



District or Charter School Name

Victory College Prep Academy

Section One: Delivery of Learning

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

Kinder - 6th Program

So far our method of delivering learning opportunities seems to be effective and this includes students participating in video lessons using our curriculum. Two video lessons are offered and these are also recorded so that students have more than one opportunity to participate and learn. Additionally each subject has a computer program students are using to help track the skills they are working on toward mastery. Associate teachers provide additional video lessons to students who need further instruction, time, and support to master concepts. Our special education staff is virtually meeting with all students who have an IEP at least once a week to ensure they are getting the additional time, support, and guidance that they need. Our counselors are also meeting with individual students once or twice a week so that they are practicing socio-emotional skills. Our ESL staff is meeting with students who speak Spanish at least once a week to make sure they understand their assignments, to answer any questions that they have, and to offer additional instruction. All these contacts are documented so we can observe trends.

7th - 12th Program

We make sure that all materials and Zoom lessons are available for students to access any time during the day. We also make sure that students can go back and do other work that they may have missed to better accommodate their access to technology.

We are providing one on one check ins from our SPED staff to help support our students with specific learning needs. Twice a week our SPED staff holds an hour of extra zoom videos to walk through assignments step by step. They also observe the teachers' lessons to better support students during re-teach sessions. These utilize the same content as the classroom teacher but at a different pace. We have also worked to connect these students with online resources, community resources, and access to technology.

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

Students and Families - Our website (www.victorycollegeprep.org) serves as the central portal for all district communications. On the website, families will find:

1. Times the school is open for meals and device rental
2. Monday video messages from principals
3. A weekly newsletter from classroom teachers
4. All eLearning assignments and portal links
5. Updated letters and communication from our superintendent on school policies during closure
6. Weekly schedules for eLearning lessons and live video classes

Staff - in addition to “as needed” written communication. Staff receives communication in the following ways:

1. Weekly Sunday night email with expectations from principals
2. Weekly communication about student grades and grading expectations
3. Weekly department meetings through video
4. Weekly grade level meetings through video
5. Weekly culture building and celebration meetings through video conferencing

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

Kinder - 6th Staff

Each week, the teacher posts two opportunities along with the materials needed for students to participate in video lessons using our curriculum. In addition, each subject has a computer program students are using to help track the skills they are working on toward mastery. Associate teachers provide additional video lessons to students who need further instruction, time, and support to master concepts. The teachers reach out to all families for additional assistance and to answer questions. Once all families have been contacted, the teachers hold office hours for students to contact them with questions. Assignments are scanned, texted, or zoomed by the end of each week for grading purposes. We have also assigned two teachers for after-hours help from 4:00-8:00. All assignments can be accessed with a phone for those families who do not have devices however we are gathering information so that we can designate technology to those who need it most. Our staff meets weekly through video conferencing to share resources and supports and learn what is working and what is not so we can constantly adjust our strategies to better support families.

7th - 12th Staff

Every week our teachers follow a schedule that allows them to be accessible to students every day. Monday and Friday are our Office Hours where students can call or email teachers with questions about the work, or if they want to check in. Students access academic work online Tuesday - Thursday through our Learning Management System, Schoology. There students

are able to participate in live Zoom lessons, interaction discussion board, and submit all of their assignments. This allowed teachers to grade students work, provide written feedback, and upload new teaching videos that address student misconceptions.

All of our students have an advisor who calls them and checks in on them once a week, and this is also the way that we communicate with families about updates in E-Learning and access to technology. This is also a great time for students to continue to feel connected to the school community. We also have two teachers available in the evenings from 4:00pm - 8:00pm for phone calls and conferences to help with E-Learning and any other issues that may arise.

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

Schoology - learning management system
YouTube - teacher led instruction uploaded
Zoom - video conferencing with students, families, and staff
Class Tag - video conferencing and parent communication
IXL - personalized learning for students to build essential skills in all subject areas
Zearn - reviews math lessons previously taught and an aligned component of our math curriculum
Khan Academy - personalized learning for students to build essential skills
Agile Mind - math lessons with slides that present content through conceptual, procedural, and application practice

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

Kinder - 6th Staff

Each week, the teachers, along with support personnel, reach out to every family to make sure they are accessing eLearning and to answer any questions they may have. We have designated staff to connect with our ESL students, Special Education students, High Ability students, and students who meet with counselors regularly. All use a tracker to document their communication.

7th - 12th Staff

Advisors reach out to students each Monday. They are checking in on students' well-being and previewing that week's E-Learning assignments. Our student culture team checks in on high needs students weekly, and speaks with the parent about anything they may need. Our Special Education staff meet with students and tutoring them through additional Zoom lessons.

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

Kinder - 6th Students

Each week, the teacher posts two opportunities along with the materials needed for students to participate in video lessons using our curriculum. Students are able to get feedback in the moment and/or are able to tune in to get feedback from work previously submitted. As teachers contact students each week and get questions answered, they are able to give feedback then before assignments are submitted at the end of the week. Finally, students are able to retake and redo assignments based on feedback given.

7th - 12th Students

Our students receive a progress report each week with all of their grades. On Monday, our advisors reach out to students and families to discuss grades, how and where to make improvements, and review their classes for Zoom lessons that week. Students receive a grade each week from all of their classes, but can complete missing work as they are able to log in and do the work online.

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.

All of our students who were in credit bearing classes prior to implementing E-Learning are still on track to earn those credits. They are completing the E-learning work and participating in lessons with their teacher once a week. Any student who is unable to complete their E-Learning can make up their work and have the potential to earn credit during summer school.

8. Describe your attendance policy for continuous learning.

When students log on to a Zoom conference or complete assignments for that week, that is counted as attendance. On the staff tracker, the teacher has to list who hasn't logged on, communicated in any way, and/or completed assignments so they would be considered absent for the week. Counselors submit everyone's attendance based on a student's progress toward participating in video lessons, communication, and submitting assignments.

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

Our goal is to still cover as many of the state standards as possible in the closing weeks of the year. All teachers have updated their unit plans and curriculum maps with the intent of covering power standards and critical skills for their respective grade levels. In addition, future year teachers are using those plans and are already altering their curriculum maps for 20-21 to provide targeted and purposeful review of indicators that were not taught as well or were not covered during this time.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Kinder - 6th Staff

The leadership team provides lesson plan feedback on Mondays. Teachers practice video lessons with their team and coach before actual implementation with students on Tuesday with a specific purpose in mind (i.e., using the tools and features of Zoom effectively). A member of the leadership team sits in on each lesson to provide feedback and since each lesson is offered twice, the teacher can improve the second meeting before it is taught. Each week, we video conference with other various grade levels to learn from each other as to what works and what doesn't. We review trend data to inform professional development and meet with individual teachers about specific student's needs as we see concerns in student data.

7th - 12th Staff

Our teachers receive feedback three times a week. We review lesson plans on Monday, observe their live lessons on Tuesday, and review the assessments and student data on Thursday. Wednesday is department meetings where teachers set goals with their department chair and receive development on improving e-learning.