



## Continuous Learning Plan 2019-2020

### **Section One: Delivery of Learning**

*The Muncie Community Schools will offer instruction for the remainder of the 2019-2020 as scheduled through a variety of instructional delivery, monitoring, and feedback methodology.*

#### **Delivery of lessons and materials:**

For students in grades pre-K through five, we will offer a blended approach of hardcopy and online activities. Hardcopies of lessons will be made available every other Monday. The paper activities will be distributed from 11:00AM to 1:00PM at each elementary building by a school official, or may be picked up in a self-serve kiosk during “regular” school hours throughout the week. Additionally, we will run normal after school “drop-off” routes every other Monday to deliver these hardcopies to the students that cannot make it to their respective school campus and would like a paper version of the activities. To further reach families, all elementary lessons are accessible on our website..

Secondary students, including students at our career center will primarily access their learning objectives, lessons, and learning materials through our Learning Management System, Schoology. All secondary students are assigned a take-home device to facilitate accessibility. If devices are not in working order, students are encouraged to stop by their respective school on Mondays to pick-up another device. If students do not have access to the internet via a device, they are asked to speak to their course teacher and / or principal to get hardcopies of individual activities and resources.

MCS provided information about no cost internet that is being offered by various providers. We are currently exploring the purchase of WiFi hotspots to provide to our students who do not have internet access.

#### **Evaluation and Feedback of Instruction**

Again, we will offer a blended approach to evaluating and providing feedback to pre-k / elementary instruction. Students may drop-off completed work every other Monday from 11:00AM to 1:00PM at each elementary school building with a school official or at a self-serve kiosk during “regular” school hours throughout the week. Students may submit their work during the normal after school “drop-off” routes on every other Monday if they cannot make it to their respective school campus. Further, students may submit their work digitally through Schoology, Google Drive, or via email. Teachers will review submitted

work and provide feedback through Schoology, Google, email, or live communication.

Secondary students may submit their work digitally through Schoology, Google Drive, email, or submit completed hardcopies at their respective school campus. A school official will be available to accept the work every other Monday from 11:00AM to 1:00PM or students may use the self-service kiosks during normal school hours. Teachers will review submitted work and provide feedback through Schoology, Google, email, or live communication.

### **Special Education and English as Second Language (ESL)**

Resource and ESL Teachers - Teachers are monitoring the general education work (digital packets were shared with resource teachers in a shared Google Folder) and determining what supports are needed for their students to complete that work and offering support to parents via consultation. Supports are sent to families digitally or by mail. Support examples include graphic organizers to support a general education writing assignment, flash cards to practice sight words or math facts, or a modified/alternative assignment for one that is too difficult for a particular student that is not easily differentiated or modified. Resource, ESL, and general education teachers will collaborate on this and progress monitoring.

Separate Class Teachers - paper/pencil or remote learning assignments may be different from general education as needed for individual students. Assignments will be sent digitally to families with the capability to do so or via US mail. The focus of the assigned work should be progress monitoring of IEP goals.

Therapists (OT, PT, SLP) - provide activities and phone consultation to families who receive direct services. For students typically not seen directly, but who are on consultation, will consult with their TOR to determine if there are needs for remote learning and assist as needed. Progress monitoring statements will be sent to TORs for the fourth nine weeks.

All special education and ESL students will have their individual needs addressed on a case by case basis in collaboration with their IEP team which includes the parent. All contacts and consultation will be documented.

*MCS has a multi-leveled approach of communicating the expectations of continuous learning for our students, families, and staff.*

### **District Communication**

District leadership will send weekly updates to all MCS families, staff, and immediate stakeholders through an automated call and email about learning expectations,

opportunities for educational resources, and food distribution for students. These weekly updates will be shared through school social media accounts as well. If families or stakeholders have questions about our continuous learning plan they can email a member of the leadership team or call the MCS offices. Central office phones have been rolled over to alternative numbers so our patrons can speak to an MCS employee during normal operational hours. .

CEO and Associate Superintendent will send weekly updates on expectations and resources and solicit feedback on building-based needs. District leadership will conduct weekly web-based or telephonic meetings with directors of education and bi-weekly web meetings with all directors and building principals.

