

# ARROW ACADEMY OF EXCELLENCE CHARTER SCHOOL K-5

## Continuous Learning Plan



**“Achieving Academic Excellence Everyday”**



## **ARROW ACADEMY OF EXCELLENCE CHARTER SCHOOL**



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## Introduction

As we continue to navigate these uncharted waters due to COVID-19, the Arrow Academy of Excellence (AAE) is taking additional steps to support our students, teachers, schools and community.

The Continuous Learning lays out our plan as we continue to provide a high-quality education to our students. We hope to clarify the roles of students, teachers, and families relative to distance learning, as well as the different options teachers have for content delivery. We also hope to clarify expectations relative to the amount of time students will need to devote to instruction each day and throughout the week. We have included information about our communications platforms which include Zoom Video Conferencing, as well as newsletters and website, and other communication methods which provide a simple and robust communications platform.

The plan will also include the various models of content delivery. The models used will allow us flexibility to meet the needs of our students to ensure we are delivery a high-quality education. The plan is flexible to provide options for instruction whether students receive instruction face-to-face, hybrid, or totally virtual. We want to ensure that we address recovery of academic loss and to provide grade-level content for students.

We will be distributing devices to students who do not have their own device to complete their school assignments. We have included information on WiFi options for your reference. Parents can request for a device and sign the agreement form.

We will continue to offer teachers opportunities for professional development during this time. We also have opportunities available for parents to attend sessions to understand the communication and instructional delivery platforms that we will be using for distance learning.

Finally, we have included information about daily attendance procedures so that you will know what students need to do each day to be considered present. This plan will be available on the school's website located at [www.arrowacademyofexcellence.org](http://www.arrowacademyofexcellence.org).

## **ROLES IN SUPPORTING DISTANCE LEARNING**

### **Administrators:**

- Implement structures and protocols for checking in with the teachers and staff responsible for executing remote learning.
- Establish a mechanism for tracking student engagement and interaction, which also accounts for student attendance.
- Set expectations for teacher grade-keeping, data entry, and tracking student participation.
- Ensure that updates and expectations about the school's remote learning program are communicated to students and families. This includes tips for student success, directions for accessing any online platforms, escalation pathways for administrative support, and assurances about student privacy.
- Develop expertise and answer questions related to the impact of COVID-19 on key academic policy areas such as promotion, grading, and graduation.
- Ensure that all students with IEPs receive appropriate accommodations and modifications by their special education teacher or other school-based staff with knowledge of the student, and that each child's plan is shared and discussed with their family.

### **Teachers:**

- Develop high quality distance learning lessons/assignments for students that address grade-level standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction.
- Use ELL strategies for English Language Learners (ELL) and provide appropriate accommodations for Students with Disabilities (SWD) and students with Section 504 plans, to the extent practical.
- Observe established office hours during the regularly scheduled work day that include, but are not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions.
- Provide instructional resources and materials through digital learning means such as Zoom, Schoology, ClassDojo or other tool of your choice.
- Communicate regularly with parents and families regarding expectations and student progress; if students are not engaged in the lessons and assignments, teachers should contact parents and/or the school counselor.
- Participate in professional development and virtual learning sessions intended to support distance learning, as applicable.
- Ensure that you are monitoring class and school communications for up-to-date information regarding school closures, continuous learning plans, and distance learning resources.

**School Counselor:**

- Work with administrators and staff to develop a plan for how staff, students and families can reach them through phone, email or online platforms.
- Contact families and students as needed.
- Work with administrators and staff to develop appropriate protocols for students and families to follow in emergency situations.
- Continue to support students and families by providing the necessary academic and behavioral counseling.
- Collaborate with administration and staff to determine the remote learning options available to provide consultation, as well as counseling support services based on grade level bands.
- Determine supports for families, teachers, administrators and other school staff.

**Teacher Assistants:**

- Continue to support teachers in the delivery of instruction.
- Participate in scheduled school-based professional development regarding online learning.
- Support classroom teachers with preparing assignments, content, and activities
- Assist with collecting materials that will be sent to students.
- Maintain regular communication with teachers and related service provider(s).
- Communicate and check-in with students as determined by classroom teacher and school leadership.
- Under the direction of the teacher or related service provider, support families and students in accessing and participating in remote learning and therapy experiences, including supporting families in implementing behavior supports and structures, as needed.

**Students:**

- Dedicate appropriate time to learning, using the time on task recommendations or as guided by your teacher(s).
- Check the online platforms for information on classes, assignments, resources daily.
- Ensure that you know your usernames and passwords for instructional resources that are accessible via instructional platforms.
- Identify a comfortable and quiet space to learn and study.
- Engage in online learning activities being offered by your teachers and/or provided through online resources.
- Submit all assignments by due dates established by your teacher(s).

