



District or Charter School Name The Excel Center for Adult Learners

Section One: Delivery of Learning

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

The Excel Center's fifteen locations will be operating for in person instruction starting in the fall of 2021. The instructional model will continue to provide five terms per school year that features courses that bundle credits together and matches student readiness levels to meet them where they are. 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.

Utilizing the learning and investment during the pandemic, The Excel Center will maintain the ability for students to connect to instructional materials provided in the classroom through Google Classroom. Teachers will maintain these resources so that learning can continue whether or not a student can attend in person.

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 texts, emails, phone calls, and Student Information System communication are made. Social media and SignalVine 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 expectations are communicated through emails and staff meetings. Staff also engages each other through weekly professional development, existing professional learning communities, and 1:1 check-ins. This allows the staff to remain engaged with each other and up to date on expectations.

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

The Excel Center will ensure all students have access to the classroom materials when outside of school by taking inventory with each student, allocating technology when needed, and working to ensure support is provided when student needs for troubleshooting arise.

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 access to materials, 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.

The Excel Center School staff all have school-issued computers to support their work responsibilities. Additionally, staff has access to Google Classroom and the other instructional platforms the school is using in order to develop and deploy instructional materials and resources to students. All staff also have access to the schoolwide Google license.

Students without technology have been provided school-issued laptops in order to access instruction and related materials and resources. In the case of students who needed additional support with network access, hotspots are available for additional support. These are mainly prioritized for students who need to complete certifications and require synchronous learning opportunities and families whose internet providers would not set up free service due to an outstanding bill.

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 student orientation.

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. Grades should be updated for every course and updates given to students at the start of each Monday.

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. The Excel Center courses will continue to align to the school's curriculum maps and will be organized in the structure outlined in question #1. Students will be awarded credits for mastery of content, consistent with the school's regular model.

8. Describe your attendance policy for continuous learning.

Student attendance will be tracked based on students who are in attendance for class. If or when there are circumstances that won't allow a student to attend (i.e. medical documentation or required quarantine), the school will work with the student to determine appropriate next steps.

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.

The Excel Center's staff calendar has an established weekly professional development structure. Each week staff has scheduled staff meetings, professional development, and professional learning communities. The structures will remain in place and provide ongoing and regular opportunities for staff to collaborate, receive training, and share best practice around supporting students during this time.