



E.P.I.C.

Excellence through
Perseverance,
Innovation, and
Creativity

Legacy Prep's 2021-22 In-Person Instruction Plan

A MESSAGE FROM OUR FOUNDER

We will keep our promise.

TO EDUCATE AND EMPOWER OUR SCHOLARS TO EMBRACE THEIR IDENTITY, LEAD LIVES OF CHOICE AND OPPORTUNITY, AND IMPACT THEIR COMMUNITIES AS THE NEXT GENERATION OF SOCIALLY-CONSCIOUS LEADERS.



We will continue to provide our scholars with the knowledge, skills, and habits and mindsets necessary to thrive in this world—ultimately leaving their legacies. We remain committed to ensuring our PREPsters and families have a meaningful and exceptional educational experience. We gained several invaluable lessons during the 2020-21 school year. Despite the pandemic, we had an E.P.I.C. year as promised! It was important for me to create an inclusive ecosystem of all stakeholder groups impacted by our reopening. The voices from our village is what made the 2020-21 school year a success.

The safety and security of our scholars and staff is our top priority, including their social, emotional, and mental health. We also recognize the value of scholars interacting with their peers and guides and share our school families' desire for a return to normal. With great challenges comes great opportunities. I am inspired by how our team came together during the last school year, and are also thankful for the time we've had since then to plan and pursue what is best for our scholars as we move forward.

Even as we prepare for the new school year with this in-person plan in place, we realize the situation is ever-changing, and we expect state guidance to change as circumstances dictate. We will be nimble and flexible in our approach. Should it become necessary, we will be completely prepared to transition to 100% virtual learning. Our team continues to monitor resources from the Alabama Department of Education (ADOE), Jefferson County Department of Health (JCDH), American Academy of Pediatrics (AAP), and Centers for Disease Control (CDC) for the latest updates, and

adjustments will be made as needed. This plan contains measures that have been put in place to keep our scholars and staff safe by reducing risk. No plan is perfect, and no plan exists that eliminates all risk. So, we will continue to strive for excellence, work together, and refine. We are thrilled to be reunited with our PREPsters and families!

Lastly, please know how much we value our partnership with you. We will all have to work together to carry out the details of this plan, and we are grateful for your continued support. I know that our powerful community will make year three the best year yet! We are in this together. Together we will thrive as we continue to build a school that keeps love, children, and equity at the center.

Love & Gratitude,

Mrs. Morris



THE HEALTH OF THE VILLAGE COMES FIRST.

01

GUIDING PRINCIPLE

In adherence to state and district guidance, all scholars and staff are kept physically safe, while taking precautions to prevent the contraction or spread of COVID-19. We will remain mindful of state and local guidelines.



02

OUR EXPECTATIONS WILL STAY HIGH, REGARDLESS OF THE MODEL.



GUIDING PRINCIPLE FOR SCHOLARS

This adherence does not change our commitment to learning. It has also always been true that every student is capable of growth with effort and support, and that all students merit high expectations and the personalized support to fulfill them.

GUIDING PRINCIPLE FOR STAFF

Tenacity & Relentlessness: Doing whatever it takes to ensure scholars are able to learn no matter where they are.

03

NOT EVEN A PANDEMIC CAN DEFEAT OUR LOVE, JOY, AND COMMITMENT TO EXCELLENCE.



GUIDING PRINCIPLE

Legacy Prep's school culture is driven by love, joy, support, and excellence.

LOVE

- Create physical, mental, and social wellness for children and adults
- Cultivate Social-Emotional learning (SEL) skills scholars need to cope and thrive
- Scholar and Family Connections with one another and the Legacy Prep Team
- Empowering Village Voices (including families, community, etc.) to inform roadmap and changes as necessary
- Equity & Equality: Our response and support must meet the individual needs of all of our scholars