**Families:**

- Assure that instructional device and internet access are available at home;
- Monitor school communications for up-to-date information regarding school closures, continuous learning plans, and distance learning resources. Visit the

- parent tab on the website for resources and up-to-date information on distance learning.
- Ensure that your children know their usernames and passwords for instructional resources and encourage their participation in distance learning offerings.
  - Maintain communication with your children's teachers and school counselor.
  - Engage your children in conversations regarding assignments.
  - Monitor time spent engaging in online and offline learning.
  - Support your children's emotional balance by providing time for physical activity and play.

## **COTINUOUS LEARNING PLAN**

The CLP will be implemented at the beginning of school which is August 31, 2020 for all students. We will begin the year delivering virtual and in-person instruction to all students for the first nine weeks of instruction. Parents have been given a choice to choose in-person attendance or virtual learning for their children. Based on the severity of the spread of COVID-19 cases and the majority of survey choices, we will make the best decision for our students and their families. Arrow Academy will offer virtual and in-person for the first 9 weeks of instruction. Parents will commit to their choice for the first nine weeks. We want to ensure that every student has the opportunity to receive a quality education from their teacher.

The virtual classroom option will closely mirror the schedule of a traditional school day, but with teachers and students interacting virtually for live sessions for whole class and with small group instruction. Students will also have time to do independent work and project-based activities.

In this environment, students are expected to be present in a virtual classroom at specifically assigned times, similar to their regular school day. When a student is not present, he or she will be marked absent and need to make arrangements to make up the lesson and any assigned work for that day. Students will require daily support from someone in the home to maintain the daily learning schedule. We will be diligent in planning the virtual school day to ensure virtual classroom times do not overlap and that students have planned breaks and independent learning time during the day. In order for our staff to appropriately balance planning and the instructional workload, this option is a semester long commitment. However, at the end of the first nine weeks, parents can request to have in-person instruction. This will be done on a case by case basis. We will use decision tree recommended by the CDC to help determine which set of mitigation strategies may be most appropriate for their current situation as it relates to school closing.

## **STANDARDS-BASED INSTRUCTION**

Arrow Academy is beginning the year in a virtual hybrid model. The CLP will reflect the hybrid model and will note any additional changes needed to convert to full remote or virtual instruction, should it become necessary.

Arrow Academy will provide high quality instructional content to all students based on their needs. A large part of providing consistent instructional experiences requires a delivery system that is flexible enough to respond to all situations. The flexible delivery system will create learning conditions that spark student engagement and accelerate student performance. While nothing can replicate onsite learning experience, our framework enables our teachers to provide dynamic, multifaceted student and teacher interactions that we believe will allow all student to meet their educational goals.

During the time that school is closed, Arrow Academy will make every effort to ensure that our students' education continues uninterrupted. While distance learning poses several challenges to both teachers and students, our Continuous Learning Plan (CLP) allows teachers the continued flexibility in delivering content and communicating with students in the manner that is the most familiar and effective to ensure continuity of service.

Below are the distance learning options that will be implemented at Arrow Academy. The plan provides clear guidance to teachers and parents regarding the resources available to students. As they have done in their classrooms, teachers have the choice and flexibility to deliver content to students through the digital resources (with teacher direction to focus on specific skills instruction) or through teacher-identified and vetted resources, or through a combination of both. This practice will continue during the current school closures. Teachers are encouraged to continue using those resources with which they have become familiar and adapt them to the current distance learning model.

### **TEACHER-DIRECTED INSTRUCTIONAL MODEL (Via collaboration /communication tools)**

- Teacher-provided resources/instructions
- Instruction recorded or live sessions through digital platforms such as Zoom, Class Dojo, or other teacher-selected tools
- Student communication through phone or other digital platforms selected by teacher
- Use of teacher-selected materials (e.g., digital links, print materials, district-adopted textbooks)

### **ONLINE INSTRUCTIONAL MODEL (Teacher-assigned, self-paced, personalized practice)**

- Resources accessed through the LMS
- Instruction provided through district-licensed online content resources (e.g., IXL, Journey's digital reading, Eureka math digital)



- Personalized instruction through menu-driven activities allowing for self-pacing, monitoring of student time on task and task completion
- Student communication through district-licensed online content resources, email, phone, LMS, or other digital platform selected by the teacher

**HYBRID INSTRUCTIONAL MODEL** (Combines teacher-directed instruction with self-paced digital content)

- Use of teacher-selected materials (e.g., print, district-adopted textbooks, digital content)
- Instruction recorded or live sessions through digital platforms such as Zoom, Class Dojo, or other teacher-selected tool
- Instruction provided through district-licensed online content resources (e.g., IXL, Journey’s digital reading, Eureka math digital)
- Student communication through email, phone, LMS or other digital platforms selected by teacher

