



District or Charter School Name

**Phalen Leadership Academies
GVP, JRP, 93, 103, TBLA & HIAT**

Section One: Delivery of Learning

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

Starting the week of 3/16 PLA schools started to distribute Academic Supply Bags to all scholars. The Bags include a grade level summer bridge book and all of the materials the scholars will need to complete lessons at home. In conjunction with the summer bridge books, we are planning to distribute internet ready devices to every scholar. Once scholars have a device, we have created a web page with daily lessons, and enrichment for each grade level. Please note that some of our schools may have delayed packet distribution due to Spring Break.

The PLA eLearning website hosts (1) a variety of videos to teach scholars and families how to begin eLearning safely and to manage devices with care, (2) scholar schedules for time management, and (3) daily lessons for scholars and “on-your-own” activities provided for: Kindergarten-2nd, 3rd-6th, 7th-8th, 9th-12th grades and special content areas (i.e. fine arts, etc.). Moreover, Blackboard will also become available for the purpose of teachers conducting classes through Blackboard in conjunction with our new eLearning Website.

In terms of our Special Populations of scholars, we are utilizing distance conferencing platforms to ensure scholars’ IEPs are current and scholars are receiving services. Special education teachers are collaborating with regular education teachers to make sure the content is accessible and accommodates each individual scholar as needed. Special education teachers will also assign individualized activities for the scholar to continue

working on their Individual Education Plan (IEP) goals and objectives. Speech Therapists, Vision Teacher(s), Occupational Therapists and Physical Therapists are posting online assignments and activities designed to assist scholars progress toward their IEP goals.

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

PLA utilizes multiple communication strategies to reach out to our scholars and families that consist of weekly check-in calls, emails if not able to reach by phone, text messaging with upcoming updates, and general announcements via social media and the school website. Initial guidance related to scholars' expectations has been provided in written form via the documentations sent to our families to introduce the new eLearning platform.

Teachers are also responsible for communicating these expectations to their scholars and families during check-in calls. We have ensured to provide all written guidance in Spanish to ensure our ELL scholars and their families have a clear understanding of this new process as well as ensuring that their needs and concerns are addressed.

Building administrators are in constant communication with their staff conducting weekly group check-in video conferences via Zoom to communicate staff expectations and provide the required training. Meetings are divided into focus points to cover general updates and discussions of staff concerns, communication models & training sessions, and teacher/scholar expectations.

We are in constant communication with Board members and Authorizers via phone and email regarding weekly updates.

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

PLA scholars have received printed documentation providing step by step instructions on how to access their daily lessons via the eLearning website. This packet provided scholars/families detailed information on where to go and how to access resources per grade level. Scholars are instructed to visit the site, log in attendance and move on to complete their tasks for the day. As part of the daily schedule, scholars are directed to lessons created by their teachers or to digital platforms that help scholars practice different skills. Scholars will also have the opportunity to view videos, do work on their own and attend live classroom sessions with their teachers and classmates once the Blackboard tool is fully integrated. Teachers have also provided families a suggestive daily schedule to help them navigate through the initial process and establish a routine for better learning.

In addition to the digital resources found via the eLearning website, PLA is also providing Academic Supply Bags containing notebooks, grade-level workbooks, pens/pencils, highlighter, crayons and jump ropes to help meet our scholars' needs until a device has been provided and set up.

Once families have received their devices, PLA will also be providing a virtual helpdesk for families experiencing technical difficulties.

Teachers will continue to maintain close contact via weekly check-in calls with their scholars to provide additional curricular support as needed. SPED & ELL teachers are in constant communication with scholars and families to provide additional curricular and mental health support as well.

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

PLA scholars and families:

- Without a device have received learning packets (Academic Supply Bag)
- Chrome book devices are on schedule to be distributed throughout the upcoming weeks
- At home internet access will also be provided to all families who need it
- Blackboard and eLearning website will be fully integrated
- Digital resources include a variety of learning platforms (Razz kids, Scholastic, Funbrain, etc) for daily skill practice

Teachers / Staff:

- At this time, this is a combination of privately owned and school provided equipment

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

Teachers, TA's, Interventionists, Special Area Teachers, Paraprofessionals, SPED Teachers, are expected to hold Office Hours from 8:00-3:00. From 8:00-9:00, they are checking email and planning for the day. From 9:00-3:00, they are making 20-30 minute check-in calls with each scholar. In order to keep track of student communication, teachers are expected to log check-in information on the Staff Logs. Staff is also expected to submit staff Logs by 5:00 each evening to the building leader. 1:1 calls with the building leader during a scheduled time-frame will be determined by leaders. Each building may adjust their office hours to address all scholars' needs.

SPED and ELL Teachers are responsible for the scholars on their caseloads and providing their minutes. Check-ins are done via phone, email and video conferencing.

Building leaders are also sending home weekly newsletters to communicate with families and preparing to host virtual Parent Night events.

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

To lead improvement outcomes, teachers and support staff provide academic feedback in a variety of ways. As scholars progress through daily lessons, teachers perform check-ins via voice call, email, and video conferencing. Members of the instructional staff have office hours that are used to deliver live lessons and conferences with scholars through reflection on learning objectives. This approach allows teachers the opportunity to adapt lessons for more personalized learning.

Formative and summative assignments requiring scoring are sent to the instructor through courseware, picture messaging and/or email. Through these methods, instructors are able to comment on scholar performance and set up audio conferences by telephone or through the learning management system as needed.

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. JRPLA & TBLA ONLY

Our high school scholars may choose to complete online courses from either BYU or Edmentum.

The course load includes content for core subjects and electives. Also, beginning in May, our high school teachers will be delivering standards-based instruction via Blackboard to help scholars progress towards Core 40 diploma offerings.

8. Describe your attendance policy for continuous learning.

Our Attendance Policy has been created to continue to promote instruction without interruption, daily class attendance and participation.

When scholars are unable to complete their daily lessons, we encourage parents/guardians to notify the school by 9:00am. To protect all scholars, if notification is not received, a call will be placed to the primary home. If a reason for the absence is not provided within 24 hours, the absence will be marked “unexcused”. The school administration staff will follow up with families by phone and/or email to schedule a call with the parents/guardians if a scholar is absent more than three consecutive eLearning Days. We have communicated to families that this process is followed to protect the wellbeing of all scholars and not to have a negative impact on their grades.

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

Building leaders and teachers look for creative ways and best practices to provide additional support for all scholars in critical core courses like reading and math to help minimize skill gaps and help scholars who are not on target. Teachers will continue to evaluate progression via check-in calls, assignment submission and class participation, and at the beginning of the 20-21 SY, part of our plan is to conduct Fall assessment data evaluations to identify any present skill gaps.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

PLA has created a 4 week PD Learning Plan that allows the staff ample time to prepare and learn the new acquired technologies. Virtual PD sessions are a combination of:

- Courseware Trainings
- Developing daily schedules
- Virtual classroom expectations
- Scholars and family support expectations
- Discussions on how to empower and engage scholars in a virtual setting
- Importance of Social Emotional Learning
- Mental Health

In addition, there will be on-going professional development accessible via “PLA University” that will be updated on a continuous 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.