



Lafayette School Corporation

District or Charter School Name

Section One: Delivery of Learning

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

Corporation:

- a) Two corporation wide e-learning days were conducted within the first two weeks of school to establish the format of e-learning, to ensure everyone is prepared if the corporation had to implement long term remote learning.

Elementary Schools:

- a) Instruction for all students (general education and special education) will be delivered via Canvas, a learning management system. Teachers have been trained on how to best use Canvas for effective remote learning.
- b) All students have been provided an LSC iPad and teachers have sent home expectations for students regarding in person and E-learning. Courses such as art, music, and PE are loaded onto Canvas as well.
- c) PowerSchool Messenger and Social Media sites are being used to communicate directly with parents.
- d) Hot spots are being offered to families who are struggling with access to internet at home. LSC has received a grant from United Way that is helping to provide the hotspots, as well as pay for the monthly access fees.

Secondary Schools:

- a) In the event of future E-learning days, students and staff will follow a bell schedule that is similar to the in-person bell schedule.
- b) All E-learning classes meet daily (M-F) and contain face to face video conferencing, independent work time with real time teacher support available, and help sessions to conclude the day.

All Grade Levels:

Special Populations:

- a) Information is delivered from the special education teacher to the student and parent through Dojo, emails, texts, and calls.
- b) Differentiated reading lessons are provided using different applications like, Study Island, Think Central, and leveled readers in Raz Kids. Math is differentiated on Dreambox and teachers assign specific lessons to focus on students' individual needs.
- c) Service type (direct support, support to general education, and consult with teacher) remain aligned to the IEP during this time.
- d) LSC Webpages and Canvas are used by the resource room teachers and speech therapist to deliver student information and classroom assignments.
- e) Speech Therapists are using tele-therapy.
- f) Special education teachers are meeting with students daily via Zoom to assist with class assignments.
- g) Case conferences are continuing to be held via Zoom as needed.
- h) RTI goals and interventions are being continued, and modified as needed.

ELL Population:

- a) Families are being provided resources in Spanish

- b) Teachers that provide language acquisition lessons for ELL students are using Flip Grid, Ellevation, and Google Voice messages, to assist with instruction.
- c) ELL students have and will continue to receive phone calls from the ELL teacher regarding assignments and to provide support.
- d) d.) ELL support from the ELL director will be provided as needed.

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

Elementary Schools:

- a) **Students:** Teachers are communicating expectations with students via Canvas, ClassDojo, school website, and Zoom. Teachers reviewed digital citizenship and expectations for completing assignments, turning in assignments, and how to contact them when they are experiencing challenges. Teachers are Zooming with students so that they can see and hear their voices. This helps to clarify and confirm expectations.
- b) **Families:** All LSC elementary schools use a variety of ways to communicate with families including ClassDojo, PowerSchool Messenger, Canvas, School Websites, Facebook pages, YouTube channels, and Zoom. Information is translated into Spanish. Some teachers also send home newsletters for the week to let parents know what they are doing in the classroom. School administrators also may choose to send home newsletters as well.
- c) **Staff:** Most school administrators communicate with their staff via email. Monthly staff meetings for teachers are held either in person and socially distance or via Zoom. Data meetings are scheduled and will include opportunities to review Power Standards and data that goes along with the Power Standards.

Secondary Schools:

- a) **Students:** Students received E-learning guidance via emails and announcements from the building administration, at the beginning of the school year. This information was also revisited prior to the two planned e-learning days during the first two weeks of school. Prior to the two planned E-learning days, classroom teachers required students to log into Canvas, Zoom, and OneNote to ensure that each student understood the expectations and that all student technology was functioning properly.
 - b) **b). Families:** Families received E-learning guidance via email sent from the building administration at the beginning of the school year, and continue to be updated by E-learning teachers via email, phone, and social media sites.
 - c) **Staff:** Staff received E-learning guidance via email sent from the building administration at the beginning of the school year and again prior to the two E-learning days. Full time E-learning teachers were provided additional training on Zoom, video chat software, and Canvas learning management system, in order to communicate the usage expectations for E-learning.
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3. Describe student access to academic instruction, resources, and supports during continuous learning.

