



PROJECT
STRIVE



LION PACK

Learning Continuity Plan
S.Y. 2020-2021

INTRODUCTION

Tabernacle of Faith Christian Academy (TFCA) envisions raising Christian leaders by providing holistic education through a well-balanced curriculum that integrates the development of physical, mental, social, emotional competencies and moral values in the light of the Bible.

Teachers emphasize self-discipline, individual responsibility, personal integrity and leadership anchored on the academy's core values - Transformative, Faithfulness, Christ-like, and Accountability. It is through this that we believe our **Golden Lion** learners will be God-fearing leaders, patriotic envoys, change agents and accomplished dreamers.

EDUCATIONAL PHILOSOPHY

Realizing the need for an alternative to the materialistic, humanistic philosophy in secular classrooms, Tabernacle of Faith International extended its ministry to include a Christian school. A Christian school is not in the business of making money; it is in the ministry of building lives.

Tabernacle of Faith International established Tabernacle of Faith Christian Academy in order to provide quality education to students in a Christian environment. In this environment, teachers train today's students to be tomorrow's leaders.

PROJECT STRIVE

Project STRIVE is TFCA's thrust to create a new atmosphere of learning and growth for both online and face-to-face learning. Its objective is to be updated with the technology and online based learning methods and to balance the needs of blended learning. Our school's motto is "*Strive for Excellence*" and we will endeavor to do the same through this schoolwide Initiative, which aims at **S**trengthening our **T**echnology and **R**esources for **I**nnovative and **V**irtual-based **E**ducation.

Project STRIVE focuses on the two main programs of the school the Academic Program and Non-Academic Formation Program. However, with the current Covid-19 pandemic, the health and safety of students and employees is a necessary priority which is why the school has also developed LGU and DOH aligned guidelines and protocols under the **STRIVE** health program.



STRIVE Learning Program

This is the school's modified curriculum for online learning and blended learning. It continues the endeavor to offer a holistic Christian worldview perspective integrated with Biblical principles.

STRIVE Non-Academic Formation Program

This is the school's modified program whose effort is aimed at the holistic development of our learners in an online based setting; using online resources to uphold the school's spiritual, social, and citizenry values.



STRIVE Health and Safety Program

This is the school's modified health and safety program which promotes the welfare of its workforce and ensures the sustainability of its operations in order to provide quality Christian education to its students and continuous employment to the teachers and other school employees. This institution will be strictly complying with the *DOH – LGU Health Standards* set by the City Government of San Juan against COVID-19 transmission and preventive measures to cope with the difficulties arising from the pandemic.





LION PACK LEARNING SYSTEM

Through the LION **P**erformance **A**ssessment and **C**ontinuity **K**it (PACK) Learning System TFCA will make the shift towards a distance-based learning system and change the modalities to do things in a “new normal” setting. Calibration and contextualization in modified approaches in online learning is tailor fit to the needs of the enterprising community with purposeful design at work.

As a Christian learning institution it paves the way to a more **transformative, Christ-centered, faithful, accountable** school to continue its purpose of educating the next Christian leaders. Moreover, this **LEARNING CONTINUITY PLAN (LCP)** has been crafted to a multi-modal development of Tabernacle of Faith Christian Academy.

The Lion PACK Framework considers the school’s vision-mission and core values as essential factors in the strategic framework of its continuing learning plan. The internal and external partners/ stakeholders also form part as important components to the institutional learning plan. The inner framework namely the trifocal dimensions—the **Christian learners, the school and the home**.

Both the institution and the home harmonize with the students, who are considered as the key element in the pedagogical and systems thinking processes. Golden lions are formed to become 21st century learners both in school and at home equipped with Biblical foundations. Christian educators and parents actively participate in the fulfillment of their respective roles and responsibilities in this process and are engaged for an enterprising educational setting.

The school delivers, supervises, administers authentic assessments, and provides Christian leadership formation, parents and staff support, and counselling. Likewise, it sees to it that all learning modalities and support systems are synergized; prioritizing its upskilling and retooling capabilities to delivery-accessibility, quality, relevance, and adapting to the educational plight of producing a more meaningful learning experience.

