



District or Charter School Name

Trinity Lutheran School
Crown Point, IN

Section One: Delivery of Learning

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

Dates of Instructional Delivery

- March 30–May 21, 2020
- TLS will complete 162 days of instruction in the 2019–20 school year.

Goals for home-centered instruction

- Delivering quality instruction and support that is engaging but also effective and sustainable for an extended period
- Focusing on core subject areas, faith development, family support, and maintaining relationships
- Having regular communication with teachers via video recording or online conferencing, along with posted lessons and learning activities, or with printed materials available for pickup at the school
- Providing individual or small group learning support through online conferencing or other established methods of remote communication.

All Grades Kindergarten–8th

- All textbooks and workbooks were sent home for student use on the last day of school. (March 13, 2020)
- Parents receive emails from teachers to update them on weekly assignments
- Video conferencing
- Online programs such as Freckle and myOn are being utilized
- Teachers make themselves available in a number of ways for any student or parent who has a question on the material being covered

Kindergarten–2nd grades

- Teachers have prepared consumable packets for students to use, in addition to what is listed above.

3rd Grade

- In addition to consumable packets, teacher created a website for delivering content

4th-8th Grades

- Students each have a chromebook, and a great deal of content is delivered via Google Classroom

Preschool

- Teacher delivers content through her website and through contact with parents/students via Class Dojo and video conferencing

Resource Students

- Students receiving interventions will continue to work on goals with the resource teacher.
- A Google classroom was created to deliver content to 4th-8th grade students. The parents of younger students receive communication directly from the resource teacher.
- Content is delivered on the days that those students receive services.
- Teacher also has individual and group video conferencing sessions for specific instruction, as well as video conferencing windows for any student or parent to be able to contact her.

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

Students

- Preschool
 - Teacher website, Class Dojo, Zoom
- Kindergarten-3rd Grade
 - Prepared packets available for pickup, video conferencing, teacher website
- Students in 4th-8th Grade
 - Google classroom postings, GoGuardian chat feature, and video conferencing

Families

- From administration through weekly newsletters and email broadcasts. (Urgent or time-sensitive information is sent via email and phone broadcast.)
- From teachers in weekly or bi-weekly emails.
- Teachers are also available for contact through email, phone, or video conferencing.

Staff

- State, District, and Administrative emails and video conferencing
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3. Describe student access to academic instruction, resources, and supports during continuous learning.

Students and/or Parents

- Email administration and teachers at any time for instructional or moral support.
- Teachers have published “office hours” to be able to take phone calls. Video conferencing is set up if that would be a more beneficial communication route.
- Church and School Administration (Principal, School Secretary, Technology Director, and Pastors) are all able to be contacted in the same way to assist with any needs a student, parent, or family has.
- Should students need additional consumable materials from the teacher, they are able to pick them up in a designated area in our building that is continuously subject to a more rigorous cleaning schedule.

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

- All teachers have a school-issued MacBook and are able to wirelessly connect to home printers as needed.
- Chromebooks for 4th-8th grade students
 - These students and their teachers have been utilizing Google Classroom features and functions all school year.
- Family devices
- Online programs - Accelerated Reader, Freckle, myOn
- A list of resources on our website is available for families to use for faith development and support.

Although they have been encouraged to do so, no families have contacted administration due to an inability to access their child’s home-centered instruction plans and/or materials.

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

- Administration sends out newsletter with updates
- Teachers send emails with academic expectations weekly
- Teachers video conference with students, for academics and/or for just being together (usually both simultaneously)
- Pastors live-stream weekend worship services and then post them on our website.
- We are also utilizing ways to engage with our school community socially through our FaceBook page.

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

Teachers provide feedback

- by grading work in either consumable or electronic format
- by putting grades in the online gradebook that families can see
- through personal contact (email, phone, video chat) with students and/or parents as appropriate and needed

Feedback Focus

- Encouraging progress and growth for students within a flexible timeframe of completion.

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.

8th Grade Algebra students

- will receive content for Algebra in a way consistent with other classes
- will be held accountable during home-centered instruction through
 - completion of assignments and assessments
 - demonstrating learning of standards through completion of assigned tasks
- will still be able to choose geometry their freshman year at our local high schools with the successful completion of this year's class

8. Describe your attendance policy for continuous learning.

Students will be counted in attendance if they are

- Interacting with the teacher and/or the assigned lessons
 - Participating in online discussions and activities
 - Submitting required assignments and assessments
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9. Describe your long-term goals to address skill gaps for the remainder of the school year.

April/May 2020

- Students already identified as struggling in a particular area continue to be monitored by their teacher and/or resource teacher.

Summer 2020

- When social distancing restrictions are lifted, the needs of struggling students will be addressed. Opportunities for tutoring and subject-level enrichment may be available for these students.
- Parents of all students will receive information about avenues that can be used to keep academic skills strong over the summer.
- Teachers will document which state standards were not covered in the 2019-20 school year. Standards that were not covered will need to be retaught, but it is still to be determined how that will be executed.

August 2020

- As students advance to the next grade, their former and new teachers will take time to share details of individual and grade level progress and learning gaps based on data at the close of the 2019-20 school year.

September 2020

- Students will be assessed through NWEA MAP testing to determine a baseline for the beginning of the school year; data will be utilized to identify gaps and guide classroom instruction.

October 2020

- Parents, students, and teachers will conference to share data and growth goals for the coming school year.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Our faculty has been continuously learning during this phase of home-centered instruction and has grown tremendously in their skills of educating with technology integration.

- Current professional development includes online training in new tools being utilized, as well as collaborative opportunities offered by our local and state supportive agencies.
- Teachers attend online faculty meetings, collaborating with their peers, and document weekly teaching and expectations.
- Administration also continues professional development through weekly meetings with other area administrators, which include the latest information, resources, and opportunities shared from the federal, state and local agencies.

- Several of our staff members are taking an online course called Relational Wisdom 360 in an effort to be better equipped to discern emotions, interests and abilities in ourselves and others, to interpret this information in the light of God's Word, and to use these insights to manage our responses and relationships successfully.