



Covington Christian School (B085)

District or Charter School Name

Section One: Delivery of Learning

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

CCS teachers will utilize a variety of methods to deliver continuous learning instruction including, but not limited to; paper/pencil take-home packets, pre-recorded and live video lessons,

CCS teacher use a number of software products to deliver instruction such as Google Classroom, Youtube, Zoom, IXL, Screencast-o-Matic, etc.

****Update**** We have two students with an IEP at CCS. Some of the accommodations they received in person are easily extended to them during continuous learning such as extended time on tests and use of a calculator. In addition, we have provided differentiated assignments and text-to-speech textbooks (for some classes).

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

Communication to students happens mostly through teacher created Google Classrooms as well as Zoom/Microsoft Team meetings. For some of our older students, email is used to communicate assignments and expectations.

Communication to families happens through Facebook groups, Zoom meetings, email, instant messaging and text messaging. In addition, parents have access to their child's grade and attendance information via Thinkwave, our online student information system.

Communication to staff happens through Zoom meetings, email, text messaging, and phone calls.

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

CCS teachers use Google Classroom to post assignments. Students are asked to complete a variety of tasks that could include: read in their textbook; watch videos created by teachers or selected from YouTube; answer questions from their textbooks in a Google Doc; answer questions in a Google Form; quiz/test in a Google Form, read blogs, PDFs, etc.; create content (whether on or offline) in response to an assignment, and meet together digitally to discuss topics. In addition, some teachers assign specific lessons to their students on ixl.com.

CCS teachers have all made it a point to make themselves available for their students and families during this time whether that be a phone call, email, text message, live Zoom meeting, etc. We even had a teacher go sit on the front lawn at a student's home to listen to the child read (Kindergartener).

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

- Chromebooks
- Google classroom
- IXL.com
- World Book Online
- YouTube, SpellingTraining.com, Screencast-o-matic, Khan Academy, etc.
- Regular, in-class curriculum
- A poll taken at the beginning of the school year indicated that out of all of the families that responded, all had internet access from their homes

****Update****

Teachers have access to a school-issued tablet with charging cable or they have opted to use their own laptop. Teachers also still have access to the school

building throughout this time of distance learning to go make copies or utilize other physical resources at the school.

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

Most CCS teachers meet with their students at least once a week via Zoom/FaceTime/Microsoft Teams. Teachers will contact parents whenever there is a need, namely when work may not be turned in on time. Basic phone communication (voice and text messaging) is sufficient for keeping in contact with students and families.

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

Some teachers use Google Forms/Docs which can provide immediate feedback to students. Teachers that use Zoom/FaceTime/Microsoft Teams can also provide immediate feedback to students. For younger students, paper and pencil assignments that are completed at home are being submitted to the teacher at designated times or being mailed to the teacher. The assignments are graded and results are posted on our online gradebook, Thinkwave. The feedback from these types of assignments is not as immediate. Some teachers require their students to take a picture of their completed paper and pencil assignment. This can help speed up the feedback process.

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.**
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No, our school only goes to 8th grade.

8. Describe your attendance policy for continuous learning.

Students are expected to complete all of the assignments given to them by their teacher. For the most part, teachers are aware of when students are not completing their work. When work isn't completed and submitted as instructed by the teacher, the teacher will contact the student/parents to work it out.

Attendance is taken a number of ways:

- Daily Zoom/Microsoft Team meeting
- Completed assignments
- Assignments marked "Turned In" on Google Classroom

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

Assessment of student progress can be made FaceTime/Zoom/Microsoft Team meetings. Teachers can address issues as they arise. As paper and pencil assignments are submitted, teachers can create a list of student names and concepts they seem to be struggling with. This list can be used to inform parents of the skills their child needs to be working on over the summer and provide some activities or suggest some websites that may be useful in remediating these gaps in understanding. This list can also be used to inform the child's teacher for the next academic school year of the areas in which he or she struggled during this time.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Staff are expected to continue their professional development endeavors as they would if we were able to meet in person. There are numerous free PD options available to teachers. Currently, some CCS teachers are taking graduate level coursework online. Some CCS teachers plan to take coursework over the summer to fulfill teacher certification requirements.

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.