



---

**Pathways In Education – Tennessee  
Continuous Learning Plan (CLP)  
for the  
2020-2021 School Year**

Director: Martin McGreal

Principal: Dr. Roderick Payne

# PIE COVID Continuous Learning Plan 2020-2021

## SECTION 1: COVER PAGE

### Part 1.2: Landscape Paragraph

Pathways In Education - Tennessee went to distance learning on March 22, 2020. We offered three modes of instruction: distance learning through an online platform, Edmentum; distance learning through printed Student Activity Workbooks (SAWs); and distance learning through Small Group Instruction (SGI) via Google Classrooms. Our transition was quick, and we continued our instructional program without a gap in student learning. These three forms of instruction are core components of our existing traditional program; we simply began transitioning our in-person interactions into a virtual space. During the first month or so of distance learning, our average credit attainment dipped slightly. To improve this, we learned we needed to prepare teachers better for tracking student progress on our online platform. We also needed administration to regularly meet with teachers for progress updates and to provide supports. Finally, we needed to do more to ensure every student had full access to appropriate technology and connectivity.

Pathways In Education – Tennessee plans on continuing to function in a 100% distance learning model until it is safe to return to the physical campus. We started our 2020/21 school year on July 1, 2020.

As before, we are offering three forms of synchronous and asynchronous instruction: distance learning through an online platform, Edmentum; distance learning through printed Student Activity Workbooks (SAWs); and distance learning through Small Group Instruction (SGI) via Google Classrooms. We have been holding weekly professional development sessions to learn how to better engage students from a distance. We have a CMO specialist assigned to support PIE-TN staff 5 days a week. We have assessed technology needs and ordered enough equipment to meet those needs. Our teachers are engaging students on a daily basis. Students and families will still be able to come to one of our campuses to meet with teachers and administrators on an as-needed basis, and at scheduled times. When we do transition back to our traditional hybrid program, it will not impact our students' academic progress.

### Part 1.4: Authorizer Engagement (only charters complete)

We have shared our plan with our authorizer, the Achievement School District (ASD).

# PIE COVID Continuous Learning Plan 2020-2021

## **SECTION 2: PROGRAMMATIC MODEL FOR THE 2020-2021 SCHOOL YEAR**

### **Part 2.1: Beginning-of-Year Programmatic Model by Grade Band**

Virtual: Year Round

## SECTION 3: STANDARDS-BASED INSTRUCTION

### Part 3.1: Explanation of Approach

Pathways in Education (PIE) - Tennessee utilizes an educational model where our students can continue to receive instruction while still protecting the community. The nature of our unique learning model lends itself to allow our students to grow and make academic progress from a distance. PIE-Tennessee will begin the new school year with a fully virtual model that will provide remote instruction through the curriculum modalities of Edmentum (online courses), teacher-designed Google Classrooms, and at-home Student Activity Workbooks (SAWs) for independent study. (Artifact 3.8)

### Scheduled Appointments & Personalized Learning Plans

PIE-Tennessee serves our students through personalized learning plans. Our teachers provide individual guidance that supports students both social-emotionally and academically. Each student works collaboratively with their teacher to create a personalized learning experience. Teachers utilize planning guides (Artifacts 3.2. and 3.3) to ensure students are enrolled in courses that meet student's graduation requirements. Our unique learning model provides students with alternative methods of instruction. Students have access to online courses, guided independent study, and small group instruction.

PIE-Tennessee students and staff are well-versed in online and remote learning. However, with the COVID-19 pandemic, teachers and students are required to meet 100% virtually. Students meet via Google Hangouts or Zoom meetings with teachers. Appointments are scheduled for goal setting, instructional support, course work assignments, test reviews, and general well-being check-ins.

PIE-Tennessee has a Post-Secondary and Student Services Counselor (PSSSC) who provides our students with Post Secondary support and academic counseling. Our PSSSC identifies students who are nearing graduation and students that need to complete the ACT and FAFSA. Contingent on ACT testing, our staff anticipates teaching an ACT prep course to provide additional support for our students.

See sample student schedules and sample teachers' schedules for more information (Artifacts 3.10, 3.11, and 3.12).

