



CM Continuous Learning Plan for Covid 19

District or Charter School Name

Community Montessori

Section One: Delivery of Learning

1. Describe how you will deliver continuous learning opportunities for all students, including special student populations.

We gave the learners an extra week of spring break. During that week, our staff created elearning plans for the last 7 weeks of school. Modifications and accommodations are being made to work based on learner's IEPs through collaboration by teachers and special education staff. Teaching and support staff have created learning options and support throughout each day using a dozen or more electronic tools. Some of these include Google Classroom, Flipgrid, custom websites, YouTube channels with original content produced by our teachers, Khan Academy, weekly email communication, and individualized learner plans through advisory notes and virtual learner goal sheets. We are well prepared and doing it.

2. Describe how your district communicates expectations for continuous learning implementation to 1.) students, 2.) families, and 3.) staff.

Staff - we had level meetings with each age level and went over expectations. The staff spent a week working with their level defining their plans for the last seven weeks of school. Families and learners (age appropriate) received several emails and video communication from school leadership and teachers to create expectations. Teaching staff also set up personal calls with each parent of the school to discuss needs and abilities for the e-learning plans. At the teen level, there are weekly virtual conferences with every teen with a teacher.

3. Describe student access to academic instruction, resources, and supports during continuous learning.

Prior to the first week of spring break and now, we are meeting families at the school to loan them chromebooks if needed for home elearning. Each level has created resource lists and described supports in place for academic, social, and emotional needs. Teachers are partnering with families to modify instruction as needed if there are additional technological limitations.

4. What equipment and tools are available to staff and students to enable your continuous learning plan? Please list.

- Chromebooks - staff/learners
- Google Hangouts/Meet
- Zoom for educators
- Flipgrid
- Khan Academy
- NewsELA
- Writable



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- Google Classroom
- YouTube
- Skillshare
- Dozens of other individual apps to support learning.

5. Describe how educators and support staff are expected to connect with students and families on an ongoing basis.

Each level created daily and weekly plans to support learners and families.
Staff will continue to check in with families individually weekly or as needed, via email, phone, and/or video chat.

6. Describe your method for providing timely and meaningful academic feedback to students.

Each level created procedures for this continuity.
MS/HS - will continue mostly as before.
Elementary and Kinder - more individualized by need of learner and level. Progress is tracked through Google Classroom (upper elementary), individual virtual goal sheets (lower elementary), and individual family communication (kinder).



CM Continuous Learning Plan for Covid 19

Section Two: Achievement and Attendance

- 7. Does your continuous learning plan provide an avenue for students to earn high school credits? If so, describe the approach.**

We are continuing the same credits via e-learning. High school teens are continuing their dual enrollment courses via ITCC, and they are continuing to receive supported content in all credited courses.

- 8. Describe your attendance policy for continuous learning.**

We are continuing the same process as before. Families notify the school if their child is ill and will not be attending. Staff follow up with parents if the communication does not match the output.

- 9. Describe your long-term goals to address skill gaps for the remainder of the school year.**

Teaching staff will work with co-teachers and support staff to continue the same support and extension of academic support. Each level has collaborated to distill the highest needs and most essential skills to focus on through e-learning over the next 7 weeks. They have produced assignments, lessons, and resources to focus on these needs.



CM Continuous Learning Plan for Covid 19

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Level staff meetings - Each level will have a 1 - 2 hour level meeting each week. We will discuss what is going well and what needs improvement for the level. We will plan PD as the need arises.

Weekly coaching meetings - Our coaching structure will continue weekly for the rest of the school year. Each co-teaching team will meet for a coaching session virtually each week.

Weekly class emails - Co-teachers for each class will write a summary of what is going well, what needs support, and what they are seeking support with already each week and send that to the school leadership.