



District or Charter School Name

The Excel Center for Adult Learners
(as of August 10, 2020)

Section One: Delivery of Learning

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

The Excel Center will be implementing a hybrid model for reopening schools. All classrooms and school spaces have been reorganized to provide for social distancing of 6 feet in all areas. Additionally, masks are required upon entering the school. In order to accommodate the reduced number of students that can be in each classroom at any given time, we have shifted to a schedule in which students can attend in person two alternating days of the week, and then engage virtually the other two alternating days. Using this model, no more than half the students enrolled in the school will be in the physical building at any given time. Consistent with the regular school model, Fridays will continue to be used for tutoring sessions, additional time to meet with the Teacher of Record or paraprofessional, and other student services and supports.

In order to provide virtual instruction, the school will use a combination of Zoom (live simulcas and recorded lessons), Odysseyware (the school's online platform), and Google Classroom. All course content is available using these options, which will allow for flexibility to continue to serve our students in the event government or health officials mandate building closure at any point. All courses have the ability to run both in person and virtual.

Special Education students will continue to receive the services outlined in their IEPs. This will continue to be met through direct instruction, consultation, and any other services and supports included in students' IEPs. The same is true for English Learners and the services outlined in their ILPs. Those services will continue to be provided according to students' plans. If at any time Special Education or English Language Learners' needs are not being met through their current plans, CCC meetings or ILP teams will reconvene to discuss the student's needs and make adjustments to ensure the student receives FAPE.

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

As The Excel Center is an adult high school, school communication focuses on the student. In addition to mailings of letters, additional communications via school messenger, texts, emails, and phone calls are made. Social media is a method for providing blanket communication to our communities. In addition to large-scale communications, individual communications by the school director, life coaches, and instructional staff are made to students via phone calls, text, email and social media messaging.

Staff communication has takes place on an ongoing basis via staff meetings (virtual or in person). In addition to full staff communication to ensure all staff members understand overall expectations, additional meetings and communications have take place with specific school groups, including the school's Lead Teacher with the teaching team and the Lead Coach with the coaching team.

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

Instruction is being provided in the manner described in question #1.

In addition to students' academic supports, Excel Center life coaches will be providing ongoing supports as they do during a typical school year. Coaches regularly engage with students to provide academic support and also help to remove any barriers that may be negatively impacting students' achievement. This includes supporting students with resources around food insecurity, housing, transportation assistance, employment, and mental health resources.

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

Excel Center staff all have school-issued computers to support their work responsibilities. Additionally, staff has access to Odysseyware, the online learning platform where all course materials are now housed for student use, and provided training to ensure they could adequately support students during this time.

Students without technology have been provided school-issued laptops in order to access their work. Schools have also worked with the local internet providers to help with connectivity. In the case of students who needed additional support with network access, hotspots are being provided.

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

Communication between staff, students, and families uses a variety of options, including:

- Social media
- Phone calls
- Texts
- Email
- Mailings

For returning students, Life Coaches were able to make many of the student connections, maximizing on the relationship between students and coaches. For new students, communication about the options and specific model for the start of the school year was shared during iExcel orientation.

In order to ensure students do not fall through the cracks during this time, all communications to students are being logged in The Excel Center's student information system.

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

Because teachers are engaging with students throughout the week, feedback will be provided throughout academic activities. Additionally, teachers are expected to grade all student work within one day of submission (whether through Odysseyware or when students submit work from their class-based activities). At least once a week teachers are expected to connect with students to provide academic feedback.

Excel Center students using Odysseyware for their classes can see their ongoing progress when logging into the platform. An academic report is present on the login screen and students can see their grades and class status when they log in.

For special populations of students, including Special Education and English Language Learners, progress monitoring is being done on a weekly basis to ensure students are receiving FAPE and addressing the goals in their IEPs and ILPs.

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.

Yes. Students are able to continue their coursework through in person and eLearning instruction. Whether the students are engaged via in-person hybrid or eLearning, all course content aligns with the existing curriculum map for each class, so all coursework meets the regular requirements for awarding credit.

8. Describe your attendance policy for continuous learning.

Student attendance is recorded for participation in hybrid in-person classes, attending Zoom classes, engaging in Odysseyware lessons, receiving additional support on Fridays, or engaging with other staff throughout the week.

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

The Excel Center model is built with the anticipation of adults returning to high school after a break from their original high school experience. Many students come to The Excel Center with barriers, and while these barriers can be academic in nature, often there may be other barriers that have affected academic achievement. For that reason, The Excel Center model is designed to support and address remediation needs of students, including reading and math supports, providing tutoring, and offering additional support opportunities. As such, addressing skill gaps is central to the school's model and something all school staff are comfortable with. While the current academic delivery model may be different, the course work and resources available are still present and something easily tapped into in order to ensure students develop the necessary skills to graduate.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Ongoing professional development is scheduled for the remainder of the school year, as is consistent with The Excel Center model and dedicated time available on Fridays for professional development. Teachers will have opportunities during these sessions to engage in discussion around progression of the elearning/remote learning and any necessary changes to best support student learning. Teachers will be able to share best practices they have learned during this process, to help build success among all staff. Special education Teachers of Record will review student progress and any supports needed to ensure special education students are meeting their goals within the new structure. Similarly, ELL teachers will review the progress of their students and discuss any adjustments needed to ensure students have all resources necessary for academic success.

Ongoing professional development will take place around Odysseyware, Zoom, Burlington English, and any other resources and methods of instruction to address any challenges that arise and teachers have the information needed to best address students' needs.

While Fridays allow for dedicated professional development opportunities to be built into The Excel Center calendar and we intend for these opportunities to continue throughout the year, specific topics will be determined throughout the remainder of the year based on staff need.

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.