### Digital Learning

Edmentum is our online curriculum (Artifact 3.1) that provides students with engaging activities and research-based assessments. Online courses offer our students a multitude of content while allowing for flexibility matched with progress and performance supports. Our teachers work side-by-side with our students to monitor their progress and

## PIE COVID Continuous Learning Plan 2020-2021

assist them through the content. Edmentum has various forms of intervention embedded, which include: guided notes, readily-available definitions, “click-to-speak” narration of text, translated text, and annotation tools.

Pre-COVID, our students were utilizing Edmentum combined with additional modalities of instruction. Our students and teachers are familiar with the platform and have continued to be successful in Edmentum during distance learning. We attribute this to the instructional continuity of Edmentum. Students and teachers had been trained in the platform and had utilized it prior to distance learning.

Edmentum has course pacing embedded within the online curriculum. Teachers are alerted if a student is off-pace or needs additional assistance (inactivity, content support, etc.).

Edmentum also offers an ACT prep course as an elective credit for our students. (Artifact 3.1)

### **Google Classroom**

PIE-Tennessee is utilizing Google Classroom to help teachers and students organize assignments, remain connected, and create a platform for communication. All of PIE-Tennessee’s teachers will create a Google Classroom as a “hub” for document sharing, Google Hangouts, and social-emotional support activities and resources. Teachers have been trained on implementation and class creation. Students can access their teacher’s Google Classroom via their Google account.

PIE-Tennessee also offers Small Group Instruction (SGI) courses, which will be conducted online (Artifact 3.4). SGI teachers utilize state standards to guide all instruction and lesson objectives. Courses will remain online through virtual instruction. Our teachers provide a shared Google Hangout for direct instruction. After the lesson, remaining lesson materials are accessed through Google Classroom. Teachers follow up with students individually to provide additional differentiated support and instruction.

### **Progress Report & Progress Monitoring**

PIE-Tennessee uses graduation calculators (Artifact 3.9) at the end of each learning period to keep students and parents engaged in the academic success of the student. In our distance learning model, weekly emails and calls to parents are standard protocol. Teachers, students, and parents collaborate to ensure that the success plan is attained. Daily contact logs are maintained by teachers, and pertinent information is disseminated to parents so that they can help us keep their students on course with graduation.

# PIE COVID Continuous Learning Plan 2020-2021

## Renaissance Testing & Intervention Support

PIE-Tennessee will be administering Renaissance testing remotely to provide essential information about our students' academic needs. Based on testing, if a student has an academic gap that is 3 or more grade levels, they will be recommended for an intervention course. Our intervention courses use adaptive curriculum to differentiate skill growth activities and to tailor support for individual students. PIE-Tennessee will be using Achieve3000 (Artifact 3.5) and Accelerated Math for core subject remediation.

Students are enrolled in 2-3 courses at a time depending on their need (Artifact 3.6 and 3.7). All coursework (regardless of instructional modality) is divided into discrete units to ensure student proficiency in the content prior to the student progressing in the class. This breakdown allows for a benchmark of progress to be established so that the teacher can assess the student work and appraise any needs for additional support prior to the formative assessment being given. Once the student completes and passes this assessment, they may move on to the subsequent unit. If they do not pass, then additional support is given until the student demonstrates proficiency in the subject matter.

All .5 credits are equivalent to 5 units of work. Based on Tennessee requirements, students will need to complete 220 units of work in order to complete their diploma. If the guidance from 2019-20 related to abridged graduation requirements continues, then students will be required to complete 200 units of work.

## Part 3.2: Instruction Breakdown by Grade Band

Content Area	Avg. Days per Week	Minutes per Session	Delivery Mechanism: Check all applicable boxes*
English Language Arts			<input type="checkbox"/> Synchronous AND/OR <input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Virtual AND/OR <input type="checkbox"/> Other <input checked="" type="checkbox"/> Teacher-based AND/OR <input type="checkbox"/> Program
Math			
Science			
Social Studies			
Physical Education (PE)			
Arts			
CCTE or Elective (optional)			
Foreign Language (optional)			

\*In the fillable online form, the delivery mechanism section will appear for EACH content area and EACH grade band.

