



**District or Charter School Name**

Gary Lighthouse Charter School  
(GLCS)

## Section One: Delivery of Learning

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

All students will be given continuous learning opportunities primarily through the online platform Google Classroom. This includes our diverse learner population of students. Teachers provide assignments/tasks/assessments via Google Classroom. To ensure equity and equality, we have assigned and distributed technology resources students and families are in need of such as technology devices and internet hotspots. For core classes (English, math & select social studies classes) there is a paraprofessional assigned to support with accommodations and modifications as identified in IEPs, ILPs, and 504 plans. Additionally, the school webpage provides instructions, answers to Frequently Asked Questions, and contact numbers for all families to reach out with their questions regarding their students' education. The educators at Gary Lighthouse Charter School are committed to ensuring that we provide our students with the necessary support to learn in this new reality of the 2020-2021 school year.

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

#### Students

For grades K - 3, the primary avenue to communicate expectations is via Google Classroom. For grades 4 - 12, expectations are communicated to students via their school assigned email addresses. Teachers post important announcements in their Google Classroom for students to access. Important announcements that teachers post typically come from the weekly newsletter emailed by the principal. Another avenue of communication is a Grade Level newsletter created and developed by Grade Level staff weekly.

#### Families

Expectations are communicated to families primarily through our Bright Arrow telecommunication. A Bright Arrow is sent out to families based upon the contact information we have stored in our district level database, PowerSchool. K-8 teachers utilize Class DoJo and the Remind 101 App to communicate with families. Our educators make daily/weekly phone calls to parents, using the 8x8 telecommunication app, to provide updates. Email correspondence is another avenue we communicate expectations to parents (for those who have email on file in PowerSchool). When necessary and depending on the content, letters are mailed to families informing them of school expectations and/or significant information.

### **Staff**

The principal sends a weekly newsletter to the entire staff on Sundays. Staff is organized in Grade Level teams where they meet every week to discuss interventions and enrichments for students. Weekly check-ins via Zoom are pre-scheduled between an administrator and a staff member. The agenda items during check-ins are centered around providing staff, students and families the necessary support needed to be successful at home during continuous learning. For every interaction/meeting conducted, an agenda is created and minutes are captured for evidence. For staff supporting grades 4 - 12, each Grade Level team has a Google Chat where staff interacts and communicates throughout the day.

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

Gary Lighthouse Charter School has provided devices (chromebooks or iPads) and hotspots to scholars and families, in need, to ensure scholars are connected to learning. All students will have access to Google Classrooms and other platforms that allow teachers direct contact with scholars as they provide instruction, support, and feedback. Interventionists, paraprofessionals, and Teachers of Record will consult with general education teachers to provide support for scholars.

#### **For Grades K - 8**

Google Classroom is the platform teachers use to post assignments, weekly. Students in grades K-2 have access to HeadSprout to help support the development of Reading Skills. For math, students K-3 utilize iReady. iReady is used for individualized math instruction. Students also utilize RAZ Kids, Exact Path, and Prodigy as resources to support learning. Students in grades 4-8 are provided assignments for all subjects through platforms, such as Edulastic, CommonLit, Readworks, Pearson Realize (social studies and science), Khan Academy and more.

Teachers provide feedback on assignments that are submitted for the week. Feedback is in the form of comments written on the assignments in Google Classroom. Communication apps may be used to communicate with parents if students are struggling and need extra support. Administration will also make phone calls home to parents as needed to provide academic support.

#### **For Grades 9 - 12**

All students will receive their primary instruction through Google Classroom. To support students with assignments, teachers provide feedback in a variety of methods. Teachers provide comments directly to class assignments posted in Google Classroom, teachers host discussions via discussion threads on Google Classroom, teachers provide one-on-one feedback via email, and teachers upload pre-recorded videos that explain material to students. In addition, teachers utilize a variety of online tools to support students and provide multiple opportunities for learning such as CommonLit, LHA approved YouTube videos, Newsela, Khan Academy, Method Test Prep, IXL, Quizizz, Kahoot, AP Live, TedEd, Read Theory, Edulastic, Moodle, Ucertify, Delta Math, Calc Medic, EdPuzzle, ACT Academy, EdCite, and Quizlet.

Students who are currently enrolled in Plato and Edmentum courses will continue their coursework as planned, and students who are enrolled in dual credit courses will continue their coursework online. Plato and Edmentum students are assigned a teacher who serves as the liaison between the Plato and Edmentum instructors and the students and monitors student progress. These teachers also created Google Classrooms for their students and use their Google Classrooms to communicate

key information and provide additional academic support as required by their courses. Students enrolled in dual credit are monitored by the academic counseling team and postsecondary coach.