JOY

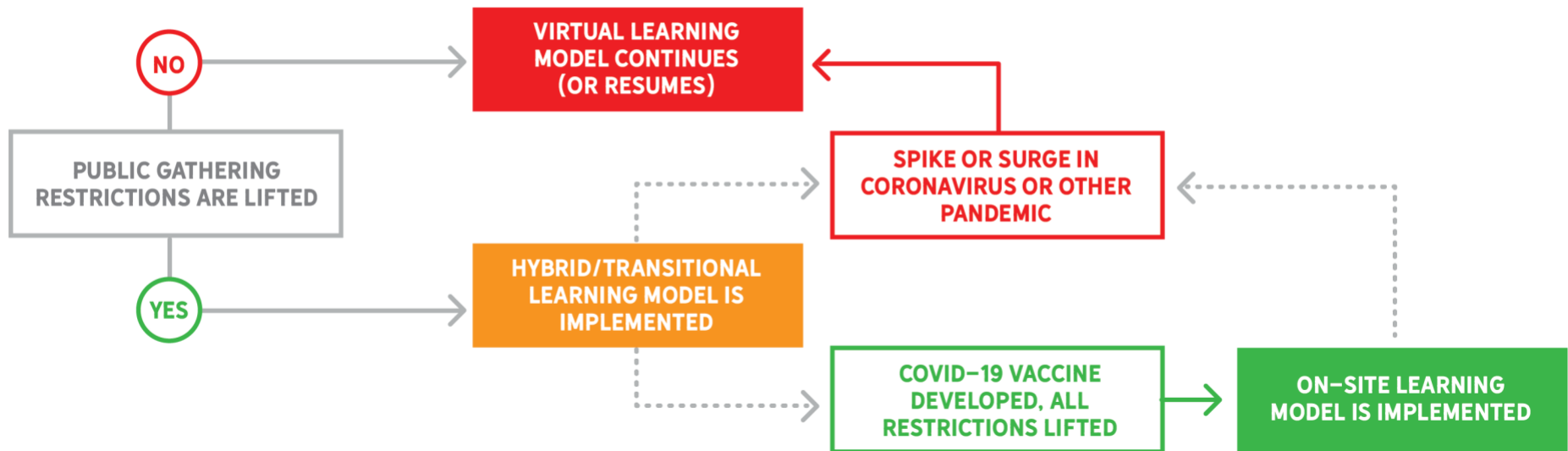
- Make the Legacy Prep Effect and Legacy Prep Experience even more *EPIC*
- Celebrating scholar and staff achievements both in-person and virtually
- Honor & celebrate our village
- Continue to actualize our Legacy Prep Mantra

EXCELLENCE

- Our scholars will continue to establish their legacy, impact their communities as the next generation of socially-conscious leaders, and create a life full of opportunity, choice, connection, and meaning
- Our staff will continue to create the conditions for our scholars to thrive

Reopening Guidelines

HOW OUR PLANS MAY EVOLVE:



ON-SITE LEARNING

The health and safety of our scholars and our staff, along with families will remain at the forefront of all decisions. Our goal is to transition to a full in-person mode starting on the first day of school, August 4, 2021. The following pages outline the guidelines and systems in place for our return to on-site learning.

Health & Safety + Operations

Prevention & Social Distancing

The health and safety of our scholars and our staff, along with families is of the utmost importance to us. Below we will outline our plan for doing our part to ensure to the best of our ability that we keep everyone in our village safe.

IN PERSON

- Scholars are not required to wear face coverings each day to school. However, families may opt into their scholar wearing a face mask.
- All non-vaccinated staff and visitors must continue wearing face coverings each day.
- Hand sanitizer stations with easy-to-read instructions will be located throughout the building
- Consistent, scheduled times will be established for restroom breaks and handwashing breaks
- Breakfast and lunch will be served in the cafe

Health & Safety + Operations

CLEANING/SANITIZING & RISK MITIGATION

IN PERSON

- As a best practice, staff will continue to sanitize classroom space
- Legacy Prep staff will coordinate and communicate with Daniel Payne staff to develop daily, weekly, and monthly cleaning schedules that uphold CDC recommendations, including an emphasis on disinfecting surfaces where bacteria or viruses are more likely to be transmitted
- Legacy Prep's School Nurse will consult with the Jefferson County Department of Health (JCDH) and the Alabama Department of Public Health (ADPH) to ensure appropriate and timely measures are taking place to protect the village

Health & Safety + Operations

LEARNING MATERIALS

IN PERSON

- Devices such as Chromebooks and iPads will be assigned to scholars 1:1 to ensure that scholars are using the same device daily

