



District or Charter School Name

New Castle Community School Corporation

Section One: Delivery of Learning

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

Grades k-2 will have learning packets in hard copy.. Grades 3-12 will have their instruction through Google Classroom. As internet issues are reported by families in grades 3-12, packets will also be made available for those students. Special area and SPED teachers are co teachers in Classroom accounts to help with accomodations, differentiation of assignments, and tier II needs . Some SPED teachers will have designated resource time using ZOOM to meet with IEP students as needed to follow up class instruction. Some will also video lessons for students on ZOOM to give support of new standards after the tier I instruction has taken place. K-2 students and families will be contacted on a regular basis by email, REMIND app, and phone to support instruction.

Special education teachers of record (TORs) will document regular contact with parents and students to provide services within the student's IEP. If services cannot be delivered in the typical manner, the teacher and parent will work together to identify a meaningful way to deliver services and to meet the unique needs of each individual student. TORs will work with parents and students through a variety of ways; Google Classroom, Class DoJo, email, phone, Zoom, and/or Google Hangouts Meet. Therapies and services will be provided in a unique way that meets the needs of that individual family. Some families may prefer teletherapy services, while other families may work better with work packets that focus on that student's unique needs. Evaluation timelines continue to be an item that presents the greatest challenge. School calendars are adjusted

based upon each district's eLearning plan, and evaluation timelines are adjusted accordingly. School psych staff are working diligently to communicate with families and IEP teams to continue moving forward, in good faith, with evaluation timelines and IEP compliance dates. The "toll" letter created by IDOE is also being used to communicate with parents and to establish a plan for evaluation timelines. Additionally, TORs and therapists are working directly with classroom teachers to promote collaboration and connection with students and parents.

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

There are updated FAQs posted on the corporation website as of 4/6/2020 for students, families, and staff. The superintendent notifies staff through email and regularly updates families through our one-call communication phone system. Building principals also communicate expectations, plans, and schedules through one-call. Teachers utilize class apps such as REMIND and Google Classroom as well as social media groups to keep families and students informed. Please see the numerous COVID-19 related changes and updates on our website <https://www.nccsc.k12.in.us/>

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

Students in grades k-2 are working on paper packets which continue to follow our corporation pacing calendar. Home devices can be used for these grades to also utilize ZOOM and You Tube teacher lessons and activities live as a supplement. Students in grades 3-12 have all been provided Chromebooks. Students in grades 3-12 complete lessons, activities, and tasks thru Google Classroom. ZOOM (through our Clever Portal to enhance security) is an option for teachers to implement both live and recorded videos for new instruction and SEL activities with students. SPED, counselors and special area teachers also utilize these instructional and communication platforms. Administrative teams provide resource guides for teachers to

access and add to their CLASSROOM instruction. The formative assessment and lesson platforms are also available at home for continuous learning lessons, which include iReady and PIVOT INSPECT. There is also a k-6 subscription to Newsela Pro that teachers can include in their instruction.

For grades k-6, iLearn blueprints and articulation guides for Math and ELA were used to determine critical standards that must still be introduced to finish this semester. This guide of critical/high priority standards was provided to teachers to help filter the standards for new instruction to ensure we have consistency in the corporation with what will still be introduced along with spiraling standards for review.

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

Each of our grade 3-12 students have a Chromebook laptop computer assigned to them (which they have at home). To support the use of such extensive technology, our Technology Department is on call 8am-6pm Monday through Friday to support and repair devices. Teachers use programs such as: Zoom, Google Hangouts, Loom, Flip Grid and Youtube (for video Lectures), and Google Classroom. Within the past week, we have worked with Metronet to provide hotspots in each of our school parking lots enabling parents and students free WIFI to complete their work.

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

In addition to ongoing communication through our eLearning experience, we have ongoing updates on our website with a parent FAQ. Numerous one-messenger calls have gone out to all parents and staff from the Superintendent and corporation principals with important updates. School counselors from every school have students on a rotational list and make calls to each home every 2-3 weeks.

Teachers can also communicate with students through Google Classroom. Some teachers opt to have social media classroom groups and class apps such as REMIND. Interacting live with

ZOOM also keeps teachers and students/families connected. Teachers have office hours set from 10am-2pm each eLearning day to communicate with families. On non eLearning days, teachers continue to monitor communication needs and answer questions in a timely manner.

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

Assignments are submitted through Google Classroom and teachers communicate with students through this platform. Packets from k-2 are collected so teachers can review them and provide feedback. Learning packets are distributed as needed to cover the rest of the semester and to move forward with standards.

At the end of the 4th nine weeks, revised report cards have been designed to accommodate a 3 tier notation for grade k-6 students. Pending Board approval on April 21, the third nine week grade will be the starting point . Teachers will use the body of work completed during this shortened 4th nine weeks to determine a report card grade of: Outstanding (85%-100%), Satisfactory (60%-64%), or Needs Improvement (below 60%). This allows for consideration of the shortened nine weeks and students not being taught in person by the teachers. Also pending Board approval on April 21, at the secondary level, the 3rd nine weeks grade will count $\frac{2}{3}$ towards the final report card semester grade and the 4th nine weeks of eLearning will count towards $\frac{1}{3}$ of this semester grade. Counselors, Teachers, and Administration consistently monitor student engagement and call parents whose children are not engaged. To meet the needs of all students, students who do not have sufficient Internet access or have barriers to remote learning, are provided a hard copy learning packet as an alternative.

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.

Yes, students previously enrolled in classes offering high school credit will continue to have this opportunity. We are offering eLearning assignments, activities, and assessments that are based on standards and expectations set forth by our school board. We will balance our 4th quarter grades with the already completed 3rd quarter grades in a manner which considers the practice of other schools in our conference and which is fair for all students to receive high school credit. Clear directives have been given and will continue to be given to our teaching staff in regards to our students earning legitimate and meaningful credits.

8. Describe your attendance policy for continuous learning.

Students participate in eLearning each week on Monday, Wednesday, and Friday. Assignments must be completed and submitted by Friday each week at 11:59PM to count for attendance for the week.

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

Corporation formative assessments scheduled for when we return will help us gauge educational gaps and guide instruction. Revising our corporation pacing calendars to allow for more reviewing to start next year will also help us to address these gaps. Other classroom diagnostic assessments will help teachers make instructional decisions and form flexible groups. Our continuous improvement model of 8 Steps provides a structure for 3 week assessments to drive flexible tier II remediation, maintenance and enrichment groups as well to address specific instructional needs. We will also use data we are currently logging to document family contact, needs, and

barriers to eLearning so that teachers next year will be able to make flexible instructional and MTSS groups to address the many varied gaps some students will have when we return to classrooms.

We will use federal stimulus money (CARES) we receive to provide summer learning opportunities, both in person (if possible) and online through PLATO, to support students who need to retake a class needed for graduation. We will also plan for summer/fall remediation opportunities for elementary grades. This may be in person at , if possible, or expanding more eLearning strategies.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Administrators and instructional coaches are connecting weekly with complete staff and also various small groups/committees to continue their focused PD efforts for this year. They are utilizing ZOOM live and videos and YouTube school channels to present this PD.

Some example topics include: blended learning strategies and programs, standards based grading, tier II vocabulary instruction, STEM certification, 8 Steps Leadership teams, dyslexia screening, tech leadership, SEL virtual lessons, etc.

Several PD sessions staff planned to attend off site are now being offered virtually and staff will still participate such as: Title Con, CLASS Summer Institute, Smekens Literacy, Why Try, and UDL.

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.