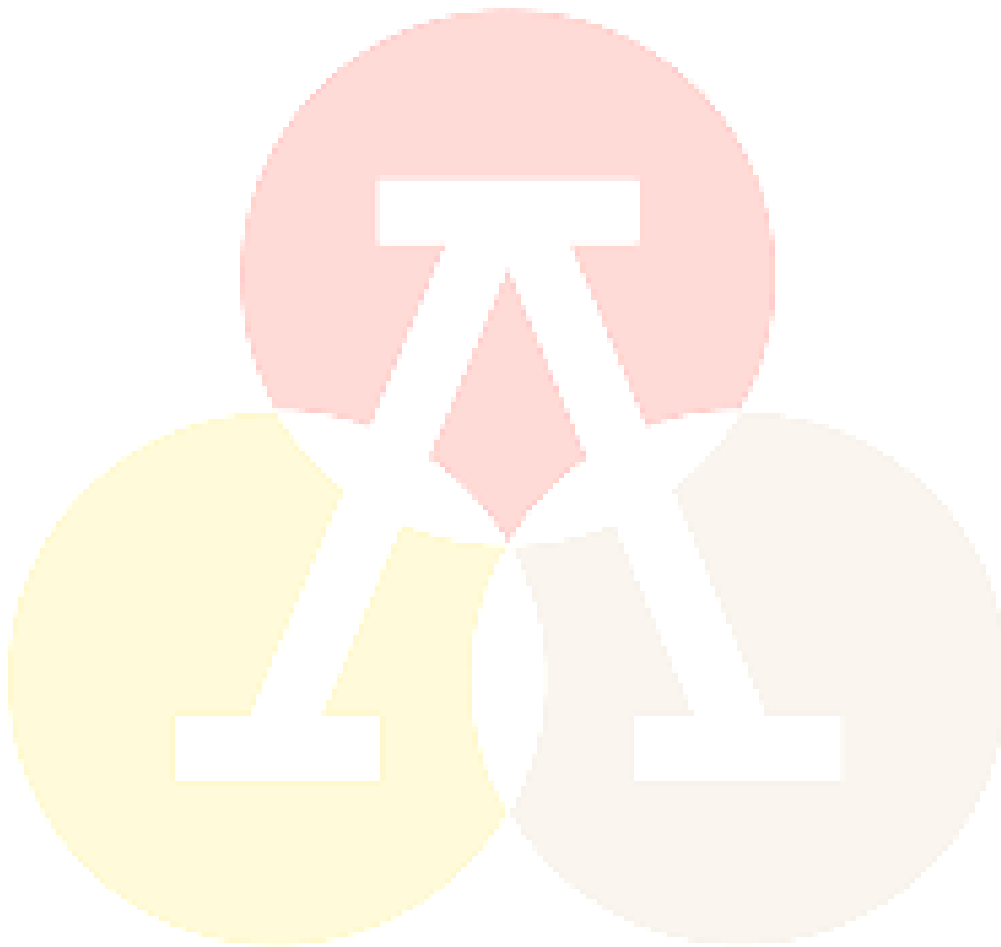


Athlos Academy of Jefferson Parish

Continuous Learning Plan

2024-2025



Continuous Learning Plan

Overview and Purpose

The purpose of this plan is to provide a framework for continuing quality instruction, access to resources and support in the event of a school closure. The primary goal is to ensure students and families can begin seamless instruction as soon as possible in the event of a closure.

The Continuous Learning Plan is designed to address four key areas.

- School and Systems Planning
- Technology
- Instructional Quality
- Family Engagement and Support

The plan was developed with input from key stakeholders including administration, instructional staff, parents, and community members. The committee will revisit the plan quarterly and/or following any extended school closures. Families will be encouraged to provide feedback to assist with the changing needs of the school community.