LEARNING APPROACHES

The learning approaches to be utilized for quarterly basis are distance based or remote learning using the online platforms like synchronous, asynchronous and flipped classroom, this is with the integration of the Biblical worldview perspective for the continuous delivery of a quality Christian education. Moreover, the implementation of these learning modalities are aligned with the Biblical principles, Department of Education curriculum guides (MELCs, CGs) and adhering to the guidelines set by the Inter Agency Task-Force and Local Government Units on COVID-19 pandemic guidelines.

TRANSFORMATIVE — FAITHFULNESS — CHRIST-LIKE — ACCOUNTABILITY

DISTANCE or REMOTE LEARNING

The Lion Performance Assessment and Continuing Kit (PACK) Learning System will enable learners with the Online/Remote Based Distance Learning combined with the Learning Kits in response to the latest educational plight. Classroom Based Learning (face-to-face) classes will only be held when the pandemic is over and vaccine available against COVID-19 will be applicable, depending on the situation. Flexible learning options and alternative modalities will give aid and support for the continuity of learning. Assessment and grading for online based modality will follow the DepEd prescribed K-12 grading system which is standards and competency based.



TERMS TO CONSIDER

Alternative Delivery Mode

Non traditional education program certified by the Department of Education (DepEd) which uses a flexible learning paradigm and a curriculum that includes non-formal and informal sources of literacy and competencies.

Software application or web-based technology used to plan, implement and access a specific learning process. It is used for e-learning practices and, its most common form, consists of two elements; a server that performs the base functionality and a user interface that is operated by instructors, students and the school administration.

Learning Management and Resources System (LRMS)

Classroom Based Learning

Scheduled face-to-face meeting on campus. It supports enhanced strategies in regular classrooms to enable learning. It supports enhanced strategies in regular classroom to enable learning.

Distance or Remote Learning

Mode of learning delivery that combines both online and distance learning by which the teacher and the learner are separated in time and space and that instruction is delivered through specially designed materials and methods using appropriate technologies, learning management system, self-paced modules supported by the school system.

Synchronous Learning

Type of learning wherein the class is performed in real time. The teacher and learners interact in an online platform. It enhances learning at the same time, platform and space. Zoom, Messenger, Google Meet and other available platform will be used for this learning.

Asynchronous Learning

Type of remote learning where the students are given online tasks or assignments that can be done in a given timeframe. This is a self-directed learning where students do the online tasks anytime, anywhere and at their own pacing using a learning management system.

Learning Kits

Learning kits that are composed of supplementary and contextualized learning materials, textbooks and course outlines used to facilitate learning in any modality that supports the continuity of learning.

LEARNING MODALITIES

- I DEN** (Modality and Mentoring Process)
- O PRIDE** (Learning Delivery and Supplementary Assisted Tools)
- N' ROAR** (Co-curricular Online-based Activities)
- S HEART** (Authentic Based Assessment and Progressive Evaluation)



Lions' Distance-based Education Network (D.E.N.)

This is the network between the school and the home that ensures the process will successfully deliver distance-based education.

- **Empower** – empowering teachers through training and collaboration to develop activity and learning worksheets, study guidelines and online resources aligned with the DepEd MELCs.
- **Enable** – Teachers will enable home online learning through study guides, online classes, learning kits and with the partnership and facilitation of parents/guardians or relatives.
- **Examine** – Teachers will check, observe, and monitor learners through virtual online platforms such Google Suite for Education. Teachers will be able to monitor the progress of the learners regularly.
- **Enrich** – Aside from what is being offered in the learning kits, learners should be able to use online resources, text based apps, and possible educational television shows.
- **Evaluate** – Teachers will do an assessment of the learners' knowledge and skills through online tests and activities. Evaluation and grades of learners' output will be based on the DepEd's policies and guidelines.



