



District or Charter School Name

Trinity Lutheran High School

Section One: Delivery of Learning

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

All students and teachers are using Google Classroom as the platform for continuing their full schedule of classes on an alternating daily schedule. Students have periods 1-4 on Mondays and Wednesdays; periods 5-8 are on Tuesdays and Thursdays. Some of these periods are study hall with our special education teacher, so students with learning plans (ISPs, CSEPS, s504s) have scheduled time with their special education teacher in addition to office hours that all teachers hold daily in the afternoon. The special education teacher is collaborating with general education teachers to ensure that students are receiving the accommodations outlined in their learning plans.

The daily schedule, Monday-Thursday (March 30-April 30, 2020)

Period 1/5 8:20-9:00a

Period 2/6 9:10-9:50a

Period 3/7 10:00-10:40a

Period 4/8 10:50-11:30a

*STAR class is on Wednesdays 11:40-noon

*Chapel/devotions posted for Thursdays 11:40-noon

No class is formally held on Fridays; these are waiver days for students. Teachers use Fridays for grading and class preparation.

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

Trinity primarily uses email to communicate expectations for continuous learning implementation to students, families, and staff. Trinity held a faculty meeting on the morning of Friday, March 13th to discuss staff expectations to deliver instruction via Google Classroom for all courses for the two weeks after spring break. An email was sent to students, families, and school board stakeholders on the afternoon of Friday, March 13th explaining Trinity's decision to have two weeks of remote learning from March 23-April 3. (Spring break was March 16-20th.) An

all-school assembly was also held on Friday, March 13th to share the decision with students and answer any questions, prior to students leaving on Spring Break.

An email was sent from the principal to the faculty on Friday, March 20th detailing the staff and student expectations for the longer period of home-based learning (through May 1), listing online resources and apps including Zoom, Google Suite, and IXL. He also included the daily class schedule. On March 22 an email containing the daily class schedule and corresponding information was sent to students and parents. An email with a proposed school calendar if we were not able to return to school this year was sent on Tuesday, March 31 to faculty. On April 6th an email explaining and containing the final school calendar with revisions was sent to staff and families.

Students are also receiving directions and reminders regarding expectations from their teachers via Google Classroom announcements.

Trinity's principal has received and responded to additional individual inquiries via email and phone throughout these weeks.

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

Students will access academic instruction, resources, and supports during remote learning through a device of their choice and internet connection to Google Classroom and their school email. Teachers set up Zoom meetings every day for their classes, and students connect to these meetings for at least ten minutes or longer, depending on the direction of the teacher. Teachers take attendance, answer questions, explain content and assignments, etc. Assignments, videos, articles, images, etc. are posted in Google Classroom. Audio recordings of quizzes and tests being read aloud are posted by the special education teacher for students who receive read aloud testing accommodations. The special education teacher is also available daily for students to receive support which ensures that services and accommodations written in student learning plans are being met.

Students took all textbooks and study materials home on Friday, March 13th. Students who do not have a device at home, were able to check out a laptop or chromebook from the school.

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

- All staff have school-issued laptops for use at home
- Teachers were able to go to their classrooms and take home instructional materials.
- 30 laptops and 30 Chromebooks are available for students to check out if they do not have a device at home.
- All staff and students have email accounts connected to Google Suite and Google Classroom.
- Students took their textbooks and other instructional materials home.
- IXL accounts are set up for students to use for math classes.

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

Educators are expected to connect with their students on a daily basis through Zoom meetings. Educators are also expected to check and send emails regularly. Through Google Classroom, teachers are expected to connect with students by posting questions for interaction and input, posting announcements frequently, etc.

Weekly chapel services have been video recorded by the campus chaplain and music director for our students to view.

Our secretary is expected to staff the school office for a few hours each day to answer the phone, respond to email, and manage mail to keep communication going with families and students who have questions or other needs from the office.

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

Teachers will use Google Classroom to provide timely and meaningful academic feedback to students. Assignments will be graded, scores recorded in Google and in our online data management system, RenWeb.

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.

Students will continue to work through the high school course curriculum during these weeks of remote learning. Teachers are using their professional judgment to prioritize standards and adjust assignments and assessments. The fourth quarter grade combined with the third quarter grade will be the semester grade. There will be no comprehensive final or final exam schedule while in a remote learning environment. Classes that are originally and entirely online (i.e. Health, Personal Finance, American Sign Language) will continue online with the curriculum and assessments without adjustments.

Students who earn passing (D- or higher) grades for the semester will receive credit for the class.

8. Describe your attendance policy for continuous learning.

Students are expected to attend every class, Monday through Thursday. Attendance is taken by the teacher at the beginning of every Zoom class meeting. If the student is having technology or internet difficulties, they should send a message or email to their teacher as soon as possible. Parents should notify teachers via email if their child will be absent from class.

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

While the last day for students is April 30th, teachers are already preparing to offer additional lessons in the classes in which students are currently enrolled for the month of May. These lessons will be optional and include no grading. However students will have the opportunity to continue to practice their foreign language skills, learn more about engineering, and prepare for the AP Literature exam.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Trinity's teachers have embraced the opportunity to develop their skills in using technology and adjusting instruction based on the environmental change as well as student needs during this unprecedented time. Our last staff meeting together on March 13 was focused on showing teachers how to navigate Google Classroom. The Director of Curriculum and Instruction has shared emails (3/30 and 4/7) with items to reflect on and consider regarding how to proactively assign homework to reduce late work, collaborate to support students with special learning needs, and guidance for ending the school year in regard to late work and final assessments. These emails have also included the sharing of teacher practices that demonstrate their commitment to students and learning during this time. Each teacher has also received a personal email from the Director of C&I asking for the teacher to share a celebration, reflection (something to improve), and collaboration (something they need help or support with). This has cultivated one on one professional development conversations.

Current professional development also includes collaborative opportunities for teachers to connect via zoom meetings with the Indiana District Director of Curriculum for Lutheran Schools, Julie Dietrich, as well as other opportunities offered by our local and state supportive agencies. Teachers are required to attend online faculty meetings and continue collaboration with their peers regarding the curriculum they share, and students they share, especially those with learning plans

Administration will also continue professional development through weekly meetings with other area administrators, which include the latest information, resources, and opportunities shared 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.