



District or Charter School Name

Christian Academy of Indiana
B045

Section One: Delivery of Learning

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

HS/MS – All instruction and communication will be based in the school’s learning management platform, Canvas.
<https://www.instructure.com/canvas/higher-education/platform/products/canvas-lms> Students and teachers are familiar with the system and have been using it for several years. Curriculum will be delivered through a combination of modules, teacher video uploads, live video teacher/student interactions, and additional online resources. The high school is a 1:1 technology school; therefore, students have already been assigned Chromebooks for use. To assist middle school students, Chromebooks have been distributed to every family that has requested access. All students that receive educational resources will continue to be provided services. Our educational resource teachers will be meeting through live teacher/student virtual meetings multiple times a week, as well as meeting with teachers to adjust assignments and assessments that meet student’s modifications or accommodations.

Elementary – K-3rd grades and 5th grade are using Google Classroom and 4th grade is using Google Slides for classroom instruction. To assist elementary students with devices, parents can request to check out a Chromebook. Elementary students that were receiving academic support, continue to receive services from our educational resource teachers. Reading groups are meeting three days a week via Google Meet with the reading interventionist; math groups are meeting two days a week via Zoom with the math interventionist. Several students

continue to receive one-on-one services via Zoom and/or Google Meet as well. The educational resource teachers continue to be available to classroom teachers to support them in meeting student's modifications or accommodations, as well as offer additional support as needed.

K-12 - For all students without internet access at home, we have provided contacts with local companies offering free service or we will provide alternate learning opportunities. (To date all families have secured home internet access).

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

1. **Students** - Some elementary grades were already using Google Classroom and Google Slides. For those grades that implemented Google Classroom for continuous learning, the teachers provided information to the parents so that they could help their children with the format. High school and middle school students were already versed and using our learning management platform; therefore, expectations and procedures are in place. Along with direct teacher communications, students receive communications from administration and the school's technology integration specialists.
2. **Families** - Families receive weekly communication from the superintendent and principals through email and recorded videos for updates and overviews. Teachers are communicating with families through email and uploaded videos.
https://www.youtube.com/watch?v=CHVJdSRg_xY&feature=youtu.be After 10 days of continuous learning, all families received a survey in order to provide feedback so that administration could make adjustments where needed. The survey shows that 91 % of families are satisfied with continuous learning up to this point.
3. **Staff** - Administration meets weekly with faculty and staff through email and live virtual faculty meetings. The school

system's curriculum department, along with our two technology integration specialists, are used as resources and to ensure consistency.

4. **Continuous Learning School Calendar:** Link coming soon

Final count for 2019–2020 is 166 days:

- a. Traditional Instructional Days: 137
- b. Non-Traditional Instructional Days: 29

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

K-12 students have access to instruction via Canvas, Google Classroom, Google Slides, and pre-published materials (K-2). Instruction will be provided directly through live virtual teaching lessons, pre-recorded teacher videos, online video resources, and learning modules. Student and teacher interaction will take place through Zoom (school account), Google Meet, email, and phone calls.

Student and family resources for continuous learning:

- Classroom/Course teachers
- Educational Resource teachers
- Counselors
- Principals
- Technology Integration Specialists
- Information Technology Department available to families 8am–5pm.

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

1. Hardware: School provided Chromebooks, teacher iPads, home devices across multiple platforms that integrate with our learning management platform.
<https://www.lenovo.com/us/en/laptops/lenovo/student-chromebooks/Lenovo-300e-Chromebook-2nd-Gen-MTK/p/88ELCIS9988>
2. Learning Management Systems: Canvas Instructure grades 6-12.
<https://www.instructure.com/canvas/higher-education/platform/products/canvas-lms> Google Classroom for grades K-5.
https://edu.google.com/products/classroom/?modal_active=none
3. Resources: The school system employs two technology integration specialists that provide support and professional development for K-12 teachers.
4. Teachers have access and training on the following programs: Google Meet, Zoom (school system paid account), Educreations, Screencastify, Flipgrid, Kami, Reflex Math, Math IXL, Science IXL, Pearson, McGrawHill, HoltMcDougal, Nearpod, Sadlier, No Red Ink, Khan Academy.

