

Application: Ivy Hill Preparatory Charter School

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COVID-19 CS Closure Plans

Summary

ID: 0000000037

Status: COVID-19 Closure Plans



Continuity of Learning Plan

Completed - Mar 27 2020

Instructions

All schools must develop and submit a plan for continuing student learning in the event of a long-term school closure. You may either complete the form or submit a plan in an alternative format, but it must respond to all of the prompts outlined in the task labeled, "**Continuity of Learning Plan**".

Form for "Continuity of Learning Plan"

Continuity of Learning Plan

NYSED requests that charter schools develop and submit a plan for continuing student learning in the event of a long-term school closure. You may either complete the form or submit a plan in an alternative format, but it must respond to all of the prompts outlined in the form.

Would you prefer to upload your own plan, which at a minimum responds to the prompts enumerated on this form?

Yes

If yes, please upload your plan here. (If not, respond "no" to previous question and proceed to complete the form).

NYSED_Ivy Hill Prep_Remote Learning2020.pdf

Filename: NYSED_Ivy Hill Prep_Remote Learning2020.pdf **Size:** 366.1 kB

1. Please describe your plan for ensuring students will be able to access your educational programming for core content classes in the event of a long-term school closure. In your description, please explain, in detail, the methods for delivering instruction to students in their homes (e.g., online, paper materials, etc.).

See attached, on pages 1 and 2.

2. If your plan depends on widespread distribution of materials (e.g., delivering work packets, Chromebooks, or other resources to be used at home), please describe how you will distribute those.

o Our plan does depend on the widespread distribution of materials, including work binders, Chromebooks, and additional resources for students. To ensure we take proper safety precautions, only members of our Leadership Team will be responsible for the distribution of materials.

o Ivy Hill Prep will choose one day to distribute materials to families from our campus. We will use the various forms of communication that we use to alert families about the Distribution Day.

o Parents will arrive during the explicitly stated times, pick up the instructional materials for their children, and sign any technology waivers.

o For COVID-19 in Year 2020, this designated day was March 25, 2020. Out of 116 parents, 115 received our communication, followed all directions, and were able to safely secure all academic materials and technology for their children.

3. If your plan depends on students having internet access to complete work, please describe how you will identify and accommodate for students who do not have access to internet at home.

1. All parents have received resources with specific instructions that outline how to receive free internet and/or installation from various internet providers.

2. For parents who are still unable to access internet, teachers will communicate with students via telephone. Parents will submit pictures of student work to teachers for student feedback during the session.

3. For the two parents we currently have who have been unable to access Wifi, they have used the FaceTime feature on their cell phones for 1 on 1 Tutoring Sessions.

4. Has your school been in contact with special education students' Committee on Special Education (CSE) to ensure that their respective IEP goals are being addressed during school closure?

Ivy Hill Prep has been in contact with CSE 6 to ensure that all IEP goals for students are being met by related service providers and teachers. All Special Education meetings that do not require additional student testing (annuals, triennials, re-convenes) will occur over the phone with all required participants. However, all meetings requiring the need for additional student testing will be postponed, until the re-opening of schools, per the guidance of the NYC Department of Education and Committees for Special Education. To ensure that students' IEP goals are being addressed, all providers will be conducting family questionnaires to assess the kinds of objects/materials that they have at home to help support their student's growth towards mastery of their goals. Additionally, monthly progress reports will be provided to families to summarize their student's progress to date and things they can do at home to support their student's continued growth.

5. Please describe, at a high level, the types of assignments students will complete, how you will ensure that coursework is aligned to your educational program, and how coursework will be tailored to students' needs (including students with disabilities and English learners). Finally, please explain how you will assess student learning.

1. Distance Learning Binders:

Section 1 of Binder: (Life's Work)

Distance Learning Binders contain academic content that will allow for daily work to be completed in literacy and math. All work included in Distance Learning Binders are grounded in Common Core Standards and represent the material taught in classrooms or are a continuation from past material taught. Distance Learning Binders are differentiated by reading and math levels. Students will receive math and literacy work that is on their specific grade level, as the binders are not generalized across grade level.

Section 2 of Binder: (Resources)

In the Resources section, parents received the following:

- (1) A list of approximately 30 websites that are free and rigorous that will be used for the continuation of their child's learning.
- (2) A list of internet providers who are offering free service and/or free installation during this pandemic.

