



District or Charter School Name

Saint Peter's Lutheran School

Section One: Delivery of Learning

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

For the remainder of the 2019/2020 school year, St. Peter's Lutheran School is delivering content weekly on Tuesday, Wednesday, and Thursday while utilizing Monday and Friday as waiver days. Teachers are working with students via google classroom to post and collect assignments as well as to share announcements for each class. Teachers have set times to meet with both whole class and individual students via Zoom for class instruction and support.

K-4 classes are using online learning resources through google classroom along with additional resources including Accelerated Reader, Epic!, iXL, Spelling City and Zoom. Teachers are posting pre-recorded lessons and assigning novel studies and writing assignments.

5-8 classes are mainly utilizing google classroom and zoom. Assignments are posted through google classroom. Teachers are using whole class zoom sessions for lectures and instruction. Individual and small group zoom sessions are used for check-ins and study group discussions. Students are also participating in novel studies with discussions and writing assignments.

Students with an ISP will continue to work with both their classroom teacher and resource teacher. Both teachers will continue to communicate with parents via email. Zoom sessions with the resource teacher are open and available to all students for additional support as well.

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

- 1.) We are communicating expectations to students through google classroom, email, and zoom.
- 2.) Families receive communication from the school office via our weekly e-newsletter and weekly video updates from the principal on Monday, Wednesday, and Friday. The school office and teachers continue to share additional communication through email, text, and phone.
- 3.) The staff has met and will continue to meet as a whole group in weekly online faculty meetings via zoom as well as in regular small groups. Administration communicates via text, email and phone.

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

Students access academic instructions for K-8 through google classroom and student email accounts. Some materials have been or will be sent home for specific classes. Teachers host weekly whole class check-in's via zoom as well as individual zoom sessions for one on one or small group support during their virtual office hours. Additional resources are available with full access during remote learning at home including Renaissance Accelerated Reader, Epic!, iXL, and Spelling City. All student and class specific usernames, passwords, and class codes are shared with students and families at the beginning of each school year.

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

Staff

- Portable computer
- iPad
- Remote access
- Classroom materials
- Building access
- Administration support
- Peer Collaboration
- Email account

- Online trainings
- Weekly meetings
- Student Information System
- Google classroom
- Subscription to various online resources such as iXL, Renaissance Accelerated Reader, Epic!, Spelling City, Zoom

Students:

- In anticipation of school being closed for an extended period of time, students were able to take home many of their necessary textbooks and materials for use during continuous remote learning.
- The school office has made special arrangements for any textbook or material that was not originally taken home through curbside pick up, home delivery, or mail.
- The school office provides iPads for students or families with limited device availability.
- Remote access to Student email account
- Student Information System
- Remote access to Google Classroom, iXL, Renaissance Accelerated Reader, Epic!, Spelling City, and Zoom.

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

Teachers will hold virtual office hours each week day as well as schedule individual meetings with students and families by appointment. The school office sends out video updates each Monday, Wednesday and Friday as well as a weekly e-newsletter each Friday. Communication and updates are sent from the school office as updates are made from national, state and local authorities. Teachers are also continuing to send e-newsletters and updates electronically through email, google classroom and text.

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

Teachers use google classroom, email and zoom to communicate and provide feedback about specific assignments with students and families. Teachers are holding virtual office hours for student support, zoom sessions with the resource teacher are open and available to all students for

additional support as well. Teachers have online gradebooks updated with real time access available to parents. A weekly detailed gradebook summary will also be shared with parents and students via email. Missing assignments are communicated daily to students and parents. The school office will continue to send mid-quarter and quarter reports to parents.

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.

Regular attendance is essential if a student is to make use of the educational opportunities the school offers. We believe that, in order for our children to receive the full benefits of St. Peter's program, our children need to be present during each scheduled school day. Regular attendance develops dependability and responsibility in the student and contributes to his or her academic achievement. Learning not only includes factual subject matter, but also attendance habits, work habits, attitudes, and ideals. Reading the material and performing satisfactorily on tests does not compensate for the loss of insight earned during class discussion, explanation, or supervised activities. Every absence interrupts a student's understanding of the material being presented and weakens his/her interest in the continuing program. A student who misses a day of school, misses a day of education that cannot be retrieved in its entirety. Chronic absenteeism negatively affects several important elements of a child's growth and development in addition to academic considerations. Those elements, which are inherent in St. Peter's mission and philosophy of Christian education, include:

- Recognition that the student is an important factor in the total class environment, not just for self, but for *others*.
- Social interaction and relationship building occurs by being present consistently.
- School spirit is supported and enhanced by the community of students, each student's presence *daily* being significant to our school climate.
- Success is not based on a student's academic ability (i.e. to make up work), or to sustain high academic standings with a significant history of absenteeism; it is defined through each student's *daily* interaction within the community of St. Peter's, fostering trust, interdependence, and positive relationships.
- Nurturing the faith in our children requires constant care. We believe our pastors and synodically trained teachers are equipped to provide the needed *daily* role modeling and instruction to accomplish these goals.

One of the primary purposes of an education is developing good habits. Being prompt is an important habit to develop as it not only has an impact on early education, but future occupations have high expectations of employee promptness. In the school setting arriving to school, or virtual classroom, on time or early allows a student to be prepared for the day, without the stress of being hurried. On the contrary, being late increases the stress on the student. They have a greater tendency to forget things and also tend to have less confidence in themselves as a result.

Our attendance expectation during continuous remote learning is for all students to participate in and complete assignments and scheduled zoom meetings. Teachers are tracking students' completion and participation in assignments and discussions via google classroom, zoom sessions and other online classroom resources. Teachers are communicating attendance with the school office and following up with students and families as needed. The school office will continue reaching out to families regarding attendance via email and phone calls.

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

We utilize assessments through STAR360 as well as using data collected from online resources such as iXL, Spelling City, and Renaissance Accelerated Reader. We will continue to use these assessments and resources to gather information and adjust instruction during the 2020/2021 school year to bridge any gaps that may be present.

Currently teachers are focusing on core standards and concentrating on students mastering these standards for the remainder of the 2019/2020 school year. Classroom and resource teachers are collaborating to aid and instruct students who may benefit from additional support in mastering these core standards.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Teachers are continuously learning during this phase of remote education and are growing tremendously in their teaching styles and class expectations. Current professional development includes online training of new tools and resources available and collaborative opportunities offered by our local and state supportive agencies. Teachers are required to attend weekly online faculty meetings via zoom which focus on a united approach in utilizing tools and resources available, sharing personal successes, collaborating with peers, and reiterating expectations.

Administration has established scheduled time to work with each teacher individually on growth in technological, educational and professional support.

Administration will continue professional development through weekly meetings with other area administrators. Up to date information, resources, and opportunities are shared and discussed from the federal, state, and local government.

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.