



**District or Charter School Name**

Andrew J. Brown Academy

## **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's (AJB), together with National Heritage Academies (NHA), has developed a Remote-Learning plan that includes the usage of several applications within the G-Suite and printed learning materials for kindergarten students and those without internet access. Our goal is to provide students with a variety of modalities to interact with their teachers as well as their peers that is aligned with IDOE standards. Examples of the materials are provided below. Upon request, a complete copy of the materials can be provided to students and families.

Our virtual learning plan utilizes several applications within the Google Suite. Students and their parents are invited to enroll in Google Classroom where teachers post assignments, videos, and links to other web resources. This provides for an optimal virtual learning environment. Additional applications used in the G-Suite include: Google Meets, Google Hangouts, Google Slides, Google Sheets, and Jamboard. We also utilize Blocks i which is a safety suite that applies web filtering, device tracking, and content monitoring. The expectation is that all teachers including special area teachers and special education teachers interact with students using these methods.

Support staff, including our speech therapist, occupational therapist, and special education social worker are providing the services prescribed in each student's IEP via encrypted Zoom Accounts with the signed consent of the parents.

#### **English Language Arts (ELA)**

Important standards have been identified for each grade level and organized into genre and/or skill-based topics. Students can engage with a topic for one full week. Resources aligned to each topic fall into five categories: reading log; responding to text; quick write prompts; phonics practice (K-2 only); and i-Ready/Ready lessons (2-8 only). The activities have been compiled for each topic and provided to teachers and students for print and digital approaches.

An example is provided on the next page.

## Grade 4

### Teacher Preparation for Topic 1

All print materials match the digital materials, with the exception of Ready v. iReady. Ready lessons are only printed in the workbook being sent to students.

Directions	Select one path for your students to follow.		Encourage students to participate daily.
Topic	Print	Digital	Read Aloud or Independent Reading
Summarize Narrative Writing	<p><b>Assign Reading Street work:</b></p> <ul style="list-style-type: none"> <li>Read "Come Learn About Dolphins"</li> <li>Complete topic 1 constructed responses</li> </ul> <p><b>Assign Ready workbook:</b></p> <ol style="list-style-type: none"> <li>Lesson 5 Summarizing Informational Texts</li> <li>Lesson 13 Unfamiliar Words</li> </ol> <p><b>Assign topic 1 Quick Write prompts</b></p> <p><i>*all above assignments are in printed packet</i></p>	<p><b>Upload Reading Street PDF:</b> "Come Learn About Dolphins" <i>*Chromebooks are unable to display PDFs - assign students to read the print version sent to them</i></p> <p><b>Upload What/How/Why:</b> Summarize <a href="#">Doc Word</a></p> <p><b>Upload constructed response prompts:</b></p> <ol style="list-style-type: none"> <li>Summarize the main idea on page 7. <a href="#">Doc Word</a></li> <li>Read through page 17. How would you summarize the dolphin's relationship with other sea life? <a href="#">Doc Word</a></li> <li>Reread page 14 and 15. Summarize what mother and baby dolphins do. <a href="#">Doc Word</a></li> </ol> <p><b>Push iReady lessons:</b></p> <ol style="list-style-type: none"> <li>Summarizing Informational Text</li> <li>Inferences About Informational Texts</li> <li>Determine Word Meanings Using</li> </ol>	<p><b>Digital:</b> <a href="#">Post log on platform</a></p> <p><b>Print:</b> Students have log in printed materials.</p> <p><b>Assign:</b> Read for 20 minutes and log your pages read on your reading log.</p> <p>Write down one thing you read about.</p> <p><b>Or Assign:</b> Read to your child for 20 minutes and log your minutes read.</p> <p>Write down one thing you read about.</p>

### Math

Important standards have been identified for each grade level and organized into topics.

Student can engage with a topic for two full weeks. Topics can be assigned or completed in any order. The baseline math plan assumes a "print plus" approach – that is, a model that has all students engage with the printed materials, with teachers having the option to add digital learning materials.