Number of Schools: 1

Name of School: Athlos Academy of Jefferson Parish

Superintendent: Dr. William Bressler

Continuous Learning Plan Committee	
Team Member	Role
Cheryl L. Martin	Executive Director
Nikisha Thomas	Director of Operations
Anna Diperna	Director of Exceptional Student Services
Kathleen Wheeler	Assistant Principal
Rhonda Charles	Assistant Principal
Faith Wilson	Registrar
Edward McConis	Instructional Technology/Media Specialist
Demeredith Griffin	K-2 Literacy Lead
Larry Bridges	Math Content Lead
Michelle Rabb	Teacher
Alana Noel	Teacher/Parent
Ricka Garrison	Paraprofessional/Parent/PTO President

Continuous Learning Priorities

The Continuous Learning Plan Committee has identified several priorities to ensure limited interruption to learning and the best interest of the students, parents, staff, and community are served. These priorities include seamless transitions to continuous learning, technology access for families, addressing social and academic needs of students. The committee worked to design a plan that takes into consideration lessons learned from previous distance learning experiences. The procedures outlined identify how instruction and support are provided to families to diminish any chance of learning loss during a school closure event.

The committee began by examining current practices and identifying practices in the current school Crisis Plan that can be replicated in the Continuous Learning Plan. The Student Information System serves as the primary form of communication. This system allows the school to push out notifications via, texts, robo-calls and emails. Both plans also include utilizing district and community resources to provide instructional and emotional support to students and families.

Next, the committee considered the drawbacks to our current systems and processes. One common concern from instructional staff and administration was incorrect contact information on families which can make it challenging to push out notifications. To address this concern, we have included operation check points with scheduled dates throughout the year to encourage parents to verify their contact information. The committee also considered how weather impact events may effect one community more than another which can limit access to the community resources as well as access to the Internet. One resolution is to pre-identify centrally located distribution points to get resources such as food and technology to students.

The committee then reviewed the Distance Learning plan implemented during the start of the pandemic to identify areas of strength and areas of refinement. The main area of concern was finding a balance of online instruction and physical activity. It was determined that each grade level should have a developmentally appropriate Master Schedule which allows students to maintain pacing and honor our mission to promote healthy lifestyle choices.

The key components were identified, and a draft of the plan was reviewed by the committee. The plan will be communicated to families during orientation and parent engagement events throughout the year.

Implementation Triggers

It is the intent of school administration to avoid any disruption to onsite learning unless the safety of the school community is at risk. Implementation of the plan will be determined by the Superintendent and Executive Director with input from the Governing Board President. The plan will be triggered with consideration of one or more of the following factors:

- The incident or weather event impacts greater than 50% of the enrollment.

- The incident or weather event impacts 50% of a population
- The incident or weather event disrupts continuation of a service or the daily operations of the school.

Focus Area 1: School and System Planning

Short-Term Closures

Short-term closures include any closure that impacts daily operations for 2-3 days.

In the event of a short-term closure (i.e., icy conditions) students will be required to complete assignments in their textbooks. Students with special needs will have access to hard copies of curriculum resources to assist with instruction. Staff will maintain communication with parents and guardians via email and/or other electronic communication such as Dojo or Remind.

Medium-Term Closures

Medium-term closures include any closure that impacts daily operations for 5-10 days.

In the event of a medium-term closure (i.e., hurricane or weather event) students will have access to workbooks as well as technology. If the closure is implemented students will be allowed to sign out technology. If the event is unplanned the school will work with the current transportation provider to deliver technology to designated pick up stations. The Director of Exceptional Student Services will coordinate with outside service providers to ensure students who receive services such as speech are able to continue getting support. Instructional staff as well as emotional support staff will be available via email and/or other electronic communication such as Dojo or Remind.

Long-Term Closures

Long-term closures include any closure that impacts daily operations for 14-21 days.

In the event of a long-term closure (i.e., extensive damage to the facility or public health crisis) students will have access to workbooks as well as technology. If the closure is implemented students will be allowed to sign out technology. Teachers may assign textbook assignments or optional online assignments. If the event is unplanned the school will work with the current transportation provider to deliver technology to designated pick up stations. The Director of Exceptional Student Services will coordinate with outside service providers to ensure students who receive services such as speech are able to continue getting support. Instructional staff as well as student support staff will be available via email and/or other electronic communication such as Dojo or Remind. The school will also work with our food and nutrition vendor to provide meals to families in need.

