

District or Charter School Name

Section One: Delivery of Learning.

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

We are utilizing eLearning and delivering content on MWF to all of our students, K - 8. Tuesday and Thursday will be used for individual help, and will be considered "flexible learning days". Our school had several eLearning days throughout the school year with established office hours by teachers and our teachers went through training as the year progressed. We had several practice days in-house as well as some actual days.

Regarding our special student population, we are part of the ROD co-op and have worked with them to determine how those students can be served. This is the same for our Title program through our public school.

Our special education students continue receiving support via google meet as indicated on their ISP.

Our Title I students will receive supplemental materials directly from the Title teacher once skills are identified by the classroom teacher.

- 2. Describe how your district communicates expectations for continuous learning implementation to 1.) students, 2.) families, and 3.) staff.**
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Before schools closed, I started working on a tentative plan and shared that with our teachers at an in-person meeting when I also gathered some input from them.

The teachers shared the possibility with their students the last day of school before our spring break and we had them take everything home with them - textbooks, notebooks etc.

At the same time, digital communication went home to all the parents.

Over our break (Mar 16-29) I communicated with our teacher frequently via text message. I also kept parents updated as developments changed. This gave teachers two weeks to begin planning.

At the beginning of the year, all families were given an eLearning Q & A page and it was addressed at our back to school night.

Because of this, most eLearning issues had already been addressed. We only had to communicate the specifics of this plan to them, such as the schedule and when work was due.

I videotape morning announcements that the teachers share via Google classroom where I communicate any changes or updates and we utilize Flocknote (a parish/school wide communication system) to reiterate anything they need to know - this is for students and parents.

The teachers and I meet weekly via a Zoom meeting on Tuesday at 1:30pm. Additionally, we created a google doc where we can share our eLearning Hits and Misses in order to collaborate what is working best and what is not as the teaching staff try new online resources with their students.

Teachers are the primary link to the students. Actual content is taught on MWF and they have office hours on T/TH to help any student in need.

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

Students took all textbooks, notebooks etc home before our spring break in anticipation of this situation.

All of our students have school google accounts.

Prior to this year, we did a survey to make sure families had access to the internet and devices. Any family needing a device was allowed to check one out from school on March 23.

Teachers deliver instruction on MWF directly to their students via google classroom. The delivery method differs greatly from grade to grade. Kindergarten was sent home with a packet to get through the first week - March 30 - Apr 3, but moved to the google classroom beginning today.

All of our textbooks that were available online are used.

Additionally, we used the iReady program throughout the year and that is being utilized by the teachers.

We also use IXL in some grades and that is available.

Our special education and Title I students are still able to get services vis google meets or direct communication with the teacher.

Any struggling students can also get additional support on Tues/Thurs from the classroom teacher.

Our students have access to their teachers five days a week via email or phone.

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

This is a list of all tools our teachers are using, but are grade specific - not all are used by everyone. * denotes used by all. A majority of items were utilized in the classroom before March 16 so they are familiar to the students.

Chromebooks*

Google Suite*

Marco Polo

ILX

iReady*

ConnectEd...reading series

Matika World: math

YouTube

Epic

Reading Eggs

Textbooks *

OG

Study.com

Readworks.com

Studyjams,

DKfindout
Scholastic News
Spelling City
ReadWorks
X-tra Math
SplashLearn
Novels
Kids national geographic
Smekens videos
screencastify

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

We utilize Flocknote, Google, as well as our SIS, Jupiter, to communicate with our students and families on our eLearning days.

Teachers will directly communicate with all students on MWF when we teach actual content.

Teachers also have office hours on T/Th to help any parent or student who needs it.

The principal sends a video message on eLearning days to all

students.

The school newsletter is still sent out every Friday to all families. The principal also sends out any updates via Flocknote to all families.

Our students have contact from their teachers on all eLearning days and some additional.

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

The general rule is that all short term assignments are due by 3:00pm the next day unless otherwise indicated by the teacher. If this is a problem for specific families, they know to communicate that with the teacher and a solution will be created. We are very flexible with due dates but have found some students need them to keep on track.

Teachers are expected to provide feedback by the beginning of the next eLearning day, either by a “grade” or progress check. I put “grade” in quotes because I have asked my teachers to provide more of a narrative feedback, not just a letter grade. There is no way we can teach and students can learn everything they would have in face-to-face classes. We are cutting out 20 days of instruction basically. I have asked them to assign meaningful lessons that indicate learning, understanding and mastery. We have looked at the iLearn blueprints as well as the

standards and are focusing on the high priority standards at this time. If we feel they have been taught and learning is demonstrated, we will then begin incorporating other standards. Additionally, they utilize everyday items found at home to complement their standards/lessons. It is quite difficult to grade some of these intangible assignments.

All actual grades are posted in Jupiter weekly and both students and parents have access to that 24/7.

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.

We are an elementary school, so no high school credits are given except in Algebra and that will remain the same as it was. The algebra teacher, along with the high school the student is moving into, determines whether the class counts as an Algebra credit or not. This is based on grades and classroom performance, along with iLEARN scores when available. The local private school also gives an algebra test to in-coming students to verify their content knowledge.

8. Describe your attendance policy for continuous learning.

Students must check in by 3:00pm on MWF. If a student has not checked in by 10am, the teacher reaches out to the student to remind him/her. If they have not checked in by noon, the teacher reaches out to the parent. If the student does not check in, in any manner, by 3pm that day, he/she is marked absent.

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

We utilize a program called iReady in math and ELA. This program has a diagnostic component as well as the ability to assign tasks. Teachers have access to several reports that will help identify any learning gaps. When identified, he/she will assign specific lessons that help address those gaps. We will continue using this to help identify and fill gaps.

Teachers are also using Tues/Thurs to help individual students with any gaps they might have. This is the biggest reason we chose to do active eLearning on MWF and utilize our “flexible learning” (waiver days in a public school) on Tues/Thurs.

Our Title and special needs students will continue receiving instruction from those teacher.

We also are beginning to plan how the beginning of next year will look knowing that students will most likely be behind where they usually are.



Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

We were fortunate that our summer and early year PD included mastery of the new iReady program, blended learning, and how to utilize eLearning as they were both new things for us this year.

The teachers and I continue meeting weekly via Zoom to discuss these things. As part of our blended learning, all of our students were familiar with how to use the programs on the Chromebooks as well as work independently. This is a huge part of eLearning in most grades. As we meet, we discuss how we can improve our lessons and/or the delivery of them.

I have set up meetings with each teacher individually as well to check-in and see what they need to be more effective.

We also have a google form established for eLearning hits and misses to share what has been successful and what we tried that did not work.

I continue researching on the topics and share anything I find with the staff.

Our primary goal for the year was to successfully implement blended learning and utilize iReady. I feel we can still be successful with this via eLearning.



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.