**Lion's Process and
Resource Instruction in
Design and Evaluation
(P.R.I.D.E.)**

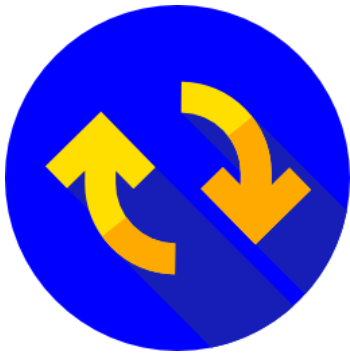
Implementation For Delivery of Education

This is the method by which the school will implement the necessary processes and resources needed for online learning and instruction which includes the tools for learning delivery.

Tools for learning delivery:

- Activities – instructional resources to be used by teacher and learners
- Online classes – synchronous and asynchronous
- Textbooks
- Learning kits
- Worksheets
- Offline resources

MODES OF LEARNING DELIVERY



Synchronous Learning

Happens in a real-time online classroom setting where students interact with their teacher and classmates.

What to expect:

- Interactive classroom engagement
- Guided and designed learning
- Immediate teacher feedback
- Set schedule of classes
- Possibility of technical difficulties
- More rigid structure



Asynchronous Learning

Online and offline self-directed learning through assigned tasks or activities

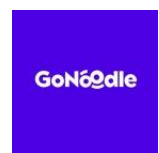
What to expect:

- Alternative instruction given through various platforms and applications
- Feedback is scheduled or given during consultation periods
- Student paced
- Flexible and independent study
- Possible complacency and being unmotivated
- Needs guidance from parents, guardians or family members

Online student interaction and engagement

To help our students embrace the online distance learning experience our learning tools and resources include interactive educational applications that allow for enhanced student engagement. Through online learning experiences students will expand their understanding of their subjects by accomplishing tasks and activities that will involve their multiple intelligences while meeting expected standards and essential learning competencies.

Possible apps that will be used by students and teachers:



Google Apps For Education



ONLINE AND OFFLINE RESOURCES

Access - Online access of learners to platforms TFCA learning portal – Google Suite for Education, DepEd Commons portal

Apps - technology-based applications used to assist in online instruction and learning,
Text-based apps,
Educational apps

Anchors - Standards used to implement the online delivery of instruction
Course guides and outlines
Most Essential Learning Competencies (MELCs)

Assistance - Support, progress and monitoring system for parents
Parent orientation
Progress reports
Teacher consultation

Augmentations - Additional resources needed to enrich the knowledge base of Senior High learners
Supplementary materials for Senior High

Adaptation - Gradual shift in modalities
The progressive change from distance to blended and purely classroom learning



Lion's Redesigned Output-based Activities for Reinforcement (R.O.A.R.)

These are the curricular activities done by students such as culminating activities for DepEd themed projects and spiritual affairs programs.

- **R**edesigned online DepEd monthly culminating activities
- **O**utcomes Based in Christian Leadership and Formation
- **A**ction-based community service outputs
- **R**esponsible Christian Leaders and Learner Development



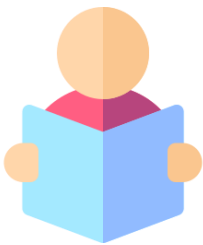
Lion's Holistic and Engaged Activities for Restructured Teaching (H.E.A.R.T.)

It is used for holistic assessment and evaluation of TFCA learners aligned with the Biblical Integration of TFCA's core beliefs (LEAD)

- **H – Healthy mind**
- **E – Excellent Character**
- **A – Accessibility**
- **R – Righteousness**
- **T – Truthfulness**

Roles And Responsibilities for Collaborative Education

Collaboration between the school, parents and students will be needed in order for the success of the online education. The partnership of parents and teachers in guiding and monitoring learners will be a key factor. The following are the basic roles and responsibilities of students, parents, teachers and administrators for online distance learning.



Students

- Follow rules and guidelines at all times.
- Practice punctuality and regularly attend classes.
- Actively participate in class and are respectful of their teachers and classmates.
- Exercise self-discipline in accomplishing both synchronous and asynchronous assigned activities.



Parents

- Provide a conducive learning environment.
- Prepare for issues that may occur from technical difficulties and shared resources (computers, devices, internet connection)
- Support and monitor the online learning of their child similar to that under traditional learning circumstances but with additional considerations.
- Keep track of the learning routine of their child.
- Stay updated with their child's progress through parent-teacher consultation.



