

Continuous Learning Plan

The Louisiana Department of Education requires schools to have procedures and guidance for continuous learning in case of school closures. A continuous learning plan is needed on a short, medium or long-term basis. Short-term modified operations: A significant portion of the students/staff are not able to be on campus for 1 - 2 days for face-to-face instruction.

Medium-term modified operations: A significant portion of the students/staff are not able to be on campus for 3 - 10 days for face-to-face, direct instruction. Long-term modified operations is when a significant portion of the students/staff are not able to be on campus for more than 10 days for face-to-face instruction.

There are four focus areas for continuous learning: school planning, technology, instructional quality and family engagement and support.

School Planning

The Leadership Team is composed of the following: Head of School, Assistant Head of School, Dean of Student Affairs, Division Coordinators, Athletic Director, Director of Operations, IT Department and Technology Director. There is an extensive plan for emergencies in the Safety Binder which is in each classroom.

Technology

Underground fiber allows us to be connected on both campuses with the speed necessary to support our faculty, staff and students. This was tested during the aftermath of Hurricane Laura. The city was without power for weeks and internet restoration took even longer. The south campus and north campus both have underground fiber internet service. The north campus fiber has been upgraded to a higher speed.

Computer distribution: All faculty and staff who do not have access to a computer at home are provided with a laptop. Small cameras are also available to faculty and staff to attach to their computer if one is not included. All students starting in sixth grade are required to have a computer for regular classroom instruction. The school determined that each home currently has computer access. In the event that a family does not have computer access, laptops and/or Ipads are available for checkout.

Email: All students from PK3 through high school have a personal email address that was protected for school use. This allows everyone to use Google Classroom and Google Meet as the primary platform for communication.

Attendance

Attendance is recorded when individual students post their assignments and students begin to submit their classwork and assessments. Live simultaneous sessions allows the students to interact with the teacher in real time. Other platforms to improve skills were used such as IXL, Generation Genius, Bubble Math, ALEKS, Super Kids Website, Khan Academy and Duo Lingo. Some of these showed the number of minutes a student worked online. Teachers email feedback on assignments as well as check in on those who might not be keeping up.

Family Strategic Communication, Engagement, and Support

The School sent out a survey through email and with follow up through homeroom teachers to see if everyone had computer access. The PreSchool teachers put together instructional packets which can be picked up by the families as a resource. Communication between the School and the families is crucial. During the hurricane evaluation everyone worked to stay in touch about their evacuation plan and when they might return. This included faculty, staff as well as the students and their families. During COVID the learning curve for teaching and learning was steep. The faculty came for in-service the week following the nation closing down. The second week the school opened with virtual teaching and learning. PreSchool students needed more concrete resources and packets were made for them. Preschool parents or other family members had to help them get on line to see their teachers. Teachers recorded their lessons so that students could watch and learn at any time. After teaching and learning online for so long, it became the norm. Teachers now know how to post assignments on Google Classroom and teach virtually. Some faculty even will use this today if a student is absent due to illness and instruction is essential for a new skill being introduced.

Instructional Quality

Instructional quality is hard to measure especially in the beginning. Because this was so new to everyone, the faculty did not have a process for evaluating it. Our faculty meetings are virtual Google Meetings. This helps to clarify what others are doing and problems that come up as well as procedures. At our school there is a curriculum map by subject and grade level that keeps us all on track. This was not new, but it turned out to be important. A 36 Week plan helps with pacing. Teachers are instructed to take home all of their teaching resources. This allows them to have at home the manuals and materials they use in the classroom. The administrators set up expectations for faculty members and each grade level. This includes how many live sessions and assignments each needed to post and how often.

Our city had 5 national disaster declarations in one year. The aftermath of this is not able to be determined. Some families never returned and many are still not in their homes. Our school is still being repaired even though all of the classrooms are able to be used.

In the Spring of 2023 our school adopted TerraNova as our standardized test for kindergarten through seventh grade. This is one data point. The students in first through sixth grade take the STAR Reading and Math tests by Renaissance quarterly. This is the best way to monitor progress that is nationally normed for each student and grade. The data shows that we have done an excellent job with instructional quality during these last three years.

More details about all of these topics may be found in the following places:

1. Parent and Student Handbook
2. Faculty and Staff Handbook
3. Administrative Handbook
4. Safety Binder
5. Our website and social media posts
6. STAR Reading and Math Reports
7. Standardized Test Results