



District or Charter School Name

Beech Grove City Schools
5380

Section One: Delivery of Learning

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

Grades K-6: Two learning options will be made available for students in grades K-6 at this time from which students may select. Students may select to participate in a full-time At-Home Learning Option or a Full-time At-School Learning Option. The scope and sequence of instruction and curriculum will be aligned between both options provided. Students who choose full-time at school will be housed in pods to reduce exposure to the entire school population along with many other social distancing processes as provided by local, state, and federal entities.

For students who select the At-Home Learning Option they will be enrolled in an at-home option which will rotate through a synchronous learning model with their three pod teachers and related teachers. Instructional assistants will also be providing support to students with exceptional needs. GenEd and Special Education teachers will be reaching out to students and parents via email, phone call, and/or text message to provide support and to remind them of the live support. Special Ed students will be receiving instruction from general education teachers as well. Case conferences will be held via Zoom and/or Google Meets.

7th-12th Grade: Two learning options will be made available for students in grades 7-12 from which students may select. Students may select to participate in a full-time At-Home Learning Option or a Hybrid At-School Learning Option. The scope and sequence of instruction and curriculum will be aligned between both options provided.

For students who select the At-Home Learning Option: In this learning option, students will receive their instruction and curriculum via a virtual learning platform.

Lessons will be posted on Canvas for all students, along with a live classroom session on Google Meet for inclusion support. Instructional assistants will also be providing support to students with exceptional needs. GenEd and Special Education teachers will be reaching out to students and parents via email, phone call, and/or text message to provide support and to remind them of the live support. Special Ed students will be receiving instruction from general education teachers as well. Case conferences will be held via Zoom and/or Google Meets.

For students who select the Hybrid At-School Learning Option: In this learning option, students will receive their instruction and curriculum via a combination of in person and virtual classes. Students will attend school two days a week to receive in person instruction and will attend virtual online learning three days a week to receive instruction. During the two days of in- school instruction, students will meet with their teachers in class to receive direct instruction and support with the curriculum. During the three days of at-home instruction, students will receive the same services listed above for the At-Home Learning Option.

Related Services- Related Services will be provided to the students via Zoom for teletherapy, paper packets and resources shared with parents, and consultation with parents and students.

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

Students and families:

- Weekly district newsletter to all families:has all links to e-learning sites, packets, and other pertinent info
- Principal and teacher communicates several times a week via DOJO, Canvas, Google meets, Zoom meetings, and district email system

Staff:

- District cabinet meetings 2-3x per week via Google Meet
- 2 district meetings with principals weekly (AST) provide updates from Cabinet meetings
- Building principals then meet with staff via google meet or zoom 2-3 times per week to provide updates from AST
- District emails

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

Grades K-12:

All students have been assigned an iPad or Chromebook and will be provided the same assignments via the Canvas Learning Management System, whether they are at-home or in-person.

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

Below are tools being used by staff:

- Canvas Learning Management Systems
- All staff assigned MacBooks
- All students K-12 have been assigned iPads or Chromebooks
- Some teachers took their projectors home:)
- Pearson Realize (Science) Website
- IReady Math Website
- Fountas and Pinnell Website
- Loom
- Epic
- ReadWorks
- Newsela
- Time For Kids
- Snapchat
- Canvas Conferences
- iPad Screen Recording
- Whiteboard Application
- Email and texting
- Actively Learn
- Edpuzzle
- Edulastic
- myOn for books
- Scholastic
- Google Drawings
- Splash Learn
- Kahoot
- BrainPop

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

- Canvas Learning Management System
- Synchronous learning via Google Meetings and/or Zoom
- Class DOJO system, Remind, Google Meetings, zoom meetings, or phone calls.

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

- During Extended eLearning, teachers are providing Real Time feedback via Canvas, Skyward, email, DOJO, video conferences, phone calls
- Teachers are calling and/or video conferencing with students on a daily basis to provide academic feedback and support
- Each building completes a daily log of student interaction, so not only teachers, but counselors, principals, and support staff work together to ensure every student has connected and is receiving feedback and support

During normal circumstances, academic feedback is part of the daily instructional model and used to guide instruction. K-8 follow the framework of whole group instruction, small group instruction, and independent instruction based on academic feedback.

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.

Students enrolled in diploma, credit-bearing courses in grades 8-12 have an avenue to earn the credit. All course activities and assessments are linked to/accessible in Canvas. Select BGHS support staff work with students and parents on a weekly basis to ensure that progress is being made and barriers to e-learning (i.e. access to wifi) are addressed.

8. Describe your attendance policy for continuous learning.

All buildings in our district are taking attendance 5 days a week, whether at-home or on-campus.. Attendance is taken by the classroom teacher, office, and with the help of instructional assistants daily. Students have a multitude of ways to be counted present on a given day:

1. Through check-ins (questions or discussions) on Canvas learning management systems.
2. By checking students who have viewed material on Canvas.
3. Work submitted to teacher
4. Emails from parents or students
5. Daily check-ins on DOJO class system
6. Phone calls to parents by teachers, aides, or office staff

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

- IREADY, results will be used to develop intensive remediation. Develop more extensive after school tutoring for fall 2020, that will be based on formative assessments at end of summer
- Create guided reading and math groups with tiered supports

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Our PD plan has included virtual PD rolled out by the BGCS Tech Team and Integration Specialists in conjunction with our eLearning PD that has been ongoing the entire school year.

- The BGCS Tech Team, which includes administrators, Integration Specialists, mentor teachers, Public Relations Director, Special Education Director, and Curriculum Directors, met on a biweekly basis and provided monthly PD to all staff from August - March.
- The Tech Team is part of at least one AST meeting per week.
- The Integration Specialists have Real Time Support daily for all staff and students from 8:30-3:00 daily.
- As issues arise, instructional PD is developed and given either immediately or in a follow up the next day.
- Tech Tips are sent out daily with specific “how to” directions based on a need that was seen on the daily feedback.
- The following are some of the PD opportunities that have been provided:
 - Canvas
 - Digital video taping including Loom, Screencastify, Canvas, Google Video, Zoom
 - Chromebook
 - Skyward
 - Videoconferencing
 - Google Voice
 - Symbaloo
 - QR Codes
 - Technology Troubleshooting

Instructional PD will continue to be provided the same as this past year:

- Weekly District Curriculum meetings to develop a long range plan based on student data
- Biweekly K-6 and 7-12 District Curriculum meetings to research, plan, field test strategies as a K-6 and 7-12 Instructional Leadership Team (ILT)
- Biweekly Building ILT meetings to go over the PD plans, strategies, practice
- Biweekly professional development to staff (differentiated based on content/grade) during PLC
- Biweekly follow up collaboration to analyse student data and feedback
- Biweekly ILT walk throughs to provide feedback