## **Part 3.3: Artifacts**

- 3.1: Edmentum Course Catalog
- 3.2: Elective Focused Planning Guide
- 3.3: Planning Guide
- 3.4: Example of SGI Google Classroom
- 3.5: Achieve3000 Level Set Test Materials
- 3.6: 20-21 PIE Instructional Calendar + Posting Schedule (1)
- 3.7: PIE Instructional Calendar + Posting Schedule (2)
- 3.8: PIE TN Course Offerings
- 3.9: Grad Calculator
- 3.10: PIE Daily Schedule (9th-12th grades)
- 3.11: PIE Sample Student Schedule-
- 3.12: PIE Sample Student Schedules (3 Examples)

## SECTION 4: ATTENDANCE

### Part 4.1: Explanation of Approach

**Course and Class Structure:** Since its authorization to operate in Memphis, Pathways In Education (PIE)-Tennessee has used a multiple modality instructional model that includes direct, online, and guided independent study types. Since students do not attend in person full time, for the past five years we have used an attendance model that includes work product (in the form of completed credits), physical attendance, and online attendance. Below is a detailed breakdown of our framework for measuring attendance using this model:

- All PIE-Tennessee coursework is divided into discrete units to ensure student proficiency in the content prior to the student progressing in the class. This breakdown allows for a benchmark of progress to be established so that the teacher can assess the student work and appraise any needs for additional support prior to the formative assessment being given. Once the student completes and passes this assessment, they may move on to the subsequent unit. If they do not pass, then additional support is given until the student demonstrates proficiency in the subject matter.
- All .5 credits are equivalent to 5 units of work. Based on Tennessee requirements, students will need to complete 220 units of work in order to complete their diploma. If the guidance from 2019-20 related to abridged graduation requirements continues, then students will be required to complete 200 units of work.

### Justification of Time per Unit of Work

- PIE-Tennessee online and guided independent study courses are developed with the expectation of 8-15 hours of independent work being required to complete a unit. This assumes the ideal of steady progression through the work and passage of all assessments the first time they are taken. This time is obviously lengthened as necessary if a student struggles with the material or if SPED support is required.
- In addition to the independent work performed by the student to complete the unit, students are required to meet with their teacher at least twice per week and complete any unit assessments online. Most PIE-Tennessee students require additional support and time to demonstrate proficiency in their coursework. This is especially true with core classes.
- Also to be considered in the total instructional time are activities such as Small Group Instruction (SGI) classes, state test prep classes, state-mandated assessments, interactions with support staff, and all other less-frequent events and experiences related to student work and instruction.
- **Considering all factors that contribute to the student instructional experience, PIE-Tennessee uses the guideline of 20 hours of total qualified time per unit of work. In many cases, students may need to exceed this total to complete a unit, though some students may need slightly less. While it is difficult to predict time spent for each**

## PIE COVID Continuous Learning Plan 2020-2021

**individual unit and class, we feel that this total is an accurate representation of the time students invest in qualified school-related activities.**

### **Taking/Tracking Attendance**

- PIE-Tennessee uses a combination of work product, work time on Edmentum (our online instructional platform), and attendance at Zoom/Google Hangouts meetings to determine attendance.
- All attendance expectations and truancy policies are included in the handbook that all students and parents are given at enrollment (Artifact 4.1).

### **Reporting:**

- Student work and attendance are recorded into both our internal student information system (StudentTrac) and the system that will communicate with EIS (PowerSchool). Records are kept when students are working online or meeting with staff. Student work is recorded in both systems as well to ensure that attendance is accurately measured.
- If a student has an IEP, then we will keep a separate record of any time that is spent fulfilling the requirements of the IEP. The SPED services that students receive are recorded separately and are supplemental to any other instructional activities.

