



**District or Charter School Name**

Center Grove Community School Corp

## Section One: Delivery of Learning

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

Center Grove students in grades K-12 will receive continuous learning opportunities through a choice in either traditional or virtual school. Throughout the year, CG Traditional may include in-person, blended, or eLearning instructional modes. CG Virtual includes instruction from CG teachers. Families can choose traditional or virtual for either the semester or the year.

Students receiving services through Special Education, ELL, S504, and Title I are accessing eLearning with their typical peers, in addition to receiving specific services to meet their individualized needs.

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

- 1) Student communication - teachers are sharing expectations with students throughout eLearning using email, phone calls, and our learning management system (LMS), Canvas. Additionally, principals are communicating expectations with students via video announcements and emails.
- 2) Family communication - teachers, principals, district administrators, and Superintendent have communicated en masse with our families in various formats including email and video messages, podcasts, and virtual meetings. Additionally, our district's website houses archived communication and resources for our families.
- 3) Staff communication - principals and district administrators communicate frequently with our staff via email and video messages, virtual meetings, and shared documents. The Connected Learning Team also maintains a robust hub of information and resources for teachers.

For all stakeholders, the RETURN 2020 page on our CG website has resources and archived communication.

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

When not learning via traditional face-to-face instruction, students access eLearning and virtual lessons through Canvas (CG's LMS), and necessary resources are embedded into Canvas. Within Canvas, Zoom is enabled for virtual class meetings and individual service delivery.

Students receive SpEd, ELL, Title I, and S504 services and support from their teachers of record/service. General education teachers work in tandem with the service teachers to support students.

SEL resources are available for our families on our district website. Our K-8 students will begin to have SEL lessons delivered by school social workers or counselors. For students needing more intensive social-emotional support, our social workers and guidance counselors are providing support to students and families via phone calls, emails, and virtual conferencing. Center Grove also provides mental health resources (via teletherapy through Community Health Network).

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

Students in grades 6-12 have take-home devices (iPads) every day. Students in grades K-5 are allowed to take home their school devices during periods of blended or eLearning modes, with parental consent. For families who do not request a take-home device prior, we continually offer this option and schedule opportunities for families to pick up devices.

Teachers are issued laptops and iPads from the district, so they can use these devices for blended and eLearning. Instructional support staff are issued iPads. Additionally, some staff have laptops assigned for their use.

Canvas is a robust LMS, and we have provided multiple opportunities in various modalities for training/learning for our teachers to support its use. Within Canvas, we have enabled Zoom to support class meetings and collaboration opportunities.

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

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In guidance to teachers upon our return to school in August, our district emphasized three objectives when students are eLearning: (1) Provide a continuous learning experience for students throughout the school year, (2) Bring consistency to student and parent experiences when engaged in eLearning, (3) and Maintain a high level of care for and connection with all stakeholders. To support these objectives to maintain connections, our teachers are able to use Zoom within the Canvas platform. They host live class sessions, Q&A times, and office hours, as well as providing individual support (mostly with 1:1 services for special populations).

Teachers are also following up with students and families when participation in eLearning is not inconsistent or not occurring. In addition, teachers share names of non/low-participating students with their principals and counselors/social workers, as they will follow up, too. Some support staff will support eLearning, especially in Title I and other interventions, where our support staff work with students, and they are providing information and support to the teachers in order to keep consistency in our services.

During eLearning, principals and other school staff post daily announcements and/or messages to students and parents. Principals are emailing parents to keep them updated on timelines, expectations, and resources. Principals are also posting information on social media, as many parents use that platform for information.

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

In guidance to teachers, our district expectation is that teachers “provide constructive and actionable feedback to students” in a timely manner. In addition to traditional grading, teachers can provide feedback within Canvas, via email, or with comments in Skyward. Principals are monitoring teachers’ feedback and interactions with students and guiding their teachers to make the most of our learning time with students.

## 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.**

Yes, our eLearning plan is structured to provide high school credit to all courses in which students were enrolled prior to the start of eLearning.

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

Students who are engaged and participating in learning are counted in attendance. While we have scheduled eLearning days, we are offering much grace and flexibility with families and students for the time when they complete eLearning lessons. Teachers are tracking engagement and completion for attendance.

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

During the spring and summer, our teachers identified content for academic recovery during the 2020-21 school year. This work is aimed at addressing the gaps we already know exist for some students, as well as gaps that were created by the "Covid slide."

As students matriculated without the typical instruction and learning outcomes, our goals for 2020-21 will be on starting the year to (1) close the gap for all students with the "missed" content from 2019-20 and (2) intervene specifically for those students who were identified with gaps prior to continuous remote learning. In our elementary schools, we have adapted our schedule to capture more time for reading/language arts, math, and response to instruction. Our secondary schools are focusing on creating in-course content structures and instruction to meet our student learning goals.

## Section Three: Staff Development

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

Our Coordinator of Connected Learning serves as the lead in our planning and professional development for blended/eLearning and elementary virtual teachers. Starting in the fall of 2018, our Connected Learning Team (CLT - two STEM coaches, high school eLearning coach, and the Coordinator) led PD for all K-12 teachers on planning and delivering effective instruction in a virtual platform, including Canvas instruction and lesson planning design and practice. Center Grove had not utilized eLearning for inclement weather prior to last school year; however, we provided the PD in the previous school year.

Since spring 2020, our CLT has provided in-person professional development and support, virtual support, Zoom training, instructional videos, support tickets, personalized follow-up, and email responses. They have structured both proactive and reactive measures to problem-solve as well as build capacity with our teachers.

Our students also receive training; teachers work with them to use Canvas. We also simulated eLearning within the school day randomly to forecast and plan for possible challenges. During eLearning, our students can submit support tickets and receive help from our CLT.

Finally, our parents receive opportunities for learning. They could attend a forum to learn and ask questions about our eLearning plan, and some parents that night stayed after for a help session that was hands-on. We are planning on-going support and training for our parents of virtual students and all parents during blended and eLearning. Like our teachers and students, parents can submit tickets and receive help from our CLT.

**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.**