



District or Charter School Name

Southwest Parke Community School Corporation

Section One: Delivery of Learning

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

The Southwest Parke Community School Corporation will begin student instruction for the 2020-2021 Academic Year on Monday, August 10, 2020. Students attending Southwest Parke schools will have the option of enrolling in a traditional site-based instructional delivery or a virtual delivery via the Southwest Parke Virtual Academy. Should the corporation move into a fully virtual/e-learning delivery, all the following components will be in place.

Continuous learning occurs by e-learning for students with appropriate connectivity and via paper/pencil packets for students who do not have appropriate connectivity. Students with special needs receive modifications as specified in IEP's and 504 plans.

Instruction is delivered through a uniform platform. Lessons are built in Smore and delivered through Clever for all students (as well as Google Classroom for some classes). Google Meet is available for live teaching and help sessions. Teachers are available during the scheduled eLearning day during school hours (8:10 - 2:50pm) via phone, email, text, live video chat.

For students who may not have access to internet or virtual lessons, paper packets are provided and distributed through our food distribution sites twice a week and/or receiving them in the mail or personal delivery by faculty members. Students submit their work at this time as well. The lessons have clear expectations and complete similar work to their peers that have internet access. Students who complete paper packet assignments have access to contact their teacher or other resource personnel in the same ways listed above.

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

Expectations for students, families, and staff are communicated through telephone calls, emails, text messages, social media posts, school website posts, and traditional paper notes distributed through the school food program or via U. S. Postal Service.

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

Students access instruction, resources, and supports through digital platforms, such as Smore or Google Classroom. Students access supports through email and other similar messaging methods. Students may also contact school staff members through telephone.

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

Staff Equipment and Tools - School issued devices, digital resources - DOE Standards and Blueprints, SWP Curriculum Maps, IIEP, Clever, Smore, Google Suite Apps, Achieve, iReady (Math and ELA), Aleks, USA Test Prep, EdMentum.

Student Equipment and Tools - Paper copies when needed and access to all of the above curriculum tools and resources for staff members.

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

Educators and support staff connect with families in the following ways; Staff members are calling families to determine needs (food, paper packets, support), weekly newsletters, handwritten letters, social worker sending social and emotional support materials, emails/Remind/Class DOJO/Google Classroom, and virtual meetings via Google Meet.

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

Immediate feedback is provided via digital learning and during teacher office hours. Students return paper packets and receive feedback in a timely manner weekly.

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. Student work will be evaluated based on mastery of course requirements and critical standards as determined by DOE blueprints.

8. Describe your attendance policy for continuous learning.

If students are engaged via digital or packet learning on a daily basis, they will be considered present. Students who show no effort or do not access lessons, will be counted absent.

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

We are providing students with materials that are appropriate for their ability and age - both differentiated lessons to fill current skill gaps and grade-level standards mastery.

Special education students are receiving their accommodations via both digital and paper packets.

When we return to school for the 2020-2021 school year, diagnostic assessments will be completed to assess students' current skill gaps. RTI programs will be implemented to address student needs based on those assessments.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Southwest Parke Community School Corporation has been a one-to-one district since the 2012-2013 school year. Our first eLearning day was in the Spring of 2015. As such, our staff members have received ongoing professional development regarding eLearning lessons and expectations since that time. Weekly email reminders are sent from the Digital Curriculum Integration Specialist regarding any new updates. New tools have been offered to teachers via these weekly updates, and personal tutorials are created as needed.

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.