



Andrew J. Brown Academy

District or Charter School Name

Section One: Delivery of Learning

1. Describe how you will deliver continuous learning opportunities for all students, including special student populations.

Andrew J. Brown Academy, in partnership with NHA, is preparing for possible learning environments that may be necessary throughout the 2020-2021 school year. While in-person instruction is our strong preference, we recognize that there will likely be times throughout the year when this will not be possible. If possible, rather than operating under a fully remote model, we may have the opportunity to operate under a combination of remote and in-person environments, with students attending in person some days and participating in remote learning on others.

At this time the school plans to open in a remote learning environment. We have also improved upon our Continuous Learning Plan and our remote instruction from last spring and are implementing the below plan for the upcoming school year during any times of remote instruction.

2020-21 Remote Instruction

After much research and new learning, the Academy in Partnership with NHA has prioritized five key components for remote learning:

- 1) Ensuring Regular Teacher/Student Connections
 - The school recognizes, that even in a remote setting, teachers play the most important role in growing our students.
- 2) Provide Opportunities for Student Discourse
 - We know that students learn more when they are the ones doing the thinking and speaking.
- 3) Allow for Flexibility in Scheduling
 - Every region and school may need to operate slightly differently.
 - Schools may need to adjust plans as needs change in their community.
- 4) Encourage Engagement and Participation
 - Students learn best when actively engaged.
 - The types of learning opportunities we provide and the technology tools that we choose help ensure active engagement and participation.
- 5) Utilizing Rigorous Instructional Materials
 - NHA has spent three years rolling out high quality resources that others have vetted and shared are the best resources we can be using. These resources will continue to be utilized even in a remote learning setting.

As we work to transition our instructional vision to a remote model and develop a plan for remote learning, we prioritize three learning types for our students.

- Synchronous Small Groups
 - By prioritizing small group instruction, we can ensure that teachers and students are able to connect regularly. We are allowing opportunities for student discourse, engagement, and participation. Our same high-quality resources are being utilized within our synchronous small groups.
 - Scheduling
 - Math Small Groups will meet two times per week (e.g., on Mondays and Wednesdays)
 - ELA Small Groups will meet two times per week (e.g., on Tuesdays and Thursdays)

- Science & Science Studies Groups will vary by week
- Asynchronous Learning
 - Pre-recorded Lessons
 - Independent Practices
- Office Hours
 - Office hours are another opportunity for teacher-student connections. Teachers can provide feedback, offer assistance or support with an assignment, and/or address remediation/extension opportunities.
 - Office hours also provide an opportunity for a parent touchpoint.

Below is an example of what a weekly schedule would look like in this environment.

Sample Teacher Week at a Glance					
3 rd Grade ELA: Unit 1 Week 1					
	Day 1	Day 2	Day 3	Day 4	Day 5
Synchronous Small Group		Shared Reading: Unit 1 Day 2 "MVP" by Clare Mischica		Shared Reading: Unit 1 Day 3 "A Sudden Slice of Summer"	ELA Small Group Intervention
Read Aloud [Video]	Unit 1 Day 1 <i>Thunder Cake</i> by Patricia Polacco	Unit 1 Day 2 <i>An A from Miss Keller</i> by Patricia Polacco	Unit 1 Day 4 <i>An A from Miss Keller</i> by Patricia Polacco		
Shared Reading	Unit 1 Day 1 "MVP" by Clare Mischica		Unit 1 Day 3 "A Sudden Slice of Summer"		Weekly Quiz: Unit 1 Week 1
Independent Reading	Recommendation: Read for 15 minutes daily and complete Reading Log				
Writing	Persuasive Essay: Persuade your parents to let you travel to another country.				
Digital Tool	Recommendation: 30-60 minutes a week				
Office Hours	Recommendation: 2 hours per week				

For all content areas, including Moral Focus, the school has examples to instruct teachers on how to translate in-person learning to the remote format. For Math and ELA, a weekly schedule like the above will be provided for every week of the year. That way should the school go remote in the middle of a unit, teachers will be able to find the plan for where they left off in-person and be able to pick right up in a remote environment.

If the school ends up needing to start the year remotely, students will still be assessed to understand where they are academically and to inform instructional decisions for teachers, students, and families.

Students with IEPs or 504s will access the same learning opportunities that are offered to general education students. These learning activities and supports will address student needs identified within any IEP/504, to the extent appropriate. To accomplish this, special education providers will collaborate with general education teachers to ensure provision of accommodations and modifications (when appropriate) that allow students to access learning opportunities. Individualized accommodations have been documented for each student and have been shared with classroom teachers. A grade level specific list of accommodations has been created for teachers to share with families.

