



**District or Charter School Name**

Whitley County Consolidated Schools

## Section One: Delivery of Learning

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

The Whitley County Consolidated Schools (WCCS) remote learning plan has been developed for all K-12 students including special student populations. All students have access to iPads or Chromebooks. The district has integrated 1-1 technology for the last four years. Remote learning has been utilized for the last three years, following state approval for the use of remote learning in place of closing school for inclement weather. The district conducted a survey and teachers identify individual students who do not have access to adequate internet at home. Teachers prepare packets early in the school year and maintain them throughout in the event of a called e-learning day. During this extended period of remote learning, teachers have prepared and mailed continuous learning packets home to these students. The packets are aligned to the learning cycle and online work being assigned all students. Students submit completed learning tasks by mailing the materials back to the teachers using a self addressed, stamped envelope sent with each packet. Internet access is available outside each school building. The district has also identified areas for WiFi access and this is available on the district website.

Prior to e-learning implementation, parents attend an annual meeting during which e-learning day expectations are explained. Students practice remote learning at school before any e-learning days are called. This ensures students understand e-learning expectations and procedures in the event an e-learning day is called.

WCCS teachers and principals participated in three years of long term, job embedded, sustained professional development focused on meaningful and purposeful integration of technology for educational instruction. Several consultants worked with teacher technology coaches. These teacher leaders then worked with teachers in their respective buildings to teach them how to effectively integrate technology into their instruction. The goal of the WCCS district was and is to use technology as a tool to improve instruction in and out of the classroom (e-learning).

Since WCCS schools have been closed, the district developed and implemented a weekly K-12 instructional model. Teachers teach remotely for three days (Monday, Tuesday, and Wednesday) of each week. The learning cycle includes two days to introduce new curriculum and a third day to check for understanding, reteach, and enrich. Teachers conduct regular check-ins with their students. Counselors and nurses also conduct student and family caring calls. Teachers organized one to one and small group work during this time. Special student population teachers worked with classroom teachers to modify lessons for students, special education teachers provided additional support for students in need of accommodations.

During the three day lesson cycle, teachers conduct office hours from 9:00 AM to 2:00 PM. Teachers are available to assist students or parents after presenting instruction.

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

Expectations for effective, purposeful, and thoughtful continuous learning have been communicated to all students, families, and staff.

Students - All procedures outlining expectations were practiced in the classrooms with their classroom teachers early in the school year. Because this is the third year of remote learning, students are very familiar with expectations. Instructional strategies have been refined and improved during the past years of implementation.

Parents - All procedures outlining expectations are explained to parents during a required parent meeting. Parents communicate regularly with classroom teachers regarding any questions or needs that they may have. This communication is on-going throughout the entire school year.

Staff - For the last four years, WCCS has clearly communicated continuous learning expectations in and out of the classroom. District and building leadership work together to refine and revise expectations annually. Teachers work together in grade levels or teams to discuss curriculum and develop effective, meaningful lessons.

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

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The effective use of technology to strengthen and enrich instruction has been a goal of WCCS for many years. Through the use of tools in Google Suite and other programs, classroom teachers provide academic instruction, resources, and support to students during the learning cycle. Teachers conduct one on one and small group meetings to support students. Teachers and principals also meet with parents or guardians using video conferencing tools. Many teachers call their students and parents for a check-in. Principals, counselors, and nurses also call to check-in with families.

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

WCCS teachers and students have access to a wide variety of electronic tools, based on the grade level, the adopted resources, and programs. Kindergarten and first grade students use iPads. Students in grades 2 - 12 use Chromebooks. Kindergarten and first grade teachers have MacBooks, all other teachers use an HP device.

All teachers and students utilize Google Suite including Google Classroom to plan, deliver, and receive student instruction. This includes the use of collaborative tools (student to student, student to teacher, teacher to student) such as Google docs, sheets, and slides. Elementary adopted resources include access to online tools such as Pearson's Easy Bridge (Math) and Houghton Mifflin Harcourt's Think Central (Literacy).

Elementary students have access to and use Accelerated Math for math practice and enrichment. All elementary and middle school teachers use Moby Max to reinforce concepts taught and to provide students with opportunities for extra practice. The district has an approved list of applications which includes FlipGrid, Diigo, EdPuzzle, KidBlog, Newsela, NoodleTool, Padlet, Pocket, Quizlet, Recap, Seesaw, and Xtra Map. Staff members may request additional applications, which then go through a district review process before being added to the list.

Teachers share projects and research topics with our Innovation and Media Services Specialist. This enables her to create curated databases for student research and projects. Students are taught early each year how to access the databases for specific projects and research work.

At the high school level, students have access to a variety of tools and equipment based on the classes in which they enroll. This ranges from the laptops/desktops required for Project Lead the Way and engineering classes and digital art classes to Microsoft Office programs for business oriented classes. Eagle Tech Academy teachers use Echo as their classroom learning management system and teacher feedback platform. All high school students have

access to and use video conferencing programs, such as Google Hangout or Zoom, and We Video. All high school students also use Naviance.

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

Educators and support staff hold regular office hours. These educators are also available by email, Skyward (student management system), Google, and phone. Expectations for instruction staff during this extended period of time are to make regular, real time contact with each student. The classroom teachers, resource teachers, counselors, principals, nurses and others are checking in with families and students on a regular basis.

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

Students will demonstrate learning through completion of assigned tasks. Students complete and submit work through Google Classroom or Echo. Teachers review the submitted work and provide feedback and guidance to students. They also use this work to determine reteaching points for individual or small groups of students.

Students without internet access are mailing completed tasks back to their teachers. Teachers review the work and call the student to provide feedback and guidance.

## **Section Two: Achievement and Attendance**

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### **7. Does your continuous learning plan provide an avenue for students to earn high school credits? If so, describe the approach.**

The WCCS Continuous Learning Plan does provide classes for students to earn high school credit. Classroom teachers follow their developed curriculum and provide instruction remotely. Teachers are available during office hours to support students individually or in small groups. For dual credit, the instruction scheduled is aligned to requirements of our post secondary partners.

### **8. Describe your attendance policy for continuous learning.**

The attendance policy for continuous learning includes completion of work by all students. At the high school level, students are required to sign in on a daily basis to be counted in attendance. Middle and elementary students are counted in attendance if their work is turned in each day. For students without internet access (which is about 5%), they have three days to turn in the completed work. During this extended period of remote learning, teachers have been checking in with students and families on a regular basis (at least once a week, more often for students who are struggling or who are not staying up with their work). Our SROs are doing home visits with administration if a family is not communicating with staff members, including administration.

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

Classroom teachers will identify skill gaps during the last two weeks of school. In the days after completion of the school year, grade level and content area teachers will meet to identify gap areas in the curriculum. These current grade level teachers will then meet with the next grade classroom/subject teachers to target areas of academic need. Next grade academic teachers will develop skill gap curricula for use at the beginning of the 2020/2021 school year.

Deficit areas in academic skills will be communicated to parents and guardians.

## Section Three: Staff Development

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### **10. Describe your professional development plan for continuous learning.**

The professional development plan for continuous learning included all classroom teachers, special education teachers, reading coaches, paraprofessionals, related arts teachers, and administrators. As previously stated, teacher technology coaches received years of professional development regarding the effective use of technology to enhance instruction and create effective, meaningful lessons. This professional development work was intentional to improve instruction in and out of the classroom. When WCCS began the implementation of e-learning, all educators were fully prepared to provide effective educational experience for students in all grades. This professional development has been continued for all new staff hired prior to the beginning of each school year. Teacher technology coaches lead this professional development.

**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.**