### **Truancy Procedures:**

- Truancy procedures are communicated via email to staff at the beginning and end of the school year, the outline for which is below:
  - At the close of each learning period, teachers run an internal report called an ELT (Enrollment, Leave, Transfer) report and determine which students have not made adequate progress during the school period.
    - PIE-TN has 11 learning periods of roughly 22 days each.
    - Students are expected to attend all scheduled virtual meetings, in addition to completing 5 units of school work per period.
  - A detailed list of students who have not been attending meetings and/or not completing their work at an adequate pace are then passed along to a staff member, who mails out truancy notices to parents or guardians.
  - Additionally, teachers and our leadership team follow up with students (via email, text, and/or one-to-one conversations) on a weekly basis if they are falling behind.

### **Articulating Policy:**

- Students and parents are informed of our policy at time of registration and at the beginning of each school year. Our attendance policy is in our handbooks as well. Teachers and administrators are in regular contact with parents regarding

## PIE COVID Continuous Learning Plan 2020-2021

work progress and attendance. Pathways employs an interventionist specialist that works with students who are truant-either physical or lack of work progress. Intervention specialist contacts students and families weekly as well as visiting homes of students who are challenging to contact. Each contact, students and families are reminded of expectations of physical attendance and work progress.

### **Part 4.2: Artifacts**

4.1: PIE-TN Attendance and Truancy Policies from Student Handbook

## SECTION 5: INSTRUCTIONAL TECHNOLOGY

### Part 5.1: Explanation of Approach

#### **Distribution and Tracking:**

Pathways In Education (PIE)-Tennessee has established a detailed plan for distributing and tracking devices provided to students, in order to ensure maximum accessibility. First, students and families in need are assigned pick-up times. Then, the Center Coordinator or instructional support teacher meets the student and/or their family at the appropriate campus to hand off their device. As part of this process, students and families complete and sign an Equipment Distribution Agreement Form to ensure technology policy compliance (Artifact 5.1). Then, equipment distribution form data (i.e. student info, laptop ID #, etc.) is uploaded to Formstack (Artifact 5.2). This information is sent to our IT company, Alltech, and is merged with our inventory tracker (Artifact 5.3). Equipment not in use by students will be kept in a locked classroom in a secure building.

Alltech keeps inventory of all devices purchased and in use by PIE-TN, as well as all the serial numbers and the AUE (the end-of-life point when each Chromebook normally stops receiving updates). The usual lifespan of a Chromebook is 3-5 years. Alltech is also able to monitor when each Chromebook connects to the internet to retrieve the latest updates. Alltech will notify PIE-TN staff if any student's device stops connecting. Because PIE-TN staff will be in contact communication with students to begin with, they will be able to follow up with students about their lack of device use. Teachers and staff will then track progress and make adjustments accordingly. This will provide us with information on how sustainable this program will be. Lastly, students will occasionally come to campus in-person during our distance learning period. In cases where a student has been assigned a Chromebook to use at home, we will have them bring in the device to do check-ups.

#### **Troubleshooting and Technical Assistance:**

Our tech support contractor has developed a dedicated hotline for PIE-TN teachers and staff. They have the ability to remotely access all devices at PIE-TN. (Artifact 5.4)

#### **Security and Safety:**

Teachers will review the Student Acceptable Use Policy with students upon enrollment, at re-enrollment in July every year, and before being distributed a laptop/Chromebook during the 2020/21 school year. Please see excerpt from the Student Handbook (pages 18-21) regarding the Student Acceptable Use Policy (Artifact 5.6). Also, the PIE-TN Professional Development team will review the Staff Acceptable Use Policy with staff in August 2020, and thereafter, upon hiring for new staff. Please see the excerpt from the Staff Handbook (page 19) regarding the Acceptable Use Policy (Artifact 5.7).

## PIE COVID Continuous Learning Plan 2020-2021

Web browser filters that block inappropriate content are used at each campus building. Currently, they are difficult to monitor outside of the campus. However, Alltech is currently testing a product that enables content filtering on student and staff devices while outside the campus buildings. As soon as they find a system that meets our requirements, it will be implemented remotely.

### **Access and Opportunity (For Instructional Support-SPED, ESL, 504):**

PIE-TN has conducted a needs assessment survey with currently-enrolled students to assess their existing technology capacity. We will conduct a similar assessment with every subsequent student who enrolls. All courses are available through Edmentum, our online learning platform, and every student will have virtual access. In addition, Small Group Instruction (SGI) courses will be taught via the Google Classroom platform.