Printed materials include math stories, lessons, practice pages, and games. Digital resources that teachers may add include DreamBox, iReady, and Khan Academy. If a teacher is already fully engaged with teaching on a digital platform such as Google Classroom, they can continue to do so, using these resources as needed.

An example is provided on the next page.

3rd Grade		
	Recommended for All Students	Enhancement Options
Topics	Print	Digital
<b>Topic 1</b> <b>Multiplication</b>  Suggested Pacing: 2 Weeks	3 <sup>rd</sup> Grade Home Learning Packet Topic 1: Pages 7- 73  <b>Activities Each Week</b> <ul style="list-style-type: none"> <li>➤ <a href="#">1 Math Story a day</a></li> <li>➤ About 2-3 <a href="#">Lesson Pages</a> a day</li> <li>➤ 1-2 <a href="#">Games</a> a week</li> </ul>	<b>Enhancement Option 1:</b> Assign <a href="#">Dream Box</a> Adaptive Programming  <b>Enhancement Option 2:</b> Assign <a href="#">Khan Academy</a> Lessons: <ul style="list-style-type: none"> <li>• Intro into Multiplication</li> <li>• 1 Digit Multiplication</li> </ul> or Assign <a href="#">iReady</a> Lessons: <ul style="list-style-type: none"> <li>• 1c: Understand Multiplication, Part 1</li> <li>• 1c: Understand Multiplication, Part 1</li> <li>• 2c: Use Order and Grouping to Multiply</li> <li>• Level C Multiplication Practice</li> </ul>
<b>Topic 2</b> <b>Division</b>  Suggested Pacing: 2 Weeks	3 <sup>rd</sup> Grade Home Learning Packet Topic 2: Pages 74- 156  <b>Activities Each Week</b> <ul style="list-style-type: none"> <li>➤ <a href="#">1 Math Story a day</a></li> <li>➤ About 2-3 <a href="#">Lesson Pages</a> a day</li> <li>➤ 1-2 <a href="#">Games</a> a week</li> </ul>	<b>Enhancement Option 1:</b> Assign <a href="#">Dream Box</a> Adaptive Programming  <b>Enhancement Option 2:</b> Assign <a href="#">Khan Academy</a> Lessons: <ul style="list-style-type: none"> <li>• Intro into Division</li> <li>• More on Multiplication and Division</li> </ul> or Assign <a href="#">iReady</a> Lessons: <ul style="list-style-type: none"> <li>• 5c: Understand Division, Part 1</li> <li>• 5c: Understand Division, Part 2</li> <li>• 7c: Understand Patterns</li> <li>• Level C Division Practice</li> </ul>

### Science/Social Studies (SS)

Important skills in both science and social studies have been identified. Students will engage with these skills using content appropriate to each grade level. There are both print-based and digital resources available for teachers to use with their students to help reinforce and develop these important skills.

An example is provided below.

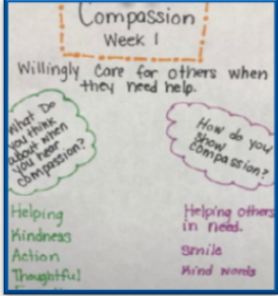
Directions:	Select one path (print or digital) for your students to follow.	
Topic	Print	Digital
Asking Questions about Phenomenon	Assign Activity #1 to your students referencing the page numbers in the printed materials. This will include Lesson 1 and Lesson 2 on Asking Questions about Phenomenon.	Assign Activity #1 to your students. This will include Lesson 1 and Lesson 2 on Asking Questions about Phenomenon. <ul style="list-style-type: none"> <li>• Lesson 1 <a href="#">DOC</a></li> <li>• Lesson 2 <a href="#">DOC</a> <ul style="list-style-type: none"> <li>◦ Moroccan Tree Climbing Goats <a href="#">VIDEO</a></li> <li>◦ Turquoise Ice on Lake Baikal <a href="#">VIDEO</a></li> </ul> </li> </ul> Upload the GoogleDocs for those lessons for your students.

