



District or Charter School Name

Central Christian Academy

Section One: Delivery of Learning

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

- Google Classroom
- Technology distribution
- Free internet links
- EPIC!
- FlyLeaf Publishing Online Books
- iClicker
- Nexus - white board (Crossroads for Education)
- ZOOM
- Head of School Updates Videos
- IXL, Espark, Vooks, Moby Max

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

1. Students/Families: through Google Classroom, One Call, Email, Text, mailing, homeroom teachers making individualized phone calls, principals contacting individual families.
2. Staff: ZOOM, Google Hangouts, weekly staff meetings, email, text.

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

- Every student/family has at least one (if not more) tech devices with which to access e-learning.
- Provided information regarding free internet service.
- Daily access to teachers via email/text.
- Special Education teachers can still provide accommodations.
- Teaching Textbooks and other digital content and curriculum available to students.
- Screenshots/pictures of textbook portions on Google Classroom so students without the texts can access content.

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

- Chromebooks
- iPads
- Cell phones
- Desktop computers
- Workbooks/Textbooks
- Packets

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

- Teachers are available to students 8-3pm M-TH
- Fridays are in an in-service day for teachers
- If students cannot contact teachers within school hours, they can set up a planned time outside of those hours
- Teachers can set up office hours
- Teachers email and call families weekly
- Teachers respond to all posts within 24 hours
- If students don't turn in work, teachers/principals contact parents.
- Chalkable - grades posted bi-weekly

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

- 24 hour feedback cycle for student question/concerns
- Grades are input every 2 weeks
- Some Google classroom assignments/activities provide immediate feedback on assignments
- iClicker gives immediate feedback about student performance
- Google Docs allows for real-time access to student responses and teacher feedback
- Grades are posted biweekly on Chalkable

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.

- Students complete assignments digitally and receive corresponding grades.
- Students will connect with their teacher individually about any obstacles that challenge assignment completion .

8. Describe your attendance policy for continuous learning.

- Students are required to login to and participate in Google Classrooms at least once weekly to receive credit for their attendance. Students who do not login weekly are considered absent.
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9. Describe your long-term goals to address skill gaps for the remainder of the school year.

- Teachers provide tutoring via office hours and appointments
- Teachers host topic-specific Google Hangouts
- Title I Students receive targeted Math instruction
- Special Education teacher modifies accommodations and supports general education teachers in implementation
- Teachers overview instructional topics with parents via phone call, email, and text

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

- Principals and teacher leaders conduct staff meetings and instructional trainings via Google Hangouts weekly; these meetings include reviews of instructional resources and best practices, ie. Google Classroom, iClicker, reading plans, classroom management
- Principals conduct targeted interventions with individual teachers via email, phone call, and text