Section 3 of Binder: Tutoring Related Materials

In the Tutoring Related section, students have leveled Guided Reading Books and Math problems pre-

printed for them. Guided Reading texts are all chosen based on students' STEP levels. Teachers have considered the decoding and comprehension skills of all students to choose which reading texts are best for them. During their Videoconferencing sessions with their teachers, students will refer to these resources to complete the work for their sessions.

2. Online Academic Material via 1:1 Technology for all students

(1) Ivy Hill Prep has sent each student home with his/her own loaner Chromebook. Students will utilize their Chromebooks to complete their online material.

(2) Parents have been given a list of approximately 30 websites that are free and rigorous that will be used for the continuation of their child's learning.

(3) Children and families have been instructed to complete 90 minutes of literacy instruction and 90 minutes of mathematics instruction daily. To ensure instruction is aligned to students' individual reading levels, many of the computer programs (such as Lexia and Khan Academy) will move with students according to their achievement levels.

3. 1 on 1 Videoconference Tutoring with Teachers & Related Services Team

(1) Videoconferencing Sessions will occur twice per week for 40-60 minutes. One day of the week is devoted to Math instruction, and the other day is devoted to Literacy instruction.

(2) Students who are currently struggling academically and performing in the bottom 10% of their classes, will receive additional tutoring on Fridays.

(3) Students will continue to receive Martial Arts and Dance instruction via videoconferencing.

(4) Students will continue to receive all additional IEP related services via videoconferencing.

(6) Students will continue to receive counseling services via phone only.

To assess student learning in literacy and math, Ivy Hill's Leadership Team is currently creating a plan to virtually administer both the STEP assessment and the Math Interim Assessment t#4 to assess where students are, how much they've progressed, and where their conceptual gaps are. Teachers will use this data to plan for upcoming lessons throughout the remainder of school closure.

6. Please describe how you will train and support teachers and other school staff in both creating and delivering remote coursework in the event of a long-term closure. Please also describe how you will train and support families delivering remote coursework

Teacher training and support at Ivy Hill Prep will occur in the following ways:

1. Lesson Plan Creation: Teachers will create Lesson Plans for Literacy and Math sessions weekly. The Lesson Plans will be Common Core aligned and will specifically target the areas of growth that were reflected on the most recent STEP Literacy Assessment and Math Interim Assessment.
2. Lesson Plan Feedback: Teachers will submit their Lesson Plans one week prior to executing their lessons. After submitting, teachers will receive feedback around the areas of: organization, rigor, and tips for execution. Teachers will receive feedback, revamp their Lesson Plans, and re-submit for final approval.
3. Observation Feedback: Teachers will be observed informally at least 4 times per week. All teachers will formally be observed once per week. Following formal observations, teachers will receive written feedback surrounding their remote learning instruction.
4. Observation Feedback Meetings: All teachers will have formal observation feedback meetings once per week. During this time, teachers and coaches will review the formal feedback received in the past week. During this time, teachers will get the opportunity to review, reflect, and practice their action steps. Following the meeting, teachers will be clear on areas of strength and areas of growth.

Family training and support will be reflected in the following ways:

1. The Ivy Hill Prep team has provided all families with a breakdown of how students should spend their academic day. Parents are strongly encouraged to follow the daily schedule to ensure students receive the maximum amount of instruction.
2. After each 1 on 1 tutoring session, teachers communicate "glows" and "grows" to parents. Parents are expected to encourage students to continue with their "glows", and will begin to push students in the areas that are their "academic grows." Conversations with parents will be tracked after each session to allow for easy follow up for instructional teachers.
3. Parents are given resources weekly as they come to the school, as it relates to food, internet access, academic progress, and mental health.

7. Please describe how you will ensure compliance with the Individuals with Disabilities Education Act and Section 504 during a long-term closure. Please describe, in detail, how you will ensure continuity of services for students during this time and, if necessary, provide additional academic supports upon students' return.