Teachers

- Ensure lessons that are aligned with the appropriate essential learning competencies and Biblical worldview perspective.
- Provide supplementary learning materials that correspond to the topics discussed and make them available to the students.
- Offer continuous support to students in need of additional learning assistance or are having technical difficulties.
- Actively provide feedback to the concerns of students and parents.



Administrators

- Give regular updates about the administration of instructional delivery and encourage parents to have open communication for feedback.
- Empower the professional development of teachers by providing seminars and training to increase their knowledge and skills for online delivery of instruction.
- Uphold and instill the vision, mission, core values and Biblical principles that is part of the quality Christian education that TFCA provides.

The following are sample class schedules for certain grade levels that were patterned from our traditional classroom schedules. These are subject to change as they are being reviewed and aligned for optimum online instruction.

Legend:

- Synchronous Classes
- Asynchronous Classes

SAMPLE CLASS SCHEDULE

SY 2020-2021
NURSERY- JAMES

| TIME | MON | TUES | WED | THU | FRI |
|-------------|------------------------------|---------|--------------------------------------|---------|-----------------|
| 12:30-12:45 | HOMEROOM | | | | |
| 12:45-1:15 | CBA | CBA | CHRISTIAN LEADERSHIP FORMATION (CLF) | CBA | CBA |
| 1:15-1:25 | SCREEN TIME BREAK | | | | |
| 1:25-1:55 | SCIENCE | SCIENCE | SCIENCE | SCIENCE | MUSIC/ARTS |
| 1:55-2:15 | RECESS | | | | |
| 2:15-2:45 | MATH | MATH | MATH | MATH | P.E. |
| 2:45-3:15 | ENGLISH | ENGLISH | ENGLISH | ENGLISH | ACTIVITY PERIOD |
| 3:15 | CONSULTATION TIME (STUDENTS) | | | | |
| | DISMISSAL | | | | |

SAMPLE CLASS SCHEDULE

SY 2020-2021

KINDERGARTEN- JOHN

| TIME | MON | TUES | WED | THU | FRI |
|-------------|------------------------------|---------------|--------------------------------------|----------|------------|
| 8:00-8:15 | HOMEROOM | | | | |
| 8:15-8:45 | CBA | CBA | CHRISTIAN LEADERSHIP FORMATION (CLF) | CBA | CBA |
| 8:45-8:55 | SCREEN TIME BREAK | | | | |
| 8:55-9:25 | MOTHER TONGUE | MOTHER TONGUE | MOTHER TONGUE | ROBOTICS | COMPUTER |
| 9:25-9:45 | SCREEN TIME BREAK | | | | |
| 9:45-10:15 | ENGLISH | ENGLISH | ENGLISH | ENGLISH | P.E. |
| 10:15-10:25 | RECESS | | | | |
| 10:25-10:55 | MATH | MATH | MATH | MATH | CIVICS |
| 10:55-11:05 | SCREEN TIME BREAK | | | | |
| 11:05-11:35 | FILIPINO | FILIPINO | FILIPINO | FILIPINO | MUSIC/ARTS |
| 11:35-11:45 | SCREEN TIME BREAK | | | | |
| 11:45-12:15 | CIVICS | CIVICS | SCIENCE | SCIENCE | SCIENCE |
| 12:15 | CONSULTATION TIME (STUDENTS) | | | | |
| | DISMISSAL | | | | |

