



Continuous Learning Plan

EDUCATION, GUIDANCE & COMMUNITY FOR ALL



We are embarking on an unprecedented journey together: we are transitioning our entire school from a hands-on learning community to a virtual one, we are still focused on relationships within our community. While we are transforming how we deliver educational opportunities and adjusting to better serve you, we recognize that this is also an incredible opportunity to rally together in the interest of public health, to link arms (virtually!), and to show ourselves and the world that our community is bigger and stronger than the walls of our campus.

Our Goals for Distance Learning:

1. **CONTINUE ACADEMIC GROWTH:** *All children will continue learning and growing and will not regress academically while away from campus, virtually or with printable materials/resources from the school [website](#).*
2. **PROVIDE STRUCTURES FOR FAMILIES:** *All families will be provided with systems of structure that they can adapt or implement for their families' needs.*
3. **SUPPORT A STRONG FAMILY SYSTEM:** *All families will feel like they have the right level of guidance: enough to keep children engaged and learning independently, but not too much that it feels overwhelming, confusing or unmanageable.*
4. **SUSTAIN CONNECTION & WELL-ROUNDED GROWTH:** *All children, families and their school support team (Leads, Teachers, Assistants, Administrators, Interventionist, and SPED team) will maintain a strong connection during our period of Distance Learning, thereby supporting continued social, emotional, and cultural growth.*
5. **SUPPORT AND PROVIDE PROFESSIONAL DEVELOPMENT FOR STAFF:** *All staff will participate in weekly professional development school-wide and at each level to support growth and proficiency in the newly required skills during this time.*
6. **FACILITATE COMMUNITY WELL-BEING:** *Our hope is that *all* children, families, and staff will look back on this challenging time and feel like they were part of a supportive and loving community that took care of each other and persevered.*

In the academic blocks, we are expecting this amount of academic work per day, based on grade levels.

Level	Approximate Amount of Academic Work Per Day
Casita/Kindergarten (Pre-K(3)-K)	~2 hours
Lower Elementary (1st-3rd)	~3 hours
Upper Elementary (4th-5th)	~4 hours
Middle School (6th-8th)	~5 hours

Based on the goals above, this is the kind of well-rounded schedule we are recommending to families (although we know that it will look very different from home to home):

Sample Student Schedule

WHEN <i>*Suggested times</i>	WHAT	HOW 3-5 Year old	5-12 Year olds	12-14 year olds
Before 9:00am	Morning Routine (Practical Life)	Make bed,eat breakfast, brush your teeth, get dressed, tidy room		
9:00-9:30	Morning Nature Walk/Exercise (Connection Time)	Family walk, Family run, Calm stretching exercises if it's rainy outside		
9:30-11:00	Academic Time (Core Subjects)	Complete individualized Google Classroom assignments/ packet		
11:00-12:00	Creative Time	Musical instrument practice, singing, drawing, legos, crafting, painting, cooking, baking etc.		
12:00-1:00	Lunch	Help with lunch tasks (preparing meals, setting tables, picking up/washing own dishes, sweeping, gathering trash, etc.)		
1:00-1:30	Chore time (Practical Life)	Nap time	Refer to age appropriate activities on the school website .	
1:30-2:00	Quiet time (Read Aloud/ Independent Reading)		Independent Reading, writing, research assignments	
2:30-4:00	Academic Time (Core Subjects)	Chore time See age appropriate activities on the school website	Complete Google classroom assignments, work on IXL online or complete assigned packets; Optional choice work	
4:00-5:00	Afternoon Fresh Air (PE/Recess)	Bikes, brisk walks outside, sports, walking dogs, board/card games if it's rainy		
5:00-6:00	Dinner	Help with dinner tasks (setting the table, meal prep, picking up/washing dishes, etc.)		
6:00-7:00	Free time	Age appropriate activities		
7:00-9:00	Bed-time Routine	Set a bedtime routine for your family to include expectations, bedtimes, etc.		

Casita/Kindergarten Overview (Level 3-6)

