

District or Charter School Name

Tabernacle Christian School

Martinsville, Indiana

Section One: Delivery of Learning

1. Describe how you will deliver continuous learning opportunities for all students, including special student populations.
 - Continuous learning packets go to and from home each week, one week's work at a time.
 - To home: daily lesson instructions and papers
 - From home: papers to grade and recordThe packets are sufficient for continuous learning. If students do not have Internet access, the teacher will communicate by telephone supplemental instruction that is available in the video lessons mentioned below.
 - Video lessons from the curriculum publishers offer each lesson in its entirety.
 - Special education students
 - These students receive packets, as others.
 - If accommodations are needed, those are individually built into the material included in the packet.
 - Audio Exam Creator is used to provide oral accommodations.
 - The speech therapist has contacted each of her students' families to offer continuing services.
 - Families where the parents' first language is Spanish have an additional contact, a bilingual Tabernacle Christian School (TCM) staff member.
2. Describe how your district communicates expectations for continuous learning implementation to 1.) students, 2.) families, and 3.) staff.

Communication that applies to all Stakeholders

 - Sycamore School Management System (SMS) is the primary mode of digital communication.
 - Detailed statements of plans on the news feed
 - Documents giving procedural details, such as safe pick-up and drop-off of continuous learning packets and how to find the video for each lesson.
 - Video messages from the Tabernacle Christian School administrator. Encouragement and instruction.
 - The school administrator posts updates on Sycamore SMS.
 - Text messages and/or emails to all members of each group: families, students, staff
 - Deliberately redundant information is communicated by other social media, such as Instagram and Facebook.

In addition to the above:

Students

- (See “All Stakeholders” above)
- Continuous Learning Packets.
 - Daily instruction and materials, one week at a time
 - Safe exchange of packets each week
- Online learning platforms
 - Zoom.us: often used for direct class teaching and for tutoring/help class
 - Abeka.com and BJUP.com: daily video lessons
- Remind.com messaging system (primarily between teachers and students)
- Teachers are calling each student’s home.

Families

- (See “All Stakeholders” above)
- In the first week, the school administrators called each home asking how the start of continuous learning was going.
- Families will come by the school each Friday or Saturday for safe exchange of learning materials packets.
- A Spanish/English bilingual TCM staff member checks in weekly with the families for whom the heads of household speak Spanish as their first language.
- In the first week of continuous learning, our special needs support leaders, Mrs. Bryant and Mrs. Baxter, called the family of each special education student to ask if the student’s needs were being met. The local public school district liaison with TCM also called each student’s family.

Staff

- (See “All Stakeholders” above)
- The administrator holds a regular check-in with all teaching staff via Zoom conference.
- Before the stay-at-home order, on-site staff meetings were held to plan and implement the continuous learning plan.
- Now, with the stay-at-home order, emails, Zoom conferences, and phone calls are used for communication.
- Strict CDC safety protocol guides the weekly exchange of continuous learning plan materials.

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

Modes of instructions

- The paper packets are the primary vehicle for access to instruction and resources.

- Daily lesson videos specific to our curricula
- Zoom class meetings.
- Teachers use Zoom.us for full-class meetings and tutoring/help classes.

Resources for instruction

- Students took their textbooks home at the start of the school closure.
 - Weekly exchange of packets of learning materials
 - Teachers post documents on their individual class pages on the Sycamore SMS.

Supports

- The administrators are available each day, including outside of school hours. They may be reached by telephone, email, text, and messaging within the Sycamore SMS.
- Teachers communicate to their students regular office hours and best methods of communication.
- Teachers are available through telephone, email, Sycamore messaging, Zoom video teaching, and other social media.
- Teachers reach out to families via telephone, text, and other means.
- Special education students served through the Focused Learning Center communicate with staff by telephone, email, text, and messaging within the Sycamore SMS.

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

- Staff
 - Computers
 - iPads
 - Photocopiers, scanners
 - Zoom conferencing
 - Supplements to most textbook teachers' editions have tear-out pages for practice, quizzes, and tests
 - Pen-to-computer input devices
 - Textbooks
 - Materials for the continuous learning packet system
- Students
 - Laptop computers with Internet capability were loaned to families needing them.
 - All families either have enough connectible devices of their own or have received sufficient laptops from TCM.

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

- Weekly packets contain ongoing communication.

- Sycamore SMS
 - Messaging
 - Posting documents
 - ⊙ School-wide level on the Sycamore SMS home page
 - ⊙ Class level on class home pages
 - Grades are posted in the Sycamore SMS and are continuously available to parents, guardians, and students.
 - Zoom.us teleconferencing for class meetings and tutoring
 - Email
 - Telephone
 - Teachers should call parent numbers.
 - Parents may call teachers' phones if the teachers have given out those numbers. Otherwise they call the school office.
 - Administrators are regularly on site to facilitate the continuous learning plan.
6. Describe your method for providing timely and meaningful academic feedback to students.
- Teachers are available for distance conference to all students and parents.
 - Some teachers are holding regular class meetings by Zoom, evaluating the real-time interaction.
 - After each weekly continuous learning packet is returned, the teachers grade items and post grades on the Sycamore SMS. Each child has his or her individual packet with materials organized by subject.
 - Families and students see grades as they are posted on Sycamore.
 - The packet exchange will allow more in-depth guidance and interaction than the posted grade alone can give. Graded material can be returned, allowing parents and students to see particular strengths and needs in the students' work.

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 in grades 9-12 will earn letter grades (A-F) and high school credits.
- Classes that had been face-to-face are continuing by the packets of continuous learning materials, often supplemented by online classes.
 - Grading will be based on written artifacts.
 - Classes will be focused on the major Indiana Academic Standards for each course, i.e., the knowledge and skills most essential for the next step of learning or life.

- Math and English/language arts classes will be given priority in the allotment of students' time.
 - TCM has determined that students' grades will not fall below the level at March 13, 2020 as long as the student is completing work with evidence of effort. If a student is not doing the assignments and is deemed able to do the assignments, then a grade may be lowered or a course failed.
- Seniors must complete the classwork of this continuous learning time to earn course credits.
 - Online high school classes will continue as they were.
 - Online dual enrollment classes will continue as the colleges allow.
8. Describe your attendance policy for continuous learning. Attendance will be based on the students' completion and return of the classwork through the packet exchange system.
9. Describe your long-term goals to address skill gaps for the remainder of the school year.
- For the remainder of the school year, we are focusing on the most important learning objectives.
 - These are the skills necessary for success in the next level of learning or life.
 - These skills will often reflect the Indiana Academic Standards as presented in the ILEARN Blueprints.
 - Math and English/language arts will receive primary attention, although all the major content areas will be taught.
 - Teachers are closely monitoring student progress.
 - The process for the remainder of this school year is focused on preventing or minimizing learning gaps.
 - When we start the next school year, teachers may be asked to do diagnostic tests to assess students' readiness and to identify any skill gaps for remediation..

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.
- Administrators continue to study guidance as it becomes available from the Indiana DOE and from the governor's office.
 - Staff meetings are held to present the on-going development of the continuous learning plan. These meetings are now held by Zoom conference.

- Staff input is used to refine the plan.
- Administrators develop detailed instructions for the teaching staff:
 - The depth, breadth, and focus of subject matter for the continuous learning plan
 - How the continuous learning packets should be assembled and distributed
 - How to access the various supplemental tools, such as the video lessons corresponding to our daily lesson plans
 - The need for teachers to communicate directly with parents
- Teachers and administrators are peer collaborating in implementing and improving the continuous learning plan system.

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.