



District or Charter School Name

Hope Academy

Section One: Delivery of Learning

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

Students will participate in zoom classrooms Monday - Thursday with content area teachers. Periods 2, 3, and 4 will meet on Mon/Wed, periods 5, 6, and 7 will meet on Tues/Thurs.

Basic Skills will meet Mon-Fri with our Recovery Team.

Plato will be available Monday - Friday, and paper/pencil packets as augmented by teachers. Teachers will hold virtual office hours Mon-Fri from 9-12 for students needing support with packets and/or Plato.

Special Ed teachers are touching base with their students daily, and working with teachers to modify assignments as needed, as well as offering support on assignments and Plato. The special ed teachers are also joining in the zoom classrooms for support.

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

Communication to parents and students takes place using email and phone calls. The principal sends out weekly (or more frequently as needed) emails to families with academic and recovery protocols and expectations.

The guidance counselor is also calling several times a week to check on technology issues, student attendance, and any class/schedule needs. She is available daily from 9-12 and 5-8 for support.

The Recovery Coaches are touching base with each student, every day.

The special ed teachers are communicating with special ed teachers daily.

The teachers are communicating to students/families via email, as well as phone calls as needed.

The principal and COO communicate with staff via emails and zoom meetings. We have a regularly scheduled staff meeting via zoom every Wednesday at 9:00 and other times as needed.

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

Almost all of our students have access to technology hardware and internet connectivity. The students who did not have a device were loaned one of our classroom iPads for the duration of this school year.

We have also connected families to the internet providers who are offering free access during this time, in the event that they have need of such a service.

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

Staff have school laptops and/or iPads to facilitate communication and instruction. Most students have their own personal devices. We have loaned devices to those students who do not have their own device at home.

We use Power School as our student management system that tracks grades, attendance, etc.

We use Plato as our online system to offer stand alone classes, or to augment the zoom direct instruction classes.

We are utilizing zoom to deliver direct instruction, as well as for our staff meetings.

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

Teachers are expected to be available during their virtual office hours from 9-12, Monday through Friday. They are also expected to deliver direct instruction during their assigned class periods Monday through Thursday. Teachers are reaching out to families to address attendance and/or academic issues via email and/or phone calls.

Support staff are directing the online virtual Recovery Classes Monday through Friday from 1-2. They are also checking in with students individually via phone every day.

Our Admin Asst is fielding parent phone calls and directing them to the appropriate staff member to address their needs or questions. She is also serving as the attendance clerk for parents calling in if their student is ill.

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

Parents have access to both Power school and Plato to have real-time information on student participation, completion and mastery.

Our semester is broken into 3 grade periods (6 weeks each). Parents receive either a progress report or report card every three weeks.

The teachers and guidance counselor have been communicating with parents if students are not participating in the elearning activities.

Additionally, the principal contacts individual parents via email or phone calls, if their student is not on track or not participating.

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.

Students earn credit on Plato, as they complete the course as outlined by the individual teachers.

Students will earn credit if they participate and complete online and offline activities, via zoom and paper/pencil packets for the direct instruction classes facilitated by teachers as scheduled.

8. Describe your attendance policy for continuous learning.

Students are expected to be in attendance for the direct instruction classes Monday – Thursday as dictated by their class schedule. Teachers are taking attendance and are reporting excess absences to parents. Additionally, the guidance counselor is tracking attendance and is also communicating with families as needed.

Students are also expected to be in the daily recovery meetings Monday–Friday from 1-2. The Recovery Coaches are taking attendance, which is also reported in Power school and available to parents.

Students are expected to work on their Plato courseware on Fridays, with teachers and the guidance counselor available for support.

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

As we are such a small school, our teachers are working almost individually with students to fill in any gaps that students are challenged with during the virtual direct instruction classes.

Students have additional support from the special ed teachers, recovery coaches, guidance counselor and administration.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

During our Wednesday morning staff meetings, we are sharing our experiences and tools for working with Plato, zoom and Power school. Two of the staff members have taken the lead in assisting with zoom “how to’s” for staff.

Going forward, we will include discussion and implementation of our online platform Plato.

We will research and make a decision on an online learning platform/model over the summer.

We have 3 days built in for professional development before the beginning of the school year for staff next fall. During this time, we will offer PD on the online learning platform, as well as work together to build our elearning activities and plan going forward.

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.