## Moral focus

Providing a balance of developing the current virtues for April and May and reinforcing other virtues is the key goal of the Moral Focus home-learning resources. Each week, students will have access to three activities that teachers can use to develop their understanding of the current virtues. There are choice boards available to reinforce the virtues of *respect*, *gratitude*, *perseverance*, *encouragement*, and *self-control*.

An example of these resources is provided below.

Day 1: Introduce Compassion	
Materials: Paper, Pencil	Time: 30 minutes
<p>1. Read the grade level definition of Compassion and expected behaviors.</p> <ul style="list-style-type: none"><li>Discussion Questions:<ul style="list-style-type: none"><li>How can you tell if someone is sad or needs help?</li><li>How can show know someone needs Compassion?</li><li>What are some examples of showing Compassion?</li><li>What was the positive impact of Compassion in those examples?</li></ul></li></ul> <p>2. On a piece of paper, student writes the grade level definition of Compassion.</p> <p>3. On the left side of the page list 3-5 adjectives and synonyms they think of when they hear the word compassion. On the right side of the page list 3-5 examples of Compassion.</p> <p>Throughout the week add more examples and descriptions of Compassion as they arise.</p>	



## Physical activity

Co-curricular teachers will collaborate with grade-level teachers to provide weekly opportunities for students.

## Daily time allotments

The table below shows suggested time-on-task for various academic subjects by day.

Content Area	Monday	Tuesday	Wednesday	Thursday	Friday
ELA	60-75 minutes	60-75 minutes	60-75 minutes	60-75 minutes	60-75 minutes
Math	45-75 minutes	45-75 minutes	45-75 minutes	45-75 minutes	45-75 minutes
Science/SS	0 minutes	30 minutes	0 minutes	30 minutes	0 minutes
Moral Focus	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Physical Activity	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes

*Special education students:* Students with IEPs will access the same learning opportunities (print-based and digital) that are offered to general education students. These learning activities and supports will address student needs identified within any IEP, 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.

*At-risk students:* 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.

**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.

In addition, we 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.

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

As a general standard, printed versions of all learning materials were provided to every kindergarten student and those without internet access. For those with internet access, students will be able to utilize Google Classroom. Students also have access to many intervention technology tools including: USA Test Prep, Achieve 3000, iXL, Smarty Ants, Dreambox, Epic, and Kahn Academy. Teachers monitor and are actively providing feedback to students via Google Classroom. These resources were selected based upon an amended scope and sequence for the remote-learning portion of the school to best meet the needs of our students' learning.

Students were provided Chromebooks and chargers to access daily assignments. Students also have their textbooks, workbooks, and other curricular materials at their homes.

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.

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

- Laptops (Teachers)
- Chromebooks (students were provided Chromebooks based on a survey that was sent to parents from NHA)
- Google Classroom
- Amended Scope and Sequence
- Print version of all learning materials (kindergarten students and any student who does not have internet access)
- IReady
- Edgenuity
- Learning.com
- Raz KIds
- Imagine Learning
- Edpuzzle
- Reading Street
- DreamBox
- Khan Academy
- Google Meet
- PearDeck
- Google Forms
- Google Meet
- Google Hangout

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

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Teachers are required to be actively working with students throughout the day, Monday-Thursday, in Google Classroom. School leadership communicate 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

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### **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 8<sup>th</sup> grade.

### **8. Describe your attendance policy for continuous learning.**

Students must log in before 10:00 a.m. Attendance is taken at 10:00 a.m. and again at 2:00 p.m. Our attendance is tracked daily in via internal software. Attendance is tracked based on the completion of assigned work. Students are given deadlines daily to complete their work. The classroom teacher tracks and reports individual student attendance to the Office Manager who tracks attendance.

Teachers will also be online daily the students with whom they connected with.

Students who can connect via Google Classroom will be tracked using electronic login and participation data to monitor their activity.

