



District or Charter School Name

Dunes Christian Educators dba Portage Christian School

Section One: Delivery of Learning

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

All of our students in grades K-12 have access to the Internet and Google Classroom. We have a G suite and every student was assigned an email account through @portagechristian.net. Our teachers are conducting remote learning through Google classroom and all of the options the G Suite provides.

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

Teachers all have Google classrooms where they post assignments and subject expectations. Students' grades are still posted in Sycamore for parents and students to monitor progress of graded and incomplete assignments.

Teachers are communicating with students and families through: Zoom meetings, personal phone calls, text messages, and Pass A Notes (PAN) through Sycamore. We use Sycamore as our grading, lesson planning, and attendance tracker.

The Administration is holding weekly Zoom meetings with staff members. We are providing information to our staff in addition to open discussions.

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

All of our students have Internet access. Most students have a computer, an Ipad, or some other device.

We have loaned out laptops to all families who requested to check one out from our school.

Teachers are conducting Google meetings, zoom meetings and making personal phone calls to help students who may have a question concerning a concept.

Teachers are accessing and assigning Khan Academy, IXL, textbook videos, YouTube videos and TeacherTube videos to provide assistance during continuous learning.

Students were instructed to take home all of their textbooks on March 13, 2020, so they have the proper materials needed at home.

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

Every teacher has a school laptop.

All students have access to a school laptop as requested.

All students and teachers have G Suite accounts.

All students and teachers have access to Google classroom, Meeting, Drive, Docs, etc.

All students and teachers have textbooks and accessories to the curriculum.

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

Teachers are posting assignments three days a week. They are having group discussions with their students and parents through their Google classrooms.

Teachers are available five days a week to help students and their parents through Google classrooms. They are also communicating through PANs, text messages, phone calls, Google meetings, and Zoom meetings.

Support staff are providing assistance to the teachers by providing additional communications to parents when a student is not turning in assignments.

Title 1 and RTI staff are collaborating with the classroom teachers to ensure that students are staying on track with their progress. Title 1 and RTI staff are able to connect directly with students and parents through the same means as the classroom teachers.

The Administration is monitoring and communicating through Google classroom as a co-teacher on teachers' classrooms. Administration has the same access to monitoring and communication as the teachers.

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

Teachers are required to be on-line and accessible Monday-Friday from 9:00 a.m. until 3:00 p.m. Teachers are expected to provide instruction, assistance, and feedback during these days and times.

Many teachers are scheduling Google meetings to explain information to their students. They are using our Sycamore grading system to post grades.

Administration is monitoring discussions and posted grades.

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, high school students will still be able to continue their scheduled classes. Teachers are still teaching, assigning, and assessing curriculum to enable our students to receive high school credits.

Our students completed the third grading period on March 13, 2020. We began remote learning on March 16, 2020. We are confident that our students will complete enough academic requirements during the fourth quarter to successfully earn high school credits.

Students' third and fourth quarter grades will be averaged together to receive a semester grade. Students are being allowed to redo assignments until mastery of the skill or task has been accomplished.

8. Describe your attendance policy for continuous learning.

Our administrative assistant is recording attendance in Sycamore. Students must check in with their homeroom teacher each day that is a scheduled remote learning day in order to be counted as present. We will continue to enforce our attendance policy in our student handbook as deemed appropriate under the circumstances. Students who miss a day are still required to make up all assignments for that day.

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

Our students are currently enrolled in the NWEA testing process. Our plan is to test every student in grades 1-12 in August and September in the areas of Math, Reading, and ELA. We will be able to determine students' skill levels through the NWEA data. Teachers and administration will review the data and formulate a plan to reteach the areas in which students are deficient.

Administration and teachers will have the ability to reassess students' progress throughout the year.

We will work jointly with parents, teachers, and instructional aides to provide small group instruction whenever possible to catch students up to accurate academic levels.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

We are currently conducting weekly staff meetings and giving our staff opportunities to collaborate. We are utilizing our professional learning communities to troubleshoot the technology portion of remote learning. Our technology support educators are sharing Google tutorials and helping teachers and students with the mechanics of assigning and submitting academic assignments.

We are sharing information from the IDOE in our meetings and continuously discussing Academic State Standards. We are providing technical, academic, and emotional support to our staff through Zoom meetings, pass a notes, text messages, and phone calls.