



District or Charter School Name

The King's Academy

Section One: Delivery of Learning

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

The King's Academy's Student Information System is Sycamore Education. Our attendance and grades will be tracked using this system by our administrators and teachers on a weekly basis. The King's Academy is using Google platforms for our Learning Management System. Teachers are offering a variety of learning opportunities using Google's platforms (Google Classroom, Gmail, Drive) for communication and a virtual classroom setup. Students are also answering a daily question on Google Classroom for attendance.

Teachers began by using the curriculums they would normally use in class and asking students to complete that work with the help of video and written instructions. Teachers were instructed to consider 1) the sharing and limitation of devices, 2) the sharing and limitation of parent help, 3) the nuances of parents working from home whilst helping their children, and 4) the importance of quality over quantity.

The King's Academy uses a variety of curriculums such as SuperKids, Abeka, BJU, Purposeful Design, and McGraw-Hill. As teachers figured out which curriculum methods translated well to a distance format, they also began the use of supplemental instructional tools such as Epic, Khan Academy, Youtube, BrainPOP, Flipgrid, and Desmos.

Teachers have the option to post assignments in one of two ways: either using an e-mail at the beginning of the week or in

posts on Google classroom. Teachers have taken their students' learning and organizational styles into consideration in order to decide if it is best to post one set of assignments all at once that can be completed by the end of the week or to have assignments appear in a staggered fashion with regular due dates.

Teachers have communicated overall class expectations (how to attain grades, where work will be found, how to communicate with the teacher, when work will be due, if synchronous meetings will be required) at the start of distance learning. They shifted expectations, listened to feedback, and offered a lot of grace for late work for the first couple weeks of distance learning. Parents and students are encouraged to give feedback to teachers and to the administration about what is "too much" and what is "not enough" during this difficult time.

Students return work and receive feedback using either Google Drive, paperwork with a distance-friendly drop-off/pick-up, mail, CamScanner, Gmail, or text.

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

1. Students receive emails and Google Classroom updates from teachers and the administration.
2. Families receive a weekly update from the administration of The King's Academy. These updates are usually accompanied by a video summarizing or reiterating the contents of the update. Teachers of younger students are also communicating directly with parents as opposed to student emails.
3. Staff receive weekly emails from the administration, often with video summaries, as well.
4. Staff members are part of three Google Classrooms: one for secondary staff members, one for elementary staff members, and one for non-teaching staff. Resources are also posted in these classrooms for staff members to reference.

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

Teachers have made hours of availability for questions, concerns, or suggestions. This availability involves the option to video conference, to call, to text, or to email.

Teachers have posted helpful resources for instruction (and how to use the platforms) in their Google classrooms.

Certain demographics of students/families have been contacted (via e-mail, phone, or both) by teachers and staff in order to ensure they understand changing expectations. These types of students include seniors, students with 504s, students with CSEPs, students with failing 3rd quarter grades who need a specific 4th quarter grade in order to pass, students who are in AP classes, students who had not joined a given Google Classroom, students who were not turning in work, students who had previously received resource time.

The King's Academy's administration and intervention specialist meet on a regular basis to discuss any students with special education needs, including those students with 504 or CSEP plans. Students who were previously receiving intervention are continuing to do so in a virtual format on a weekly basis. Parents of students who had previously received resource time have collaborated with The King's Academy in order to make sure that these students' needs are still being met.

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

Laptops (as needed)
Whiteboards
Use of the school copy machine
A school subscription to digital services (Zoom, TeachersPayTeachers, CamScanner)

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

The King's Academy Care Team has been formed in order for all families to hear from a staff member, receive care, and ask for support.

Teachers have been asked to call or email families of students who are not engaging in the work. Teachers have also been asked to add assignments to Sycamore as they are assigned and to update grades by Tuesday of each week so that families can gauge progress.

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

This is the most difficult part of the distance learning endeavor, as our teachers are used to being able to give instant feedback in the classroom. The methods our teachers are trying are as follows:

Our teachers who are meeting with students in a synchronous manner are able to give immediate feedback verbally. They'll also leave comments (public or private) on Google Drive documents so that students can redo their work or know what to do differently next time. Elementary teachers have also communicated to parents via text about things they need to check on the students' papers. The teachers' email check-ins and virtual check-ins give opportunities for teachers to let the students know what they're seeing overall and what needs to be done differently.

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.

Our teachers have examined the standards in each of the classes that award high school credit. Though our high school teachers have cut down the material being taught, the teachers are still pursuing the material that covers the standards of the course. Our teachers have attempted to reduce as much repetition of a standard or objective in favor of more depth in the standards that are vital to the integrity of the class.

8. Describe your attendance policy for continuous learning.

Our elementary teachers are taking daily attendance using the engagement and participation of their students. If the students participate or turn in work, those students are counted as present.

Our secondary administration is taking attendance using student engagement in a Google Classroom set up for the school. Students who answer the daily question will be marked present.

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

Though our teachers are paring down the work, our hope is that few major skill gaps will be created.

However, our teachers are collaborating in order to record skipped material so that each grade will be able to spend more time reviewing or teaching that skill in the upcoming school year. In our secondary classes, we may have to implement some school-wide supplementary activities to help support our students.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Teachers meet on a weekly basis with each other and our administrators in order to collaborate, troubleshoot, trade ideas, and ensure that all students are able to engage and achieve academically.

Teachers are being offered a variety of resources on their Google Classrooms depending on their needs.

To end our school year, the administration will be offering a variety of PD opportunities for teachers who need no additional time for grading.

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.