### **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.

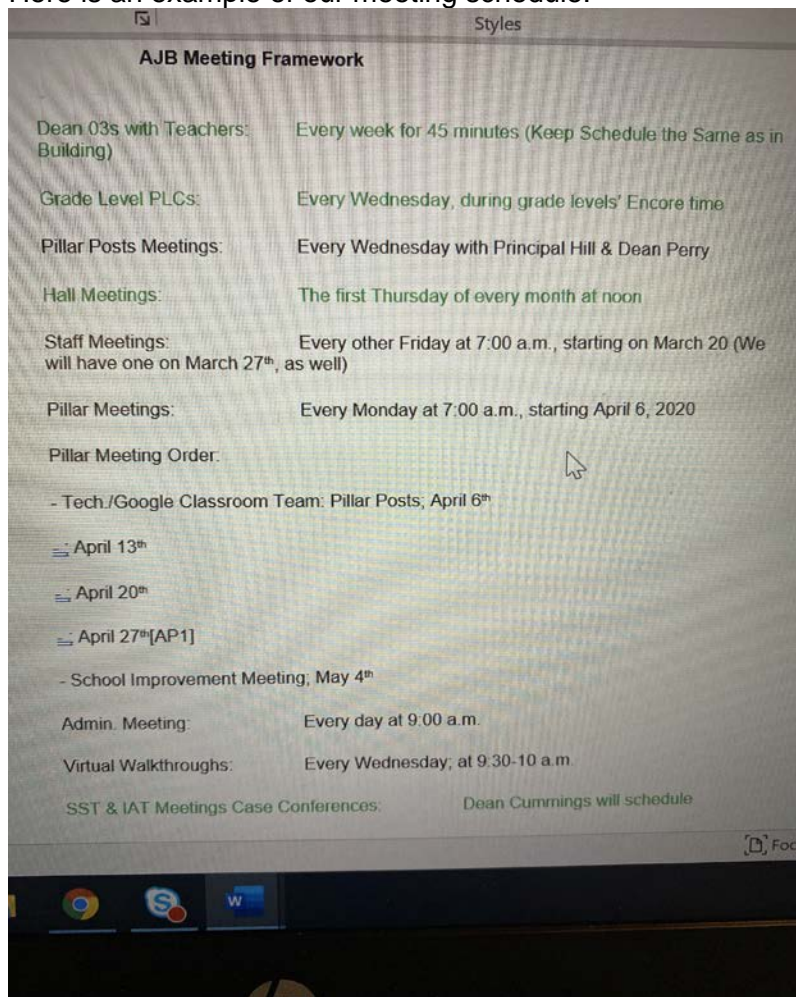


## Section Three: Staff Development

### 10. Describe your professional development plan for continuous learning.

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. AJB has weekly Pillar meetings that focus on professional development in one of our four Cardinal Pillars. Teachers also have live and recorded webinars offered by our intervention tools from USA Test Prep, NWEA, iXL, and Achieve 3000. Staff will continue virtual professional development webinars based on the needs of the staff, students, and families, and how to effectively implement instruction online.

Here is an example of our meeting schedule:



The image is a screenshot of a presentation slide titled "AJB Meeting Framework". The slide lists various meetings and their schedules. At the bottom, there is a taskbar with icons for Google Chrome, Microsoft Edge, and Microsoft Word. The slide content is as follows:

Meeting	Schedule
Dean 03s with Teachers: Building)	Every week for 45 minutes (Keep Schedule the Same as in Building)
Grade Level PLCs:	Every Wednesday, during grade levels' Encore time
Pillar Posts Meetings:	Every Wednesday with Principal Hill & Dean Perry
Hall Meetings:	The first Thursday of every month at noon
Staff Meetings:	Every other Friday at 7:00 a.m., starting on March 20 (We will have one on March 27 <sup>th</sup> , as well)
Pillar Meetings:	Every Monday at 7:00 a.m., starting April 6, 2020
Pillar Meeting Order:	
- Tech./Google Classroom Team: Pillar Posts; April 6 <sup>th</sup>	
- April 13 <sup>th</sup>	
- April 20 <sup>th</sup>	
- April 27 <sup>th</sup> [AP1]	
- School Improvement Meeting; May 4 <sup>th</sup>	
Admin. Meeting:	Every day at 9:00 a.m.
Virtual Walkthroughs:	Every Wednesday, at 9:30-10 a.m.
SST & IAT Meetings Case Conferences:	Dean Cummings will schedule

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.