**MODELS OF INSTRUCTION**

<p><b>Model 1: Digital Synchronous (Learning together online)</b></p> <ul style="list-style-type: none"> <li>• Students learn simultaneously with peers online via Zoom or LMS. Teachers support student online learning during shared experiences</li> <li>• Students will be provided technology access and have a sufficient data plan; families will support a set schedule of online classes/learning experiences</li> <li>• Teachers will be trained on how to lead online learning experiences and have access to digital materials.</li> </ul>	<p><b>Model 2: Analog Synchronous (Learning together on the phone)</b></p> <ul style="list-style-type: none"> <li>• Students engage in learning using printed materials and guidance; Students interact with teachers and peers on the phone to engage in learning.</li> <li>• Students must have access to a phone; and families must be able to support the learning taking place</li> <li>• Teachers will provide thoughtful learning experiences and be supported in managing group or individual calls to support learning</li> </ul>
<p><b>Model 3: Digital Asynchronous (Learn online independently)</b></p> <ul style="list-style-type: none"> <li>• Students learn independently online using a program or LMS; Students receive teacher feedback and support via email or LMS</li> <li>• Students will be provided technology and have a sufficient data plan; families are provided more flexibility in scheduling</li> </ul>	<p><b>Module 4: Analog Asynchronous (Learn offline independently)</b></p> <ul style="list-style-type: none"> <li>• Students independently engage in learning using printed materials and guidance; Students receive written feedback from teachers</li> <li>• Students and families manage learning experience, including completion of work and student questions while working; families</li> </ul>

<ul style="list-style-type: none"> <li>Teachers will be provided training in setting up online learning experiences for students; support with managing work submissions and feedback online, and have access to digital materials</li> </ul>	<p>are provided more flexibility in scheduling</p> <ul style="list-style-type: none"> <li>Teachers will provide thoughtful learning experiences; we will limit amount of packet work/worksheets; and provide written feedback for students</li> </ul>
<p><b>Model 5</b></p>	<p>Hybrid of digital, Analog, Synchronous, Asynchronous learning: Students learn online together and work offline independently.</p>

### Beginning-of-Year Programmatic Model by Grade Band

All students in grades Kindergarten to fifth grade will participate in instruction via Remote Learning at the beginning of the 2020-21 school year. Remote learning is defined as an instructional and educational approach that is teacher led and utilizes electronic technologies (e.g. discussion boards and video conferencing) when the teacher and/or student are not physically present in a traditional classroom environment. Teachers will use Zoom and Google classroom for **Digital Synchronous Learning**. Live sessions will be held daily for teachers to teach concepts to students. Live sessions will cover reading/language arts, math, science/social studies, and RTI2. Students will participate by **Digital Asynchronous Learning** to complete assignments on IXL, SeeSaw, Eureka, and Journeys digital platforms. Students will also engage in **Analog Asynchronous Learning** when teachers assign independent assignments. Students will submit classwork and homework via Google Classroom. Teachers will give feedback on assignments to students to support learning. **Analog Synchronous Learning** will be done on a case-by-case situation. Teachers will have office hours where phone calls may be used to provide one-on-one assistance to students.

Once it is safe to provide face-to-face instruction, students will be able to participate in a Hybrid Learning model. Hybrid Learning is an instructional and educational approach that integrates at-school (face-to-face) and remote learning. Individual students who are learning remotely will operate under the CLP as designated as “family choice.”

## INSTRUCTION BREAKDOWN BY GRADE BAND

Arrow Academy of Excellence  
Instructional Day  
~ Kindergarten~  
Total Instructional Time: 4.5 hours  
\*\*Breaks are given as needed\*\*

SUBJECT	Instructional Time Frame	Instructional Time Breakdown
Foundational Skills/ Early Literacy/ Writing	120 minutes (2 hours)	<p><b>Foundational Skills</b> 15-30 minutes- Teacher Led Instruction: Foundational skills 15 minutes-Foundational Independent Practice</p> <p><b>Early Literacy</b> 15-30 minutes-Teacher Led Instruction: Early Literacy 15 minutes- Early Literacy Independent Practice</p> <p><b>Writing</b> 15 minutes-Teacher Led Writing Instruction 15 minutes-Writing Independent Practice</p>
Math	75 minutes (1 hour 15 min)	<p>15 minutes-Math Foundational Skills Practice 30 minutes-Teacher Led Instruction 30 minutes-Independent Practice</p>
Response to Intervention	45 minutes	45 minutes- Intervention breakout groups for Tiers II and III; Tier I will be provided enrichment/skill development activities during this time
Exploratory /Physical Activities	30 minutes	<p>30 minutes-(Science Activities, Social Studies Activities, Physical Activities, Music Activities, Library Activities, etc.)</p> <ul style="list-style-type: none"> <li>• Storyline Online: <a href="https://www.storylineonline.net">https://www.storylineonline.net</a></li> <li>• Go Noodle for Families: <a href="https://family.gonoodle.com">https://family.gonoodle.com</a></li> <li>• PBS Music: <a href="http://www.pbs.org/music">www.pbs.org/music</a></li> <li>• Brain Pop Jr: <a href="http://www.jr.brainpop.com">www.jr.brainpop.com</a></li> </ul>

