



**District or Charter School Name**

Timothy L. Johnson Academy -  
Corp 9350

**Section One:** Delivery of Learning

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

Timothy L. Johnson Academy Elementary School-  
Our extended learning plan began on 3/16/2020. All scholars received packets that aligned with their grade level. The packet contained instructional material that will cover two weeks of instruction. Daily contacts to scholars are made and logged by the classroom teacher, interventionists, and/or support staff. Instructional support is given as well as a need based assessment. Starting 4/13/2020, each scholar receives daily instruction on a weekly writing prompt, a daily math focus, and reading comprehension support. There is also an online platform that is shared with scholars that provide videos at each grade level that provides instructional support in all subject areas. Starting May 4th, TLJA teachers will begin Blackboard virtual classroom instruction with their scholars. This will continue to the end of the year. Scholars that do not have technology resources at home, will continue to have daily (on e-learning/extended learning days) teleconference lessons with an instructor.

- General Education Students-will receive instruction outlined above.
- Special Education Students-will receive instruction outlined above but modified to the scholars instructional level and the terms of their IEP.
- English Language Learners-will receive instruction outlined above but modified as needed per their ILP as well as additional English supports.

- For SPED **and** ELLs:
  - SPED and ELL teachers with PAR's will hold teleconferences to update IEP's to adjust IEP's to the terms outlined above. Daily logs will be kept by SPED and ELL teachers to track their daily support and record minutes of support. This will be reviewed daily by administration as well as a weekly conversation with administration and SPED/ ELL teachers.
  - Compensatory hours for Speech will be logged and made up virtually over the summer or in the fall. Teleconferences with parents and the school will update IEP's.
  - Speech compensatory hours will be completed in the 2020-2021 school year if not met over the summer of 2020 as well as the services to be provided during the typical school year.

- Daily/Weekly Schedule-

Scholars will be expected to complete at least 90 minutes of academic work daily. Suggested schedule outlines will be shared with families however the schedule may be adapted per the needs of families.

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

- Communication of expectations to stakeholders-
  - Students and Families- teachers will reach out to students and families and share a letter from the TLJA superintendent. School administration will reach out to families as well.
  - Staff-Weekly Zoom meetings with staff as well as continuous e-mail correspondence
  - Board/Community Members-Weekly e-mail correspondence
  - Authorizer-Weekly Zoom meetings

---

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

- Upon data collection, 60% of our elementary families have access to technology of some form. This does not include cell phones because not all parents are willing to allow scholars to use their cell phones,
- As of 4/13/2020, 90% of scholars has participated in teleconference instruction with teachers per teacher's logs
- As of 4/13/2020, we have 94% contact with all scholars. All contact information is updated of that 94%.

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

- All video lessons and Blackboard virtual instruction can be assessed through cell phones, Ipads, Chromebooks, or computers.
- We have 40% of our scholars that will need technology. We have 100 Ipads to distribute to households once the shelter in place is lifted. Reading materials, writing utensils, and journals will also be distributed.

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

- Everyday that is an E-Learning Day or Extended Learning Day, teachers, instructional support staff, SPED teachers, and ELL teachers are required to submit logs to administration that document their daily instruction call with each scholar. Specific needs are also documented. This is done through Google Docs/Sheets. Administration reviews daily and provides needed supports. These calls are also required in addition to the virtual platform.
-

---

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

- We tried to adapt our program to meet the needs and resources of our population. If scholars do not have technology, paper format is used. Scholars with technology can access the additional tools provided by their teachers.
- Feedback is given in many forms. Conversation with their teacher gives their teacher an idea of their understanding of the content. Some parents are sending photos of their child's work on their phones or through email. Teachers can also monitor progress through online tools like Edgenuity that scholars can access at home and teachers can monitor progress.

## 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

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

- Attendance will be taken through the daily calls teachers make to scholars. The logs completed will serve as documentation.
- We had 142 instructional days that were completed prior to April 2, 2020 and we have 22 E-Learning/Extended Learning Days mapped out until the end of May. Two of those days are Snow Make-Up days in May.

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

- Student groups that we already know that have skill gaps prior to transitioning to e-learning are our ELL population as well as a portion of our AA population. They were and still are receiving additional support with our ELL teachers as well as our Reading Intervention teachers. That additional support is still happening through daily teleconferencing with the designated support staff and the scholar.
- Our MOY benchmark data clearly helped us identify the students in our AA population that are struggling more than all other subgroups. For grades K-5, we have placed them with our two Reading Interventionists. The Spalding Intervention format is being used to address the reading gaps that are identified with this sub-group. This additional support is continuing through daily calls,
- We do realize that gaps will be present upon our return in

the fall. The scholars that struggle the most will need even more support and they are the scholars without technology presently. Prior to the fall school year, intensive collaboration and cross grade level conversations will occur to insure that instruction will be purposeful and address the gaps that have occurred due to this e-learning status for the last 3 months of school.

## Section Three: Staff Development

---

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

- Presently, PD will focus on getting the teachers trained and ready for virtual classrooms. This will be the Blackboard platform. Once we are able to successfully get through instruction in the month of May, our focus will be to get teachers together to map out our curriculum so it will align to the specific needs of scholars and the gap in instruction.
- PD will be provided weekly to staff through a Zoom meeting. It will also occur through an online platform that provides training to staff based on our focus of support. Over the summer, we will be pulling staff together to purposefully map out instruction for the next academic year. The key focus is to cross collaborate between grade levels to fill the gaps of missed instruction.
- PD will be differentiated based on the needs of the specific teacher as well as the needs of the population they are serving. Teachers are put into tiers based on the level of support they need, just as the scholars are placed in specific tiers. That leveled support will continue through this process.

**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.**