



South Madison Community School Corporation Continuous Learning Plan

District or Charter School Continuous Learning Plan



Established: April 2019
Updated: July 11, 2024
Ends May 22, 2025

Section One: Delivery of Learning

1. Describe how you will deliver continuous learning opportunities for all students.

Schedule: SMCSC's ESSER plans are on the website. The Continuous Learning Plan, active until the end of 2024-25, details our efforts to support student growth.

Expectations: Teachers deliver content [standards](#)-based lessons with a range of learning resources. Beyond the core content standards, relationships and a sense of belonging are critical in supporting students. The district embeds IDOE's [employability skills standards](#) across the curriculum. The [attendance policy](#) provides appropriate time to make up work.

Special Populations: The district has arranged support to meet students' needs and will leverage district means to support students. Special program staff, teachers, and administration ensure necessary accommodations, interventions, and support are in place. The goal is for all students to have equitable access to learning opportunities and where there are barriers to work through them. By utilizing district resources and collaborating with families, the district team works to meet students' needs.

[Responsibility: Teacher, McKinney-Vento Coordinator, Special Ed team (TOR, speech pathologist, related service providers, Assistant Director, Director); Counselor, EL Coordinator; Reading Specialist, Principal, Assistant Superintendent]

2. Describe how the district communicates expectations to 1) students, 2) families, and 3) staff.

A variety of tools, including PowerSchool, Securly, the website, social media, student handbook, and ParentSquare, are utilized to ensure effective communication. *ParentSquare* will be used to communicate with all families and staff via text, voice mail, and email. The website offers family resources, including calendars, meal plans, mental health information, and internet options.

Teachers and administrators are available to students and parents through school email, phone, in-person meetings, or Canvas (7-12). Administration and the Board are always accessible to parents, students, and staff. The Board meetings and school groups (e.g. CTE Advisory, Title I meetings, School Improvement Teams) provide a venue for community input.

3. Describe student access to academic instruction, resources, and support.

For extended health-related absences, students can access assignments via digital textbooks, Canvas, Google Classroom, and other commonly used tools on their district devices.

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

Kindergarten uses iPads, while other grades use Chromebooks. The district provides WiFi hotspots for students without internet access. All teachers and paraprofessionals have Chromebooks. Digital textbooks, GSuite, PowerSchool, Discovery Ed, EdPuzzle, and Canva. Additional tools for secondary: Canvas, Edmentum Courseware, Destiny eBooks, Turnitin. Elementary tools: PLTW, BrainPop & BP Jr, CK12.

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

All educators are expected to maintain regular communication with students and families. Typical communication includes email, newsletter, and phone, with face-to-face meetings as appropriate.

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

Teachers are providing feedback to students individually and through a range of tools (e.g. Google Classroom, Canvas, Turnitin, conferencing, email). Additionally, several software resources are used to provide immediate feedback as a student is working through problems.

The teachers use the PLC process to stay responsive to students' needs, provide feedback, and develop action steps.

Section Two: Achievement and Attendance

7. Avenue for students to earn high school credits?

The district will provide students with high school credits following state regulations.

8. Describe your attendance policy for continuous learning.

Students must be in attendance each day to not miss significant learning opportunities. Learning results from active participation in class and activities of which many cannot be replaced by individual study. It is the responsibility of the student and parent/guardian(s) to ensure good school attendance. It is the responsibility of the school district to enforce the compulsory attendance laws established by the state of Indiana.

The district strives to meet the needs of individual students and families, to this when students are participating in eLearning, assignments are permitted a 2-day window for submission. We understand that children may be at a grandparent's home or childcare, or may not have easy access to the internet. Additionally, teachers and principals will work with students and families on any specific concerns.

9. Describe your long-term goals to address skill gaps.

Despite the unprecedented nine weeks in 2019-2020, this period is less than 2% of a 13-year academic career. Thanks to our students, staff, and community, most instructional days remained onsite (secondary 75%, elementary 91% in 20-21; high school 90%, middle school 87%, elementary 93% in 21-22; K-12 100% in 22-23 and 23-24). Any unforeseen issues in 24-25 will be addressed to meet students' needs.

Curriculum and student needs discussions are ongoing, with program adjustments and interventions implemented as necessary, through the PLC process.

Families are encouraged to use community resources like free access to tutor.com via the Pendleton Public Library.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Professional development is ongoing and job-embedded. This year beyond the curricular, assessment, and instructional strategy sessions, the following topics will be included: understanding grief, suicide awareness, and the science of reading. Coaches offer continuous opportunities for teachers to learn instructional tools, work with a partner through student-centered coaching, and collaborate on instructional design. Building administrators monitor and support teachers, while district administrators provide guidance and resources.