**Arrow Academy of Excellence  
Instructional Day  
~ Grades 1-5~  
Total Instructional Time: 6.5 hours  
*\*\*Breaks are given as needed\*\****

Subject	Instructional Time Frame	Instructional Time Breakdown
<b>Reading Comprehension/Foundation Skills (1-2)/Language Arts/ Writing</b>	<b>120 minutes (2 hours)</b>	<p><b>Reading Comprehension</b> 15-30 minutes- Teacher Led Instruction: Foundation Skills 15 minutes-Reading Comprehension Independent Practice</p> <p><b>Language Arts</b> 15-30 minutes-Teacher Led Instruction: Language Arts 15 minutes- Language Arts Independent Practice</p> <p><b>Writing</b> 15 minutes-Teacher Led Writing Instruction 15 minutes-Writing Independent Practice</p>
<b>Math</b>	<b>90 minutes (1 hour 30 minutes)</b>	<p>15 minutes-Math Foundational Skills Practice 30 minutes-Teacher Led Instruction 30 minutes-Independent Practice</p>
<b>Science</b>	<b>45 minutes</b>	<p>30 minutes-Teacher Led Instruction 15 minutes- Independent Practice</p>
<b>Social Studies</b>	<b>45 minutes</b>	<p>30 minutes Teacher Led Instruction 15 minutes- Independent Practice</p>
<b>Response to Intervention</b>	<b>45 minutes</b>	<p>45 minutes-intervention breakout groups for Tiers II and III; Tier I will be provided enrichment/skill development activities during this time</p>
<b>Exploratory /Physical Activities</b>	<b>45 minutes</b>	<p>(Physical Activities, Music Activities, Library Activities, etc.)</p> <ul style="list-style-type: none"> <li>• Epic! Online Library: <a href="http://www.getepic.com">www.getepic.com</a></li> <li>• Go Noodle for Families: <a href="https://family.gonoodle.com">https://family.gonoodle.com</a></li> <li>• Brain Pop: <a href="http://www.brainpop.com">www.brainpop.com</a></li> <li>• Sphinx Kids Music Site: <a href="http://www.sphinxkids.org/index.html">http://www.sphinxkids.org/index.html</a></li> </ul>

## **ENGLISH LANGUAGE LEARNERS**

Teachers must be thoughtful and explicit about the language of instructional activities in which ELL students are being asked to engage in. ELL students will be provided with daily opportunities to engage in activities in English within the domains of reading, writing, speaking, and listening. When designing activities for ELL students, teachers will take in account of the language proficiency level of the students, both in English and the home language. When designing activities for Ell students, teachers will consider students' levels of language proficiency that would allow them access to materials and tasks while also providing students with opportunities to practice both their receptive (listening and reading) and expressive (speaking and writing) language skills. Teachers may find it helpful to plan for language and content activities within the four language domains through the key uses of academic language: recount, explain, argue, discuss. These help ELL students leverage the use of high levels of language to communicate content learning. Teachers will also adhere to the Individual Learning Plan and consult with the ELL teacher to incorporate appropriate strategies to address remote learning. Specific guidelines as required by the office of English as a Second Language of Shelby County Schools will be followed.

## **STUDENTS WITH DISABILITIES**

Assisting students in accessing the curriculum during remote learning will be a collaborative effort, just as it is in a typical school environment. The focus of instruction will be individualized and based on the students' IEPs, their goals, the modifications, and accommodations within the IEP. To ensure this differentiation occurs, there will be communication between special and general education teachers, teacher assistants, and related services personnel in meeting the student's IEP benchmarks and goals. Teachers will also ensure the curriculum is accessible to support all learning styles. Specific guidelines as required by the Division of Exceptional Children of Shelby County Schools will be followed.