Focus Area 2: Technology

AAJP currently has 1:1 technology. Each device is inventoried and equipped with software to locate devices and monitor acceptable use. At the start of each school year teachers receive training on how to access the educational platform Clever as well as training on how to utilize the electronic component of each curriculum. The teachers will be responsible for introducing students to expectations for technology use, accessing electronic educational resources, and acceptable use of technology.

In the event a student is unable to recall their login information. The teacher and the registrar will be available to help parents retrieve login information. The Media Specialist, classroom teacher, instructional coach will be available to assist families with accessing current assignments via our instructional technology platform Clever. In addition to our current FAQ and chat link, the school will work with the district level communications department to provide support through chat and email conversations.

Although we have invested in ensuring each student has access to technology, we cannot ensure that every student has access to the Internet. Therefore, the school will survey families in the fall and again in the spring to determine the number of families without access to the Internet. The school will partner with internet service providers to provide information on affordable internet access for families. These providers will be invited to school events to present information on their programs to families.

At the start of each school year, AAJP offers Parent and Student Orientation. As a part of orientation parents and students will review the Acceptable Use Policy, review, and sign the Family/Student Compact, and receive a copy of the student's login information. Parents will also view a quick video on how to access Clever. In the event of a medium-term or long-term closure, the registrar will utilize the Student Information System to push out communications with links to "How To" videos. In addition to instructional videos the teachers and instructional coaches will establish office hours to provide real-time support. This information will be communicated via the Student Information System and posted on the school website.

Focus Area 3: Instructional Quality

Athlos academy was founded with the mission of providing high-quality instruction to all students. We have adopted the state approved Tier 1 curriculum that has integrated traditional textbook material with digital components. Our teachers develop lessons that include a technology enhanced component several times each week. Exposing students to the resources available online helps make the transition to virtual less challenging.

We are constantly reviewing our practices to improve instruction. As a result of virtual learning during the pandemic we discovered that students and parents need clear and concise steps for

assignments, consistent schedules, access to support, and interactions with the teachers and peers.

Our current virtual learning experience includes both synchronous and asynchronous learning opportunities. To maintain consistency and a sense of community, students begin their day with virtual morning announcements. The morning announcements help students connect with staff and classmates. Each grade level will have their own Master Schedule which takes into consideration the emotional development of students as well as the needs of families. At AAJP we believe in the importance of movement and social connections, so we work to balance the amount of screen time and physical activity. Each Master Schedule will include whole group instruction, small group instruction, independent practice time, office hours, and Athletic Movement.

To meet the needs of our students who fall into special populations i.e., English Language Learners, students with IEPs, students with 504 plans, teachers collaborate with parents to identify the best time to provide small group or individual support. Teachers also designate special office hours for students and parents to get specific support or ask questions. Paraprofessionals and interventionists will also collaborate with parents and students to maintain interventions.

The Instructional Leadership Team will establish criteria for virtual sessions and assessments. Informal feedback will be provided to assist teachers and interventionists with improving support for students. Weekly data meetings will be held to review student progress towards standards mastery. Feedback and support will be provided to teachers, interventionists, and families to assist students in making adequate progress towards mastery.

We welcome input from families regarding the quality and quantity of assignments. Parents will be afforded opportunities to provide feedback on the implementation of the instructional plan. Feedback from parents and students will be used to adjust practices as well as pacing.

Focus Area 4: Family Engagement and Support

At AAJP we value stakeholder input and support. To provide a voice for our families several communication options are available including emails, phone calls, and surveys. Parents may also get immediate answers or address concerns by utilizing a chat link located on the homepage of our website. Families, students, and staff members are also provided opportunities to give feedback by completing surveys in the fall and spring semesters. Parent engagement activities are planned throughout the school year to provide updates on initiatives, access to resources, and to get feedback. During these events parents will be able to review current plans and policies.

The Student Information System allows the school to communicate with students and staff notice of any closures or changes to school schedules. The district Communications Director communicates with local news agencies to announce closures and re-openings. Information is posted and updated on the website frequently.

Families can also access information regarding student progress through the Student Information System. Training on how to use the system will be provided during orientation and again at parent engagement activities.

It is our goal to ensure that learning continues despite any planned or unplanned school closures. We will partner with all stakeholders to make the transition to and from continuous learning events as smooth as possible.

