



**District or Charter School Name**

St. John-Emmanuel Lutheran School

**Section One:** Delivery of Learning

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

St. John-Emmanuel Lutheran School will deliver continuous learning opportunities in the following manner:

**Our K-3rd grade students will:**

- have a mix of paper/pencil as well as some online assignments posted on each teacher's classroom website. Resource teachers will also utilize each classroom's private Facebook page as needed.

**Grades 4-7 will:**

- utilize Google Classroom like they have most of the school year. There may be a few paper/pencil assignments however most will be delivered via Google Classroom. Grade 8 is utilizing mostly paper/pencil and some assignments posted on the teacher's website.

**8th grade will:**

- Utilize paper/pencil packets as well as some learning delivered via the classroom website.

**Our ISP and resource room kids will:**

- receive support from their resource teacher. Classroom teachers will be able to utilize the support of the resource teachers as needed and touch base with all families via email or phone call to provide additional support. Any support given will be provided virtually and/or over the telephone.

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

All expectations for continuous learning are communicated by teachers to students, families and staff via email, text, posts on individual teacher's websites as well as videos on each teacher's private classroom Facebook page and Zoom.

The principal emails faculty and staff on a regular basis. He also holds regular Zoom faculty meetings. As needed the principal also contacts families via email, text or daily announcements on the school's Facebook page.

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

Students will access their academic instruction in one or more of two ways.

**Kindergarten through 3rd grade:**

- will primarily access it via the teacher's classroom website(Weebly) as well as some paperwork that is sent home weekly. The instructions for all will be on the teacher's website.

**4th through 8th grade:**

- will primarily access directly from their Google Classroom, which will include paper assignments, as well as any internet work and instructions that go with them. There may also be some assignments and resources posted on the teacher's website.

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

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The faculty:

- Have their laptops/computers and school issued iPads available to them to work from home.

Students:

- Those students that do not have access to a computer or laptop at home have had the opportunity to check out their school provided Chromebook to take home with them during the remote learning period.

In anticipation of school being closed, all students took home their necessary school provided textbooks etc so they would have access to them at home to continue their learning and complete their assignments.

If they missed something, they were able to come to school during a specially designated time to pick up whatever they were missing. Teachers are able to do the same thing as needed.

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

All teachers have access to and have been provided with the contact information for all of their families through our school's LMS, Renweb. Teachers are contacting families via the family's chosen preferred method. Those choices include email, text or phone call. Those same options apply to middle school students who have school-owned email addresses. They have their teacher's email address and communicate in much the same way.

**The Kindergarten through 3rd grade teachers are also using:**

- Seesaw
  - to grade memory work
  - Reading
  - Other instruction as needed
- Private classroom Facebook group:
  - Communicate and continue relationships with parents and students
  - Provide reading work
  - Resource teachers are using it to provide reading

support to their students

**4th - 8th grade teachers are also using:**

- Zoom meeting:
  - Connect, communicate and continue relationships with parents and students
  - Deliver instruction (mini lessons) and assessment (Quizlet and Quizizz)

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

All teachers have access to and have been provided with the contact information for all of their families through our LMS Renweb. Teachers are contacting families via the family's chosen and/or preferred method. Those choices include email, text or phone call. Those same options apply to middle school students who have school generated email addresses. They have their teacher's email address and communicate in much the same way.

Any graded work that has gone home either digitally or via paper, is graded and at minimum, parents have access to their child's grades on our LMS Renweb. Other feedback will be provided as outlined above.

## **Section Two: Achievement and Attendance**

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**7. Does your continuous learning plan provide an avenue for students to earn high school credits? If so, describe the approach.**

Not at this time. Our school only goes to 8th grade. The only high school credit they are working towards is algebra. We have two teachers qualified to do so in order to make sure that is the case.

**8. Describe your attendance policy for continuous learning.**

Attendance during the remote learning period will be counted the same way as we do for e-learning during the school year. All of our learning days marked as “remote learning” will count towards attendance. As long as the student turns in something for each remote learning day, he/she will be marked present. If nothing is turned in during or for a remote learning day, they will be marked absent.

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

Prioritizing the standards that teachers will focus upon during remote learning.

Utilizing the assessments already done during the third quarter at school, if possible.

Creating or finding assessments to help teachers identify skill gaps at the end of the year.

Using those assessments to determine how to begin the new school year 2020-2021.

## **Section Three: Staff Development**

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### **10. Describe your professional development plan for continuous learning.**

Teachers have been continuously learning during this phase of remote education and have grown tremendously in their styles and expectations of teaching. Current professional development includes online training on new tools being utilized, and collaborative opportunities offered by our local and state supportive agencies. Teachers are required to attend online faculty meetings, collaborate with their peers, and document weekly teaching and expectations.

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. Also included in this are the weekly opportunities to attend a connect with Indiana District teacher conversations offered by Julie Dietrich.

**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.**