2023-2024 Continuous Learning Plan

University View Academy's 2023-2024 Continuous Learning Plan (CLP) builds upon previous Instructional Continuity Plans (ICP) established and submitted to LDOE. With guidance from the Louisiana Department of Education's Continuous Learning Toolkit, the CLP has been developed and will prioritize four focus areas:

- School and System Planning - School and System Planning offers a detailed emergency plan that includes continuous learning strategies for short-, medium-, and long-term modified operation scenarios.

- Instructional Quality - Instructional Quality will continue to be held to the highest standards. Teachers, students, and families will have access to digital tools to assist in delivering instructions, collecting and assessing student work, and maintaining open dialog and communication.

- Technology - Technology needs are addressed with emphasis on ensuring all students can access the internet, providing training to staff, students, and family members, and developing system-wide policies and procedures to ensure all technology is in place at the time of an unexpected closure.

- Family Engagement and Support- Family Engagement and Support will develop opportunities for technology training and create a communication strategy to engage families before, during, and after a school closure scenario.

Focus Area 1: School and System Planning
Emergency Planning Team

The Emergency Planning Team consists of system and school leaders including administrators,
Supervisors, facilities and operations, communications, technology, and instructional personnel. These members were selected based on the focus areas listed in UVA's CLP.

Member Name	Title	Role
Dr. Quentina Timoll	Superintendent	System Planning and Communication
Ms. Lekisha Chambers	Deputy Superintendent	Coordinator of Emergency Plan and Communication
Mr. Blake Faulk	Director of Human Resources	Employee Engagement
Mr. Barry Harris	Director of Operations and Facilities	Safety and Security; Building maintenance; Emergency responses
Mrs. Traci Payne	Director of Communications	System, School, Employee, Family, and Student Communication
Mr. Joe Rush	Technology Infrastructure Consultant	Secure Networks; School technology services.
TBA	Chief of Academics	Curriculum and Instructional Support
Mrs. Donna Grice	Chief of Accountability and Counseling	Accountability, Assessments, Health and Wellness
Ms. Eugenia Cardozo	Chief of Enrollment and Student Services	Family Support and Engagement
Ms. Sharon Sims	High School Leader	School-level Communications

Defining Short, Medium, and Long Term

Short-Term (1-2 Days)	- Implementation will be 1-2 days or fewer - Students, Families, Employees, and staff will be notified via Remind, Canvas, Website, Email, and Social Media regarding the implementation of the Short-Term CLP. - Students may complete the 1-2-day Short-Term CLP content, which can be extended based on need. - Teachers may set office hours when they will be available for live support. - SPED teachers may create schedules to accommodate phone contact as required.
Medium-Term (3-10 Days)	- Implementation will be 3-10 days - Students, Families, Employees, and staff will be notified via Remind, Canvas, Website, Email, and Social Media regarding the implementation of the Short-Term CLP. - Students may complete the 3-10-day Medium-Term CLP content, which can be extended based on need. - Teachers may set office hours when they will be available for live support. - Teachers may contact each child at least 2 times/week through online meetings, phone calls, and Canvas messaging to maintain a communication log. - SPED teachers may create schedules to accommodate various contact modalites as required.
Long-Term (11+ Days)	- Implementation will be 11 or more days - Teachers may maintain daily office hours during which they prepare lessons, monitor/score student activity, answer email, confer with students and parents/guardians, coordinate with SPED teacher/paras, and communicate with administrators - Online class meetings (length appropriate for grade level) may be held during scheduled time periods; these meetings should be recorded for absent students and for review. - Teachers may maintain a communication log for student interactions and monitor attendance. - SPED teachers may create a schedule to provide accommodations during times when students are not otherwise scheduled for lessons.

A. **Continuous Learning Opportunities**

University View Academy is a K-12 online school for students across the state of Louisiana. Students at UVA participate in synchronous and asynchronous learning opportunities from their homes throughout the school year. Teachers and staff utilize a hybrid work schedule to instruct students from their main office location in Baton Rouge, Louisiana three days a week.

Direct instruction is provided through the Adobe Connect platform which allows students to be on camera and microphone while they engage in discussion with peers and the teacher. Synchronous lessons are scheduled 3-4 days per week for 50-60 minutes. Students also work asynchronously in the Canvas learning management system to complete independent coursework. Canvas allows teachers to provide real-time, individualized feedback to students.

In addition to scheduled live lessons, students and teachers may schedule individual and small group sessions to reinforce learning. Students also have the ability to message teachers directly through the Canvas platform for assistance as needed.

Students with diverse learning needs have weekly scheduled live sessions with special education teachers to reinforce learning from the general education setting. Additionally, UVA has interventionists on staff to meet with students who require additional support to reach grade-level learning goals. Special education teachers support students by also meeting with parents to ensure that accommodations are properly implemented in the home environment. Students who require other related services are supported outside of the live session time by having individually scheduled sessions.