**K-12 Special Populations**

Special Education students, English Language Learner students, and students with 504s are still closely monitored by the paraprofessional to whom they are assigned. The paraprofessionals meet with teachers weekly to discuss assignments and provide insight and updates on the progress of special population students. Paraprofessionals also have teacher access to each of their student’s Google Classroom and provide comments and feedback on assignments, as well as connecting with students via email to provide additional support. Additionally applications such as Text to Speech Reader were pushed out to tech devices to support the needs of all students.

We understand that virtual learning is going to be challenging for some students and extra support will have to be provided. Students that fall into special population categories will be able to come to the school to receive extra support. The teacher will coordinate a time with the family and administration for the student to be brought to the school to receive specialized support. This type of support will be on a case by case basis and deemed appropriate by the administration, teacher, and family. The students must wear a mask and temperature will be taken prior to entering the building. The student must be picked up at the designated time given.

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

<u>Grades K - 3</u>	<u>Grades 4 - 8</u>	<u>Grades 9 - 12*</u>
<ul style="list-style-type: none"> <li>● Laptops</li> <li>● iPads</li> <li>● HotSpots</li> <li>● Zoom</li> <li>● HeadSprout</li> <li>● ExactPath</li> <li>● Google Classroom</li> <li>● Reading A-Z</li> <li>● ReadWorks</li> <li>● CKLA</li> <li>● Ready Math</li> <li>● MobyMax</li> <li>● Epic</li> <li>● Khan Academy</li> <li>● iReady Math &amp; ELA</li> </ul>	<ul style="list-style-type: none"> <li>● Laptops</li> <li>● Chromebooks</li> <li>● Hotspots</li> <li>● Elmos</li> <li>● Zoom</li> <li>● Google Classroom</li> <li>● Edulastic</li> <li>● CommonLit</li> <li>● Readworks</li> <li>● Prodigy</li> <li>● EPIC</li> <li>● Pearson Realize</li> <li>● Zearn.org</li> <li>● Khan Academy</li> <li>● iReady Math &amp; ELA</li> </ul>	<ul style="list-style-type: none"> <li>● Laptops</li> <li>● Chromebooks</li> <li>● Elmos</li> <li>● Hotspots</li> <li>● GSuite: Google Hangout, Calendar, Classroom, Gmail</li> <li>● School based equipment (arrangements made to safely retrieve)</li> <li>● Weekly Instructional &amp; Tech Support</li> <li>● Student needs assessed weekly in grade level meetings</li> </ul>

\*Students and families are provided the opportunity to pick up a chromebook (one per enrolled student) from the school. Through a surveying of families, hot spots have been made available for families in need of wifi access.

---

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

Educators and support staff will reach out to families on a weekly basis to offer support. Staff will monitor the usage of Google Classroom. Teachers are providing synchronous learning opportunities for all scholars. Students who cannot access Zoom during our online learning are able to view videos of guided instruction and participate through formative and summative assessments. Fridays are available for small group and office hours. Correspondence with families will be through different communication apps, including, but not limited to Google Classroom, Class Dojo, school email, and phone. Bright Arrow telecommunication will also be utilized to reach multiple parents at one time if necessary.

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

Teachers and support staff instruct students daily. Additionally, staff are available online for students to ask questions, receive feedback, and grade assignments all in a timely manner so students are able to edit/revise as needed. Teachers are expected to provide feedback specifically on assignments on Google Classroom assignments that have been posted in an effort to move students toward mastery of the skills. Students may also continue to login into PowerSchool to view their grades with any additional comments. Grades are updated on a weekly basis. Gradebook audits are done weekly to ensure that all students are being provided adequate feedback and to provide support to both teachers and students, when the need is identified.

**To find more detailed, campus specific plans, please click the name to your scholar's school, below:**

[Gary Lighthouse Charter School - Primary Academy \(GLCSPA\)](#)

[Gary Lighthouse Charter School - Upper Academy \(GLUA\)](#)

[Gary Lighthouse Charter School - College Prep Academy \(GLCPA\)](#)

## 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.

Every teacher has created a Google Classroom and invited all students on their roster into the Google Classroom. Therefore, every teacher and student have a virtual classroom for continuous learning that mirrors the high school schedule prior to school closures due to COVID-19. This ensures that all students have the “traditional” avenue to earn high school credits; and those credits, once earned, will satisfy the Core 40 graduation requirements. In addition to the Google Classrooms for all core and elective courses, students who need credit recovery are assigned PLATO classes to make up credits from previous years. Google Classrooms have been created for all AP classes as well that were offered when school met physically.

Teachers provide students grade level assignments/tasks/assessments through Google Classroom with live instruction following an individualized schedule for each 9 - 12 student. Students will be able to log on to receive the live instruction and receive feedback as necessary. For students that cannot participate in live instruction teachers will post the recorded lesson so it can be completed in an asynchronous environment. Additionally, Grades 6-8 will continue the College and Career Readiness Courses (CCR) online facilitated by Core and Specials Teachers.

