



District or Charter School Name

East Noble School Corporation

Section One: Delivery of Learning

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

In our seventh year of offering continuous learning opportunities for students, extensive systems are in place for East Noble School Corporation to ensure that students are provided rigorous and engaging eLearning during this time.

K-12 students will participate in eLearning/remote learning with the use of 1:1 devices three days per week. Special Education students will connect with teacher of records, speech, OT, PT, DDH, and VI through Sykpe and telephone contacts. MI/MO students will access learning via a device if appropriate and may use learning activities or paper/pencil materials if needed to match their IEP goals.

Students without at-home Internet access are being supported in various ways. East Noble School Corporation worked with Ligtel, a local provider, to set up hotspots within the county. Seven wi-fi hotspots have been added. The locations have been advertised through social media and district text and email systems. In addition, the range of the wi-fi of each facility within the district extends outside the buildings. Students who are able to are encouraged to drive or walk to the buildings, connect to the wi-fi and download the needed documents and resources so that they can be utilized at home. In the very few cases where students do not have wi-fi or transportation to access a wi-fi resource, staff members, including teachers and SROs, will make home visits with paper/pencil learning materials.

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

Students and parents should have well publicized methods to reach a teacher. Email access is expected and Sykpe and telephone communication is strongly recommended for the day. If a staff member does not have access to the Internet at home, he/she should relocate to a site with functioning Internet. Students and parents should receive a live response to questions and concerns (email, call, Skype) within 30 minutes of the initial contact, if the initial contact is made during contracted times.

Email Communication – Required

All teachers should have email open during an eLearning day. Since it may be impossible to respond immediately to each student, all teachers should set up and turn on an automatic reply to their email account during the eLearning day. An automatic reply will let the sender know that the teacher has received the message and will contact them shortly.

Example – Thank you for contacting me on our eLearning day. I may be working with another student at the moment but your question is important to me. I will contact you as soon as I can

Telephone and Skype Communication – Recommended

Staff members are strongly encouraged to provide students and parents a way to be reached by phone and Skype.

Other Forms of Communication – Optional

In addition to email and phone access, many teachers are also communicating with students and parents via Canvas, class website, Facebook, Twitter, Class Dojo, etc... These are also acceptable forms of communication but should be used in combination with email and/or Skype and phone contact.

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

eLearning is conducted in a different environment than a typical classroom. Therefore, lessons should be built using the ENSC eLearning Lesson Plan Guidance as well as taking into consideration that students will find sitting at a table for 5-6 hours a challenge. Lessons built using movement, hands-on activities, manipulatives, etc... will help students maintain engagement in the day. Packets of worksheets are not considered quality instruction on an eLearning day. eLearning work should reflect the various level of DOK in all lessons.

eLearning lessons should contain all materials needed for the lesson. If a student will need a page from a textbook or paper that was sent home, these items should also be posted as PDFs. Since many students will be completing assignments at a relative's house or daycare, it is our duty to ensure that they have access to everything they need.

All lessons for eLearning should contain instruction. Even if the teacher provided instruction the day before or earlier in the week, in class he/she would always conduct a review of the information before jumping into the content, so the same should be true of an eLearning day also. Whether a new lesson or a review, a lesson should contain instruction.

All lessons should contain modeling. No matter what teachers are asking students to do, they should be provided examples that demonstrate the process needed to complete the skill. While eLearning may not allow teachers to collaborate with students, they can still provide a scaffolded model. In some cases the modeling may also be a part of the instruction piece. All lessons should have students independently practice the skill. Not all lessons may have an assessment or the independent practice may serve as an assessment. If it is assigned, it should be graded.

Special Education and ELL students are supported by their teachers of record and support personnel to ensure that they are able to access the academic instruction. In addition, ELL students are also supported by bi-lingual staff members with Spanish and Arabic in written and verbal translations. For students whose primary language is not Spanish or Arabic, their language needs are addressed in coordination with their WIDA status. We currently do not have any Level 1 or Level 2 ELL students within the district outside of the two primary languages since our foreign exchange students have returned home.

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

- Lenovo Laptops for students in grades 5-12
- iPads for students in grades K-4
- Canvas Learning Management System
- Seesaw Learning Management System and communication tool
- Various online curriculum platforms including Learning A-Z, Newsela, Phet simulations, and many more
- Skype

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

Students and parents should have well publicized methods to reach a teacher. Email access is expected and Skype and telephone communication is strongly recommended for the day. If a staff member does not have access to the Internet at home, he/she should relocate to a site with functioning Internet. Students and parents should receive a live response to questions and concerns (email, call, Skype) within 30 minutes of the initial contact, if the initial contact is made during contracted times.

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

Academic feedback is provided immediately through Skype instructional sessions and student check-ins. All assignments are graded and feedback is provided through Canvas and Seesaw. All students are receiving academic feedback through mastery learning and traditional grades under the same systems that were in place prior to COVID-19.

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 in grades 8-12 are earning high school credits. Our instructional model maintains the rigor and expectations that were in place prior to COVID-19. Teachers and students are being held to the same academic standards to ensure that students are mastering the academic standards to limit future learning loss. A focus has been placed on the priority standards for each class as outlined by the academic blueprints from the IDOE and the ENSC scope and sequence documents.

8. Describe your attendance policy for continuous learning.

Daily attendance is being taken through the use of a Google Doc, through evidence of participation in Skype sessions, and the completion of assignments. When students are not demonstrating evidence of participation, administrators, the SRO, the district social worker, and additional support staff are making phone calls, Skype calls, and home visits.

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

Plans are underway to create new scope and sequence documents to address skill gaps in each course.. Formative assessment data will be obtained at the beginning of the 2020-2021 school year to help determine the gaps and provide needed information to devise future instructional plans. Additional professional development will also be part of the 2020-2021 plan to support teachers in the instructional changes that will be necessary. The additional Title 1 funding provided through the CARES Act will be utilized to help support teachers and students.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Teachers are provided opportunities to participate in building and/or district level professional development on Mondays and Fridays. Instructional and technology coaches are available daily to support teachers in the development of eLearning/remote learning activities. Building and district meetings are being conducted daily/weekly to address staff concerns and needs. Summer professional development sessions are being scheduled to address the anticipated skills gaps.

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.