



District or Charter School Name

Victory Christian Academy

Section One: Delivery of Learning

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

Learning opportunities for grades K-12 are delivered through one of two platforms. Our primary platform is Google Classroom. The other is Canvas. At the elementary level, teachers are also emailing a daily lesson plan to parents and students for further clarification on expected tasks.

Students with ISP and 504 educational plans have educational aides assigned to them. The teachers and teacher aides address individual student needs via phone calls or Google Hangouts. The VCA Special Education Coordinator hosts weekly meetings with teachers and aides in order to stay current with student needs.

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

Communication occurs through email, phone calls, video conferencing and the instructional platform.

Students: Secondary level students receive an email with the expectations for the week. All are expected to participate in one of two video conferences for the week.

Families: Elementary families and students receive a video

announcement each e-Learning day. All families receive emails with updated changes or information through Sycamore, our school information management system, as well as receiving specific information from teachers. Families can access FaceBook or our VCA website to gain further information from daily posts. Some teachers utilize Class Dojo and the Remind app for communication with parents.

Staff: Weekly online staff meetings are held through Google Hangouts. Administrative team members (including department heads) hold a weekly meeting through Google Hangouts as well.

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

All students, K-12, access academic instruction through teacher video, online tools, and their textbooks. VCA utilizes a one-to-one ChromeBook platform for students in grades K-12. Online resources are named below in Question #4.

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

To enable our continuous learning plan, our students in grades K-12 have personal and school-issued ChromeBooks that they are using at home. Our staff utilizes laptop/desktop computers, webcams, and online instructional tools to provide daily lessons in all subject areas.

Instructional online tools include, but are not limited to: Screencastify, YouTube, Google Suites platforms, CommonLit, Khan Academy, Smekenseducation.com, Padlet, EdPuzzle, GoFormative, Quizlet, Delta Math, Gizmos, Kahoots, Brainpop,

Newsela, NoRedInk, ReadWorks, SumDog, online white boards, RightNow Media and virtual field trips.

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

All teachers are hosting “online office hours” where teachers are available for students to join their Google Hangout to receive further instruction, have questions answered, and connect with other classmates during the e-Learning day. Students who are not able to join can join a make-up session, can watch the recording, use Google Chat, or email the teacher during the e-Learning day to address their needs. Teachers have been communicating with parents through email or phone calls weekly or as issues arise. Whole staff and individual videos are being created and shared for teaching and connecting through fun topics with students and families. Some classrooms have created a class Padlet page or a course Website where educators and support staff can communicate in a fun way with their families and students.

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

Through the use of Google Classroom, teachers are able to see how many students completed daily assignments. Weekly assignments and grades are posted every Friday on our school information management system, Sycamore Education. Teachers are following up on missing assignments with parents and students through email or phone calls. Through teachers'

daily Google Classroom feedback and weekly “Hangout” sessions with students, they can address issues and provide feedback on student’s previous assignments.

Online tools such as GoFormative and Quizlet give immediate feedback on learning progress to students and teachers.

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.**

N/A for Elementary

All High School students will receive high school credits for successful completion of their online courses. Students must complete all assignments and demonstrate their learning on assessments and projects as described in their syllabi or rubrics for their course.

- 8. Describe your attendance policy for continuous learning.**

The elementary administrator sends out a daily Google Form for e-learning attendance to every K-5 family by 8:00am through email. At the secondary level, the attendance officer sends the same Google form to all students. Attendance closes at 8:00pm for all students. Any parent or student who does not fill out the form receives a follow-up phone call the next day to clarify the reason for not being present for instruction.

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

Elementary K-5 teachers are reviewing power standards for each subject in their grade level as well as focusing on what is necessary for students moving onto the next grade. K-5 teachers have access to winter NWEA and STAR assessment scores and can continue to work on skill gaps based on that data.

Secondary level is focusing on the essential questions for their course's standards. Students who are struggling with current skills are given individual tutoring on additional Hangouts.

Teachers will give additional online resources for further practice as needed. NWEA will be used to identify learning and skill gaps up to the ninth grade. Continuous formative assessments as well as summative assessments will be used to assess any skill gaps for the this school year.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

At Victory Christian Academy:

1. Administrators are utilizing a Google Classroom for the staff to find new online instructional tools, to show how to utilize Google Classroom for their own class, and for discussion.
2. Our school goals for the remainder of the year are to:
 - a. Connect with students weekly using Google Hangout/Meet
 - b. Create a Google Classroom or Canvas for their grade level
 - c. Utilize and evaluate online learning tools for instructional use
3. Each staff meeting focuses on each of these goals so that we are sharing and learning from each other on how to do each of these well.
4. At the Elementary level, teachers will begin to record themselves teaching lessons in reading and math
5. At the Secondary level, Departments have an additional Hangout to focus on individual course requirements and to review student progress..

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.