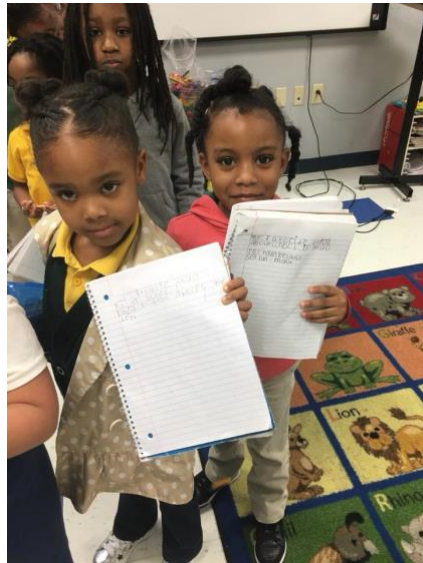
## **Data that will be used to measure student performance**

Assessment methods will help the teacher answer the questions, "How do I know the required learning has taken place? What might I need to modify about the lesson to best support student learning?"

Information about student learning will be assessed through both direct and indirect measures. Direct measures may include homework, quizzes, tests, reports, essays, and/or research projects. Examples of indirect measures may student surveys and student feedback.

Teachers will consider multiple sources of data to determine a student's level of performance. These include but are not limited to:

- Universal screening and progress monitoring data
- written assessments
- behavior charting
- work samples
- other summative assessments
- formative assessments
- classroom assessments
- feedback
- exit tickets
- class participation



## ATTENDANCE

Teachers are responsible for taking attendance based on our models for attendance, which are listed in the chart.

In-Person, On-Site Attendance	Virtual/By Phone: Synchronous	Virtual: Asynchronous
In-person, on-site attendance is defined by students being present for class in person, on-site.	Virtual synchronous attendance is defined by students who are off site and participating virtually while the teacher is delivering live instruction.	Virtual asynchronous attendance is defined by students who are off site but are not participating during live instruction. These students are accessing recorded lessons and completing all assignments by identified deadlines as established by the teacher.

Per the Tennessee State Board of Education, COVID-19 Continuous Learning Plan Policy, Arrow Academy of Excellence (AAE) will track and report daily attendance when students are participating based on the three models above.

### In-Person, On-Site Attendance Expectations

- The teacher submits attendance in PowerSchool for students who are physically present for class.
- Every student should be in attendance daily.
- Absences during remote instruction will be classified, and any resulting attendance interventions administered, according to Arrow Academy of Excellence's Progressive Truancy Intervention Plan.

### Virtual/By Phone Synchronous Attendance Expectations

- The teacher submits attendance in PowerSchool for students who are off site and participating virtually/by phone while the teacher is delivering live instruction.
- Every student should be in attendance daily.
- Participation includes a visual, verbal, or written confirmation of student participation in instructional time.
- Examples of participation include, but are not limited to:

- A student participates in a phone call or live (synchronous) virtual video session with his or her teacher, with parent support as appropriate for the age of the student.
- A student completes work in our learning management system (LMS) option Schoology
- A student submits work via hard-copy or virtual formats (e.g., email).
- Absences during remote instruction will be addressed, and could result in attendance interventions, according to Arrow Academy of Excellence's Progressive Truancy Intervention Plan.

### Virtual Asynchronous Attendance Expectations

- After taking attendance for students who are participating in-person or virtually/by phone, these students will be marked absent.
- If the student later accesses the recorded lesson asynchronously and participates by completing his/her work in our learning management system (LMS) option Schoology by the deadline, the student status will be changed to present.
- Absences during remote instruction will be addressed, and may result in attendance interventions administered, according to Arrow Academy of Excellence's Progressive Truancy Intervention Plan.

### Attendance Policy

Attendance is a key factor in student achievement, and therefore, students are expected to be present each day school is in session.

#### Attendance

The Tennessee State Compulsory Attendance Law (T.C.A. §49-6-3001 and T.C.A. §49-6-2007) requires that pupils of legal age attend school (ages of six and seventeen years, both inclusive) unless special circumstances arise which temporarily or permanently excuse the student from attendance. This also applies to five (5) year old students who have attended school for six (6) weeks. By state law, the student's school year shall consist of a minimum of 180 teaching days exclusive of all vacations, as approved by the Board of Education. (T.C.A. §49-6-3004) The annual calendar is divided into two semesters.

#### Tardiness

#### In-Person, On-Site Tardy Expectations

Students are expected to be at school and in all classes on time. Students arriving on campus after school has started are required to check in at the main office, and students



will be required to be accompanied by their parent or present a valid written notification stating the reason for the tardiness.

### **Virtual/By Phone: Synchronous Tardy Expectations**

Students are expected to log into the learning management system at least 10 minutes before the start of class to ensure any technical issues are resolved prior to the start of class. Any student who login 10 minutes after the start of class will be marked “Tardy.” The teacher or school administrator may schedule a parent meeting for students who are consistently tardy to class. The school administrator may make a referral to the school counselor or school social worker for follow up with the family.