Health & Safety + Operations

WHOLE-CHILD WELLNESS

IN PERSON

- Scholars will participate in PE, Martial Arts, and Dance on a weekly basis
- Scholars will leave their classrooms for these experiences, which will take place on a rotating basis between the gym, cafeteria, large PD room, and outside
- Scholars will participate in recess daily that may take place in the classroom, outdoors, gym, cafeteria, or professional development room
- Scholars will have all-day access to our School Nurse and a separate area of Legacy Prep has been set aside for any scholars that are displaying COVID symptoms until they can be picked up by an authorized adult

Health & Safety + Operations

VISITORS

IN PERSON

- All non-vaccinated visitors must wear a mask when gaining entry to the building

TECHNOLOGY AND INTERNET SAFETY

IN PERSON

- All scholars will be assigned a 1:1 Google Chromebook device
- All devices will be monitored by Go Guardian to ensure internet safety for your scholar
- Scholars will use this device during in-person instruction to familiarize themselves with the platforms available

Health & Safety + Operations

ADDRESSING SICK OR SYMPTOMATIC STUDENTS OR FACULTY

IN PERSON

- Symptomatic staff and scholars will be sent to an isolation room, which is separate from the Nurse's Office (which will remain available for other needs) until they can safely leave the building
- While presenting symptoms, scholars and staff must remain at home
- In the event that a positive case for a student is confirmed, the family of that student will call the Main Office to let Ms. Hillman know and document. Immediately, we will contact families of scholars in that class to let them know (while protecting the identity of the COVID-positive child). That particular class will be required to move to virtual learning for 10 days, provided by their guides, and will be permitted to return to Legacy Prep as long as they do not show signs or symptoms of COVID.
- Any child who has tested positive for COVID **must** quarantine for 10 days from the day of the test. The child must also be fever-free for 24 hours without medications. If the fever-free criteria is met within the 10 day period, then return after 10 days is allowed. If the child continues to have a fever near the end of the 10 day period, they must remain in quarantine until the fever free criteria is met.
- If any person living in the home with a Legacy Prep scholar tests positive for COVID, the family should call the Main Office to let Ms. Hillman know, and should then quarantine for 10 days, during which they will participate in virtual learning, beginning when this person tested positive.
- In the event that a positive case for a classroom guide is confirmed, that guide will call the Main Office to let Ms. Hillman know and document. Immediately, we will contact the families of scholars in that class to let them know (while protecting the identity of the COVID-positive staff member). That particular class will be required to move to virtual learning for 14 days, and will be permitted to return to Legacy Prep as long as they do not show signs or symptoms of COVID.
- Any staff member who has tested positive for COVID **must** have a negative test in order to return to work. A copy of this confirmation will be made and added to the staff member's file.
- In the event that a positive case for another staff member (not a classroom guide) is confirmed, they will follow the process outlined above. We will treat these positive cases on a case-by-case basis to determine the impact to the larger school community.

Health & Safety + Operations

ATTENDANCE



IN PERSON

- Scholar COVID-related absences will be documented on a Google Sheet
- OneCall Now will be used to contact families regarding absences. An automated phone call and text will be sent out to families to confirm an absence for their child that given day
- Written excuses for sicknesses other than COVID are still expected to be turned into the main office, with a doctor's note required for sicknesses spanning more than 2 days

Staff & Scholar Experience

POSITIVE CULTURE IS KEY

Legacy Prep's school culture is driven by love, joy, support, and excellence. We are committed to ensuring that all scholars and staff feel "safe, seen, and known. Additionally, Legacy Prep will continue to support the social and emotional needs of both our staff and scholars. We will ensure that all staff and scholars experience is rooted in our core values and anchored in our mission and vision.

SOCIAL AND EMOTIONAL LEARNING

Scholars and staff will receive robust social and emotional support based on the needs identified by various stakeholders.

IN-PERSON



- Scholars and staff will meet in a small group setting, classroom setting, or individually with our social worker
- Our social worker will introduce herself in person



Staff & Scholar Experience

GUIDE AND SCHOLAR CONNECTIONS

Genuine, authentic, and intentional connections are important aspects of building great relationships. Legacy Prep is committed to continuing to develop scholar to scholar, staff to scholar, and staff to family relationships.

