

## Template for Remediation & Summer Jump Start Plan

Please use the following template to submit verification that required legislative components are included in public school unit summer learning program plans. **Please send the completed template to**

**RemediationJumpstartTeam@dpi.nc.gov following the directions provided below by COB Monday, June 22, 2020** (actual plans should be kept on file by the public school unit).

### **2020 Summer Learning Program Components**

Public School Unit: Thomasville City Schools

Region: Piedmont Triad Region

Contact Person and Email: Dr. Chris Kennedy; kennedyc@tcs.k12.nc.us

Date of Submission: June 22, 2020

#### **Program Delivery Model:**

- ☐ Option 1: Face to Face Instruction
- ☐ Option 2: Remote Instruction
- ☐ Option 3: For those rare cases where districts cannot plan face to face or remote instruction, funds should be applied to build capacity for delivering reading instruction by providing training for K-3 teachers in Science of Reading.
- ☒ Option 4: Combination of the models (in-person instruction, remote instruction, and/or professional development) in an effort to meet the individual needs of the district.

**Directions:** Please complete each section below by indicating “yes” or “no” and providing a brief description for each section. Please note that “no” is an acceptable answer in some cases depending upon the program delivery model chosen by the public school unit.

1. Provide a supplemental summer learning program for students whose learning has been negatively affected by the impacts of COVID-19 in accordance with the following:

- Summer learning program to deliver targeted reading interventions for students in K-3 during 2019-2020 who were not on track to meet year end expectations based on diagnostic assessments completed prior to March 16, 2020 and reading interventions for students in grade four during the 2019-2020 who were not on track to meet year end expectations as identified by their teachers.

☒ YES

☐ NO

- Summer learning program to deliver math interventions for students in kindergarten through grade four who were not on track to meet 2019-2020 year end expectations as identified by their math teachers.

☐ YES

☒ NO

Description: TCS will provide learning support to our students in rising 3rd, 4th, and 5th grades from July 13- 30. We anticipate serving approximately 110 students through this program. Students will be identified by Istation ISIP data obtained from the last month of progress monitoring. Priority will be given to students in rising 3rd & 4th grades who were not on track to meet year end expectations. Summer Jump Start Program will utilize existing district resources and the American Reading Company Literacy Program. Program will be a 3 prong model to include face-to-face instruction by request, remote instruction by request and the development of resources for family engagement and literacy development for those unable to participate in one of the other two options. Staff will be composed of classroom teachers, specialists (EC, EL), Teaching Assistants, Counselors/Social Workers, and a school nurse to ensure students' academic, physical, and mental health needs are addressed, and specialized instruction is provided to Exceptional Children and English Learners. We will also provide transportation for students who request it as well as feed students through existing school nutrition avenues.

2. Summer learning program budget demonstrates allocation of funding based on requirements for funding outlined in legislation to provide a supplemental learning program in response to negative effects of COVID-19:

☒ YES

☐ NO

- Budget includes plans to provide reading interventions for students in grades 2 and 3 during the 19-20 school year with allotment of summer learning program funds

☒ YES

☐ NO

- Budget includes plans for up to 25% that may be used to provide supplemental literacy support for students in grades 3 and 4 during the 2020-2021 school year who were not on track to meet year

end expectations as identified by teachers with allotment of summer learning program funds

☒ YES

☐ NO

- Budget includes plans to use of remaining summer learning program funds for reading interventions for students in K, 1st, and 4th math interventions for K-4

☒ YES

☐ NO

- Budget includes certified personnel professional development in State approved literacy programs

☒ YES

☐ NO

Description: Description: We will plan to spend approximately \$125,367 on our remote Summer Jump Start Program to serve and support approximately 110 students in rising grades 3-5 in Reading. Of that amount, approximately \$110,079 will target students reading below grade level who were in grades 2 and 3 during the 2019-20 school year. The other \$15,288 will target students who were in grade 4 for reading. We will allocate the remaining \$20,262 for supplemental literacy support (instructional supplies) for students in grades 3 and 4 during the 2020-2021 school year and who are not on track to meet 2020-2021 year-end expectations as identified by their 2020-2021 reading teachers. School nutrition will be taken care of through existing funding and operational programs. Total Budget: \$145,629.

