



District or Charter School Name

Mississinewa Community Schools

Section One: Delivery of Learning

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

Northview/Westview Elementary:

Students will complete daily, individualized ELA and Math lessons, practice, quizzes, and tests on IXL and Acellus for each learning day. Students will also receive Indiana College and Career Readiness Standards-based lessons and activities from their teachers in the areas of ELA, math, science, social studies, P.E., art, music, coding, and social-emotional competencies. Students will complete their activities on their school-owned Mac devices. Continuous learning opportunities will be provided through various communication platforms such as Google Classroom, Seesaw, Remind, and ClassDojo.

RJB Middle School:

Students will complete daily, individualized content-specific lessons and activities designed to closely mimic instruction that would otherwise be received in the physical classroom. Each teacher is providing continuous learning opportunities through Google Classroom, including synchronous online classes (ZOOM, Google Meet, etc.), augmented learning videos/platforms (Acellus, Ted Talks, EdPuzzle, etc.), worksheets and assessments (Edulastic, Google Forms, Formative, etc.) Dynamic skill practice is offered through IXL and other providers. Teachers are also creating enrichment activities, including physical activity, music, games, hands-on at-home activities and labs, SEL videos, and journaling. Additionally, students will be provided with SAT / ACT Prep activities through Khan Academy, IXL, and other sources.

Mississinewa High School:

Students will complete daily, individualized content-specific lessons and activities designed to closely mimic instruction that would otherwise be received in the physical classroom. Each teacher is providing continuous learning opportunities through Google Classroom, including synchronous online classes (ZOOM, Google Meet, etc.), augmented learning

videos/platforms (Acellus, Ted Talks, EdPuzzle, etc.), worksheets and assessments (Edulastic, Google Forms, Formative, etc.) Dynamic skill practice is offered through IXL and other providers. Teachers are also creating enrichment activities, including physical activity, music, games, hands-on at-home activities and labs, SEL videos, and journaling. Additionally, students will be provided with SAT / ACT Prep activities through Khan Academy, IXL, and other sources. AP classes have added support offered through the CollegeBoard and other sources.

Special Student Populations:

Students with special needs will be provided with individualized elearning opportunities that meet their individual needs through a variety of platforms including, but not limited to, paper and pencil, video, virtual calls, telephone calls, email, websites, and virtual platforms such as Google Classroom. Teachers of record will facilitate accommodations, assignments, and support as needed for each particular student or family as appropriate. Students will receive additional accommodations through screen readers, calculators, additional time allowances as necessary, and translation services per IEP.

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

- 1) Students: Principals and teachers communicate expectations directly to students through various communication tools, including Google Classroom, Seesaw, Remind, ClassDojo, corporation webpage, and email.
 - 2) Families: Mississinewa staff communicates regularly with families through an “all-call” phone tree system, email, ClassDojo, Remind, Seesaw, and by posting information on the corporation website. We also offer digital and printed versions of eLearning guidance for families as well as staff contact information.
 - 3) Staff: Mississinewa staff communicates in-house through email, corporation webpage, phone calls, and digital guidance documents listing expectations for eLearning.
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3. Describe student access to academic instruction, resources, and supports during continuous learning.

All students K-12 have an Apple digital learning device. Technology coaches are communicating with teachers to provide curated lists (and support teachers in their implementation) of free and school-purchased digital resources that they can utilize to provide students with rigorous learning opportunities that meet the Indiana College and Career Readiness standards. Teachers, as well as administrative and technology teams, are ready to support students with a device, internet, and programming issues.

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

Every student K-12 has an 11" Apple MacBook Air (2-12) or Apple iPad (K-1). Additionally, all teachers have 13" MacBook Air devices. We have surveyed our population and determined that only a handful of households are without reliable internet access. We are working with those families to connect them to local internet providers who have committed to providing their services (both installation and monthly fee) for free. Our technology team will continue to support hardware issues for student and staff devices.

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

Mississinewa staff is connecting with students and families through phone, email, Google Meet/ZOOM, Google Classroom, ClassDojo, Seesaw, Remind, and other avenues. Photos and success stories are celebrated via Mississinewa social media channels.

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

Teachers are providing timely and meaningful academic feedback through the various communication tools they use to deliver learning opportunities. Teachers at the secondary level are required to post at least two grades per subject to PowerSchool each week. Elementary teachers are required to post a reading grade, math grade, and writing grade each week. Teachers will communicate with parents/students who do not complete assignments through email, phone, or text. If there is no response, an administrator will make contact with the family. Besides summative feedback, teachers will provide formative academic feedback in the form of rubrics, comments, small-group conferencing, etc. Teachers will also progress monitor and differentiate instruction to provide the best opportunities for student growth.

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 continuous learning plan is for students to continue lessons and activities that follow our established curriculum guidelines. Grading for each subject will be the same as that in the physical classroom, so we will be offering credits to students taking high school courses as they complete the requirements as given by their instructors. High school students can opt to take additional classes (over and above their traditional course load) online for credit through the Acellus digital learning platform, which is similar to how we have offered recovery credits in the past.

8. Describe your attendance policy for continuous learning.

Attendance at the elementary level will be monitored through daily assignment completion (evidenced by posted grades). At the secondary level, teachers monitor attendance through regular participation and assignment completion. Principals will be notified immediately if a student does not participate in daily requirements. Communication will be made that day with the student to determine obstacles and to collectively decide the best action plan for future completion. (This may include referral to free internet access programs, adjustment of assignments to accommodate student needs, an adjustment of due dates to accommodate parent work schedules, etc.) The secondary team has counselors and assistant principals monitoring student progress weekly. Our efforts to monitor participation/attendance and communicate effectively with parents will help us meet our goal of 100% attendance/participation.

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

Teachers will utilize NWEA data from Winter 2019 to provide appropriate skill practice using IXL (we have aligned IXL exercises to state standards by RIT score). Teachers will also roster students in relevant digital learning courses based on assessment and classroom data. These courses will help close skill gaps in both ELA and Math. Additionally, secondary students can opt to take courses for high school credit through the Acellus digital learning platform to accelerate their credit earning potential.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Throughout the remainder of the school year and over the summer, Math and ELA teachers will continue to plan units of instruction based on our digital Mississinewa curriculum. These summer teachers will participate in online training through ZOOM or Google Meet to support their development, specifically in the areas of differentiation, dyslexia, technology, and curriculum. Technology coaches will continue to offer “TIC TIPS” each week (these are weekly ‘tips’ which point teachers towards curated resources and encourage best practices), as well as continuous technical training for all teachers on an as-needed basis. Forty of our teachers are finishing the “Don’t Ditch That Tech” IDOE book study this semester. Finally, select teachers will receive online SEL/Mindfulness training this summer.