



2019-2020

DISTRICT

Learning-at-Home and
Summer Enrichment
Plan

Revised May 4, 2020

Due May 15, 2020

Updated per Executive Order 1476

DISTRICT NAME

Ambition Prep Charter School



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Carey M. Wright, Ed.D.
STATE SUPERINTENDENT OF EDUCATION

INTRODUCTION

The Mississippi Department of Education (MDE) is committed to providing **essential technical guidance and support mechanisms** to assist districts during the time of extended school building closure as a result of COVID-19. The MDE recognizes and appreciates that districts are taking different approaches depending on their local capacity and infrastructure during this building closure. The State Board of Education (SBE) has provided **flexibility within existing laws and policies** regarding instructional time, graduation requirements, attendance, assessment and accountability.

In accordance with Governor Tate Reeves' **Executive Order 1476**, school districts shall operate with essential personnel to offer distance learning or other instructional means necessary for students to achieve completion of grade-level essential instruction for the 2019-2020 academic school year. Additionally, school districts shall submit to the SBE plans for summer learning and enrichment measures necessary to (a) mitigate disruption from the Spring 2020 school closure due to COVID-19 and (b) to enhance learning in preparation for the 2020-21 academic school year. Per **Executive Order 1476**, summer learning and enrichment measures are to be provided to all students in all schools.

The District Learning-at-Home and Summer Enrichment Plan is designed to ensure districts are taking deliberate and thoughtful actions to facilitate and individualize continued student learning and progress monitoring during closure.

Taking a traditional school environment online is not a simple task – nor is it one that should be attempted without serious consideration of the practicality and risk.

The MDE is not directing districts that they must transition to delivery of all content online, as we recognize that online access and remote support for rural students and students with disabilities will certainly pose equity issues across the state. Districts need to consider how they can help facilitate continued learning within homes across the state – either through online opportunities, by making grade-level instructional packets, Family Guides for Student Success, or other resources available for pick-up at school or various locations within the district, or through a combination of delivery systems.

RESOURCES

The MDE has compiled a variety of resources for districts to use during the extended school building closure, online at <https://www.mdek12.org/covid19/districtresources>. The materials and tools may be used to provide additional resources to parents or students. This information is only intended to be a general summary of information provided to the public. The MDE does not endorse or promote any commercial products or services. Please make sure that you choose the tool(s), resource(s) or material(s) that are developmentally appropriate and best fit the needs of your students, school, or district.

Resources have been divided into the following categories:

- [Internet Services](#)
- [Multiple Content Area Resources](#)
- [Arts \(Dance, Music, Theatre, Visual Arts\) Resources](#)
- [Career and Technical Education \(CTE\) Resources](#)
- [English Language Arts Resources](#)
- [Mathematics Resources](#)
- [Science Resources](#)
- [Social Studies Resources](#)
- [World Language Resources](#)
- [Counselor Resources](#)
- [English Learner Resources](#)
- [Intervention Resources](#)
- [Students with Special Needs Resources](#)
- [Virtual Learning Resources](#)

DISTRICT LEARNING-AT-HOME AND SUMMER ENRICHMENT PLAN REQUIREMENTS

- ✓ Consider individual students' needs, grade-level expectations, and district capacity.
- ✓ Communicate with key stakeholders, including staff, parents, students, and other community partners.
- ✓ Submit completed plan, including **SECTION I**, to rhood@mdek12.org no later than **May 15, 2020**.