We also provide distance learning materials to students who do not have internet connectivity at home. Our Student Activities Workbooks (SAWs), which provide the exact same material presented in online courses, are available for all core courses and most electives. Teachers have access to both online and printed resources to enable them to offer support for all courses across all platforms.

### **Contingency Planning**

In the event that a student temporarily loses technology access, PIE-TN can provide hard-copy distance learning materials that will enable them to “pick up where they left off” in their course work. PIE-TN can also provide replacement devices, if needed. If permitted by TN state guidelines, and if a student has no other options for an environment that is conducive to learning, they can also come work at one of the campuses in a socially-distanced manner. In all cases, staff would provide support in a timely manner, such that the student would experience no more than 1 school day of disruption, if any.

### **Part 5.2: Artifacts**

- 5.1: PIE-Internal Laptop Sign-out Sheet
- 5.2: Equipment distribution form data- formstack
- 5.3: Technology Inventory Tracker-Alltech [1 of 2]
- 5.3: Custom-assets-report-2020-07-17-075727 [2 of 2]
- 5.4: Alltech Dedicated Support Line for PIE-TN
- 5.5: Student Survey
- 5.6: PIE-TN Student Acceptable Use Policy
- 5.7: PIE-TN Employee Handbook-Acceptable Use Policy

## **SECTION 6: PROFESSIONAL DEVELOPMENT (FOR REMOTE TEACHING AND LEARNING)**

### **Part 6.1: Explanation of Approach**

#### **Distance Learning Trainings**

Professional development has been an integral part of Pathways In Education (PIE) Tennessee's distance learning ever since our original closing in March (Artifacts 6.2, 6.6, 6.7 and 6.8). Technical training is offered every Friday for staff to provide support during the transition to distance learning. Training, webinars, and forums are used to educate staff in the following categories: Google Suite (Chat, Meet, Calendar, Sheets, Classroom, etc.), Zoom, Edmentum (Artifact 6.1), and Social-Emotional Learning strategies. Through these trainings, teachers are able to engage with their students via digital platforms, and to access a multitude of resources (Artifact 6.5).

#### **Summer PD Week**

To support the continuation of professional education and the sharing of best standards and practices, professional development will be provided to all staff. The objectives during the professional development series are designed to engage, motivate, and re-connect staff to the Pathways in Education mission (Artifact 6.3 and 6.4). The topics being covered include best practices for distance learning, data analysis, school culture, reengaging students from a distance, and setting school-wide goals for the 2020-21 school year.

PIE-Tennessee's Summer PD Week will provide teachers with opportunities to explore alternative ways to check for understanding in the context of a digital platform, to provide feedback to move students forward in their personalized program, and to scaffold instruction based on individual needs. Continuing PD, beyond summer, will be available for all staff (Artifact 6.6).

#### **Remediation Plan (Achieve3000 & Accelerated Math) - Learning Loss**

In the fall, students will be taking the Renaissance Star test. Based on their performance, students will be selected to enroll in an intervention course. Teachers will be receiving training on both Achieve3000 and Accelerated Math (Article 6.11) to implement these adaptive technologies. PIE-Tennessee's hope is that with these courses, students will grow in their academic skills while continuing towards their graduation. This accelerated learning model will help address students that need remediation in skills alongside their current courses.

#### **High Quality Teaching Initiatives**

PIE-Tennessee recognizes that rigorous instruction is an essential component of student achievement and academic success. To that end, the High Quality Teaching Initiative

## PIE COVID Continuous Learning Plan 2020-2021

(HQTI) (Artifact 6.9 and 6.10) was implemented to ensure that each student receives quality instruction. Through HQTI, teachers are tasked with setting annual goals, and have periodic target/review meetings with the Principal and/or Assistant Principal. Additionally, teachers complete a self-evaluation which is reviewed and combined with the observations and suggestions from the school leadership team annually. While we are in distance learning, teachers and administrators will be working collaboratively to continue moving forward with feedback and reflection.