IN-PERSON

- Staff will use a variety of strategies (Morning meetings, lunch, etc.) to form meaningful and authentic connections with scholars

Staff & Scholar Experience

SCHOOL LOVE POLICY

Legacy Prep's school culture is driven by love, joy, support, and excellence, hence us defining the discipline policy as a love policy. We prioritize school culture and nurture a school family where every kid achieves excellent outcomes in both academics and the arts. Scholars will continue to receive love in person and in a virtual setting.

IN-PERSON



- While on campus, scholars will be taught routines and procedures by Guides
- Scholars will practice routines and procedures with Guides
- Staff will give points and provide suggestions for areas of growth through School Runner and families will be sent a weekly report home
- Staff will praise and provide affirmations to scholars or have restorative conversations regarding areas of growth for behavior

Family Engagement & Empowerment

FAMILY ENGAGEMENT & EMPOWERMENT

Families will be able to engage in intentional LP-wide activities which will improve PREPster achievement, reduce absenteeism, and restore parent's confidence in the education and enrichment provided by Legacy Prep. The majority of our family engagement and empowerment opportunities will be held in-person. However, the pandemic did provide us with innovative ways to connect with families virtually. We will lean on those best practices and provide virtually engagement opportunities as well.

Engagement Opportunities



By Engaging our families as partners, we are equipping and empowering them to establish strong school-home connections that support their PREPsters academic and personal achievement long-term.

- Monthly Chat and Chews
- Dads Bring Your Child to School
- Grandparents' Day
- Guest Speakers
- Parent Learning Walks
- Unity Saturdays
- Home/Community Visits
- Math Night
- Science Festival
- Literacy Night

Family Engagement & Empowerment

SOCIAL AND EMOTIONAL WELLNESS

Families will be offered and provided invaluable support networks and opportunities that promote self-care, education and empowerment.

Social and Emotional Wellness Opportunities

We are aware that it is challenging to balance many roles as a caregiver. Now more than ever it is imperative that we prioritize our own mental and physical health in order to best support our scholars.

- Small Interest-Based Groups (including leisure) – parent life is to be lived and experienced in community, not in isolation
- Giveaways that promote self-care
- Recordings on mindfulness and self-care
- Individual and Family Counseling will be provided to families who need it
- Parents' Day and Parents' Night Out
- Virtual Yoga
- Biweekly/Monthly events for caregivers only
- Empowering Kings
- Uplifting Queens

Family Engagement & Empowerment

FAMILY ENGAGEMENT RESOURCES

Families will be offered and provided invaluable resources that promote self-care, education and empowerment.

Resources for Parents and Families

The parent-child relationship has a major influence on child development. Parenting skills and behaviors have a positive impact on PREPsters self-esteem, academic and community achievement, cognitive development and behavior.

- Virtual small groups to help connect families with each other
- A newsletter will be created with tips for wellness
- Live Zoom Chat and Chews on various topics
- Podcasts will be created to focus on the voices of LP and to educate parents on relevant topics
- LP Chat and Communication Platform
- Parent Crisis Line
- An LP parent will be trained as a Family Coach to help support, encourage, and connect groups of parents to each other and provide resources for parents
- Individual and Family Counseling will be provided for families who request those services

Alabama Literacy Act Implementation

FAMILY ENGAGEMENT RESOURCES

Families will be offered and provided invaluable resources that promote self-care, education and empowerment.