Ivy Hill Prep will ensure compliance with IDEA and Section 504 during long-term closure by continuing all mandated services and accommodations. Upon receiving verbal consent from a student's parent or guardian, all related services will be continued via an online platform during this unexpected school closure. Hearing Education, Speech Therapy, Occupational Therapy, and Physical Therapy sessions will be held utilizing Google Meet, per NYC Department of Education guidelines. Counseling sessions will be conducted over the telephone, to ensure privacy, upholding FERPA and HIPPA guidelines. Although the Department of Education has yet to identify ways in which to supplement the support that some students receive through a crisis-paraprofessional, Ivy Hill has worked alongside families to create a system where the school counselor provides phone and video support during academic lessons. Ivy Hill Prep's current distance learning model allows for one-on-one learning for all enrolled students via the online platform, Zoom. However, students who have IEPs with academic programs of ICT and SETTS will get additional individual and small group support during the school closure. In the event that additional support is needed for students during this time, or after, Ivy Hill Prep is prepared to provide additional individual and small group sessions to support each student's academic growth. Currently, both ELA and Math instruction follows the format of the Ivy Hill Prep curriculum. Students engage in a variety of activities that develop their phonological understanding and then immediately have the opportunity to apply it in a text with subsequent comprehension questions from their teacher. To further support progress towards meeting ELA IEP goals, students will engage in 2-3 15-min "power rounds" throughout the week, where foundational reading skills such as sight words, letter sounds and the ability to segment or combine words are reviewed. Math sessions are comprised of tasks that target multiple standards, particularly that of Number in Base Ten (NBT) and Operations and Algebraic Thinking (OA). This is accomplished with story problems of varying types and the review of math fast facts to support a student's overall mathematical understanding. Overall students with an academic program on their IEP average a total of 120- 180 minutes of live-online instruction in ELA and Math each week, compared to their general education peers who average 80 - 100 minutes each week. Additionally, all Ivy Hill students received a binder of resources that include 8-10 stories, math and writing worksheets, and a list of educational websites to support their continued academic growth. Students with an academic program on their IEP also received work packets that specifically target the goals on their IEPs in Reading, Writing, and Math. Ultimately, Ivy Hill Prep is prepared to consistently meet the academic needs of the students that we serve during and after this pandemic.

8. How many minutes per day of instruction are being provided? (Please average across all grade levels).

330

8. Describe the protocols by which the school and teachers will maintain active communication with students and families. Please include frequency and method of contact.

If you would like to share "exemplars" of how your school and teachers are actively maintaining communications with students and families, please upload in the section entitled, "Exemplars and Challenges".

To maintain communication with students and teachers, our staff are following strict procedures to ensure students and families feel cared for, are made aware of important information, and are supported. The following represents our plans for ongoing support with students and families:

1. Ivy Hill Prep's Leadership Team will send out formal letters to all families that outlines the update surrounding school closure.
2. Initial Phone Calls: Before 1 on 1 tutoring sessions happen with students, all families will receive an initial call that outlines the areas of strength and weaknesses in both Literacy and Math. Teachers will clearly articulate with parents the specific goals set forth during remote learning, as decided upon from the results of most recent assessments.
3. Each student will have a 45-60 minute one-on-one, or two-on-one tutoring sessions weekly for Literacy and Math instruction.
4. Following each tutoring session, teachers will meet with the parent/guardian to discuss the areas of strength and weakness from the most recent session. Parents will then be charged to use similar practices to continue to support their child until the next in-person session.

Thank you.



Ivy Hill Preparatory Charter School Continuity of Learning Plan

1. Please describe your plan for ensuring students will be able to access your educational programming for core content classes in the event of a long-term school closure. In your description, please explain, in detail, the methods for delivering instruction to students in their homes (e.g., online, paper materials, etc.).

At Ivy Hill Prep, students will access our educational programming for core content classes in three ways:

- Distance Learning Binders,
- Online Academic Material via 1:1 Technology for all students),
- 1 on 1 Videoconferencing Sessions with Instructional Teachers & Related Services Team

Below, please find an explanation of each aspect of our educational programming:

1. Distance Learning Binders:

- **Section 1 of Binder: (Life's Work)**
 - Distance Learning Binders contain academic content that will allow for daily work to be completed in literacy and math for the duration of the closure. All work included in Distance Learning Binders are grounded in the Common Core Standards and represent the material taught in classrooms or are a continuation from past material taught.
- **Section 2 of Binder: (Resources)**
 - In the Resources section, parents received the following:
 - A list of approximately 30 websites that are free and rigorous that will be used for the continuation of their child's learning.
 - A list of internet providers who are offering free service and/or free installation during this pandemic.
 - Step-by-step directions to access the Videoconferencing tool our students will be using, Zoom.
- **Section 3 of Binder: Tutoring Related Materials**
 - In the Tutoring Related section, students have leveled Guided Reading Books and Math problems pre-printed for them. During their Videoconferencing sessions with their teachers, students will refer to these resources to complete the work for their sessions.

