District or Charter School Continuous Learning Plan

District or Charter School Name	Madison-Grant United School Corporation

Section One: Delivery of Learning

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

Through DELL Chromebooks sent home with all K-12 students, ⅓ of our PreK students, all teachers, all administrators, and some auxiliary staff members, teachers will plan and deliver instruction through our LMS, Google Classroom. Google Classroom has been in full use, as a district, since the fall of 2017 in the traditional (daily) setting as well as our eLearning setting.

On March 16, after school throughout the spring of 2020, July 22-24, and July 30-31. Madison-Grant provided professional development to help staff (as a school and district) identify important pieces of an eLearning lesson plan, Project based learning, digital content curation, and to narrow the scope of digital tools that will be in use. M-G agrees that this is NOT the time to introduce a host of new tools that require in-depth learning by all parties. They will continue to use engaging programs like Google Meet/Hangout, Screencastify, YouTube videos, Edpuzzle, PearDeck and Flipgrid to share videos and interaction. All are accessible on everyone's Chromebooks and have been used in the traditional setting on a regular basis.

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

1.) Teachers and administrators communicate with students through Google Classroom announcements and private messages, Flipgrid videos, Screencastify videos, YouTube videos, Remind 101 (app), Class Dojo (app), and email. Virtual students (and Learning Coach) will be required to attend at least two synchronous sessions (per class) each week.

2.)Teachers and administrators communicate with families through email, YouTube videos, and School Messenger. District communication uses School Messenger, District and Superintendent social media platforms. Additionally, our communications guide families and the community to our website which is updated daily, as it serves as the warehouse for all pertinent information. - Aside from YouTube videos, these avenues for communication have been in use for years.

3.)Administration communicates with staff through weekly electronic communication, Google Meet grade-level meetings, virtual office hours, text, phone calls, and School Messenger.

4.) Special education communication will be logged and then scanned into IIEP documents. A note will be provided in communications advising that cumulative communications have been uploaded into documents. Logs will include but will not be limited to attempted communication, parental input, student input, and support provided. Communication methods will include emails, phone calls, Google Meets, Zoom sessions, and other options that meet the guardians, students, and teachers individual circumstances. Conferences will continue to be scheduled via the special education office in the manner that meets the preferences of parents and is within the scope of options available during continuous learning.

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

Madison-Grant has been a 1:1 district for the past eight years. Currently, all students have a Chromebook to use at school and home on a daily basis. Students use the LMS platform of Google Classroom as we use an assortment of tools in the GSuite for Education family. Common tools used in the GSuite for Education are Google Classroom, Google Meets, Docs, and Slides.

Elementary Schools (PK-6)
Teacher-created resources are posted in Google Classroom. PearDeck, Edpuzzle, and Flipgrid have been and are interactive programs used. Elementary teachers use IXL, Study Island, Wonders/Study Sync, Raz Kids, Kids Discover, Brain Pop, Studies Weekly, Scholastic News, and Spelling City. Students are immersed in GSuite for Education, primarily using Slides and Docs. Students receiving Orton Gillingham dyslexia interventions are receiving that through Google Meets with our specialist. Special Education teachers have Google Classroom and intervention times set aside to assist. They have also made accommodations and collaborated with parents for IEP needs such as sensory breaks and hands-on material.

Jr./Sr. High (7-12)
Teacher-created resources are posted in Google Classroom. PearDeck, Flipgrid, and Go Formative have been interactive programs used. Junior/Senior High School teachers use Achieve 3000, CommonLit, Sora by OverDrive, No Red Ink, and ALEKS Math. Students are immersed in GSuite for Education, primarily using Slides, Docs, Gmail. Google Meet is used for "face to face" meetings and video lessons are recorded utilizing Screencastify. Additionally, students still have access to dual-credit options through Indiana University Kokomo, Ivy Tech Marion, and other universities.   If a course cannot be satisfied through our resources, a student is then enrolled into courses at the Virtual Academy through Ben Davis High School.

Special Populations (Special Education, 504's, ESL…)

In addition to built-in accommodations and collaboration within general education programs, special education students have access to "Snap and Read" and "Co-writer" on their

Chromebooks. Students took needed manipulatives home with them in anticipation of a long-term closure including hundreds charts, multiplication tables, Touch Points, etc. Resource teachers are providing support via recorded supplemental lessons as well as live Google Meets. Students utilize these tools on a regular basis and are familiar with how to access them as these tools have been used in the traditional setting as well. Options are offered to meet the varying technology levels and abilities of students and families. Options include recordings, live sessions, learning games, and mailed packets. Mailed packets will include return envelopes so that the teacher of record can monitor student understanding. Special education teachers will manage caseloads via email, virtual meetings, and conference calls. Assistive technology needs do not exceed those provided during traditional schooling and are being provided during continuous learning.

