



District or Charter School Name

Renaissance Academy Charter School

Section One: Delivery of Learning

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

Students left school with learning packets and reading books, adjusted to the students level, as well as information about the transition to virtual classes through Google Classroom.. While at school, we asked every student about their internet access capabilities from home and provided iPads to the few who did not have home devices.

Over the next two weeks, Renaissance enrolled every student in Google Classroom and began hosting class meetings on Google Meet. Teachers reached out to families of any student who did not sign in. If still non-responsive, administrators and the school counselor have reached out.

Continuous learning opportunities have been provided through these virtual structures. Students in special populations such as special education have been supported by adjusted work requirements, continuing leveled groups, and contacts with the Special Education teacher. Speech Therapy is being offered through teletherapy and Google Meetings.

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

Staff met at school and planned for possible scenarios the week prior to closing. Google Meetings have been held weekly. A Google Classroom for staff has been set up with updates, notes, professional development, resources, etc. Regular communication is maintained through GroupMe group messaging as well as via email and phone conferences.

Families have been regularly informed by email as well as posts on the school website parent page and Facebook. Parents all have student sign in information for Google Classrooms and email notification options.

Students are all enrolled in Google Classrooms and homeroom, reading group, math group, and SEL meetings have been held, so students have at least one “live” online class meeting on each school day. Throughout the week, teachers post videos, lessons, and assignments for students. Students can complete and turn in work, teachers check in assignments, respond to individuals, and monitor progress. Students continue reading, writing, arithmetic, hands-on activities, online learning, and more on their schedules.

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

Students are all enrolled in Google Classrooms for homeroom, reading groups, SEL classes, and 4-8 in math groups as well. Teachers post assignments, updates, lesson videos, notes, resources, etc. They also add in some fun posts, jokes, Kahoot games, Beat the Teacher Challenges, and so forth to engage students.

Class Meetings have been held by each class two-three times weekly, so students have at least one “live” online class meeting on each school day.

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

Teachers all have class iPads.

iPads have been made available to families who do not have device access at home.

Google Tools: Classroom, Meet Hangouts, Screencastify.

Students are enrolled in MySciLearn Fast ForWord Reading program.

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

Teachers are seeing students in Class Meetings two-three times weekly.

Staff post assignments, updates, lesson videos, notes, resources, etc., in Google Classrooms for homeroom, reading groups, SEL classes, and 4th-8th in math groups. Every student has an email account that parents can also access. Staff also have parent email and phone contact info.

Families have been regularly informed by email as well as posts on the school website parent page and Facebook. Parents all have students' sign in information for google classrooms and email notification options. They also have access to staff emails and open office hours.

Our school Guidance Counselor also has connected with students in Google Meetings and has available office hours.

Teachers, administrators, and the school guidance counselor have reached out through calls, emails, and texts to families of any student who did not sign in.

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

Teachers host online class meetings 2-3 times/week. Teachers are available for face-face online 'office hours' in addition to answer questions, help with work, and connect with students and/or families. Teachers grade work and give feedback to students regularly. Also, many of the online learning activities are set up for instant correction, re-teaching, and adjusted learning,

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.

NA

8. Describe your attendance policy for continuous learning.

We are working with families to ensure accessibility and provide as much flexibility as possible.

With regular Google Meetings all participants are counted present. Completed student work also indicates that a student is present for the class that day.

Students are allowed to turn work in by the end of the grading period in May to provide additional time for work completion & reteaching during this extended closure.

Teachers are tracking attendance through Google forms/documents that will be transferred into our online SIS. Classroom teachers, our school counselor, and administrators

are all actively participating in outreach to engage families in virtual learning.

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

Our primary focus is on student well being during this unusual time. Next up is keeping students engaged in learning, at their own best pace considering the circumstances. Renaissance Academy's mission is to help every student reach his or her highest potential with confidence and joy, and that mission became much more difficult, but did not stop in the face of COVID-19.

We are emphasizing face-to-face group meetings with class meetings spread throughout the week so all kids have some opportunity for connection, and academic learning. This gives teachers the chance to continue to monitor student progress and adjust lessons to fill gaps. We have adjusted the lesson plans to be realistic about it being at home, and included some online learning sites and video lessons, along with written work, and projects, to be as engaging and enticing for students as possible while advancing academic goals.

We are working to keep students on track, have them complete their grade levels to be ready for the next, as well as keeping them engaged, connected, and distracted from worry.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Several meetings have been held with instruction on Google Classroom, Meet, and remote learning.

A Google Classroom for staff has been set up with instructional videos, updates, notes, professional development, resources, etc.

Regular communication is maintained through weekly online meetings, GroupMe group messaging, as well as via email.

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.