Text from the ALA Implementation Guide Aligned Text from the Literacy Act	Legacy's Plan
<p>Text from the Implementation Guide Students who exhibit a reading deficiency, or the characteristics of dyslexia, “shall be provided an appropriate reading intervention program” to address their individual needs. Additionally, students shall be evaluated after every grading period and receive additional tutorial support if they are determined to have a reading deficiency (p. 13). Students with characteristics of dyslexia and all struggling readers must be provided a dyslexia-specific intervention, as defined by the rule of the State Board of Education in the Alabama Administrative Code (AAC), Chapter 290-3-1, which refers to Response to Instruction.</p>	<ul style="list-style-type: none"> • We use SPIRE for our dyslexia-specific intervention groups • Digital iSPIRE (Digital Version) was purchased in May to assist teachers with facilitating virtual intervention groups • Lexia is also a component of our dyslexia-specific intervention. Students spend at least 20 minutes a day (in-person and virtual) on Lexia
<p>Reading intervention programs are intended to remediate deficit skills and ensure the catch-up growth needed for students who are behind to read on grade-level by the end of third grade. The Alabama Literacy Act (p.14) provides guidance in the use of intervention programs.</p> <p>“Provide explicit, direct instruction that is systematic, sequential, and cumulative in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension, as applicable.” These skills are essential to reading at any level, regardless of the age of the student. They build upon one another and must be</p>	<ul style="list-style-type: none"> • SPIRE meets the requirements outlined in the ALA for reading intervention. The 10 step lessons are systematic, sequentially structured lessons with daily exit tickets ensure mastery of concepts, because it is based on Orton-Gillingham methods it has multisensory instruction integrated throughout every 10-Step Lesson to ensure that students master concepts. <u>This link will take you to the SPIRE brochure if you need more specific info about SPIRE.</u> • We will provide daily dyslexia-specific intervention using SPIRE and Lexia.

<p>carefully sequenced in order to fill gaps in student learning. “Provide daily targeted small group reading intervention based on student needs in phonological awareness, phonics including decoding and encoding, sight words, vocabulary, or comprehension.” This targeted small group intervention is in addition to small group instruction that occurs as a regular part of comprehensive core reading instruction for all students.</p> <ul style="list-style-type: none"> • “Be implemented during regular school hours.” Grade-level mastery is the goal of each year of learning, so students must be provided opportunities for intervention within the regular school day to ensure the catch-up growth necessary for reading at grade-level. 	<ul style="list-style-type: none"> ● We use MAP as our initial screener to identify students with a reading deficiency. ● We use MAP as our initial screener ● The following assessment tools are used to gather additional evidence to determine specific gaps and intervention goals <ul style="list-style-type: none"> ○ CORE Phonics Survey ○ CORE Phonological Segmentation Test ○ CORE Graded High Frequency Word Survey ○ Spell to Write and Read - Diagnostic Spelling Scale ○ MASI-R Oral Reading Fluency Measures
<p>Reading intervention decisions must be made based on the results from assessments. A list of vetted and approved comprehensive reading and intervention programs will be provided. The Alabama Literacy Act also requires that students be evaluated following every grading period and provided additional tutorial support when they are not making appropriate progress toward grade level. The logical time to schedule tutorial support is before or after the school day or at scheduled breaks during the day when tutors are available. The tutorial support must be carefully aligned with the intervention instruction so that deficit reading skills are further remediated. Technological resources can be used to provide additional practice opportunities for students.</p>	<ul style="list-style-type: none"> ● We use MAP as our assessment tool and it is given 3 times a year meeting the requirement for data collection at the end of each grading period. MAP is also on the approved list of assessments released by the task force ● The following assessment tools are used to gather additional evidence to determine specific gaps and intervention goals <ul style="list-style-type: none"> ○ CORE Phonics Survey ○ CORE Phonological Segmentation Test ○ CORE Graded High Frequency Word Survey ○ Spell to Write and Read - Diagnostic Spelling Scale ○ MASI-R Oral Reading Fluency Measures ● Teachers host regularly scheduled office hours / tutoring for students that need additional support. Students also have access to Lexia for additional reading practice ● Teachers are a part of the team that meets to create Reading Improvement Plans. We include all relevant teachers and interventionists so that everyone is clear on the child’s reading goals and how the role they play in supporting that child in resting their goals. ● The approved list of interventions will not be released until phase 2 of the implementation guide. We are using SPIRE which meets all of the current requirements.