DISTRICT NAME	Ambition Prep Charter School
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SECTION A	Instructional Delivery During School Building Closure
<p><i>Select all that apply. Note that Option C is a combination of Options A and B.</i></p> <p><input checked="" type="checkbox"/> Option A: Distance/Virtual/e-Learning/Remote Method(s)</p> <p><input type="checkbox"/> Option B: Packets/Assignments (portfolio, project-based, etc.)</p> <p><input type="checkbox"/> Option C: Blended (combination of Option A and Method B)</p> <p><input type="checkbox"/> Option D: Other (provide brief description):</p>	

SECTION B	Instructional Content During School Building Closure
<p><i>Select all that apply. Note that Option C is a combination of Options A and B.</i></p> <p><input type="checkbox"/> Option A: MDE Resources</p> <p style="padding-left: 20px;"><input type="checkbox"/> Mississippi Online Course Approval (MOCA) Courses</p> <p style="padding-left: 20px;"><input type="checkbox"/> Learning-at-Home Resources for Districts</p> <p style="padding-left: 20px;"><input type="checkbox"/> Learning-at-Home Resources for Families</p> <p><input type="checkbox"/> Option B: Individual District Developed/Hosted</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> District-developed online/hybrid content</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> District-selected online/hybrid content</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> District make-and-take packets based on locally selected textbooks/instructional materials</p> <p style="padding-left: 20px;"><input type="checkbox"/> Make-and-take packets from another district/vendor (provide brief description):</p> <p><input type="checkbox"/> Option C: Other</p> <p style="padding-left: 20px;"><input type="checkbox"/> Combination of Option A and Option B</p> <p style="padding-left: 20px;"><input type="checkbox"/> Other (provide brief description):</p>	

SECTION C

Final Course Grade Calculation for 2019-2020 School Year

Indicate which of the following methods the district is using to calculate student grades, as well as specific grade bands for each method (for example: K-2, K-8, 6-8, 9-12).

NOTE: Grading policies are a local school district decision. This information is being collected per [Executive Order 1476](#).

- Option A:** Third nine-week grades as final grades/completion for the year
Grade Band: **K-1**
- Option B:** Average first, second, and third nine-week grades with fourth nine-week assignments (digital, packets, blended, etc.) grade for End-of-Year Grade
Grade Band:
- Option C:** Final exam grade averaged with first, second, and third nine-week report card grades for End-of-Year Final Grade
Grade Band:
- Option D:** “Credit by Examination” or “Credit by Advancement” through final exam **or** assignment to measure standards mastery
Grade Band:
- Option E:** Pass/Fail course grade
Grade Band:

NOTE: Districts should exercise caution regarding use of pass/fail grades for graduating seniors, as student eligibility for NCAA athletics may be impacted. More information is available through this [NCAA FAQ document](#).

- Option F:** Other (provide brief description):

Grade Band:

In accordance with [Executive Order 1476](#), describe how the district will provide students with feedback/grades on assignments completed during the extended school building closure and during summer learning and enrichment programs.

Students utilized Seesaw, a online platform that can be accessed on multiple devices.

Teachers have provided feedback on each assignment that was submitted that targeted any necessary areas where a scholar showed a misunderstanding. During the summer, scholars will receive a paper packet that is in 2 parts. The first part will be due on July 1 and the second part will be due on the first day of school.

SECTION D Summer Learning and Enrichment

In accordance with [Executive Order 1476](#), please indicate which of the following methods the district is using to offer summer learning, Extended School year (ESY) services, and enrichment to students. Note that ESY is not the same as summer learning.

Select all that apply. Note that Option C is a combination of Options A and B.

- Option A:** Distance/Virtual/e-Learning/Remote Method(s)
- Option B:** Packets/Assignments (portfolio, project-based, etc.)
- Option C:** Blended (**combination of Option A and Method B**)
- Option D:** Other (provide brief description):

Briefly describe the district’s summer learning, Extended School year (ESY) services, and enrichment programming (frequency, content areas, and duration, including days per week and number of weeks).

Scholars are receiving enrichment packets that review skills/standards taught in their current grade level . This focuses on Reading Fluency, Reading Comprehension, and Math. Each scholar is receiving a developmentally appropriate text to read independently or with a family member to coincide with the packet. Scholars also received 2 books on their reading level. They are encouraged to read at least 20 minutes a day and complete a reading log. The packet is in 2 parts with the first part being due on July 1 and the second part being due on the first day of school.