### **Virtual: Asynchronous Tardy Expectations**

Students are expected to have engagement in the LMS daily and they are required to submit all assignments in the Learning Management System by the due date established by the teacher or administrator. Failure to engage in the LMS and/or submit assignments on time will constitute the student being tardy for the day the assignment was due, where the student was not in class virtually/by phone synchronously or in-person. The teacher or school administrator may schedule a parent meeting for students who are consistently tardy. The school administrator may make a referral to the school counselor or school social worker for follow up with the family.

## INSTRUCTIONAL TECHNOLOGY



AAE will be distributing devices to students to support access to distance learning. The goal is to bridge the technology gap of students from school to home. Through funding AAE received from CARES Act, the school will provide all students with a laptop. The laptops will support distance learning and include both a camera and a microphone with speakers so students can see and hear their teachers.

Due to COVID-19 aid, we have funded technology initiatives that we were previously not able to fully fund. These initiatives will enable us to help bridge the digital divide by providing equitable access to distance and hybrid learning opportunities for our students – bringing Arrow Academy of Excellence into 21st-century teaching and learning.

We will first target students who need a device at home. Parents will complete a “request for a device form” and we will notify families of device pick-up times and dates in mid-August.

The technology initiatives will not only support complete virtual learning but enhance technology access for all students once children return full time to schools and centers.

Parents must read and sign the AAE Digital Device policy. This policy provides specific information as the use of the device, what to do with a broken device, parent responsibilities, etc. This policy can be found on the school’s website.

## PROFESSIONAL DEVELOPMENT (FOR REMOTE TEACHING AND LEARNING)

On Professional Development Days, staff will engage in professional learning on best practices for remote learning, various learning platforms, digital resources and supporting the Social Emotional needs of students. Classroom teams including support staff will need to communicate more frequently during the distance learning period. Classroom teachers and support staff will be able to share the resources that may be developed and allow for cross-curricular activities. This will also enable teams to include differentiation for learners such as English Language Learners, students with special needs and students in need of more challenging content. Professional Learning Communities will meet frequently and on the PD days.

### Policies and Information

Policies and Information	
Teacher Training Need	Sessions Based on Scenarios
Safety	<ul style="list-style-type: none"> <li>● Scenarios for Reentry</li> <li>● School Safety Plan</li> <li>● Communication Expectations</li> </ul>
Social Distancing Procedures	<ul style="list-style-type: none"> <li>● Operations and Plant Management (in-school learning)</li> <li>● Classroom Set-up (in-school learning)</li> <li>● Transitions (in-school learning)</li> <li>● Scheduling and Staffing Implications</li> </ul>
Human Resources	<ul style="list-style-type: none"> <li>● Updates to Leave Policies</li> <li>● Family and Staff Handbook Updates</li> <li>● Systems and Accountability</li> </ul>
Grading Guidance and Policy Student Attendance	<ul style="list-style-type: none"> <li>● Priority Assessments</li> <li>● Formative and Summative Data</li> <li>● Reporting Progress to Families and Requirements for Promotion</li> <li>● Updates on State Testing and Other Local Policy Shifts</li> </ul>

- Attendance Policies and Absenteeism

## Learning and Instruction

Teacher Training Need	Sessions
Reentry	<ul style="list-style-type: none"> <li>● Scenarios for Reentry</li> <li>● Instructional Models</li> </ul>
Trauma Informed Culture and SEL Training	<ul style="list-style-type: none"> <li>● Social and Emotional Learning for All Students</li> <li>● Securing and Implementing SEL Support for Identified Students</li> </ul>
Instructional Models and Delivery	<ul style="list-style-type: none"> <li>● Instructional Models Action and Indicators of Success</li> <li>● Introduction of Supplemental Technology and Resources</li> <li>● Practice with Instructional Platforms</li> </ul>
Instructional Vision and Resources	<ul style="list-style-type: none"> <li>● Content Specific Strategies</li> <li>● Content Specific Materials</li> <li>● Priority Instruction by Content</li> <li>● Implementing Curricula (existing, new, and modified)</li> <li>● Response to Data</li> </ul>
Student Engagement	<ul style="list-style-type: none"> <li>● Vision for Excellent Teaching</li> <li>● School Culture and Expectations</li> <li>● Reengagement Planning for Most Instructionally Vulnerable Students</li> <li>● Engaging Instruction</li> <li>● Community of Learners</li> <li>● Effective Checks for Understanding and Student Collaboration</li> </ul>
Vision for Teacher Development and Professional Expectations	<ul style="list-style-type: none"> <li>● Planning and Internalization Expectations</li> <li>● PLCs/Professional Collaboration</li> </ul>