2. Online Academic Material via 1:1 Technology for all students

- Ivy Hill Prep has sent each student home with his/her own loaner Chromebook. Students will utilize their Chromebooks to complete their online material.
- Parents have been given a list of approximately 30 websites that are free and rigorous that will be used for the continuation of their child's learning.
- Children and families have been instructed to complete 90 minutes of literacy instruction and 90 minutes of mathematics instruction daily.



Ivy Hill Preparatory Charter School Continuity of Learning Plan

3. **1 on 1 Videoconference Tutoring with Teachers & Related Services Team**

- Ivy Hill Prep has sent each student home with his/her own loaner Chromebook. Students will utilize their Chromebooks to have 1 on 1 Videoconferencing sessions with their teachers.
- Sessions will occur twice per week for 40-60 minutes. One day of the week is devoted to Math instruction, and the other day is devoted to Literacy instruction.
- Students who are currently struggling academically and performing in the bottom 10% of their classes, will receive additional tutoring on Fridays.
- Students will continue to receive Martial Arts and Dance instruction via videoconferencing.
- Students will continue to receive all IEP related services via videoconferencing. All students with IEPs were sent home with additional academic materials that our Director of Special Education will use during her sessions.
- Students will continue to receive counseling services ***via phone only***.



**Ivy Hill Preparatory Charter School
Continuity of Learning Plan**

Teacher 1: Ambrosia Johnson					
TIME	Monday Math	Tuesday Math	Wednesday Literacy	Thursday Literacy	Friday <small>*During Week 1, Wednesday group*</small>
7:00 9:00	Lesson Planning	Lesson Planning	Lesson Planning	Lesson Planning	Lesson Planning
9:00 9:40	Liam	Nyomi	Liam	Nyomi	Lesson Planning
10:00 10:40	Jeremiah	Chase	Jeremiah	Chase	Bottom 1
11:00 11:40	Laura	Jayden	Laura	Jayden	Bottom 2
12:00 1:00	Lunch	Lunch	Lunch	Lunch	Lunch & EOW Staff Meeting
1:00 1:40	Ricardo	Amiyah	Ricardo	Amiyah	Bottom 3
2:00 2:40	Janai	Kaiya	Janai	Kaiya	Bottom 4
3:00 3:40	Special	Savannah	Special	Savannah	Classroom Pair Check-In

Teacher 2: Diana Williams					
TIME	Monday Math	Tuesday Math	Wednesday Literacy	Thursday Literacy	Friday <small>*During Week 1, Wednesday group*</small>
7:00 9:00	Lesson Planning	Lesson Planning	Lesson Planning	Lesson Planning	Lesson Planning
9:00 9:40	Dakota	Joseph	Dakota	Joseph	Lesson Planning
10:00 10:40	Lauren	Talicia	Lauren	Talicia	Bottom 1
11:00 11:40	Bella	Kaleb	Bella	Kaleb	Bottom 2
12:00 1:00	Lunch	Lunch	Lunch	Lunch	Lunch & EOW Staff Meeting
1:00 1:40	Chrisdel	Angelica	Chrisdel	Angelica	Bottom 3
2:00 2:40	Arian	Jayceon	Arian	Jayceon	Bottom 4
3:00 3:40	Matthew	Juelz	Matthew	Juelz	Classroom Pair Check-In



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MONDAY & TUESDAY OF EACH WEEK

Weekly Responsibilities:

- Each Classroom Pair either works together to choose Oral Drill questions and CGI Problem types, or teaching pairs create separately. (Either way, both teachers submit their own documents separately).
- Oral Drill questions and CGI problem type should mirror what's been completed previously in class.
- During sessions with students, students should represent **two** strategies.
- Look to see which strategy they are most comfortable with. If it isn't the most sophisticated, encourage them to try the strategy that is more sophisticated.
- Push all procedural habits.

WEEK OF MARCH 23 RD		
	Oral Drill 10 minutes	CGI Problem Type & Exemplar Strategies 30 minutes
All Students	1. Skip Counting by 1s, 5s, 10s, 2s 2. How many until I get to 10? 3. Combinations of 10	4. <u>JRU</u> Madison has 14 lollipops. Her mother gave her 8 more lollipops. How many lollipops does Madison have now? <u>Exemplar Strategies</u> Strategy 1: Counting On Strategy 2: Direct Modeling with circles 5. <u>SRU</u> Jacob got 18 balloons at the fair. On his way home, 6 balloons popped. How many balloons does Jacob have left? <u>Exemplar Strategies</u> Strategy 1: Counting Back Strategy 2: Direct Modeling with circles *For your Highs, come prepared with a third problem type that is more challenging, in the event they move through quickly.