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

#### Staff

All staff will be reporting to the building Monday - Thursday for regular school hours. The EZ Clocking System will be utilized for attendance. Fridays, staff will work remotely providing students with differentiated office hours and small group instruction, as needed. Staff understands they are expected to engage via email and Zoom. If a staff member is unable to report to the building Monday - Thursday or engage virtually on Friday, he/she is expected to submit personal time off in ADP for approval. In their absence, they understand that they are still expected to complete the necessary systems for students to engage in instruction.

#### Students

At Gary Lighthouse Charter School, it is our goal for every scholar to attend school each day in order to achieve and progress in ways that we know are possible even during these times. Attendance and promptness matter at our school to ensure our scholars are provided every opportunity to learn. We realize that these new circumstances have placed many stressors on our scholars and families that we serve. It is our hope that as we return to school remotely that we can provide a sense of stability for all of our scholars and families. We will continue to be in partnership with stakeholders to help this adjustment be as seamless as possible.

How Attendance Is Taken:

- Attendance will be taken during each day (for K-8 students) or each period on the scholar's schedule, which is currently available in PowerSchool (for 9-12 students), during live instruction. We have provided the scholar's schedule for their live instructional sessions Mon-Thurs. Being live with their teacher during instruction is considered synchronous learning. This will allow the scholar to ask questions, receive feedback, etc. regarding the

content being taught. The scholar's presence during this lesson will gain them attendance for the day.

- At any point scholars are unable to attend a live session, they may access the session in the corresponding Google classroom. Watching a lesson at a later date to support comprehension of material is considered asynchronous learning.
  - For our 4th-12th grade scholars, each pre-recorded lesson viewed will call for scholars to complete an attendance survey at the end of that pre-recorded zoom video (the link will only appear at the end of the pre-recorded video; therefore, the scholar must watch the video in its entirety). Completing the attendance survey signifies they have watched the lesson allowing them to gain attendance for the date of that lesson.
  - For our K - 3rd grade scholars, each lesson will call for scholars to respond to the question assigned by the teacher in Google Classroom or through the Google Form that is assigned. This signifies they have watched the lesson allowing them to gain attendance for the date of that lesson. On Fridays, the scholar needs to complete the Morning Message question or a virtual assignment that has been assigned by the teacher to get attendance credit for the day.

We seek to offer our scholars and families every pathway to gain attendance during this time. If at any point, a scholar will be unable to attend a live zoom session and will be absent, parents/guardians should call the school's office to report the scholar absent and provide proper documentation to ensure the scholar's attendance is coded appropriately. For more information on when a scholar's absence is considered excused or unexcused, please see our student handbook which can be found on our school's website at <https://gary.lha.net>.

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

At Gary Lighthouse Charter School, our K-3 students will have their skill gaps addressed for the remainder of the school year through utilizing HeadSprout, Exact Path, and iReady. With these three platforms, scholars are provided individualized learning paths where teachers assign differentiated lessons for practicing skill development. Interventionists will review Exact Path data and report to teachers where students are struggling. Interventionists will also provide online support through Google Classroom to provide increased support to assigned students based on academic need.

Our scholars in grades 4 - 8 will have access to differentiated learning through virtual success periods, learning labs and small group instruction supported via specific learning platforms: i.e. iReady. Teachers will monitor progress of scholars and determine student needs. We will utilize our grade level interventionists and special education paraprofessionals to facilitate and monitor small groups instruction as well Interventionist to support general education students.

Our high school teachers will continue providing differentiated instructional tasks to meet the needs of the varying levels of scholars within each class. Within those differentiated tasks, teachers are addressing the skills gap and providing targeted intervention for individual students. In addition to the differentiated tasks, students have access to online platforms that dive deeper into skill development such as Khan Academy. Teachers monitor student progress and utilize the data collected to make instructional decisions for differentiated tasks and accountability assignments at grade level.

## Section Three: Staff Development

---

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

Gary Lighthouse Charter School will survey educators and monitor scholar outcomes to determine overall professional development needs. Various professional development opportunities will be provided within the network; mainly by network employees, based upon need. Some of the professional development topics include: engagement and usage of Google Classroom, paraprofessional support in a distance learning classroom, differentiation for online learning, Zoom Technology 101, effective recordkeeping, time management, supporting scholars remotely with social-emotional needs, and uploading grades via PowerTeacher.

Gary LHA's Regional Director of Professional Development consults with school leaders to present current professional development opportunities available within the local city/district/state. In addition to presenting available professional development opportunities, school leaders communicate the unique needs of the school and/or staff members and our Regional Director seeks out relevant and aligned opportunities for professional growth. In collaboration, GLCS is working to create a schedule of virtual professional development sessions for the remainder of the school year.

**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.**