EL teachers are working with classroom teachers to provide necessary scaffolds to schoolwork to ensure EL students are able to access the core content. Interventionists will take direction from their leadership team on how to best collaborate and support general education teachers so that all instructional professionals are able to support each student and family as needed.

Deans will oversee their grade bands and will meet regularly with teachers to conduct checkpoints around curriculum and instruction, monitoring student progress, and identifying students in need of additional support.

The school will develop a continuation of services plan for any students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers. A FAPE will be delivered to all students that have an IEP or Section 504 plan. Careful consideration will be given as to the best way to deliver these services in a socially distant and safe way.

The table below shows suggested time-on-task for various academic subjects by day. Please note that these times are flexible and may be adjusted, as needed. Teachers will continue to reinforce this flexibility during their weekly communication with families.

Content Area	Time-On-Task
ELA	75 minutes
Math	60 minutes
Science/SS	30-90 minutes
Moral Focus	15 minutes
Specials	30 minutes

2. Describe how your district communicates expectations for continuous learning implementation to 1.) students, 2.) families, and 3.) staff.

Staff at AJB will regularly communicate with students and families using a set of provided resources. Teachers may utilize a digital, print-based, or hybrid approach towards communicating with and instructing students while they remain at home. Below are additional expectations we have set forth:

1. For students, the classroom teacher is the primary source of information. Expectations are communicated through Google Classroom, print-materials, email, and by phone when necessary.
2. Families receive layered communication. First, they receive regular communication from the Principal who sends out updates via School Reach. These are also added to the school website and social media platforms.
3. Staff communication comes from the NHA Service Center, Principal, and Deans. Staff receive the communication that is being disseminated to families. Additionally, they receive email messages directly from NHA and building administrators. Interventionists will also call all students at least 2 times a week to ensure that we provide support based on individual scholar needs, as well for social emotional support. AJB has regular communications via school reaches, monthly newsletters, and staff communication.

The school still have all regular staff employed, such as family student liaisons, social workers, speech pathologists, SPED teachers, etc., who help support families and students with their individual needs and update the families on student progress towards their goals. We utilize Facebook, AJB School App, Call Logs, and a web page entitled "AJB Pillar Post" that outlines expectations and procedures. This provides our stakeholders with information and resources that aids in our eLearning Process.

In addition, National Heritage Academies has launched two websites to support staff and families with virtual learning:

1. NHA Virtual Learning Hub for Families: This site is the one-stop hub for families designed to ensure student success in virtual learning. It includes tools, resources, and tips that parents and students can use for everything from preparing for virtual learning and understanding technology tools to getting help from home. This site is being posted to Parent Portal and school websites this week. We know many of you support families directly, so we wanted to make you aware of this resource.
2. NHA Virtual Learning Hub for Staff: This site brings around 200 different virtual learning resources for staff into a single site for ease of access and use. Resources include access to instructional materials for teaching ('Week at a glance')

documents, recorded instructional videos ---my personal favorite!), virtual staff FAQs, technology guides, and a whole lot more. This site can be accessed in myNHA quick links.

3. Describe student access to academic instruction, resources, and supports during continuous learning.

During times of remote instruction, all instructional staff will provide daily activities/assignments. Teachers will develop Google Meetings to support student understanding and mastery of the daily lessons and will maintain “office hours” multiple times throughout the week in addition to the Google Meeting times. The Google Meetings can be one-on-one with students, with a small group, or the whole class as needed. It is the expectation that the teacher provides materials for each student daily, but may not have daily direct interaction.

The Clever Student Portal is where all online learning tools and resources can be found. Students can access the portal once they are signed into their NHA Chromebook. All online learning tools are linked to the Clever Student Portal including: Google Classroom, Blocks, Jamboard, etc. Assignments are posted by teachers on Google Classroom. We also train our staff in G-Suites that embodies all Google applications that support virtual learning.

National Heritage Academies is providing each scholar with a laptop. This removes the barrier of students lacking access to devices. Additionally, parents that have limited connectivity have been connected with community resources to establish connectivity.

4. What equipment and tools are available to staff and students to enable your continuous learning plan? Please list.

- Laptops/Chromebooks
- Google Classroom
- IReady
- Edgenuity
- Learning.com
- Raz Kids
- Edpuzzle
- Reading Street
- DreamBox
- Khan Academy
- Google Meet
- PearDeck
- Classkick
- Blocks
- Achieve3000
- USA Test Prep
- IXL
- Snap and Read
- Google Forms
- Google Meet
- Google Hangout

5. Describe how educators and support staff are expected to connect with students and families on an ongoing basis.

Teachers are required to be actively working with students throughout the day, Monday-Thursday, in Google Classroom within Blocks. School leadership communicates building-specific information to all staff. This information is communicated to our families through videos, newsletters, email, and phone calls.