WEEK OF MARCH 30 TH		
	Oral Drill 10 minutes	CGI Problem Type & Exemplar Strategies 30 minutes



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All Students		
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WEEK OF APRIL 6TH

	Oral Drill 10 minutes	CGI Problem Type & Exemplar Strategies 30 minutes
All Students		

WEEK OF APRIL 20TH

	Oral Drill 10 minutes	CGI Problem Type & Exemplar Strategies 30 minutes
All Students		



**Ivy Hill Preparatory Charter School
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Weekly Responsibilities:

- **Oral Drill:**
 - Each teacher fills out independently. The Oral Drill can be found in the Instructional Plan teachers completed before school closure.
- **Accuracy Sentences:**
 - Reading Mastery Teachers should complete these. Sentences should be differentiated based on students' reading level: H, M, L.
- **Oral Reading & Comp Questions**
 - Guided Reading Teachers will choose GR texts for the entire 4 weeks prior to beginning. GR Teachers will share these texts and the accompanying Comp Questions with RM Teachers.

**Though the sections below are owned by different teachers, the entire chart should be filled out for both teachers' plans and submissions.*

**Literacy Lesson Plans
WEDNESDAY & THURSDAY OF EACH WEEK**

WEEK OF MARCH 23RD				
<i>Exemplar</i>				
	Oral Drill 10 minutes	Accuracy Sentences 10 minutes	Oral Reading 10 minutes	Comp Questions 10 minutes
Liam HH 5E	<ul style="list-style-type: none"> • Vowel sounds • Segmenting (2, 3, 4 sounds) • Sight Words 4 • Word Families • Sound Combinations 	<u>Monday</u> 1. The man is washing his cars up and down. 2. My mother is upset about my homework. 3. I have wanted my father to stop brushing my arm. 4. .. 5. .. 6. .. 7. .. 8. ..	<ul style="list-style-type: none"> • Full Moon 	<u>Monday</u> 1. What makes watching the moon fun? 2. Why is the boy ready to leave the park at the end of the story? 3. What does the boy want to do after he leaves the diner? 4. ... 5. ... 6. ...
Jeremiah MH 4E	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>



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Laura HL 4M	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
Ricardo ML 3M	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
Janai HH 5E	Same as Liam above.	Same as Liam above.	Same as Liam above.	Same as Liam above.
Special HH 5E	• Same as Liam above.	• Same as Liam above.	• Same as Liam above.	Same as Liam above.

WEEK OF MARCH 30th

	Oral Drill 10 minutes	Accuracy Sentences 10 minutes	Oral Reading 10 minutes	Comp Questions 10 minutes
Liam HH 5E	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
Jeremiah MH 4E	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
Laura HL 4M	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
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WEEK OF APRIL 6TH

	Oral Drill 10 minutes	Accuracy Sentences 10 minutes	Oral Reading 10 minutes	Comp Questions 10 minutes
Liam HH 5E	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
Jeremiah MH 4E	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
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Special HH 5E	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
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WEEK OF APRIL 20TH

	Oral Drill 10 minutes	Accuracy Sentences 10 minutes	Oral Reading 10 minutes	Comp Questions 10 minutes
Liam HH 5E	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
Jeremiah MH 4E	<i>Taken from IP.</i>	<i>Created by RM Teacher based on Reading Group.</i>	<i>Chosen by GR Teacher, based on "Teach At" Level</i>	<i>Scripted by GR Teacher, in alignment with STEP Level.</i>
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**Ivy Hill Preparatory Charter School
Continuity of Learning Plan**