### **Part 6.2: Artifacts**

- 6.1: Edmentum Support
- 6.2: Example of Training Schedule Email
- 6.3: Summer PD Schedule
- 6.4: Example of Summer PD Slides
- 6.5: Sample Newsletter
- 6.6: Pathways In Education Training Website
- 6.7: Training and Educational Resources (COVID)
- 6.8: Pathways in Education: Navigating COVID-19
- 6.9: HQTI Framework for IS Teachers
- 6.10: HQTI Framework for SGI Teachers
- 6.11: SkyrocketEdPd- Online Courses for Achieve3000 & Accelerated Math

## SECTION 7: IMPLEMENTATION MONITORING

### Part 7.1: Explanation of Approach

For monitoring of instructional delivery, Pathways In Education (PIE)-Tennessee will have educators operating from a unified platform, which is Google Classroom. Moreover, the administration has required all educators to amend their Google Classroom permissions to make administration co-instructors. This process will afford instructional delivery to be observed utilizing the High Quality Teaching Initiative rubric (HQTI), allow administrators to provide critical feedback, and identify problem areas of practice (artifacts 7.2, 7.3, 7.7-1, 7.7.2). Additionally, the Instructional Leadership Team (ILT) will conduct meetings on a quarterly basis to analyze academic data to review trends (ELT reports; Data Dashboard), identify content areas needing improvement for student success, and implement appropriate professional development to build teacher capacity with instructional strategies to increase overall effectiveness and academic achievement (artifacts 7.1, 7.4, 7.6, 7.8). Our School Success Plan will continue whether we are virtual or back to our hybrid model (Artifact 7.9).

To assist students in monitoring their learning, bi-weekly progress reports will be disseminated to them utilizing the Grad Calculator (artifact 7.5). This instrument provides clarity of academic progress and a scale informing them of how many academic credits are needed to fulfill graduation requirements.

### Part 7.2: Artifacts

- 7.1: Truncated ELT -all student ID Deleted
- 7.2: IS HQTI Goal Setting 2020
- 7.3: SGI HQTI Goal Setting 20-21
- 7.4: Google Classroom Student Folder-Redacted
- 7.5: Sample Grad Calculator-Redacted
- 7.6: Open Course monitor-Redacted
- 7.7: 1 of 2 Screenshot Admin Calendar-Teacher 1:1 Data Check-ins
- 7.7: 2 of 2 Screenshot Admin Calendar-Teacher 1:1 Data Check-ins
- 7.8: Snapshot of Reengagement List-Redacted
- 7.9: TN School Success Plan to Present

## SECTION 8: COMMUNICATIONS

### Part 8.1: Explanation of Approach

#### Modes of Communication for Families

Pathways In Education (PIE)-Tennessee will communicate with parents, families and students via regular emails, mailed letters, phone calls, website notifications (Artifact 8.1, <https://tn.pathwaysineducation.org/>), social media posts, and SchoolMessenger notifications. When all of these modes of communication fail to engage a particular student, the PIE-Tennessee interventionist may do a home visit. In addition, PIE-Tennessee staff attend the weekly Frayser Community Exchange Meeting, as well as Councilwoman Robinson’s community meetings, where we update the communities around our campuses regularly; both are now virtual.

#### Emergency Communications

In addition to regular communications, SchoolMessenger will be used in cases of emergencies, in the form of teacher-to-family communication; that is, should an emergency situation occur, we will reach out through the teacher. Each teacher will have a caseload of 40 students, and will provide personalized support to each of their students. PIE-Tennessee administration will also send out a bi-weekly – or as-needed – letter to parents and students (Artifact 8.2). Parents can reach out to teachers and administrators at any time through email, phone, and text, and this contact information will be made readily available to them.

#### Frequency of Teacher Communication in Virtual Settings

Teachers will communicate with students and families daily, and will keep a communication log of both their contacts and the level of engagement with each contact (Artifact 8.3).

#### Accessibility: Language

Our Online platform and course catalog are available in multiple languages. School has the ability to communicate with families in multiple languages (Artifact 8.5). Our CMO has translators available should the need arise.