Teachers are required to host at least one live weekly instructional session. In these sessions, students can ask questions on content of which they may be struggling or to continue the interpersonal relationships that teachers and students have. Teachers also have office hours on each eLearning day to answer phone calls and emails from students and parents. For those students, teachers are contacting them via phone to connect and all live lessons are also being recorded so students can watch them later. If students do not turn in assignments or if work is below average, teachers are calling the homes to speak with the parents and students about their expectations of the students. Instructional assistants have been made available to assist students who are struggling with their work, such as our virtual tutoring.

Teachers are required to log daily interactions the students with whom they had connected, using their communication log.

Principals and deans will continue to touch base with families as needed.

6. Describe your method for providing timely and meaningful academic feedback to students.

Teachers are actively giving feedback throughout the day via Google Classroom. The work is submitted in Google Classroom via Google Forms. Most of these are automatically graded. Interventionists are calling students who are struggling and offering online tutoring sessions via Google Hangouts. Teachers will provide feedback to students by entering weekly grades every Monday by 4:00 p.m. as feedback for students and parents. A minimum of 1 grade per subject must be entered. Teachers are available Monday-Friday via Google Classroom, e-mail and phone from 8:30 a.m. - 3:30 p.m. to assist students and parents if they have questions about assignments.

Every teacher will implement the daily 5: Standards posted with I Can Statements (can be in video format), Daily Videos (must be from teacher at least once per week), Daily Attendance posted as an assignment, Daily Positive Interactions with Students, and Daily Exit tickets as a check for understanding. If the student still does not complete the work, names are sent to the Dean and calls are made home to make parents aware of the situation.

Section Two: Achievement and Attendance

7. Does your continuous learning plan provide an avenue for students to earn high school credits? If so, describe the approach.

N/A - We do not currently provide an avenue for students to earn High School credits as we only serve students through 8th grade.

8. Describe your attendance policy for continuous learning.

Instructors will continue to track student participation. Our online Gradebook system allows for monitoring of participation virtually. Students will be considered present when one (or more) of the following situations takes place:

- ☐ The student “checks in” or attends a Google Classroom event.
- ☐ The student completes and submits a Google Classroom assignment.
- ☐ The student completes and submits a learning packet assignment.
- ☐ The student “checks in” with the teacher via phone if not able to complete work virtually.

Additionally, teachers are required to document two-way interactions with each student on a weekly basis. Interactions will be logged and kept on file for attendance verification. If a student cannot be reached for two-way interaction, the student is subject to being marked absent the entire week, resulting in appropriate attendance, corrective action plans, and/or parent letters.

Teacher have additional office hours for scholars to check in and discuss any additional needs.

9. Describe your long-term goals to address skill gaps for the remainder of the school year.

School leadership and staff recognize the inevitability of skill gaps during these unprecedented times. Many AJB students are 1-3 years behind, and we also serve a high amount of ELL students. Due to this, we want to make sure we are still very rigorous in our academic expectations from our teachers and students. Tentatively our plan is to be intentional around gap instruction at the onset of the 2020-2021 school year. This will be done via small group instruction, intervention, and tutoring.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Teachers will receive professional development prior to the start of the school year on:

1. School and state guidelines regarding safe school restart
2. The school's restart guide and continuous learning plan
3. Collaborative planning and engagement with families
4. COVID-19 prevention, symptoms, and reporting/management of students showing symptoms
5. Use of curriculum maps and pacing guides for lesson design
6. Planning effective asynchronous lessons using Google Classroom and applicable curricular tools
7. Planning synchronous lessons using Google Meets
8. Assessment of student needs and use of research-based interventions (iReady, IXL)

Teachers will receive ongoing professional development throughout the school year. The above topics will be reinforced and extended upon, for example, expanding into other aspects of Google tools. In addition, professional development will be based on individual professional development plans of teachers and areas of need per the Fall NWEA assessment (baseline) data.

All school staff members receive instruction on the use of Google Classroom as the primary learning platform for student remote support. This instruction is facilitated by the school's Library Technology Specialist in conjunction with NHA.

Deans continue to have regular weekly meetings with each teacher. In these meetings, the Deans focus on areas each teacher needs for their own personal development. Staff will continue virtual professional development webinars based on the needs of the staff, students, and families, and how to effectively implement instruction online.

All instructional staff members will have, at minimum, monthly PLC meetings to identify and capitalize on best practices for remote instruction. The school's LTS or technology coordinator will support staff with enhancements for use within Google Classrooms on a monthly (minimum) basis. All staff members have been trained in using Google Meet. PLC meetings will continue either in-person or virtually on a monthly (minimum) basis.

Once you have completed this document, please complete this [Jotform](#) to share some additional data points and submit your Continuous Learning Plan link. Submission is required by April 17.