### **School Communication**

Principals will send weekly updates to all families and staff through an automated call and email about learning expectations and educational resources. These weekly updates will be shared through school social media accounts as well. If families have questions about our continuous learning plan they can email the school principal or teacher. Further, parents may call their respective school offices for assistance. School phones have been rolled over to alternative numbers so parents can speak to an MCS employee during normal operational hours.

Teachers are continuing with their normal methods of parent communications including newsletters, PowerSchool, Schoology, parent phone calls, private social media posts, and other online resources.

Elementary teachers have been asked to contact families and/or students via phone calls a minimum of twice per week.

### **Special Education and ESL**

- Weekly Zoom call with all staff and therapists and a weekly email update with frequently asked questions.
- Shared Google Folder and Padlets for Elementary and Secondary shared resources-- all TORs and therapists have access.
- Special Education Aides are given a weekly email and PD opportunities to complete from home.

Students have access to all instructional resources and materials via our school websites, hardcopies at each school, or through Schoology. Classroom room teachers, other supporting teachers e.g. special education, SEL, interventionists, and instructional assistants will communicate with all students through Schoology, online applications, or telephonically. Staff will provide additional support for students that are not progressing and / or meeting expectations through these same communication avenues.

*Staff and students will have access to a variety of tools and equipment to enable our continuous learning plan.*

### **Staff**

All certified staff were assigned a take home device to facilitate student learning. Non-certified staff deemed as essential for supporting students were assigned a device if needed. Devices include HP laptops, Dell Chromebooks, iPads, MacBooks and Microsoft Surface. All MCS staff has access to the full complement of the Google Suite including email, docs, sheets, drive, and hangouts and Microsoft Office. We recently rolled-out WebEx for online meetings. Teachers and administrators will continue to use PowerSchool and Schoology to communicate with students, post learning objectives, provide feedback to students and families, and monitor engagement. 75% of our textbooks include web-base access. The remaining textbook resources did not have online resources available.

### **Students**

Pre-K through fifth grade students do not have take-home devices. However, students have access to the Google Suite, email, Schoology, and PowerSchool as tools to engage in learning and solicit feedback from teachers. We are currently calling every pre-k through fifth grade family and gathering information on device and internet access at home. Once this information is collected, we will determine the need and feasibility of supporting these students with school devices and internet access.

All sixth to twelfth grade students have take-home devices. The majority of devices are HP and Dell Chromebooks. If a student did not have a take-home device for any reason or their device is in need of repair, they are invited to return to their home school on Mondays from 11:00AM to 1:00PM to get assistance or another device. We are currently calling every sixth through twelfth grade family and gathering information on device and internet access. Once this information is collected, we will determine the need and feasibility of additional school devices and internet access at home. All students have access to the Google Suite, email, Schoology, and PowerSchool as tools to engage in learning and solicit feedback from teachers. Schoology is the primary tool for delivery of instruction, resources, feedback, and communication for secondary students.

Teachers and support staff are expected to communicate regularly with students and families during our extended at-home learning time. MCS elementary staff are making at least two telephone calls home every week to every student or parent. If students are not meeting expectations, students and families will receive additional telephone or web-based communication for support and intervention. Some elementary teachers are conducting web-based class meetings to supplement their blended learning environment. Secondary teachers and staff are monitoring student engagement and progress through Schoology. Secondary teachers are frequently using WebEx to conduct whole class sessions and recording these sessions for those that cannot attend. Teachers are providing timely

feedback to students through Schoology on all work. If students are not making adequate progress or need assistance, teachers and support staff are making individual contact through web-based meetings, emails, or personal calls to support these learners. If a student, or family, is in need of additional support, guidance counselors, student assistance coordinators, behavior coaches, school resources officers, and administrators will make additional contact.

Elementary teachers are implementing a variety of strategies to provide feedback to students. First, teachers are reviewing completed hardcopies or the digital submissions and inputting grades in PowerSchool or Schoology. Additional academic direction and support are provided to individual students during the teachers weekly phone calls. Following the review of student work and teacher conversations, needed support will be provided by other certified and non-certified staff. Support will include additional in-person contact, scaffolding, or enrichment activities.

Secondary teachers will provide timely feedback to students through Schoology and PowerSchool. If students are not making adequate progress or need assistance, teachers and support staff are making individual contact through web-based meetings, emails, or personal calls to support these learners. If a student is in need of additional support, guidance counselors, student assistance coordinators, behavior coaches, school resources officers, and administrators will make additional contact.