	<ul style="list-style-type: none"> <li>● Updated Internalization Tools</li> <li>● Updated Observation Tools and Coaching Plan</li> </ul>
Diagnosing and Supporting Unfinished Learning	<ul style="list-style-type: none"> <li>● Theory of Action to Address Unfinished Learning in Tier I instruction for all students</li> <li>● Plan for Diagnosis and Assessment</li> <li>● Strategies for Supporting Unfinished Learning</li> <li>● Updating pacing of Curriculum Maps</li> </ul>
Supporting Instructionally Vulnerable Students	<ul style="list-style-type: none"> <li>● Prioritization of Instructionally Vulnerable Students</li> <li>● Theory of Action to address accelerating student learning for the most instructionally vulnerable students</li> <li>● School Based Learning Committee Plan</li> <li>● Progress Monitoring Expectations</li> </ul>
<b>Parent Training</b>	
Parent Training Needs	Sessions
Device Use	<ul style="list-style-type: none"> <li>● Device operation and use</li> <li>● Broken/damaged device protocol</li> </ul>
Student Class Participation platforms	<ul style="list-style-type: none"> <li>● Zoom (Live sessions protocols)</li> <li>● Schoology (assignments, feedback)</li> <li>● IXL, ClassDojo, Eureka videos and digital lessons, Journeys digital lessons)</li> <li>● Request for additional help</li> </ul>

## IMPLEMENTATION MONITORING

Topic + Guiding Question	Detailed Plan
<p>How will teachers internalize lessons and units?</p>	<ul style="list-style-type: none"> <li>• Teachers will use the Distance Learning Action Plan to plan and execute weekly lessons remotely. The Distance Action Plan will be adjusted as needed in the event the school goes from a hybrid to all virtual scenarios.</li> <li>• Teachers will use curriculum maps and state standards to drive their instruction and planning. Teachers will modify instruction and assist students in skill recovery as needed.</li> <li>• If in an all virtual scenario:               <ul style="list-style-type: none"> <li>○ Synchronously and Asynchronously: Teachers will instruct live lessons and release recorded lessons via chosen online platform.</li> <li>○ Synchronously: Teachers will maintain office hours to assist students and families with questions and concerns, small group instruction, skill remediation, and response to intervention (RTI2) will be delivered by classroom teacher via chosen online platform.</li> </ul> </li> </ul>
<p>Who will give feedback on their plans?</p>	<ul style="list-style-type: none"> <li>• The administrative team (principal and curriculum coordinator) should consistently give feedback on teacher lesson internalizations with the above considerations in mind as well as an eye to pre-planned teacher support for students</li> <li>• Team will hold Individual check-ins with teachers that will focus on planning and facilitation feedback.</li> <li>• Supporting families for instruction at home: Families should monitor student work on chosen online platform while teachers give clear progress reports to families with next steps of what to do at home. (esp. in skills or with math in real life with household manipulatives) Teachers will utilize ClassDojo, email, and One Call Now system as communication methods for families.</li> </ul>

### Feedback for Distance Learning

Meaningful feedback is an essential component of keeping students and staff motivated and engaged with learning material. When students can see that you are genuinely interested in their success they will feel greater levels of engagement and motivation.

Providing effective feedback helps students get the most out of distance learning materials and participation, and can have a significant impact on overall student academic performance outcomes.

Feedback allows the student to assess their progress and determine potential areas of self-improvement. It promotes self-reflection, increases knowledge retention and encourages constructive discussion with the teacher and their classmates. Feedback also provides teachers with important information they can use to increase the effectiveness of their distance learning platform and access to materials.

Asynchronous Learning Modules	Teachers will develop self-paced content offered in a variety of formats (PPT slides, videos, reading, etc.)
Google Classroom/Zoom Sessions	Teachers will give feedback in live sessions and record them for review by students to reference when they need it.
Office hours	Teachers will schedule blocks of time that they are available to support students who need extra help. Although these will be optional, teachers will strongly encourage specific students to attend them.
Group break outs	Teachers will assign students to meet as groups during specific times to either work on a collaborative task or to provide one another feedback on their work. These will be short meetings (15 - 30 min) and a teacher assistant will be present to ensure that students are on task.
Feedback Friday	This is a day dedicated to checking in with each student and providing descriptive feedback on their work and learning.

Teachers will develop a weekly schedule to help parents and students to see “at a glance” what they should be completing during the week, and what supports are available to help them.

