



**District or Charter School Name**

Central Lutheran School (A370)

**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.**

Our continuous learning opportunities will be delivered in various ways:

- Preschool - Preschool instruction will continue through the use of curated packets that the preschool teachers will deliver to families. Teachers will also utilize Zoom and email as a means to communicate with families.
- Kindergarten and 1st - Instruction will continue through a combination of curated packets and online delivery through SeeSaw. Teachers will also utilize Zoom and email as a means to communicate with families.
- 2nd-4th - Instruction will continue with online delivery through SeeSaw. Teachers will also utilize Zoom and email as a means to communicate with families.
- 5th-8th - Instruction will continue with online delivery through Google Classroom. Teachers will also utilize Zoom and email as a means to communicate with families.
- Students with Individual Service Plans - Instruction will continue through the use of curated packets, developed by our Special Education teachers. Teachers will also utilize Zoom and email as a means to communicate with families.

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

1. Students - Expectations for continuous learning implementation have been communicated to students via their class platform (SeeSaw for Kindergarten through 4th and Google Classroom for 5th through 8th) and via email.
  2. Families - Expectations for continuous learning have been communicated via email to our parents. These expectations have been sent via RenWeb by our administration. Class-specific expectations have been communicated via email.
  3. Staff - Expectations for continuous learning implementation have been communicated via email, Zoom faculty meetings, and a day-long planning in-service.
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**3. Describe student access to academic instruction, resources, and supports during continuous learning.**

Student access to instruction, resources, and supports occur primarily through digital means, through the platforms used by each level. Teachers also utilize email, Zoom meetings, and phone calls. Preschool through 1st grade are also delivering physical packets containing books, worksheets, and manipulatives. Because we had anticipated the closure of our building and the move to remote, continuous learning, our students took home all of their curricula series so that teachers are able to continue through each series.

If families have had issues with connectivity, they have reached out to us and we have provided them with resources to get online. If families have needed a device, we have loaned devices out to those families.

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

Our staff all have iPads and Macbooks available for their use. Additionally, per the executive order, teachers are allowed to utilize the school building as needed in order to prepare continuous learning materials and present material.

Families are able to use a school device on loan if they should need one. Eighth grade students have school-issued Chromebooks that they have used throughout the year. If families find that they need a device, they are to contact our office to set up arrangements to borrow a device. Devices available for loan include iPads and Macbooks.

Tools utilized by teachers and students include:

- Classtag
  - SeeSaw
  - Google Classroom and Google Drive
  - Gimit
  - Kahoot
  - Edulastic
  - Discovery Education
  - YouTube
  - Zoom
  - Spelling City
  - Online resources from our adopted series publishers
  - Textbooks and workbooks from adopted curricula series
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**5. Describe how educators and support staff are expected to connect with students and families on an ongoing basis.**

Teachers have been instructed to connect with students and families in the following ways:

- Create a video to share with their students each day through the end of the school year (except for our vacation days--i.e. Spring Break and Good Friday.)
- Contact their class via the platform for their grade-level every Tuesday and Thursday. We are calling these “check-in days.”
- Communicate assignments via the platform for their grade-level every Monday, Wednesday, and Friday.
- Email, phone, or text each individual family in their class once per week.
- Conduct a class-wide Zoom video meeting with their students once per week.

Our special education teachers, band teacher, and ENRICH (talented and gifted) teacher have been utilizing email, phone calls, and Zoom video meetings with their students.

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

Teachers are able to provide immediate feedback via Zoom conferencing. Teachers also utilize individual phone calls and emails to provide narrative feedback to families. Additionally, our teachers continue to utilize our school management system (RenWeb) to record grades for this quarter.

## 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.**

This section does not apply to us.

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

As remote, continuous learning is our only mode of instruction for the rest of the school year, students are required to take part in the assignments and activities that are sent out to families. Failure to complete these assignments will result in the student being marked as “absent” for the day of the assigned work.

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

In preparation for the possibility of sustained, remote continuous learning, our staff took part in a training and planning workshop on March 16, 2020. In this workshop, teachers utilized the state standards as found on the Department of Education website to identify the following:

1. Which “critical standards” have been covered?
2. Which “critical standards” have yet to be covered?

Teachers then used data from their gradebooks and from STAR testing to identify any potential skill gaps. Next, teachers collaborated with others within their grade level and department to develop lessons to introduce any critical standards that as of yet had not been introduced (NOTE: In most cases, our teachers found that the critical standards had already been introduced); to practice those critical standards which had already been introduced; and to review briefly those critical standards which have been mastered.

We will continue to discuss the importance of progress monitoring with regard to standards in upcoming weekly faculty meetings. Throughout the year we have consistently worked on vertical alignment of curriculum and so we are prepared to have those discussions regarding expectations from grade level to grade level within our faculty meetings.

Finally, we are in the process of planning a system of assessing students at the end of the year to measure growth and identify any potential gaps, with the idea of using this information to provide summer programming for those who may need or desire it.

## Section Three: Staff Development

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

Throughout this year, our teachers have engaged in activities that have helped prepare us for remote, continuous learning.

First, we have dedicated one faculty meeting each month to discuss vertical articulation of standards and the analysis of our instruction in meeting our grade-level standards. These meetings were led by curriculum specialist Alicia Levitt of The Lutheran Schools Partnership.

Second, we participated in a day-long in-service workshop that outlined the process by which our teachers would plan their lessons for remote, continuous learning. This included templates for planning, tutorials, and resources for planning. This workshop followed an “I do/we do/you do” model with teachers collaborating within their departments, led by peers who created the templates and tutorials.

Finally, our current meetings as well as future meetings have and will follow this format:

1. Review of parent and student feedback
2. Reports on positives from each department
3. Reports on challenges/things to work on from each department.
4. Action items for our next meeting.

These focus of these meetings will be three-fold:

1. Method and delivery of instruction
2. Assessment and grading
3. Communication

Additionally, future meetings will also discuss the means by which we will be able to assess students at the end of the year and the development of a summer program for students who may require remediation or extra practice--as well as for those students for which parents request additional summer school, even if testing indicates it is not necessary.

**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.**