Grade-level	CLP Activities and Assignments
K-5th	❖ Students will immediately begin working in virtual instructional platforms as assigned via Canvas and to be accessed via Clever. ❖ Students will receive messaging from assigned advisory teachers or school-level administrators via Remind, Email, and Canvas.
6th-8th	❖ Students will immediately begin working in virtual instructional platforms as assigned via Canvas and to be accessed via Clever. ❖ Students will receive messaging from assigned advisory teachers or school-level administrators via Remind, Email, and Canvas.

9th -12th	- Students will immediately begin working in virtual instructional platforms as assigned via Canvas and to be accessed via Clever. - Students will receive messaging from assigned advisory teachers or school-level administrators via Remind, Email, and Canvas. - Students will work in the assigned ACT Prep or WorkKeys curriculum as applicable - Students will be assigned to grade-level work groups with designated teacher advisors/school administrators - Students enrolled in online Dual Enrollment (DE) courses will continue the assigned coursework
Communication Strategy	Schools will continue to use their current school-to-home communication tools. Some examples of tools currently used: Adobe Connect, school websites, JCampus/JText/JCall, Remind, social media posts, etc. More traditional forms of communication (i.e., calls home, postcards, emails, etc.) will also be encouraged.

B. Attendance Plan

UVA provides all coursework to its K-12 students entirely in a virtual environment. As a result, attendance is defined and monitored differently than in a physical school setting. UVA defines attendance according to a student's engagement level and measures engagement according to weekly coursework completion. Regular attendance through coursework completion in the online learning management system and supplemental Educational programs are essential to a successful school experience.

Absences are defined as failure to complete coursework. Whether an absence is excused or unexcused (as defined below), students are expected to make up all work and continue toward successful completion of coursework.

Students can avoid having absences (excused or unexcused) tracked by making adequate weekly progress in their assigned coursework. UVA will track, record, and report absences to the Louisiana Department of Education (LDOE) according to the following guidelines: The Learning Coach notifies school personnel of the child's absence(s) and submits the appropriate documentation (described below) regarding the absence(s). Documentation must be submitted within five (5) days of the student's return to school.

Focus Area 2: Instructional Quality

C. Content Delivery

Instructional materials, lessons, and resources are stored in Canvas, the learning management system. Teachers also post teachlets, short video mini-lessons to reinforce learning from the synchronous live sessions. All live lessons are recorded and stored in Canvas for later use by students who miss a live class or need to review a class for additional instruction. Videos and supplemental programs are also embedded into Canvas.

D. Intervening in and Accelerating Learning

UVA provides several programs to address skill gaps due to learning loss. Students receive intervention support and remediation through Tier 2 interventions with the classroom teacher and Tier 3 with assigned interventionists. All students may participate in afterschool tutoring with fully certified teachers by scheduling individual tutoring sessions. Classroom teachers also offer weekly individual and small group sessions to support students. The summer learning program offers students the opportunity to attend remediation and enrichment sessions. UVA teachers use Accelerate resources provided by the Louisiana Department of Education in conjunction with Tier 1 curriculum to ensure that students are exposed to high quality curriculum.

E. Academic Feedback

Coursework is graded within 5 days of submission. Feedback should be provided to students in written form within the Canvas system. Feedback should be timely and should be detailed to allow the students to make revisions. Students also have the option to schedule office hour sessions with teachers for additional support.

Focus Area 3: Technology

F. Technology equipment and tools

UVA is a one-to-one school for students, teachers, employees, and staff.

Upon enrollment, all students are provided with a computer (currently HP Surface) for instruction. Students also receive earbuds and supplemental instructional materials for their appropriate grade level. All students receive shipments of novels, workbooks, and supplies to be used in core content courses. Electronic texts are also supplied to students.

When necessary, UVA provides students with hotspots to ensure that internet access is available in the home environment.

All teachers are supplied with a computer, noise canceling headphones, and additional monitors to accommodate online instruction. UVA invests in document cameras for math teachers and electronic pens for the HP Surface devices.

Focus Area 4: Family Engagement and Support

G. System-wide and school level communication

The continuous learning plan will be posted on the University View Academy website. Students and parents receive regular and emergency worthy communication about school related activities and the students' coursework through the following outlets:
- Canvas messaging and announcement,
- the Remind notification system,
- the Blinx artificial intelligence program through AllHere and email.
- School-level and central office administrators are also listed on the school website as support contacts for families.

Students and families are assigned an advisory teacher, similar to a homeroom teacher, who also supports in staying on pace and serves as a liaison between the family and all school departments.

Educators communicate daily with students and families via email, Canvas messaging, Go-To Connect phone calls, online meetings in Adobe Connect and Google Meets, Gmail, Remind messages, and AllHere. Principals send Canvas announcements, and the superintendent sends bimonthly newsletters. Teachers and staff are required to acknowledge receipt of student and parent communications in 24-48 hours.