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

Educators and support staff will be connecting with students and families through email, pre-recorded videos, live virtual interactions, and individual phone calls. Additionally, system level communication and updates will be sent out weekly through email and videos.

Additional avenues are being used to keep students and families connected to the school and each other. Examples include: virtual lunch hangouts, class meetings, coaches connecting weekly with athletes, social media messaging, and live streaming chapel services. There is also a concerted effort to find new ways to keep school cultural events and traditions going while following all governmental guidelines and executive orders.

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

Academic feedback will primarily be provided through the school system's learning management platforms (Canvas, Google Classroom, ParentsWeb (FACTS)). This will be supplemented through live virtual classrooms in both individual and small group settings. Email and phone calls will be additional modes of feedback.

Teachers have been directed to focus on the highest priority standards to finish the 4th quarter. Additionally, teachers have been instructed to be creative in offering a variety of assessments and not to create "busy work." The goal is for students to work 0-2 hours per day in the lower grades and 0-5 hours per day in the upper grades. Parent feedback supports that these timeframes are being met, along with a 91% parent satisfaction rate after 10 days of continuous 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.

Yes, any student enrolled in high school courses that receive credit will have direct instruction that will include assessments of both progress and mastery of the learning objectives. Grades will be recorded and transcripts available at the end of the semester.

8. Describe your attendance policy for continuous learning.

Teachers have been directed to create modules of instruction that are broken into daily units. These include instruction and student feedback opportunities. The objective is to create an atmosphere where students could continue daily routines, including signing-in to classes regularly. Teachers can assess student attendance based on units being opened and/or completed. Our learning management platforms also track the last log-in of each student.

If any student goes more than two days without access, students will be contacted by the teacher. If there is a pattern of no continuous learning participation, school administration will be notified in order to contact families by phone. Opportunities for educational resources to help the students with academic support needs will be offered at that time. There is a high level of understanding that each home situation is different and therefore, communication and grace are a large part of the continuous learning experience.

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

Our school system adopted MAP Growth for grades 3-8 for the 2019-2020 school year. This tool measures individual student academic growth by using three benchmark assessments given over the course of the school year. The first assessment will be given shortly after we return for the 2020-2021 school year. The data will give us a grade-level overview, as well as individual student reports that will identify potential skill gaps.

<https://www.nwea.org/map-growth/>

At all grade levels, teachers will assess student grade or course readiness at the beginning of next school year for the sole purpose of looking for potential learning gaps that resulted from the 8 weeks of continuous learning required during the spring of 2020.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Faculty have received regular and intentional formal training in our learning management platforms the last several years. The school system's technology integration specialists provide formal training classes, as well as individual teacher training, to support curriculum delivery through multiple resources. A culture has also been created where teachers are creating formal and informal collaborative teams to exchange ideas, as well as train each other on continuous learning strategies. Principals continue to set continuous learning expectations and communication.

Resources: Technology Integration Specialists, Curriculum Specialists, Grade/Subject team planning, and teacher/student/family surveys for feedback and adjustments.

Tech Integrators collaborative and training page:

https://www.facebook.com/groups/853925204996794/learning_content/

Teacher Technology Integration Website:

<https://sites.google.com/caschools.us/casstechnologyintegration/home?authuser=0>

Student Technology Resource Page:

<https://sites.google.com/caschools.us/studenttechresources/home?authuser=0>

YouTube Channel for PD Training provided by Technology Integrator Specialists. This continues to be added to as needs arise from teachers, students, and/or parents:

https://www.youtube.com/channel/UCapsLfjrcLov8bJeZgB3uxg?view_as=subscriber

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.