#### Accessibility: Location

The PIE-TN school website, which has been optimized for both desktop and mobile browsers, contains all important updates (Artifact 8.1). Letters are also mailed home (Artifact 8.2). If needed, parent/staff meetings are allowed at either of the campuses by appointment. Home visits will continue to be made (and will serve as “wellness checks”), but they can also be scheduled by appointment.

# PIE COVID Continuous Learning Plan 2020-2021

## **Family Engagement and Accessibility to District and School Leadership**

Pathways will plan to host virtual “Open Houses” in place of the quarterly events we typically hosted at school, which will allow them an opportunity to contribute to the processes of creating school policy around COVID-19 and supporting teachers and staff in helping students stay engaged during distance learning. (Artifact 8.4).

### **Part 8.2: Artifacts**

- 8.1: Snapshot of website homepage
- 8.2: Sample COVID Letter from Dr. Payne
- 8.3: Daily Contact Log
- 8.4: Spring 2020 sample “Open House Flyer”
- 8.5: Spring 2020 sample “Open House Event Agenda” (Spanish)

## All Artifacts

- 3.1: Edmentum Course Catalog
- 3.2: Elective Focused Planning Guide
- 3.3: Planning Guide
- 3.4: Example of SGI Google Classroom
- 3.5: Achieve3000 Level Set Test Materials
- 3.6: 20-21 PIE Instructional Calendar + Posting Schedule (1)
- 3.7: PIE Instructional Calendar + Posting Schedule (2)
- 3.8: PIE TN Course Offerings
- 3.9: Grad Calculator
- 3.10: PIE Daily Schedule (9th-12th grades)
- 3.11: PIE Sample Student Schedule-
- 3.12: PIE Sample Student Schedules (3 Examples)
- 4.1: PIE-TN Attendance and Truancy Policies from Student Handbook
- 5.1: PIE-Internal Laptop Sign-out Sheet
- 5.2: Equipment distribution form data- formstack
- 5.3: Technology Inventory Tracker-Alltech [1 of 2]
- 5.3: Custom-assets-report-2020-07-17-075727 [2 of 2]
- 5.4: Alltech Dedicated Support Line for PIE-TN
- 5.5: Student Survey
- 5.6: PIE-TN Student Acceptable Use Policy
- 5.7: PIE-TN Employee Handbook-Acceptable Use Policy
- 6.1: Edmentum Support
- 6.2: Example of Training Schedule Email
- 6.3: Summer PD Schedule
- 6.4: Example of Summer PD Slides
- 6.5: Sample Newsletter
- 6.6: Pathways In Education Training Website
- 6.7: Training and Educational Resources (COVID)
- 6.8: Pathways in Education: Navigating COVID-19
- 6.9: HQTI Framework for IS Teachers
- 6.10: HQTI Framework for SGI Teachers
- 6.11: SkyrocketEdPd- Online Courses for Achieve3000 & Accelerated Math
- 7.1: Truncated ELT -all student ID Deleted
- 7.2: IS HQTI Goal Setting 2020
- 7.3: SGI HQTI Goal Setting 20-21
- 7.4: Google Classroom Student Folder-Redacted
- 7.5: Sample Grad Calculator-Redacted
- 7.6: Open Course monitor-Redacted
- 7.7: 1 of 2 Screenshot Admin Calendar-Teacher 1:1 Data Check-ins

## PIE COVID Continuous Learning Plan 2020-2021

7.7: 2 of 2 Screenshot Admin Calendar-Teacher 1:1 Data Check-ins

7.8: Snapshot of Reengagement List-Redacted

7.9: TN School Success Plan to Present

8.1: Snapshot of website homepage

8.2: Sample COVID Letter from Dr. Payne

8.3: Daily Contact Log

8.4: Spring 2020 sample "Open House Flyer"

8.5: Spring 2020 sample "Open House Event Agenda" (Spanish)

App. 1: PIE-Frayser-FY 21 Budget Template-with CARES

App. 2: PIE-Whitehaven-FY 21 Budget Template-with CARES