as student time on the computer
6. Services should not overlap with any general education live lesson time or core content time (ELA, Math).
7. Services must be written on the Continuum of Services Document based on the Virtual School Schedule

Type:	Setting	Location	Frequency	Total Hours
Functional Skills	Remote Setting	SPED, Small/Whole Group	2 Hours	6.5 Hours
		SPED, Independent	3 ½ Hours	
		SPED, Direct 1:1	½ Hours	
		Elective	½ Hour	
Resources: Google Classroom, Zoom, Lexia, i-Ready, N2y				



## Weekly Schedule

Functional Skills					
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:30	<b>Morning Meeting (Live)</b> <ul style="list-style-type: none"> <li>• Weather (K-5)</li> <li>• Calendar (K-5)</li> <li>• Emotional Check (K-8)</li> <li>• Do Now (6-8)</li> <li>• Agenda for day (K-8)</li> </ul>	<b>Morning Meeting (Live)</b> <ul style="list-style-type: none"> <li>• Weather (K-5)</li> <li>• Calendar (K-5)</li> <li>• Emotional Check (K-8)</li> <li>• Do Now (6-8)</li> <li>• Agenda for day (K-8)</li> </ul>	<b>Morning Meeting (Live)</b> <ul style="list-style-type: none"> <li>• Weather (K-5)</li> <li>• Calendar (K-5)</li> <li>• Emotional Check (K-8)</li> <li>• Do Now (6-8)</li> <li>• Agenda for day (K-8)</li> </ul>	<b>Morning Meeting (Live)</b> <ul style="list-style-type: none"> <li>• Weather (K-5)</li> <li>• Calendar (K-5)</li> <li>• Emotional Check (K-8)</li> <li>• Do Now (6-8)</li> <li>• Agenda for day (K-8)</li> </ul>	<b>Morning Meeting (Live)</b> <ul style="list-style-type: none"> <li>• Weather (K-5)</li> <li>• Calendar (K-5)</li> <li>• Emotional Check (K-8)</li> <li>• Do Now (6-8)</li> <li>• Agenda for day (K-8)</li> </ul>
9:30 - 10:30	<b>Reading (Live): Using breakout rooms</b>	<b>Math (Live)</b>	<b>Reading (Live): Using breakout rooms</b>	<b>Math (Live) Using breakout</b>	<b>Reading (Live): Using breakout rooms</b>



	<p><b>Rotations:</b></p> <ol style="list-style-type: none"> <li>1. Teacher Lead (New Skills)</li> <li>2. Assistant Lead (Spelling and Phonics Skills)</li> <li>3. Independent Practice (Optional)</li> </ol>	<p><b>Using breakout rooms</b></p> <p><b>Rotations:</b></p> <ol style="list-style-type: none"> <li>1. Teacher Lead (New Skill)</li> <li>2. Assistant (Life Math Skills or Review)</li> <li>3. Independent Practice</li> </ol> <p>(Optional)</p>	<p><b>Rotations:</b></p> <ol style="list-style-type: none"> <li>1. Teacher Lead (New Skills)</li> <li>2. Assistant Lead (Spelling and Phonics Skills)</li> <li>3. Independent Practice (Optional)</li> </ol>	<p><b>Rooms</b></p> <p><b>Rotations:</b></p> <ol style="list-style-type: none"> <li>1. Teacher Lead (New Skill)</li> <li>2. Assistant (Life Math Skills or Review)</li> <li>3. Independent Practice</li> </ol> <p>(Optional)</p>	<p><b>Rotations:</b></p> <ol style="list-style-type: none"> <li>1. Teacher Lead (New Skills)</li> <li>2. Assistant Lead (Spelling and Phonics Skills)</li> <li>3. Independent Practice (Optional)</li> </ol>
10:00 - 10:15	<p><b>Brain Break-</b> Teacher Lead fun activity (Dancing, stretching, drawing, etc.)</p> <p><b>Lead in Math</b></p>	<p><b>Brain Break-</b> Teacher Lead fun activity (Dancing, stretching, drawing, etc.)</p> <p><b>Lead in Reading</b></p>	<p><b>Brain Break-</b> Teacher Lead fun activity (Dancing, stretching, drawing, etc.)</p> <p><b>Lead in Math</b></p>	<p><b>Brain Break-</b> Teacher Lead fun activity (Dancing, stretching, drawing, etc.)</p> <p><b>Lead in Reading</b></p>	<p><b>Brain Break-</b> Teacher Lead fun activity (Dancing, stretching, drawing, etc.)</p> <p><b>Lead in Math</b></p>
10:15 - 11:15	<p><b>Math:(Recorded/Computer)</b></p>	<p><b>Reading:(Recorded/Computer)</b></p>	<p><b>Math:(Recorded/Computer)</b></p>	<p><b>Reading:(Recorded/Computer)</b></p>	<p><b>Math:(Recorded/Computer)</b></p>