With regards to students with disabilities, no students were identified by the IEP committee as being eligible to receive ESY services for the 2019-2020 school year.

SECTION E Communication and Participation

In order to effectively serve all students within a district, communication is essential. Please note below how the district has communicated its Learning-at-Home and Summer Enrichment Plan with families.

Select all that apply.

- Option A:** Letters mailed to families
- Option B:** Emails to families
- Option C:** Social media posts
- Option D:** Text messages to families
- Option E:** Local print media
- Option F:** Other (provide brief description):
Personal phone calls to families.

Briefly describe how the district will monitor participation by students during the extended building closure and summer enrichment programs.

The district monitored participation through Seesaw and the number of assignments completed. Families were contacted if it was noticed that there was a lack of engagement.

SECTION F	Transcripts and Senior Transitions
<p>District supports for graduating seniors may look different during an extended school building closure. High schools must ensure students have the necessary documents to continue their academic pursuits or transition into the work force.</p> <p>Briefly describe how the district will ensure students receive transcripts and final grades upon graduation.</p> <p style="padding-left: 40px;">N/A as we are a K-1 school.</p>	

SECTION G	Assurances for Continued Learning for All Students
<p><input checked="" type="checkbox"/> In accordance with Executive Order 1476, the school district is offering distance learning or other instructional means necessary for students to achieve completion of grade-level essential instruction for the 2019-2020 academic school year. Additionally, the school district is offering summer learning and enrichment measures necessary to (a) mitigate disruption from the Spring 2020 school closure due to COVID-19 and (b) to enhance learning in preparation for the 2020-21 academic school year.</p>	

SECTION H	Assurances for Students with Disabilities
<p>It is clear the United States Department of Education (ED) does not want school districts to consider the provision of services to students with disabilities under the Individuals with Disabilities Education Act (IDEA) as a barrier or a reason not to offer educational services to any of their students through distance instruction or otherwise.</p> <p><input checked="" type="checkbox"/> In compliance with COVID-19 guidance, the following assurances have been discussed and are included in planning efforts for students with disabilities, including students with 504 plans.</p> <ul style="list-style-type: none"> ✓ Assure that services are provided for all students with disabilities, including students with 504 plans, and <u>maintain appropriate documentation</u> to support all efforts; ✓ Assure that services, materials, assignments, and instruction, are 	

- individualized and aligned to student IEP goals;
- ✓ Assure that district plans address how progress or lack of progress will be collected and documented in anticipation of considering the need for ESY and/or compensatory services;
 - ✓ Assure that students with disabilities will not be excluded from participating in courses;
 - ✓ Comply with all state and federal regulations;
 - ✓ Ensure educators and administrators collaborate and utilize creative options to meet the individual needs of the students; and
 - ✓ Consider the impact of the district’s final course grade calculation method selected in Section C as it relates to IEP review and development for each student. The most recent USDOE guidance can be found [here](#).

SECTION I	Assurances for English Language Learners
<p><input checked="" type="checkbox"/> The district is working collaboratively to:</p> <ul style="list-style-type: none"> ✓ Provide effective two-way communication with families in a language that they understand. ✓ Tailor instruction and assessments to students’ English Language proficiency needs in all four language domains (Listening, Speaking, Reading, and Writing). 	

SECTION J	District Certification of Assurances
<p>By providing a digital signature or typing my name below and submitting this document, I certify that the school district is providing continued learning experiences, including summer learning and enrichment measures, as outlined in this plan.</p>	
District Superintendent’s Digital Signature	<div style="border-bottom: 1px solid black; text-align: center;"><i>DeArchie Scott</i></div>
District Superintendent’s Name	<div style="border-bottom: 1px solid black; text-align: center;">DeArchie Scott</div>
Date	<div style="border-bottom: 1px solid black; text-align: center;">May 07, 2020</div>

SECTION K	MDE Approval
5/7/2020	Nathan Oakley (for Carey M. Wright)
Date Received	State Superintendent Acceptance