3. Resources and strategies that caretakers/parents/guardians can provide at home for students who qualify for a summer learning program and who, (i.) regardless of attendance, and would like additional material.

☒ YES

☐ NO

Description: TCS is using a 3-prong plan; one prong will specifically address resources and strategies that will be specifically designed for use in summer learning for those who cannot participate or who request material beyond the curriculum provided during Summer Jump Start. These resources will be delivered both digitally and in printed formats to accommodate a variety of needs for families. Our primary school's parent involvement coordinator will be involved and will leverage existing relationships with families to ensure they know additional supports and materials are available.

4. District plans should demonstrate use of standards-aligned curriculum with high quality instructional materials in literacy and math. Evidence-based practices should support implementation.

☒ YES

☐ NO

Description: Teachers will use the standards-aligned and research-based American Reading Company ARC Core curriculum already used in TCS classrooms, so students will have a familiarity with methods and vocabulary. Teachers will use the ARC Independent Reading Level Assessment (IRLA) to diagnose and address students' learning needs as a result of school closure. This formative assessment is a research-based progression of foundational skills that delivers specific and actionable data. Using this data, teachers will personalize learning plans for students that focus on priority standards and on closing the learning gaps left from March to June. Learning strategies will include explicit instruction in academic language and key vocabulary as well as systematic fluency instruction as part of the ARC curriculum. Online as well as in-person plans will track side-by-side to provide maximum flexibility for method of program delivery.

5. Professional development **aligned to** the Science of Reading will be provided to K-3 teachers in our LEA/Charter.

☐ YES

☒ NO

Description: Included in your description, please indicate the name of the professional development being provided to K-3 teachers, scope of the training (number of teachers, duration, timeframe of offering) and how it aligns to your district's plan for improvement): This is not applicable due to choosing Option 4; however, professional development in reading instruction and development of remote learning design will be provided.

NOTE:

- **All Summer learning programs must be in compliance with the requirements of any executive order in effect at the time of the summer learning program, including requirements on the use of public school buildings, and compliance with social distancing and other public health guidelines provided by the DHHS.**

- Funds provided for summer learning may be used to deliver interventions and instruction to participating students using methods such as digital resources, printed materials, literacy coaches, and face-to-face instruction
- DPI may provide feedback as necessary to ensure that each summer learning program provides instruction and interventions as required by this section.
- Each public school unit shall begin its summer learning program in accordance with its plan as developed pursuant to this subdivision and shall not delay the start of its summer learning program pending feedback from the department.
- Parents/ guardians of students who qualify for summer learning programs shall make the final decision regarding student attendance at summer learning programs.
- Summer learning programs shall not be included in scheduled instructional time for the 2020-2021 school year school year calendar, but shall provide a supplement to that instruction in order to better prepare students for academic success during the 2020-2021 school year despite the impacts of COVID-19.

### **Components to consider within Remediation & Summer Jump Start Planning:**

Public school units are **encouraged** to create plans that consider the following components within the context of their local vision, needs, and existing effective efforts.

- Assessments and individualized plans
- Evidence based instructional resources
- Family engagement
- Student teacher ratio of 16:1 or smaller
- Social-emotional learning supports
- Transportation and nutrition supports
- Support for Exceptional Children, English Learners, 504, Homeless

### **Remediation & Summer Jump Start Plan Submission Procedure**

1. **Download** and complete the Remediation & Summer Jump Start Plan template found [here](#) along with the budget template found [here](#).
2. Send a copy of both documents via email to **RemediationJumpstartTeam@dpi.nc.gov** by June 22, 2020. These documents (template and budget) will be forwarded directly to your Regional Case Manager for LEAs or the Office of Charter Schools.
3. In the **subject** of your email, indicate the region of your district or your charter school name. A list of regions can be found [here](#).
4. Regional Case Managers or the Office of Charter Schools will email you indicating receipt of the plan. Feedback will be provided if needed (see options 3 and 4).