SAMPLE CLASS SCHEDULE

SY 2020-2021

GRADE 3- NEHEMIAH

| TIME | MON | TUES | WED | THU | FRI |
|-------------|------------------------------|---------------|--------------------------------------|---------------|-----------------|
| 8:00-8:20 | HOMEROOM | | | | |
| 8:20-8:40 | CBA | CBA | CHRISTIAN LEADERSHIP FORMATION (CLF) | CBA | CBA |
| 8:40-8:50 | SCREEN TIME BREAK | | | | |
| 8:50-9:20 | MATH | MATH | MATH | MATH | MUSIC/ARTS |
| 9:20-9:40 | SCREEN TIME BREAK | | | | |
| 9:40-10:10 | MOTHER TONGUE | MOTHER TONGUE | MOTHER TONGUE | MOTHER TONGUE | ROBOTICS |
| 10:10-10:20 | RECESS | | | | |
| 10:20-11:10 | AP | AP | COMPUTER | COMPUTER | AP |
| 11:10-11:20 | SCREEN TIME BREAK | | | | |
| 11:20-11:50 | ENGLISH | ENGLISH | ENGLISH | ENGLISH | P.E. |
| 11:50-12:00 | SCREEN TIME BREAK | | | | |
| 12:00-12:30 | SCIENCE | SCIENCE | SCIENCE | SCIENCE | ACTIVITY PERIOD |
| 12:30-1:00 | LUNCH BREAK | | | | |
| 1:00-1:30 | FILIPINO | FILIPINO | FILIPINO | FILIPINO | ACTIVITY PERIOD |
| 1:30 | CONSULTATION TIME (STUDENTS) | | | | |
| | DISMISSAL | | | | |

SAMPLE CLASS SCHEDULE

SY 2020-2021
GRADE 5- DANIEL

| TIME | MON | TUES | WED | THU | FRI |
|-------------|---|----------|---|--------------------------------------|--------------------|
| 8:00-8:20 | HOMEROOM | | | | |
| 8:20-8:40 | CBA | CBA | CBA | CHRISTIAN LEADERSHIP FORMATION (CLF) | CBA |
| 8:40-8:50 | SCREEN TIME BREAK | | | | |
| 9:50-9:20 | ENGLISH | ENGLISH | MATH | MATH | MUSIC |
| 9:20-9:30 | SCREEN TIME BREAK | | | | |
| 9:30-10:00 | MATH | MATH | ENGLISH | ENGLISH | HELE |
| 10:00-10:20 | RECESS | | | | |
| 10:20-10:50 | SCIENCE | SCIENCE | SCIENCE | SCIENCE | ROBOTICS |
| 10:50-12:00 | SCREEN TIME BREAK | | | | |
| 12:00-12:30 | FILIPINO | FILIPINO | ARALING PANLIPUNAN | ARALING PANLIPUNAN | ARALING PANLIPUNAN |
| 12:30-1:00 | LUNCH BREAK | | | | |
| 1:00-1:30 | COMPUTER | COMPUTER | FILIPINO | FILIPINO | P.E./HEALTH |
| 1:30-1:40 | SCREEN TIME BREAK | | | | |
| 1:40-2:20 | ARALING PANLIPUNAN | HELE | CONSULTATION TIME (STUDENTS) DISMISSAL | | |
| 2:20 | CONSULTATION TIME (STUDENTS) DISMISSAL | | | | |

SAMPLE CLASS SCHEDULE

SY 2020-2021
GRADE 7- DAVID

| TIME | MON | TUES | WED | THU | FRI |
|-------------|------------------------------|--------------------|--------------------|-------------|--------------------------------------|
| 11:00-11:15 | HOMEROOM | | | | |
| 11:15-11:55 | TLE | MUSIC | SCIENCE | ROBOTICS | CHRISTIAN LEADERSHIP FORMATION (CLF) |
| 11:55-12:35 | ENGLISH | ENGLISH | ARALING PANLIPUNAN | ENGLISH | TLE |
| 12:35-12:55 | RECESS | | | | |
| 12:55-1:35 | SCIENCE | SCIENCE | ENGLISH | SCIENCE | SCIENCE |
| 1:35-2:15 | FILIPINO | CLVF | FILIPINO | FILIPINO | FILIPINO |
| 2:15-2:55 | ARALING PANLIPUNAN | TLE | CLVF | COMPUTER | ENGLISH |
| 3:55-3:35 | ARTS | ARALING PANLIPUNAN | COMPUTER | MATHEMATICS | ARALING PANLIPUNAN |
| 3:35-4:15 | MATHEMATICS | MATHEMATICS | MATHEMATICS | CLVF | MATHEMATICS |
| 4:15-4:55 | CONSULTATION TIME (STUDENTS) | | | TLE | P.E. AND HEALTH |
| 12:55 | DISMISSAL | | | | |

