



District or Charter School Name

South Montgomery Community School Corporation #5845

Section One: Delivery of Learning

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

We are a 1:1 district in which all students have a Chromebook. Students are accustomed to using their Chromebooks as a part of the learning experience. Teachers are using Google classroom to communicate teaching and learning experiences for students. Teachers are delivering instruction through live virtual sessions and recorded sessions for students through Google hangouts, Screencastify and Zoom platforms.

Teachers of students with special needs are contacting students and families on their caseload to address specific issues and to provide accommodations; virtual meeting platforms are being used to provide individualized and/or small group instruction as appropriate to meet student needs and as indicated in IEPs. Instructional assistants are also available to meet with students using virtual platforms to provide further support

If students are not engaging or participating in virtual learning, teachers contact families. If no improvements are seen, principals reach out to families as well to look for solutions.

Paper packets are provided to students whose families request them. Packets are housed in plastic containers outside of school entrances for easy pick up with a plastic tote available as well for drop off.

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

Expectations for elearning were shared previously with students, families and staff during previous elearning experiences due to inclement weather. Our district began elearning in inclement weather approximately 4 years ago. Expectations were adjusted after one week of extended e-learning based on feedback from teachers and families.

- 1) Teachers communicate directly with students on expectations for learning and provide regular feedback on assignments. Teachers are available each school day Monday through Friday during designated office hours from 10-11:30am to conference directly with students who have questions. Teachers arrange time for direct instruction with students and/or families as convenient for all involved. Teachers are entering grade information so that students and families can understand student progress. Grading practices have been altered to recognize the difficulty of learning in a novel environment under potentially stressful conditions.
 - 2) The district has communicated a schedule for learning to students and families of 3 days weekly (Monday, Tuesday and Wednesday) for new content with 2 days weekly (Wednesday for Friday) for assessment, enrichment and remediation. Schools have issued recommended amounts of time to spend on elearning with students and families.
 - 3) Principals are conducting weekly virtual staff meetings with teaching and paraprofessional staff to gather input on problems to be addressed, allow for professional collaboration, communicate expectations and discuss changes in practices when needed as a result of updated information from the IDOE or the Office of the Governor. District office staff are conducting weekly virtual staff meetings with administrators to review updates from IDOE or the Office of the Governor and to engage in professional dialogue and collaborative decision making.
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3. Describe student access to academic instruction, resources, and supports during continuous learning.

All students have a school-issued Chromebook as we are a 1:1 district. Teachers use Google classroom to communicate assignments and share resources.

Teachers use Zoom, Google Hangout and Screencastify to present live-lessons and recorded lessons. Teachers use Zoom and Google hangout to work with classes, small groups and individual students at least once weekly.

Students and families who request paper packets may also learn through teacher designed experiences. Teachers call students as needed if virtual meetings are not possible.

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

We are a 1:1 district. All students and staff have a Chromebook. Staff and students continue to use the technology resources that they were using prior to our extended elearning closure.

We are a GAFE district and teachers had established Google classrooms prior to closing as part of a yearly expectation of using Google classroom to integrate technology and learning. As we are a 1:1 and GAFE district, many curricular resources were already available to students and staff digitally before extended closure. In situations where only physical materials were previously used, virtual copies have been made and shared or teachers have designed alternative learning experiences.

Students and families who do not have internet access are able to pick up and drop off paper packets.

Our technology staff remain available to respond to student, family or staff technology issues and to help teachers with requests for making sites or new materials available and accessible through our network.

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

Educators meet at least once weekly with students through Zoom or Google Hangout. Phone calls are made to students who are unable to meet virtually when internet service is not available.

Support staff work to provide individualized and/or small group instruction as requested by families and as directed by teachers and/or the principal.

School staff use either Google sheets or Google forms to share information regarding issues with student participation/engagement in elearning. Principals and counselors use this information to reach out to families and students to help address concerns and partner together to encourage student virtual engagement.

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

Educators are expected to provide feedback in the form of a grade or through informal written/verbal comments within the week of when instruction and work are given. The few students using paper packets receive feedback when they pick up the next paper packet each week. Informal feedback is provided by teachers and paraprofessionals during virtual meeting times in Zoom or Google Hangouts.

Where possible and ideal, virtual learning experiences have been designed to provide students with immediate feedback independent of the instructor as part of the experience.

Educators are expected to update gradebooks once weekly so that students and families also know which work is missing and how students have performed. Grading practices have been modified to accommodate for the unusual circumstances.

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.

Yes, all students in grades 9-12 have the opportunity to earn credit.

Students in grades 9-11 may earn credit through participation and engagement in elearning experiences and through earning passing grades during elearning. Grading expectations have been modified to accommodate for flexible time needs in returning work, student performance affected by elearning and adjustments to curriculum. If students are not on track to earn credit, the teacher works with the student and family, and if needed, the principal and counselor also provide support.

Students in grade 12 will earn credit through enrollment in classes as outlined through the plan presented by IDOE. Students in grade 12 have the opportunity to earn a transcribed grade under the same system of participation/engagement and modified grading expectations outlined for students in grades 9-11.

8. Describe your attendance policy for continuous learning.

Students are counted as present if 1) they submit work, 2) engagement in elearning experiences and/or 3) communicate with the school when issues with submitting work or engaging in e-learning occur.

Students are counted as absent only when we cannot make contact with the student and family to make arrangements for learning opportunities to occur through elearning engagement or virtual/paper packet experiences.. In the case where no contact can be made, DCS will be contacted to provide support.

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

We will use three-waiver days this year to preliminarily begin to collaborate and work together to use our curriculum maps to identify areas of instructional loss and begin to make adjustments accordingly. Elementary educators will meet by grade-level with information shared up to the next grade level while 6-12 educators will meet by department.

Grade-level and 6-12 department meetings will continue to occur next year each quarter as well to support staff in making adjustments and to allow staff to collaborate on how to modify instruction to account for skill gaps in addition to anticipated summer learning loss.

In addition to district wide collaboration events, our school staff meet during a weekly PLC time to review student data and make adjustments to instruction. Principals will work with staff to adjust weekly PLC practices to ensure that discussion of skill gaps is part of this process with action to adjust instruction, modify common assessments, revise curriculum maps and/or provide remediation.

We will administer NWEA as our formative assessment in August at the start of school to quickly use this data to identify standards gaps in a formal manner so that teachers can create action plans. NWEA data is regularly used to monitor student progress and adjust action plans accordingly by teachers for their classrooms and by grade-level teams and departments.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Principals continue to engage staff in weekly staff meetings where they share resources and strategies they have used so that staff learn from one another.

Our technology staff remain available to teachers to help support them in using technology for extended learning. Support is provided as requested.

The district director of teacher development sends out an updated hyperdoc weekly to teachers to share resources for professional development. The hyperdoc categorizes resources by possible interest areas according to content area and teacher grade-level. Teachers are also able to send in resources for professional development to be added to the hyperdoc.

The district director of teacher development and the district curriculum coordinator remain available to address staff concerns through email or virtual meeting platforms.

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.