Required Assignments-FURTHER Description: CLICK HERE GOAL = At least 2 hours of academic work per day	PK3	PK4	K
Community Meeting Watch Community Meeting (~30 minutes) 1 community meeting per week posted Wednesdays. Teachers will produce and post a brief video to maintain connection and community, check on students/families, and provide emotional support and engagement.	X	X	X
Math Complete IXL Math (~30 minutes) (M-F) Student will have logged into accounts and completed one session of Xtra Math and 30 minutes of IXL per day Lesson sequence based on Diagnostic Test - teachers can customize or add further Tier 2 differentiated assignments for individual children as needed (and for SAT support).		X	X
ELA Complete IXL Language (~30 minutes) (M-F) Student will have logged into account and completed 30 minutes of IXL per day Lesson sequence based on Diagnostic Test- teachers can customize or add further Tier 2 differentiated assignments for individual children as needed (and for SAT support).		X	X
Complete Writing Assignment(s) (~15 minutes) (M-TH) (M-TH) Student will complete a daily journal or Writer's Workshop assignment on Google Classroom per day		X	X
Check Google Classroom for workplan (~10 minutes) Assigned within Google Classroom and handed out in a take-home packet. Students will email completed work plan to their teacher weekly.		X	X
Intervention and Enrichment Complete Typing, Social Studies, Sciences, Independent Research/Projects, Intervention/Enrichment student specific work suggested by teacher via google classroom (~30 minutes per day) (M-F)	X	X	X
Practical Life Participate in Practical Life activities throughout the day. Suggested by teacher via google classroom. (~30 minutes) (M-F)	X	X	X
Conferencing If necessary, student/parent conferencing via Email/Phone/Zoom/Google Hangout is available for appointments during teacher office hours Fridays 9:00-11:00am. Email will be checked daily	X	X	X
Art Additional work for Orchestra, Music or Fine Arts 1 times a week for 30 minutes each	X	X	X

Lower Elementary Overview (Level 6-9)

Required Assignments: CLICK HERE GOAL = At least 3 hours of academic work per day	1st	2nd	3rd
Community Meeting Watch Community Meeting (~30 minutes) 1 community meeting per week posted Monday Teachers will produce and post a brief video to maintain connection and community, check on students/families, and provide emotional support and engagement.	X	X	X
Math Complete IXL Math and XtraMath App Lessons (~30 minutes) (M-TH) Student will complete one session of Xtra Math and 30 minutes of IXL per day Lesson sequence based on Diagnostic Test - teachers can customize or add further Tier 2 differentiated assignments for individual children as needed (and for SAT support).	X	X	X
ELA Complete AR reading log (~30 minutes) (M-TH) Student will have filled out reading log on Google Classroom and take an AR quiz when book is finished	X	X	X
Complete ReadWorks (~30 minutes) Complete ReadWorks assignment due by 3pm Tuesday; Revisions given by 3pm Wednesday, student submit revisions by 3pm Thursday	x	x	x
Complete IXL Language (~30 minutes) Student will have logged into account and completed 30 minutes of IXL per day Lesson sequence based on Diagnostic Test- teachers can customize or add further Tier 2 differentiated assignments for individual children as needed (and for SAT support).	X	X	X
Complete Writing Assignment (~30 minutes) (M-TH) Student will complete Writer's Workshop assignment on Google Classroom	X	X	X
Intervention and Enrichment Complete Typing, Social Studies, Sciences, Independent Research/Projects, Practical Life, Art, Intervention/Enrichment student specific work assigned daily by teacher (~30 min/ day)	X	X	X
Conferencing If necessary, student/parent conferencing via Email/Phone/Zoom is available for appointments during teacher office hours (Monday - Thursday 3:30-4:00pm and Fridays 1:00-4:00pm). Email will be checked daily.	X	X	X
Arts Complete Additional work for Orchestra, Music or Fine Arts (~2 times a week 45-60 min. ea.)	X	X	X

Upper Elementary Overview (9-11)

Required Assignments: CLICK HERE GOAL = At least 4 hours of academic work per day	4th	5th
Math Complete IXL Math App Lessons 2 lessons per day (~30 minutes per day) Lesson sequence based on at home learning hub	X	X
Complete one Daily Math Review (~20 minutes per day) each day	X	X
Participate in one live math lesson a week (~30 mins a week)	X	X
ELA Complete one Journal Prompt per day. Minimum 5 complete sentences (~20 minutes per day)	X	X
Read one ReadWorks Passage (~20 minutes per day) or paired text as assigned per day and answer questions	X	X
Participate in one live language lesson a week (~30 mins a week)	X	X
Cultural (History/Geography/Science) View one lesson from each subject area: science, geography, and history (~1.5 hrs a week)	X	X
Complete one assignment related to science, geography and history a week (~1.5 hrs a week)	X	X
Participate in one question-answer session for each cultural subject on zoom (~1.5 hrs a week)	X	X
Social Development Random Acts of Kindness Lesson (~45 mins a week)	X	X
Art Lesson Discover an artist and reflect on their style and/or create an art piece in that same style (~1 hour a week)	X	X