SAMPLE CLASS SCHEDULE

SY 2020-2021

GRADE 12- PAUL

STEM (Science, Technology, Engineering and Mathematics)
STRAND

| TIME | MON | TUES | WED | THU | FRI |
|-------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------------------|
| 11:00-11:40 | HOMEROOM | 21 ST CENTURY LITERATURE | 21 ST CENTURY LITERATURE | 21 ST CENTURY LITERATURE | HOMEROOM |
| 11:40-12:20 | 21 ST CENTURY LITERATURE | PHILOSOPHY | BIOLOGY 1 | P.E. AND HEALTH | CHRISTIAN LEADERSHIP FORMATION (CLF) |
| 12:20-1:00 | CLVF/VALUES | CLVF/VALUES | P.E. AND HEALTH | CLVF/VALUES | BIOLOGY 1 |
| 1:00-1:20 | RECESS | | | | |
| 1:20-2:00 | PAGSULAT SA FILIPINO | P.E. AND HEALTH | PAGSULAT SA FILIPINO | PHILOSOPHY | CLVF/VALUES |
| 2:00-2:40 | PHILOSOPHY | PAGSULAT SA FILIPINO | PHYSICS 1 | BIOLOGY 1 | PHILOSOPHY |
| 2:40-3:20 | PAGSULAT SA FILIPINO | BIOLOGY 1 | CHEMISTRY 1 | PHYSICS 1 | PAGSULAT SA FILIPINO |
| 3:20-4:00 | CHEMISTRY 1 | PHYSICS 1 | CHEMISTRY 1 | CHEMISTRY 1 | PHYSICS 1 |
| 4:00 | CONSULTATION TIME (STUDENTS) | | | | |
| | DISMISSAL | | | | |

ONLINE LEARNING RECOMMENDATIONS AND REQUIREMENTS

The success of online learning is also dependent on the accessibility and availability of our learners to necessary tools and resources. TFCA understands that families have different conditions in their homes with varying resources available. The following are things to consider:



The student's access to any computer, mobile device or WiFi connection.



Possible technical difficulties and concerns related to hardware and software platforms or programs



The student is unable to engage in digital work due to sickness or power/internet disruption.



Any needed assistance and facilitation for the student while attending online classes or accomplishing online activities.

We ask that our parents inform the school of any difficulties they believe they may have in any of these areas. Students are also encouraged to reach out to their teachers and class advisers concerning lessons or activities since the learning is being done away from the school environment. Parent/guardian collaboration and monitoring in the learning of the student is a needed support much like under normal circumstances but with additional considerations. Therefore, communication between the school, parents and students is essential and vital in the success of each student's learning experience.

RECOMMENDED SOFTWARE AND HARDWARE FOR ONLINE LEARNING

The software necessary for delivering and receiving online learning is somewhat common and basic.



1. Audio and video plug-ins. Students will need a media player for video and audio (e.g., Windows Media Player, VLC, etc.), as well as a third-party software for real-time online video conferencing (such as Zoom, Google Meet, etc.)



2. Productivity software. Students need to have access to and be familiar with the basics for:

- a) web browsing (e.g., Google Chrome, Internet Explorer),
- b) word processing (e.g., Microsoft Word),
- c) reading text documents (e.g., Adobe Acrobat reader),
- d) developing/reading presentations (e.g., Microsoft PowerPoint)
- e) video/sound recording (e.g., built-in camera),
- f) headsets or earphones

Hardware needs include the following:



1. Internet access. Users need sufficient internet connectivity to sustain the hours of teacher and student interaction during synchronous and asynchronous classes.



2. Laptop or desktop computers. Access to a computer is a significant factor of online learning. Tablets and smartphones could be used for viewing content and video conferencing, but these devices are somehow limited in terms of software.

In situations where internet connectivity and available devices are insufficient, the school will prepare low-bandwidth versions of online learning materials and printable Learning Materials which the school will make available to students.

TO CONTACT US OR FOR FEEDBACK:



Concerns:

General info
Application/Enrollment
Accounting
Administration

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