



**District or Charter School Name**

Calvary Lutheran School - C315

**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.**

The mode of delivery will be a combination of online direct instruction, media presentations, and the use of textbooks and workbooks. Since we are a Kindergarten through 8th grade institution this variety of methodology is essential to meet the needs of the students.

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

We established E-Learning previously in the school year. This provided a foundation for the extreme need now. Expectations to advance the curriculum have been communicated in writing and in emails. The teachers communicate more specific expectations directly with the students and families. The faculty continues to meet remotely each week to review our expectations and prepare for individual student needs as obtained through the evaluation of assignments.

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

Student access is provided primarily through Google Classrooms. For the primary grade levels materials are placed on tables in the gymnasium. Safeguards are in place as 1 parent from each family retrieves the packet provided for the week's instruction. This follows the essential needs to travel through the Governor's Executive Order. Resources and supports target specific needs as indicated by curricular needs. Live instruction is accomplished through the use of streaming tools.

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

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The students in 3rd-8th grade are one to one equipped with chrome books. Our staff are also equipped with technologies that allow them to work from home. Kindergarten through 2nd grades rely on home devices to enable the smaller portion of online learning.

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

Academic instruction is only part of the connection that is needed to be held. Class meetings are held one to two times a week. Whole school YouTube videos are placed on our school Facebook inviting parents and students and staff to view and comment. The intent of these videos is to communicate expectations, directions, and community announcements. The students are able to stay connected to classmates through the daily ZOOM meetings. All teaching staff are required to touch base individually with families as well as cell phone calls are made each week to reconnect.

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

The Google classroom assignments are corrected nearly immediately with corrections and directions for future work. A system to send completed work to each teacher is in place using Dropbox, photos, email, and receptacle for younger student work. The return of physical work is arranged on a weekly basis. This will be conducted throughout the remote instruction time.

## **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.**

No. Students in our 8th grade that are taking Algebra I would need to pass an examination for high school credit consideration. This will not be possible under the current educational model of remote learning.

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

The students will need to check in on a daily basis. GoGuardian is a remote program that allows Calvary to monitor student computer use. We are able to track attendance with direct instruction as well as on days when the students have a more independent work to complete using GoGuardian. This applies to 3rd-8th grade students. Parents will need to assist in the attendance of their children as they report to the teacher in Kindergarten through 2nd grade. Another way to monitor attendance is by using Classroom DoJo and ZOOM meetings.

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

We have our resource personnel and interventionist working on the needs of students. At the conclusion of the remote instruction we will develop individual education plans for the students addressing skill gaps as they advance to the next grade level. Part of those needs will need to be addressed at the start of the 2020-21 school year.

If permissible, we will conduct our Title I summer tutoring program for the students that qualify for these services.

## **Section Three: Staff Development**

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

Each Wednesday morning the faculty will remotely meet for professional development. Much of this development will focus on the further enhancement of remote instruction. Many resources are available to achieve this outcome. This will involve clustered level of teacher and corresponding grades.

**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.**