Middle School (TMMS) Overview-broken down by class

Ms. Alissa's Math Class Ms. Kimber's Math Class Ms. Victoria's Language Arts Class Required Assignments by Teacher GOAL=At least 5 hours of academic work/day Ms. Amanda's Language Arts Class Ms. Alex's History Class	6th	7th	8th
Math Google Classroom Work (5 times a week for ~60 minutes) Using CPM teacher created video (7th & 8th) and Math Antics video (6th) and complete assigned work/projects; participate via Zoom during assigned time Monday morning	X	X	X
Complete assigned IXL work for Math (~15-30 minutes/day) Lesson sequence based on Diagnostic Test/student placement - teachers can customize or add further Tier 2 differentiated assignments for individual children as needed (and for SAT support).	X	X	X
Language Arts Google Classroom Work (~60 minutes/day) Check Google Classroom daily for Language Arts lessons based on Reading and Writing standards; participate via Zoom during assigned time Tuesday morning	X	X	X
Complete IXL Language (~15-30 minutes) Complete assigned IXL work for Language Arts	X	X	X
Read Book at appropriate Reading Level Work on Vocabulary Acquisition per teacher guidelines (30 minutes a day)	X	X	X
Science Check Google Classroom for Science projects weekly (~30 minutes/day) Complete IXL Science or watch a learning video at least 3 times per week; participate in Zoom weekly from 9:00 am-12:00 noon on Thursday	X	X	X
History Check Google Classroom for History projects weekly (~30 minutes/day) Complete a IXL History or watch a learning video at least 3 times per week; Participate in Zoom weekly from 1:00-4:00 pm on Wednesday.	X	X	X
Arts Complete Additional work for Orchestra, Music or Fine Arts (~2 times a week 45-60 min. ea.)	X	X	X
Independent Study Check Google Classroom for Independent Study (~60 min./wk) Work on end of year goal setting, next step plans and transition to high school			X

A worksheet-version of our Continuous Learning Plan will be available for families who DO NOT have access to a smartphone, tablet or computer at home. However, our goal is to get 100% of families online, because we believe the digital version of what we have to offer will be superior to the paper-based version. Please contact Ms. MJ or office staff if you have been unable to utilize our two Chromebook pick up times yet.

We have sent out login information to assist your children in logging onto our online learning platforms, please check your email for this information. **If you have any questions or problems with technology, your child's teacher is the best resource.** If the teacher is unable to help you solve your problem, we do have a technology support techsupport@tmesnm.com. *Please allow TMEMS teachers 24 hours to respond to your concern.*

Our Continuous Learning Plan relies heavily on the use of technology. The educational apps we have chosen generally have a track-record of benefiting children. Several of them enable our teachers to specify particular learning objectives from afar, while others adapt to children's individual levels and help them make the most efficient and effective progress. Using educational apps will free up our teachers to focus on the most important work:

1. checking in with children and families about how it's going
2. holding children accountable for completing their daily assignments
3. monitoring progress
4. directly supporting children

We also believe that the use of technology during the "Academic Time" of the schedule enables parents and guardians to focus more on their children during the more well-rounded parts of the day, such as getting physical activity together, preparing meals together, coloring together, etc. while hopefully enabling any parents who are also working from home the ability to focus on their own tasks.

[An overview of the apps we are using for TMEMS can be found below:](#)

Educational Apps for Continued Learning

<i>Purpose</i>	<i>URLS for computer use</i>	<i>APP/Site ICONS</i>
Online Learning Platforms	http://classroom.google.com	
	http://Zoom.us	
	https://meet.google.com/_meet	
	http://ixl.com	
Math	https://xtramath.org/	
	https://open-ebooks.cpm.org/	
	https://mathantics.com/	
Reading	https://www.arbookfind.com/	
	https://www.readworks.org/	
	https://www.typing.com/	
	http://www.readtheory.org	

How the Distance Learning Plan Works

Each classroom will have its own Google Classroom. Teachers will use Google Classroom to assign daily work, post videos and provide places for students to submit work. The work is designed to be completed as independently as possible. Work will be assigned in all the core academic subject areas. There will also be optional assignments in a variety of additional areas.

As children complete their work, they will click that it is completed via Google Classroom and “turn it in” to their teacher(s).

TMMS log-in information

If you have a TMMS student, login information was already provided to you from your son/daughter’s homeroom teacher via the email you provided at registration. TMMS students are proficient at logging on to the required apps and websites for their education as many of these platforms have been introduced in class. However, if any issues arise or log-ins and/or passwords don’t seem to be working, please contact the homeroom teacher or Ms. Alissa for technical support.

TMES login information

- If your son/daughter is logging on from the **school-issued Chromebook**, you may follow the following [instructions](#) for logging on to the various apps listed above.
- If your son/daughter is logging on from a **different device**, you may follow these following [instructions](#) for logging on to the various apps listed above.

Special Education/Interventionists

Teachers will work with each family to set up a schedule of check-ins. Check-ins will preferably happen via videoconference—either with Zoom or Google Meet. If neither of those apps work for the family, the check-in will be over the regular phone.

The School Special Education teacher and Interventionists will also work with each family to set up a schedule of check-ins. We will continue occupational, speech, and mental health therapy via videoconference. Special Education guides have access to each Google Classroom and will be modifying children’s assignments in alignment with their Individualized Education Plans.