



District or Charter School Name

Trinity Lutheran School - Elkhart, IN

Section One: Delivery of Learning

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

Remote learning is in place for all students beginning Thursday, March 19, continuing through May 20, 2020. Students and teachers will utilize the digital tools already established for e-Learning. Grade 5-8 students have assigned devices to be taken home; K-4 parents have the option to check out a device for home use if they need them.

Preschool/PreK classes have developed a plan to continue the school-home connection and offer activities and resources via established online sources.

Goals for *remote learning* vary from the *e-learning* protocols currently in place. The overall goal for remote learning is to deliver quality instruction and support that is engaging but also effective and sustainable for an extended period. Students will have daily classroom connections and regular communication with teachers via video recording or online conferencing, along with posted lessons and learning activities. Teachers will provide individual or small group learning support through online conferencing or other established method of remote communication. Students receiving interventions will continue to work on goals with their grade level teacher.

Students will have access to core subject area classes as well as specialty classes, such as visual arts, choir, band, and general music. Students will also participate in a virtual school wide field trip weekly.

The daily structure and schedule will not completely replicate the classroom. Teachers will target instruction to address remaining priority grade level standards for this school year to be efficient and effective with

everyone's time and effort and provide appropriate learning opportunities to successfully complete the 2019-20 school year.

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

Continuous learning implementation is communicated to:

1. Students: via Google Classroom, video conferencing
2. Parents: via email, Class Dojo, personal check-in
3. Staff: via email, staff newsletter, video conferencing

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

All students have access to academic instruction, resources and support through an established daily schedule, regular class (online) meetings, and opportunities to meet with teachers during scheduled times. Teachers are providing resources for all students as needed.

Students participating in GEI and/or ISP will continue to be provided appropriate accommodations and support through their classroom teacher. Consultation services are available through LEA SPED for students with an ISP.

All students and parents are familiar with the platforms being used for delivery of instruction and communication through prior e-learning experiences during the school year. Tech support is available for staff, students and parents.

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

All students have personal electronic devices (iPad) assigned in grades 5-8; ample devices (iPads) are available to be checked-out for students in grades K-4 if requested.

All teachers have personally assigned devices (iPad and laptop computer).

Teachers and students have had appropriate training and practice in utilizing the Google suite of tools for remote learning.

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

Teachers connect with students via Google Classroom daily, starting with a video message in the morning. Classroom schedules include regular class meeting times throughout the week, as well as open tutoring times to check in by subject area for departmentalized classes.

Teachers contact each family and student personally at least once a week to check-in on their progress, concerns and well-being. Teachers are including SEL activities with their classroom activities to provide support and build student skills and growth in self-awareness, mindset and connection.

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

Students receive personal feedback daily through Google classroom. Each assignment that is graded allows an opportunity for teachers to post comments on work. Those comments are returned to students and time is allowed for corrections or clarifications. Parents are also given access to those comments through email notifications.

The focus is on 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.

Middle School students taking Algebra 1 and Geometry (HS credit classes) continue to be accountable during Remote Learning through completion of assignments, regular assessments, and demonstrating learning of priority standards through completion of assigned tasks.

8. Describe your attendance policy for continuous learning.

Students are expected to participate and check-in with their teacher daily via Google Classroom. Teachers will reach out to parents via Class Dojo if a student has not checked in to assure they are participating in class activities. The schedule and due dates are not meant to be punitive, but flexible to accommodate family needs and schedules.

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

Summer 2020: Opportunities for tutoring and subject-level enrichment will be available for students.

August 2020: As teachers intake new classes, the prior year teacher will 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.

Teachers have been immersed in professional development during this phase of remote instruction and have grown tremendously in their skills and perspective of technology integration. Current professional development includes online training on new tools being utilized, as well as collaborative opportunities offered by local and state supportive agencies. Teachers are required to attend online faculty meetings, collaborate with their peers, and document weekly instructional plans and expectations.

Administration will also continue professional development through collaborative meetings with other administrators and researching best practices and current information, resources, and opportunities shared from the federal, state and local agencies.

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.