



Aspire Charter 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.

Aspire Charter 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
Asynchronous 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.

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), 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
- Imagine Learning
- Edpuzzle
- Reading Street
- DreamBox
- Khan Academy
- Google Meet
- PearDeck

- Google Forms
- Google Meet
- Google Hangout
- Manipulatives
- Textbooks (if required)

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

Teachers will serve as the main point of contact with students and their families. Teachers are expected to hold at least one live session weekly. 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 will also log daily the students with whom they had connected, using their communication log.

Teachers will:

- Serve as a single point of contact if they are a homeroom or classroom teacher.
- Make regular contact with families through phone calls and/or emails.
- Craft academic plans to be communicated at the beginning of the week that enumerate learning opportunities for students that week.
- Select resources from C&I's website listing important standards and resources to populate learning plans for their students, or leverage print-based resources that have been shipped home.
- Offer office hours regularly and respond to messages within 24 hours.

Principals and deans will connect with families as needed. Building administrators communicate building-specific information to all staff. This information is communicated to our families through videos, newsletters, email, and phone calls.

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

Teachers provide feedback in three ways; written via -Google Classroom or e-mail, video -via Google Meet and/or verbal via -phone. In addition, teachers enter 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. If students do not complete their assigned work, the teacher will attempt to make contact with the student and family. 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.

Not applicable.

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.

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

Aspire administration and staff recognize the inevitability of skill gaps. The academic and behavior support specialists, Title I staff, and teachers are providing weekly activities to address skills in which students are struggling. In addition, we are planning to offer additional support to our struggling students through virtual tutoring.

Resource teachers contact students on their caseloads more than once a week to assist with any needs they may have. At the onset of the 2020-2021 academic year, it will be necessary to assess student abilities, as we do each year, to ensure that any gaps that may have arisen can be targeted through reteaching and remedial programs. 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.

The Aspire Staff meets bi-weekly as a staff and weekly in grade level teams, individually in O3's and wing meetings. During these meetings we discuss the needs of teachers, students, and families. In addition to discussing these items we have data dives to drive instruction and continuous improvement.

Staff has received training for Google Meet, Zoom, Flipgrid, and Google Classroom. Professional Development will continue to take place based on the needs of the staff, students and families.

Aspire Charter Academy: E-Learning Meeting Framework

Dean O3s with Staff	Every week for 45 minutes (Keep Schedule the Same weekly)
Wing Meetings:	Every Wednesday for 45 minutes
Team 1 Meetings:	Every Tuesday with Principal Robinson and Deans
Staff Meetings:	Second Thursday each month
Admin. O3's:	Weekly (Discussions daily)
Virtual Walkthroughs:	Every Monday for all grades K-8 with Principal and Dean
SST & IAT Meetings Case Conferences:	Scheduled as needed by a dean

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.