<p>“The parent or legal guardian of any K-3 student who exhibits a consistent deficiency in letter naming fluency, letter sound fluency, nonsense word reading, sight words, oral reading accuracy, vocabulary, or comprehension at any time during the school year shall be notified in writing no later than 15 school days after the identification.” The written notification shall include a statement that the student has been identified as having a deficiency in reading or exhibits the characteristics of dyslexia, and that a reading improvement plan shall be developed by the teacher, principal, other pertinent school personnel, and the parent or legal guardian (pp. 14-15).</p> <p>The PST (Problem Solving Team) will notify the parents of the results of the dyslexia-specific screening, will provide parents with a copy of the goals of the dyslexia-specific intervention plan, and with data-based documentation regarding the student’s progress on a regular basis. Independent dyslexia evaluations provided by a parent or guardian to the PST must be considered by the members of the PST.</p>	<ul style="list-style-type: none"> ● We have a letter that we send to parents of students that have been identified as having a reading deficiency. ● The letter includes dates parents can attend an info session with me. We will offer that session in-person and virtually this year. ● A parent resource brochure is also sent home with specific ways that they can support their child at home and with links to websites for parents to learn more about dyslexia and the resources available and links to websites for students to practice reading skills. ● We also offer literacy workshops for families where they are provided with resources and materials to support students with multisensory instruction at home. Those will be held both in person and virtually this year. ● Parents are provided a copy of their child’s Reading Improvement Plan (RIP) and are invited to have input on the RIP ● This year, those plans will include specific accommodations and strategies for our students that are virtual learners
<p>* I think the text below is what the rubric is referring to in regards to referencing the purpose of screeners, but I am not positive. This is the closest thing I can find.*</p> <p>The Alabama Literacy Act establishes a process designed to improve the reading proficiency of Alabama public school students. The Alabama Literacy Act is intended to ensure that Alabama’s K-3 public school students are able to read at or above grade-level by the end of the third grade. The Alabama Literacy Act provides a framework for a preventative model with early identification of reading deficiencies and immediate interventions which are both essential to meeting the needs of each and every Alabama student. The process begins early by ensuring students are provided with specific reading instruction, intervention, and careful monitoring of the progression of each student’s proficiency in reading from one grade to another.</p>	<ul style="list-style-type: none"> ● We will be administering MAP in the fall and we do have a plan to do this virtually as well. We are working with Brad Banich to ensure our plan for Virtual MAP will provide us with the most reliable data and that we have all of the necessary structures in place for virtual administration. ● The following assessment tools are used to gather additional evidence to determine specific gaps and intervention goals. These assessments are from the recommended list provided in Alabama’s Dyslexia Resource Guide <ul style="list-style-type: none"> ○ CORE Phonics Survey ○ CORE Phonological Segmentation Test ○ CORE Graded High Frequency Word Survey ○ Spell to Write and Read - Diagnostic Spelling Scale ○ MASI-R Oral Reading Fluency Measures ● We have a plan for virtual administration of the ALA Kids assessment literacy objects. We have already started collecting that data during village visits.

BEGINNING “WITH THE 2021-2022 SCHOOL YEAR, THIRD GRADE STUDENTS SHALL DEMONSTRATE SUFFICIENT READING SKILLS FOR PROMOTION TO FOURTH GRADE” (p. 21).

“(h) Commencing with the 2021-2022 school year, third grade students shall demonstrate sufficient reading skills for promotion to fourth grade. Students shall be provided all of the following options to demonstrate sufficient reading skills for promotion to fourth grade, and the State Superintendent of Education shall provide guidelines for the implementation of this subsection: (1) Scoring above the lowest achievement level, as determined by rule of the State Board of Education, on a board approved assessment in reading as provided in Section 3. (2) Earning an acceptable score on an alternative standardized reading assessment as determined and approved by the State Superintendent of Education. (3) Demonstrating mastery of third grade minimum essential state reading standards as evidenced by a student reading portfolio” (p. 21).

Data Analysis Cycle

- Fall screening assessment results identify those students performing on grade- level from those performing below grade-level. Screening data informs planning for delivery of differentiated instruction.
- Winter screening assessment results (progress monitoring and benchmark assessments) include analysis of progress monitoring results to inform principals, local reading specialists, and teachers to further refine differentiated instruction.
- Spring screening assessment results should indicate and support increased student performance on the outcome assessment by the end of the school year, as well anticipate the school’s intervention needs per grade-level for the following school year.

Alignment to Alabama Course of Study

With guidance from the Roadmap for Reopening Schools, Legacy Prep’s curriculum will be aligned with the K-8 Critical Standards from the Alabama Course of Study. Teachers will ensure that all lessons are aligned to the specific standard for each content area and grade level. Assessments and assignments will be given in person or through Seesaw, our virtual learning platform. The assessments and assignments will assess the mastery of each critical standard. Each Friday, teachers will spend individualized time with students to re-teach lessons with standards that have not been mastered.