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

All students and teachers have a Chromebook. To ensure Chromebooks are functioning adequately and digital tools are working properly, our technology department is offering a daily drive-through for teachers and families. In addition, these technicians are available through email, Google Meet, and by phone if any issues arise in regards to our technology infrastructure, Chromebooks, or digital tools. Each teacher also has regular access to our Instructional Learning Specialist (ILS) to enhance the technology he/she is using. Our ILS has daily virtual office hours, a weekly Twitter chat reflection time, and hosts weekly virtual professional development opportunities to support our teachers.

Students use the LMS platform of Google Classroom as we use an assortment of tools in the GSuite for Education family of tools. Common tools used in the GSuite for Education are Google Classroom, Google Meets, Docs, and Slides. Additionally, across the district we use Flipgrid, Go Formative, Peardeck, Screencastify, and Edpuzzle. Special education students, ESL

students, students with a 504 Plan, special education teachers, and general education teachers also use Snap and Read, as well as Co-writer to provide needed accommodations.

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

Staff members are checking in with students each elearning day. We are engaged three days a week. Weekly newsletters (digital) are still being sent as well as class communication and/or individual family communication.

Teachers and administrators communicate with students through Google Classroom announcements, Flipgrid videos, Screencastify videos, YouTube videos, and email.

Teachers and administrators communicate with families through email, YouTube videos, phone calls, and School Messenger. District communication uses School Messenger, District and Superintendent social media platforms. Additionally, our communications typically "guide" families and the community to our website that is updated daily, as it serves as the warehouse for all pertinent information. - Aside from YouTube videos, these avenues for communication have been in use for years.

*Teachers still have access to their physical classrooms to use as needed. Parameters have been agreed upon in order to sustain the health and safety for the teachers and for the physical building.

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

Teachers are assessing work each day and using their days on Monday and Friday to update grades and/or give feedback on the submitted work. This feedback is delivered through Google Classroom Announcements and private comments, PowerSchool, Google Meets, or an email (student or family member). Students who appear to be "not engaged" will also receive personal communication from a school social worker, school counselor, or administrator. Their intent is to understand WHY the level of engagement is low, then they will create a support plan with the student and/or family to help. Our Jr/Sr High staff is responsible for updating (daily) a building-wide Google Form with a table that has EVERY student's name down the side and EVERY academic period across the top. Within the cell that correlates with the period the teacher has the student in class, the teacher lists a concern, then staff can easily see if a student has multiple concerns. The Guidance/Admin Team then uses color coded highlights to signal that a student is receiving extra communication and WHO is doing the communication.

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.**

Our high school students continue to work towards earning high school credits. Students are still receiving traditional grading practices which will equate to a final letter grade. The final letter grade determines if the student receives credit for the course and this is no different than prior to our continuous learning. The traditional learning environment has simply transitioned to one completed remotely. We continue to closely monitor, as stated in #6, our high school students and their engagement to help ensure all barriers are being eliminated so that the student has the best chance of success in earning their credit.

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

Students complete an attendance check-in each day. We do have some flexibility for the younger ones, as they rely on the parent to assist with this.

Our junior/senior high teachers are utilizing a shared Google Sheet to monitor/track student attendance. This spreadsheet allows teachers to share which students are not engaged with them. Lack of engagement leads to possible absence. Follow up phone calls help to determine final attendance status and our Assistant Principal is marking students absent in our student database system.

Virtual students' attendance will be tracked through the work completed and by attending the required synchronous sessions throughout the week, which is two per class taken.

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

Each grade has identified non-negotiables or the list of what absolutely needs to be completed for the next school year. Teachers are spiraling and hitting those skills through a variety of ways. We chose power skills to master before the end of the school year.

Additionally, our elementary teachers (K-2) have transitioned from a grades based format to a Competency Based Grading format for the fall semester of 2020, based on the aforementioned power skills. This new format attempts to inform the student and parent how their child progressed throughout the year.

Section Three: Staff Development

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10. Describe your professional development plan for continuous learning.

On March 16, Madison-Grant provided professional development to help staff (as a school and district) identify important pieces of an eLearning lesson plan and to narrow the scope of digital tools that will be in use. M-G agrees that this is NOT the time to introduce a host of new tools that require in-depth learning by all parties. They will continue to use engaging programs like Google Meet/Hangout, Screencastify, YouTube videos, Edpuzzle, PearDeck and Flipgrid to share videos and interaction. All are accessible on everyone's Chromebooks and have been used in the traditional setting on a regular basis.

During this time, our district is providing additional professional development to address any needs uncovered during our weekly grade level meetings. Live PD is offered via Google Meet with our administrators or ILS. It has also been provided in the form of compiled resources pushed out weekly to faculties.   PD has also occurred in the form of weekly PLC's among grade levels to support one another in the development of plans and implementation strategies. Our ILS hosts weekly Twitter chats for members of the district to collaborate, connect, and reflect.

On July 22-24, the district held a virtual workshop for all staff that focused on PBL in the classroom. Special care was taken to help teachers adapt their project to an all digital environment.

On July 30-31, the district hosted a digital content curation workshop where teachers learned processes and strategies for their in-person and virtual environments.

Professional development topics have centered around the use of the various technology tools, the SEL impact of online learning and how to support families, as well as, defining the instructional model of virtual education.

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.