



District or Charter School Name

Lutheran Central School

Section One: Delivery of Learning

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

We are delivering learning opportunities to all students through several different platforms. Students in grades PK-2 have received packets of activities to complete. The teachers have been providing weekly outlines and written directions to parents to help them assist their children. Teachers have also been recording short videos to connect with students and provide additional instruction.

Teachers in grades 3-8 have been using Google Classroom as well as digital platforms that are part of our textbook adoptions to provide learning opportunities to students. As part of this instruction these teachers have recorded numerous videos of themselves presenting lessons and working through example problems. Teachers have also organized “live” sessions through Zoom to be able to answer student questions and provide assistance.

Our special education teacher has had email or phone contact with the students she works with at least twice a week to assist them with assignments. Classroom teachers are also modifying and making accommodations for students that normally receive these in the classroom.

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

- 1) Expectations to students have been communicated through weekly newsletters in grades PK-2 and through assignment directions and messages from teachers in grades 3-8.
- 2) Expectations for continuous learning have been communicated to parents via individual and classroom messages from their child’s teacher as well as through all school communication that was sent from the administrator when the process of continuous learning began.
- 3) Our staff worked together for several days prior to the beginning of remote learning to jointly determine what expectations would be for staff members. The administrator communicates at least once per week with teacher to

provide updates and discuss any modifications for the remote learning plan.

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

Students in grades PK-2 have access to academic instruction through tutorial videos provided by their teachers as well as through textbook websites. Teachers at these grade levels have also provided instruction through detailed weekly outlines and instructions for parents. Resources and supports have been provided to these students through physical curriculum packets as well as through the online resources provided with our textbook adoptions.

Students in grades 3-8 have access to academic instruction by viewing recorded lessons of their teachers presenting the information. They also receive instruction through the use of lesson tutorials provided through our textbook publishers. Resources are linked or attached to the assignments or in Google classroom. In many cases the students are able to use online versions of the textbooks to assist them with their assignments. Additional support is provided to students through live Zoom sessions and messaging through our School Information System, where teachers are able to answer questions and provide additional instruction as needed.

Additionally, our school counselor is checking in with students and parents that she normally works with to see how they are doing and offer any needed support.

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

Students

- Curriculum Packets (grades PK-2)
- Textbooks and Curriculum Consumables
- Personal device or school issued Chromebook
- eTextbooks
- Google for Education Suite
- Sycamore School Information System

Teachers

- Laptop Computer
- Document Cameras
- Google for Education Suite
- Online Textbook Resources
- Teacher Pay Teacher School Access
- Discovery Education Resources
- Sycamore School Information System

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

Educators connect with students and families through several different means. Teachers in grades PK-5 communicate with families through weekly newsletters. Teachers in grades PK-2 have been recording themselves reading books to share with their students and families. Teachers in grades 2-8 have a daily check-in with their students on Google classroom. The teachers share devotions and have dialogue with their students about how they are doing and take time to answer any questions they may have.

We have also established teacher “office hours” where teachers and administrators are making themselves available from from 11:00 AM to 1:00 PM and 5:00 to 6:00 PM for parents and/or students to contact them with questions about material or assignments.

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

Teachers in grades PK-1 have not had an opportunity to provide much feedback as of yet as they are just receiving back the first packets of material that were sent home with students. After going through the work that students have submitted the teachers will be reaching out to parents if there appear to be any areas where the student struggled and providing a form of remediation for them.

Teachers in grades 2-8 have been providing feedback through Google Classroom as they grade assignments. Teachers have also been using the messaging system of our school information system to provide feedback as well.

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.

No, our school serves grades PK-8.

8. Describe your attendance policy for continuous learning.

Grades PK-1 are using completion of learning packets that were sent home to track attendance. If the student completed all or part of the learning activities for a given day then they are marked present.

Teachers in grades 2-8 are tracking attendance through a daily check-in on Google Classroom. If the student responds to the teacher's check-in question for the day they are marked present, if they do not respond they are marked absent.

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

First, we have decided to continue remote learning through May 14 to be able to address as many skills with students as possible. Thinking ahead to next year, the teachers will meet prior to the beginning of next school year to determine which skills were not covered per grade level for this academic year. We will then devise a plan to incorporate those skills that were missed into next year's curriculum so that students receive instruction for all skills that normally would have been addressed this academic year.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Prior to the start of remote learning our staff meet for two days to determine what the process would look like for our school and to assist one another with technology and lesson creation. As remote learning has continued our teachers and administrators have the opportunity to connect on a weekly basis with leaders and other teachers in the Indiana District-LCMS. These meetings allow them to not only share curriculum ideas, but to connect with others socially and spiritually.

Additionally, while we are not able to be physically working together members of our staff continue to remotely share ideas and best practices with all staff members as we continue to learn and adjust our process of remote learning to best meet the needs of our students.

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.