K - 8 Critical Standards

Grade Level	ELA	Math	Science	Social Studies	Instructional Delivery Option	Assessment Option
Kindergarten	1, 2, 3, 20, 21, 22, 23, 37, 38, 41	1, 2, 4, 5, 6, 8, 10, 11, 12, 15	1, 3, 4, 6, 7, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Remote and In Person	Formal and informal assessments will be utilized (exit tickets, informal check for understanding, weekly assessments, and performance based assessments)
Grade 1	1, 2, 3, 20, 21, 22, 23, 26, 37, 38, 41	1, 2, 4, 5, 6, 9, 10, 12, 13, 16	1, 2, 3, 5, 6, 7, 8, 9	1, 2, 3, 5, 6, 7, 8	Remote and In Person	Formal and informal assessments will be utilized (exit tickets, informal check for understanding, weekly assessments, and performance based assessments)
Grade 2	1, 5, 7, 15, 20, 21, 25, 29, 37, 40	1, 2, 4, 5, 9, 11, 18, 19, 23, 26	1, 2, 3, 4, 5, 7, 8, 10, 11	1, 2, 3, 4, 5, 6, 7, 9, 11	Remote and In Person	Formal and informal assessments will be utilized (exit tickets, informal check for understanding, weekly assessments, and performance based assessments)
Grade 3	1 & 10, 2&11, 4&13, 9&19, 17, 20, 21, 37, 38, 40	2, 3, 7, 8, 13, 14, 15, 22, 24, 25	1, 3, 5, 6, 7, 8, 9, 10, 11, 13	1, 2, 3, 5, 8, 9, 11, 13	Remote and In Person	Formal and informal assessments will be utilized (exit tickets, informal check for understanding, weekly assessments, and performance based assessments)



High-Quality Instructional Materials/Content

Identifies digital course content that will be used (and process to align it to local curriculum maps, lesson planning, vertical/horizontal teams, etc.)

- For each content area, a scope and sequence has been provided for each grade level teacher. Teachers will be utilizing Lexia, DreamBox, and other digital online platforms to assist with teaching of the critical standards from the Alabama Course of Study.
- The Instructional Leadership Team has provided and will continue to support all teachers with instruction, lesson planning, and unit planning. If needed, the scope and sequence/curriculum maps can be adjusted throughout the school year.

Describes use of LMS or other online platforms being used to deliver instruction

- Teachers will be using Seesaw as the primary learning platform. We will also be using Dreambox, Lexia, Investigations Math, and Orton-Gillingham.

Identifies how opportunities for “live” instruction will be provided within context of remote learning

- Scholars learning remotely will have many opportunities each day to participate in synchronous classes with their teacher and their classmates. After a synchronous spirit-building time each morning that we call our “Pride Block,” students will engage in a live small-group guided-reading lesson. Then their read-aloud lesson and cognitively-guided math instruction (CGI) will also be live. Their humanities discourse series will be live too, as will some of their phonics lessons. Their exploratory arts classes (dance, music, and P.E.) will alternate between synchronous and asynchronous components. Finally, teachers will spend time at the end of each day tutoring students one on one so that each student will get that opportunity at least every three weeks.

High quality Screeners/Diagnostics (pgs 25-27)

Identifies district’s assessment components, including how schools and district will gather and use student data to adjust instruction and provide additional supports to meet student needs

- Scholars will be screened using a variety of screening and diagnostic tools. We will administer MAP for math and reading. STEP will also be used to assess student reading levels and will be placed in the appropriate guided reading classes. These assessments will take place 3-4 times a year.

Includes actions to mitigate loss through the use of screeners/diagnostics as a result of the gap of instruction from March 2020 to present

- Using Lexia, DreamBox, LLI, STEP, and various other diagnostic screening assessments and intervention platforms, scholars will be identified for intervention. Early intervention will provide scholars and teachers with opportunities to meet the needs and close the existing skill gap from the closing of schools due to COVID-19.





LEGACY
PREP

**TOGETHER WE RISE,
TOGETHER WE THRIVE AS
WE NAVIGATE THE
COMING DAYS.**

Please contact us at

connect@LegacyPrepAL.org or (205) 573-

0777 if you would like to support, have questions, ideas, and/or concerns.