## COMMUNICATION

In these times of uncertainty, Arrow Academy of Excellence is working hard to keep our school community well-informed about the COVID-19 outbreak, resulting policies, and current guidelines. We will send updates to families through multiple channels (text, emails, social media, phone calls) every week or more frequently depending priority of information. AAE communication platforms are the school’s call system, One Call Now, which send messages by text, email, and voice calls. The system also translates information in Spanish and other languages, if needed. We also utilize the school’s website, ClassDojo and make individual phone calls when necessary. Parents will also be

invited to attend virtual meetings for updates using Google classroom video or Zoom. Updates will provide information on the following:

- School closures (i.e., whether the school will close, duration of school closure, rationale behind closure)
- Continued instruction/enrichment or a rationale for the lack thereof. Information will also include considerations of special education needs with regards to distance learning.
- Options for meal service if available
- Medication retrieval
- Local outbreak (e.g., how many local cases, statements from local authorities)
- Planned school events
- Partnership with local health authorities
- Disinfection procedures
- Links to external information sources from the CDC and the WHO

Teachers, counselor and related student support services will reach out to each of their students once per week to identify and address student needs under remote instruction. Arrow Academy of Excellence will proactively seek feedback through parent surveys and check-ins. We will ensure that we communicate regularly with families (or guardians) during remote learning. The frequency and type of communication will vary depending on what needs to be communicated. This ongoing communication will help everyone to maintain minimum disruption as possible during remote learning.





## APPENDIX:

### Policies to reduce the risk of COVID-19 in School

- Parents are instructed to keep their child at home if they are ill.
- Any student or staff member with a fever of 100.4 degrees or greater, or who reports symptoms of COVID-19, will not be allowed at school.
- Every student or staff member who is exhibiting symptoms of COVID-19 will be taken to an area of isolation from others until the individual can be picked up from school.
- All staff should must wear a cloth face covering at all times while at school unless medically contraindicated.
- All students must wear a cloth face covering at all times while in the school building. Students may remove their cloth face covering when outdoors so long as social distancing can be maintained.
- Symptom and temperature screening of students and staff will occur each day when entering the building.
- Hand sanitizer containing at least 60% alcohol will be readily available for use by students and staff and students and staff will be reminded to frequently wash their hands with soap and water for at least 20 seconds or use hand sanitizer, especially before eating.
- Students will be supervised when using hand sanitizers and other cleaning products.
- Classrooms and high-touch surfaces such as door handles will be disinfected regularly throughout the school day.
- Students and staff will try to maintain six feet between themselves and others whenever possible, and classrooms will be structured in such a way as to facilitate this distancing, to the extent possible.
- Congregating of staff in the break/work room or other shared spaces will be discouraged.
- We will not hold mass gatherings such as assemblies unless appropriate social distancing can be maintained
- We will not plan any in-person field trips but teachers are encouraged to plan virtual field trips, where feasible.
- Parents will drop off children at external building entrances.
- Entry of parents and other community members will be strictly limited.
- Visitors should be screened for symptoms, have their temperature taken, and wear a cloth face covering while on campus.
- Dismissal times will be staggered to limit crowding.
- Students will eat lunch in their classrooms rather than the cafeteria. Students will not wear masks while eating or drinking. Students and staff will wash their hands or use hand sanitizer before and after eating.

## Preventing COVID-19 in School

The following steps will be taken to prepare for the return of students and staff:

### Supplies:

- Touchless thermometers for daily screening of students and staff
- Hand sanitizer (minimum 60% alcohol) and dispensers
- Disinfecting wipes and other cleaning and disinfecting supplies
- Cloth face coverings for students and staff
- Tape to mark floors for traffic flow and reminders to distance
- Additional supplies such as face shields and gloves may be available for staff

### Environmental Preparation:

- Student pick-up and drop-off designations to limit crowds up entry and exiting the building
- Posted signage to communicate and remind students, staff and parents of policies and procedures
- Designated one-way foot traffic patterns
- Arrangement of classroom seating to permit social distancing to extent possible
- Water fountains will be disabled. Students are encouraged to bring their own water bottles.
- Hand sanitizer will be readily available for use by staff and students
- Extensive cleaning and disinfection of restrooms and high-touch surfaces throughout the day
- Remove materials that cannot be easily sanitized

## Internet Provider Resources

Many companies are offering low-cost and free internet options during the COVID-19 quarantine period. If you have questions about a particular option, please contact the company directly.

AT&T has a low-income internet program called Access from AT&T. New participants who qualify will receive two free months of service. Those who participate in the Supplemental Nutrition Assistance Program (SNAP), National School Lunch (NSLP) or Head Start programs or who receive Supplemental Security Income (SSI) benefits are eligible. Qualifying limited income households at \$10 a month through the "Access AT&T" program. New "Access AT&T" customers get two months of free service. (\$5 to \$10 month after the first two months).

Xfinity is offering two free months of internet service for those who qualify for its Internet Essentials package. It's a limited-income program for people who are eligible for

public assistance like Medicaid, SSI, the NSLP, Housing Assistance, and others. Speeds will be also increased to 25 mbps for anyone who has the Internet Essentials package.