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

All students in grades seven through twelve attempting to earn high school credit will have an opportunity to earn those credits. As long as students remain engaged in at-home learning activities, they will not earn less than their grade at the end of third 9-weeks (March 19, 2020). If a student improves their grade during the final 9-weeks, their final semester grade will be reflective of the improvement.

Like a normal school day, all students will be counted present in PowerSchool until marked otherwise by a teacher, administrator, or school secretary. Students will have the ability to acknowledge attendance during our extended at-home learning by 1) responding to an attendance check off requirement via a Google Form located within the Schoology 2) accessing Schoology for the at-home learning objectives and assignments, or 3) receiving the alternate hardcopies of learning materials. Teachers will verify attendance through the review of the three attendance metrics by evaluating completed or attempted lessons through Schoology, Google Classroom, submitted hardcopies, or by other forms of communication and feedback. School staff are responsible for reviewing attendance of

students and recording any absences by the end of each 5-day E-Learning work completion window.

We will continue to address the skills deficiencies through adjustments in the instructional interventions and support for the remainder of the school-year. Interventionists, instructional assistants, special education, ESL, and instructional coaches will continue to service their students and any additional students that may need tiered support.

To address the skill gaps created from the extended period of at-home learning, we intend on offering expanded summer school opportunities for all students. There will be an emphasis on literacy and numeracy in grades kindergarten through eighth. We will purposefully target students for summer school who have demonstrated low growth or lack of mastery during the final 9-weeks of this school-year. High School students, who are behind on credits, will be encouraged to enroll in our online and traditional summer school offerings to recover credits lost during this semester. For the 20-21 school-year, we will continue to provide rich instruction for all students through classroom teachers, interventionist, and instructional assistants. However, we will identify students who have demonstrated low growth and lack of mastery during the final 9-weeks of the 19-20 school year and data from the 20-21 beginning of the year district-wide benchmark assessments.

### **Section Three: Staff Development**

Similar to our traditional school-day experiences, instructional coaches, teacher leaders, and administrators will meet regularly to collaborate on instructional practices and educational resources. Additionally, principals will conduct weekly grade level and department meetings via WebEx to discuss instructional practices, student needs, and teachers support. Our technology integration specialist continues to meet with individuals and cadres of teachers to promote and improve blended learning practices. Further, we will be conducting professional development during the “traditional” school day on our revised ELA and math maps in kindergarten through 10th grade. The intent is to better prepare our teachers on state standards, MCS resources, and our student data. As we prepare to launch PLTW for all students in first through eighth grade, we will conduct several online learning opportunities prior to May 19th.

#### **Special Education**

Corrective Action for RDA:

IIEP resource center has provided MCS with four virtual workshops to participate in during the month of April. Recordings of these will be housed in a Schoology course for all staff to access afterward as they are capped at 200 live participants.

Each event will take place on Thursday from 2:00-3:30 PM (ET). The registration links are under each topic.

1. April 9 - Utilizing Paraprofessionals in the General Education Setting - Gail  
<https://attendee.gototraining.com/r/5678037881088086018>

2. April 16 - Designing Instruction to Support All Learners – Brady  
<https://attendee.gototraining.com/r/6963553890934972418>

3. April 23 - Expanding Inclusive Services: Providing Speech/Language & Related Services in the General Education Classroom – Angie and Kristy  
<https://attendee.gototraining.com/r/820188801387762178>

4. April 30 - What Can I Do? I Am Not the Behavior Specialist! – Alisa & Victor  
<https://attendee.gototraining.com/r/574376484324046850>

In addition, special education staff (including aides) are asked to watch the film “Including Samuel” by Dan Habib (a link to the film and the panel discussion from April 6 was sent to them to view).

Other professional development opportunities will include:

- 504 vs. IEP - what is the difference and why should I care?
- Schoology Course in writing compliant IEPs for all TORs
- Collaborative virtual meetings on fine and gross motor activities/lessons for PreK-2 in the general education classroom
- Collaborative virtual meetings on MTSS process for behavior and SEL.
- Paraprofessionals will receive the book, “Inclusion in Action: Practical Ways to Modify Your Curriculum.” We will begin a book study on this that will continue through the 2020-2021 school year.

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**Indiana Continuous Learning Guidance**