



District or Charter School Name

Lakewood Park Christian School
A740

Section One: Delivery of Learning

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

Teachers will prepare weekly learning grids that cover critical standards/content and include instructional material, coursework, and assessments for the week. The grids will be shared with students/families via Google Classroom at the start of each week. Instructional content and coursework will be a combination of live and recorded sessions via Zoom as well as other web-based materials and applications. Teachers will offer regular opportunities for live conferencing to support the needs of all students, and our Interventionists will maintain services and ensure accommodations for our ISP and Tier 2 /Tier 3 Rtl students. We will make accommodations for families with limited access to reliable devices and/or internet on a case-by-case basis.

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

Before we kicked off our first week of Virtual Learning, we shared a document with school families via email and our school website that provides an overview of our Virtual Learning program. We also provided additional information to our elementary and secondary families that detailed the format at each level including resources and next steps to take to prepare for Virtual Learning. We held two in-service days for our teachers in order to train, collaborate, and prepare for our first week. We continue to use a variety of communication methods regularly, including email, newsletter, live and recorded Zoom sessions, Google Classroom, and social media.

1. Students- Every Tuesday morning, teachers post weekly learning grids and other course materials via Google Classroom using a variety of platforms to best reach their learners: videos, Flipgrid, live and recorded Zoom lessons, Edpuzzle, Youtube, digital curriculum, etc. Expectations are clearly stated, and coursework is submitted via Google Classroom. Teachers are able to provide grades and feedback for their students via Google Classroom, as well. Our Interventionists are communicating with classroom teachers, students, and parents to ensure accommodations and support for assessments and coursework.
2. Parents - Our teachers are highly relying on email communication and/or phone calls to stay in touch with families, but parents are also provided the opportunity to join live Zoom sessions scheduled throughout the week. Teachers are available to parents and students 9a-2p on Virtual Learning Days and reply to questions within an hour. Principals are communicating with families weekly to support, encourage and clarify and to also ask for feedback.
3. Staff - Zoom meetings are held with our elementary team and secondary team at least once a week to debrief, discuss updates, and communicate expectations for the week ahead. Administrators are available to teachers as needed throughout the week for additional support. The entire staff has a weekly Zoom meeting with the Superintendent to be informed of school-wide updates. Our administration team also has a weekly meeting via Zoom.

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

Students are accessing instruction and support via web-based platforms such as Google Classroom and Zoom (live and recorded). Some of our curriculum already had a digital component, but textbooks, workbooks, and other needed materials were sent home before Virtual Learning began. Teachers are also available for 1:1 support for students throughout the week. For families with limited web/device access, teachers are making appropriate accommodations to support and maintain academic progress.

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

The entire school, K-12, uses Google Classroom as a learning platform. Zoom video communication is used schoolwide, as well. Our teachers and administrators are equipped with laptops to be able to fulfill all of their duties remotely, and we are supplying them with mics and USB drives as needed. We have also encouraged staff to explore other resources/tools that would help them implement quality learning experiences for our students.

We are not 1:1 with school-issued devices, so we surveyed families to understand their needs for equipment and access at home. We are providing devices for any families who have indicated the need, and we are making accommodations for the very few families that do not have adequate internet access.

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

Teachers connect with their students throughout the three day instructional week via Zoom meetings, phone calls or email to “check-in” with students and assist with questions or instruction. Our support staff are involved by assisting with test administration and other instructional duties. They can also connect in the same format with our teachers.

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

Teachers will be able to communicate feedback via Zoom meetings, email, Google Classroom, and phone calls from 9am to 2 pm during the three instructional days, which are scheduled as Tuesday, Wednesday, and Thursday each week. Teachers will have Fridays–Mondays to catch up on grading and providing feedback to students on coursework that has been submitted via Google Classroom. Teacher feedback is meaningful and their response time is prompt. Teachers are also posting grades in FACTS SIS for students and parents to observe academic 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.

Our plan does provide an avenue for students to earn high school credits. We are continuing with our curriculum and ensuring all supports are in place for success. Students are expected to complete assignments, quizzes and tests and submit them via Google Classroom. These assignments will be graded and entered into FACTS. Students must pass their courses in order to earn their course credit. This 4th quarter Virtual Learning grade will be combined with their 3rd quarter grade to determine a semester final grade.

8. Describe your attendance policy for continuous learning.

Similar to eLearning procedures, attendance will be accounted for based upon the student completing/submitting work digitally. Teachers will mark student attendance in FACTS SIS for the week based upon student responses and completion of weekly coursework.

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

Our teachers are continuing instruction, coursework, and assessments that cover critical standards/content for each course/grade level. Throughout Virtual Learning, teachers are tracking student progress and providing 1:1 support and remediation as needed. We are also tracking student concerns school-wide so that administrators can follow up with families when appropriate to determine if additional supports or accommodations should be in place. While we are making best efforts to keep all students on track throughout the remainder of the school year, we are also preparing to address gaps at the start of the 2020-21 school year.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

We are also using Zoom Meetings to continue already planned professional development with the staff.

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.