



**District or Charter School Name**

Joshua Academy  
April 2020

**Section One:** Delivery of Learning

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

Joshua Academy will provide standards-based learning opportunities to all K-7th grade students through distance learning. Teachers will provide academic support for a total of 27 days that were divided into two learning cycles. Learning Cycle One consists of a 3-week Student Learning Packet. This paper Packet provides an opportunity for all students to review and strengthen skills needed for mastery at his/her grade level.

For Learning Cycle Two (the remaining 3 weeks) of distance learning, teachers will provide students in kindergarten and first grade with specific standards-based virtual learning assignments and paper packets. Students will use IXL, a web-based instructional platform, to access both math and reading assignments daily. Kindergarten and first grade students will also receive a paper Student Learning Packet that provides hands-on lessons that are complementary to the virtual assignments.

During Learning Cycle 2, our 2nd-7th grade students will be instructed to complete daily IXL standards-based lessons in both math and English Language Arts. Students without the necessary electronic devices and/or internet access will be provided with an alternative standards-based paper Student Learning Packet.

Special needs students will be provided with individualized assignments. All assignments are specifically aligned to their IEP

goals. Instructional support is provided by our special education instructor as well as our assistant principal.

Teachers have been instructed to be available to assist students and/or address parent concerns via email Monday-Friday, 8 a.m. - 12 p.m. and 1-3 p.m. Students needing additional support, as demonstrated through NWEA and local assessments are provided one-on-one instructional assistance by our Title I staff.

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

Joshua Academy will continue to maintain ongoing communication with our school community in a number of ways.

Our office manager is available via telephone during normal school hours to receive calls and answer questions. We use Remind as our internal messaging service to send communication to families on a regular basis. We also use Facebook as our primary social media platform to post information for the Joshua Academy school community.

Two-way communication between teachers and students is done primarily through email. Some teachers also have active Google classroom platforms set up to maintain this communication virtually. Teachers are available Monday-Friday to answer questions and assist students as needed.

Parent communication is a top priority. In addition to the above mentioned strategies, our teachers have been instructed to conduct parent-teacher conferences over the telephone with each family during the month of March. Teachers established a means for consistent communication based on each families' individual needs. Methods of communication include classroom Remind group, Google Classroom, telephone, text, and email. Teachers are expected to document one additional parent

contact between April 13 – May 1.

Staff members receive communication via email as our primary method. We have created a Google Classroom blog for teachers to share information, provide support, and access resources on a continuous basis. All staff members are provided with phone numbers of administrative staff, including the principal to answer any individual questions or concerns. For a quick message, we also use Remind separately to contact staff members.

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

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

All instructional staff members have been provided with wifi accessible laptop computers upon which they can take home. Teachers needing to assemble paper packets are provided access to the building on a limited basis while adhering to COVID-19 guidelines.

Teachers have access to the following instructional tools:

- IXL
- Edgenuity
- Google Education Suite - gmail, Classroom, Drive, etc.
- Pearson Realize
- Envision Math

Students will be provided with a link to our school's Symbaloo page. This web-based page provides active links to various recommended academic resources that will help students develop academically, physically, and social/emotionally.

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

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

Teachers have been instructed to be available to assist students and/or address parent concerns via email Monday-Friday, 8 a.m. - 12 p.m. and 1-3 p.m. Students needing additional support, as demonstrated through NWEA and local assessment scores are provided one-on-one instructional assistance via email or telephone by our Title I staff.

## **Section Two: Achievement and Attendance**

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- 7. Does your continuous learning plan provide an avenue for students to earn high school credits? If so, describe the approach.**

Not applicable.

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

Our attendance policy is flexible during this time of the pandemic. We are counting students as “present” if their parents picked-up their Student Learning Packet for the first 3-weeks of distance learning. For the last 3 weeks, students will be given daily attendance credit for each set of daily virtual assignments complete and/or packets returned.

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

Skill gaps will be addressed and minimized during distance learning opportunities as students complete the standards-based learning assignments.

## **Section Three: Staff Development**

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### **10. Describe your professional development plan for continuous learning.**

We honored our pre-planned professional development day as it was in our original school calendar. Staff members were provided with professional training in Distance Learning and Social Emotional Learning through video conferencing.

Teachers have been, and continue to be, provided with online training opportunities to include online courses, webinars, and video conferences. We will also recommence weekly PLC meetings. Teachers will receive support via email. Our New Teacher Training will be available via Google Classroom for the remaining weeks of school.