Teacher Action Details

Key Task	Notes	Due	Responsible
Submit Remote Learning Schedule	<ul style="list-style-type: none"> Use the template in this document, and update your sheet in the Google Doc. Students should have the same scheduled time weekly. Create calendar invites. The location should be your personal Zoom Room. Share your calendar with lt@ivyhillprep.org. 	5:00 PM on Friday 3/20	Classroom Pair
Submit PDF for all books for all four weeks	<ul style="list-style-type: none"> Each child (level) should have 1 book per week. Titles should be entered into Lesson Plan Spreadsheet. PDF of books should be e-mailed to LT@ivyhillprep.org. 	5:00 PM on Saturday 3/21	Guided Reading Teachers
Contact families for 10-15 min call to share: <ol style="list-style-type: none"> (1) Scheduled Time (2) Remote Learning goals according to Report Card (3) Expectations for Remote Learning sessions 	<ul style="list-style-type: none"> Fill out Remote Learning Tracker after initial call (See link above). See below for parent script. After this call, you may have to alter the time you'll meet with student, if advised by the parent. If your meeting time changes, alter your above schedule and the Google Doc accordingly. 	5:00 PM on Monday 3/23	Instructional Teachers
Send Follow-Up E-mail to Parents	<ul style="list-style-type: none"> Utilize the script below as a guide to send parents their confirmation e-mail with the time and location (Meeting ID) of their child's sessions. Send a confirmation e-mail to LT@ivyhillprep.org by deadline to note that communication has been sent out to families. 	5:00 PM on Tuesday 3/24	Instructional Teachers
Submit Weekly Lesson Plan Schedule for Week 1: March 23rd	<ul style="list-style-type: none"> Use the exemplar provided. RM teachers should complete all of the accuracy sentences. 	12:00 PM on Tuesday 3/24	Instructional Teachers



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<p>to LT@ivyhillprep.org</p>	<ul style="list-style-type: none"> GR teachers should complete all of the GR texts and questions. 		
<p>Chromebook & Life's Work Pick Up</p>	<ul style="list-style-type: none"> Parents pick up Chromebooks & Life's Work from school. 	<p>Tuesday & Wednesday (AM & PM) *Tentative*</p>	<p>Families</p>
<p>Remote Learning Begins</p>	<ul style="list-style-type: none"> Complete Tracker after each check-in. If for some reason Check-In does not happen, list the forms of outreach. <p>If technology is ready and we begin on Thursday, Thursday teachers will teacher their Thursday load. On Friday, they will teach their <u>Wednesday</u> load to ensure all students receive their weekly check-in.</p>	<p>8:00 AM on Thursday March 26th *Tentative*</p>	<p>Entire Staff</p>
<p>Submit Weekly Lesson Plan Schedule for Week 2: March 30th</p>	<ul style="list-style-type: none"> Use the exemplar provided. 	<p>12:00 PM on Sunday March 29th</p>	<p>Instructional Teachers</p>
<p>Submit Weekly Lesson Plan Schedule for Week 3: April 6th</p>	<ul style="list-style-type: none"> Use the exemplar provided. 	<p>12:00 PM on Sunday April 5th</p>	<p>Instructional Teachers</p>
<p>Submit Weekly Lesson Plan Schedule for Week 4: April 20th</p>	<ul style="list-style-type: none"> Use the exemplar provided. 	<p>12:00 PM on Sunday April 12th</p>	<p>Instructional Teachers</p>
<p>Submit Classroom Pair Check-In Notes</p>	<ul style="list-style-type: none"> E-mail sent to LT@ivyhillprep.org Overview of glows, grows from the past week. Troubleshoot any areas of concern. Overview of any concerns or scholars who need extra at-bats, including their areas of struggle. Best practices codified to put into practice for the upcoming week. 	<p>12:00PM on Sundays</p>	<p>Instructional Teachers</p>



Ivy Hill Preparatory Charter School
Continuity of Learning Plan

Parent Communication Guides

Parent Check-In (10-15 minutes)

- Good morning Ms./Mr. _____.
- This is _____ from Ivy Hill Prep.
- I'm calling to explain Ivy Hill Prep's Remote Learning Plan and explain how we're going to support _____ during these unfortunate circumstances.
- Based on _____'s most recent assessment results, _____ needs support in _____ for his/her literacy development. During our calls, I'm going to _____ to help him/her in those areas.
- Based on _____'s most recent assessment results, _____ needs support in _____ for his/her math development. During our calls, I'm going to _____ to help him/her in those areas.
- To ensure our video calls run smoothly, please ensure _____ is signed into our video conference line at _____ on Mondays & Wednesdays/Tuesdays & Thursdays.
- It's important that he/she be on time so that we can maximize our instructional time together.
- Ms./Mr. _____, what is the best e-mail address I can reach you on to send over the link and time for our video conferences weekly?

Follow Up E-mail to Parents

Dear Mr. Ms. _____,

It was great speaking with you earlier today!

As a reminder, _____'s remote learning sessions will take place on:

Mondays & Wednesdays
From 7:00am-8:00am.

Please enter this **MEETING ID: 123-45-678**, and log in 10 minutes prior to our start time.

We can't wait to see you next week!

All my best,
Ms. XYZ
347-222-2222