	<ol style="list-style-type: none"> <li>1. Recorded Lesson based on N2y</li> <li>2. N2y or i-Ready</li> </ol>	<ol style="list-style-type: none"> <li>1. Recorded Lesson Based on N2y</li> <li>2. N2y or i-Ready</li> </ol>	<ol style="list-style-type: none"> <li>1. Recorded Lesson based on N2y</li> <li>2. N2y ori-Ready</li> </ol>	<ol style="list-style-type: none"> <li>1. Recorded Lesson Based on N2y</li> <li>2. N2y or i-Ready</li> </ol>	<ol style="list-style-type: none"> <li>1. Recorded Lesson N2y</li> <li>2. N2y i-Ready</li> </ol>
<b>11:30 - 12:30</b>	<b>Lunch and Break</b>	<b>Lunch and Break</b>	<b>Lunch and Break</b>	<b>Lunch and Break</b>	<b>Lunch and Break</b>
<b>12:30 - 1:00</b>	<b>Writing (Pre-Recorded Tasks)</b> <b>2 Student Check ins</b> <ul style="list-style-type: none"> <li>• 1 Teacher</li> <li>• 1 Assistant</li> </ul>	<b>Writing (Pre-Recorded Tasks)</b> <b>2 Student Check ins</b> <ul style="list-style-type: none"> <li>• 1 Teacher</li> <li>• 1 Assistant</li> </ul>	<b>Writing (Pre-Recorded Tasks)</b> <b>2 Student Check ins</b> <ul style="list-style-type: none"> <li>• 1 Teacher</li> <li>• 1 Assistant</li> </ul>	<b>Writing (Pre-Recorded Tasks)</b> <b>2 Student Check ins</b> <ul style="list-style-type: none"> <li>• 1 Teacher</li> <li>• 1 Assistant</li> </ul>	<b>Writing (Pre-Recorded Tasks)</b> <b>2 Student Check ins</b> <ul style="list-style-type: none"> <li>• 1 Teacher</li> <li>• 1 Assistant</li> </ul>
<b>1:00 - 2:00</b>	<b>Science N2y</b> <b>4 Student Check ins</b> <ul style="list-style-type: none"> <li>• 2 Teacher</li> <li>• 2 Assistant</li> </ul>	<b>Science N2y</b> <b>4 Student Check ins</b> <ul style="list-style-type: none"> <li>• 2 Teacher</li> <li>• 2 Assistant</li> </ul>	<b>Science N2y</b> <b>4 Student Check ins</b> <ul style="list-style-type: none"> <li>• 2 Teacher</li> <li>• 2 Assistant</li> </ul>	<b>Science N2y</b> <b>4 Student Check ins</b> <ul style="list-style-type: none"> <li>• 2 Teacher</li> <li>• 2 Assistant</li> </ul>	<b>Science N2y</b> <b>4 Student Check ins</b> <ul style="list-style-type: none"> <li>• 2 Teacher</li> <li>• 2 Assistant</li> </ul>



<b>2:00 - 3:00</b>	<b>Social Studies N2y</b> <b>4 Student Check-ins</b> <ul style="list-style-type: none"> <li>• 2 Teacher</li> <li>• 2 Assistant</li> </ul>	<b>Social Studies N2y</b> <b>4 Student Check-ins</b> <ul style="list-style-type: none"> <li>• 2 Teacher</li> <li>• 2 Assistant</li> </ul>	<b>Social Studies N2y</b> <b>4 Student Check-ins</b> <ul style="list-style-type: none"> <li>• 2 Teacher</li> <li>• 2 Assistant</li> </ul>	<b>Social Studie N2y</b> <b>4 Student Check-ins</b> <ul style="list-style-type: none"> <li>• 2 Teacher</li> <li>• 2 Assistant</li> </ul>	<b>Social Studies N2y</b> <b>4 Student Check- ins</b> <ul style="list-style-type: none"> <li>• 2 Teacher</li> <li>• 2 Assistant</li> </ul>
<b>3:00- 3:30</b>	<b>Elective w/ General Education Peers</b>	<b>Elective w/ General Education Peers</b>	<b>Elective w/ General Education Peers</b>	<b>Elective w/ General Education Peers</b>	<b>Elective w/ General Education Peers</b>
<b>3:30- 4:00</b>	<b>Afternoon Meeting (Live)</b> <ul style="list-style-type: none"> <li>• Celebrations</li> <li>• Prepare for Tomorrow</li> </ul>	<b>Afternoon Meeting (Live)</b> <ul style="list-style-type: none"> <li>• Celebrations</li> <li>• Prepare for Tomorrow</li> </ul>	<b>Afternoon Meeting (Live)</b> <ul style="list-style-type: none"> <li>• Celebrations</li> <li>• Prepare for Tomorrow</li> </ul>	<b>Afternoon Meeting (Live)</b> <ul style="list-style-type: none"> <li>• Celebrations</li> <li>• Prepare for Tomorrow</li> </ul>	<b>Afternoon Meeting (Live)</b> <ul style="list-style-type: none"> <li>• Celebrations</li> <li>• Prepare for Tomorrow</li> </ul>