Elementary Schools:

- a) All E-learning students have taken home their iPad and have information and videos about how to access Canvas from home. If they are struggling with technology, they are able to put in a technology trouble ticket online and a member of the technology department will reach out to them and assist them.
- b) All resources and supports have been built into the teacher's homepage on Canvas.
- c) Special education teachers have also loaded their own assignments and work into Canvas for students to differentiate their instruction.
- d) Many applications that are already loaded onto the iPads are also used for instruction to support learning. These applications include Dreambox, Showbie, FlipGrid, Study Island, Think Central, IXL, ClassDojo, Spelling City, and Reading Eggs.
- e) Individual schools may have also used Title 1 money to purchase additional intervention applications such as Read Naturally, Reading A-Z, Razz Kids, Remind, Kid Blog, Michael Heggerty, Superkids, and others.

Secondary Schools:

- a) In effort to ensure that all students had the necessary technology for E-learning, device deployment took place in the summer. Students that did not attend summer deployment were issued a device as soon as possible.
- b) E-learning days and full E-learning students follow the same bell schedule that is utilized during in-person instruction. As a result, students meet virtually with all of their teachers/classes each day. In addition to the class virtual meetings, a twenty-minute support session immediately follows each virtual class. This allows students to receive timely and individualized support from their teachers.
- c) At the end of the E-learning day, each teacher is available virtually for a one-hour help session. Students may connect with any of their teachers during the help sessions.
- d) -For special education students, their Teacher of Record utilizes resources such as video conferencing, to ensure that those students are receiving the appropriate accommodations and support.
- e) -The bilingual counselor and secretary have provided translation services for families and teachers regarding assignments and overall school-related needs.
- f) -School counselors make individual contacts with students that are on their regular case-load via video conferencing, email, and phone correspondence.

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

Elementary Schools:

- a) **Students:** have access to their iPads, which have their textbooks (math and reading) loaded electronically through the ClassLink application. Accessibility features have also been enabled to support students with accommodations (talk-to-text, text-to-speech).
- b) **Staff:** have access to their iPads, and a laptop. Staff also have access to all of their files on OneDrive, the LSC Shared Drive, their email, ELL supports from the ELL director, Social Emotional Learning support from the SEL director, and data reports online.

Secondary Schools:

Students:

- a) Each student has a school issued Lenovo Thinkpad with digital pen and charger.
- b) Microsoft Office OneNote is used for content delivery.
- c) Microsoft Office Teams video conferencing is used as a backup if Zoom is not working properly.
- d) Canvas Learning Management System is used for content delivery and overall content organization.
- e) Zoom video conferencing is utilized for E-learning class meetings and help session support.
- f) Many applications are being used to support instruction such as:

- Skype
- Zoom
- OneNote
- Office365
- Youtube
- Online Textbooks
- FlipGrid
- SnagIt
- Camtasia
- Actively Learn
- Newsela
- Read aloud option in Microsoft Edge
- Achieve 3000
- Unique
- News2Yo
- IXL
- Tutoring Services-askrose.org
- Khan Academy
- Canvas
- Nearpod
- EdPuzzle
- USATestPrep

Staff:

- a) Each staff member was issued a School Surface Book computer with digital pen and charger.
- b) Staff is utilizing Canvas Learning Management System for content delivery and overall content organization.
- c) Zoom is being utilized for virtual staff and student meetings.
- d) Microsoft Teams video conferencing is being utilized as a backup to Zoom.

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

Elementary Schools:

- a) Teachers are expected to provide meaningful and relevant instruction to students with a focus on Power Standards in Reading, Writing, and Math.
- b) Teachers are connecting with students via Zoom for daily attendance.
- c) At least 5 hours of virtual instruction is being provided to E-learning students daily.

Secondary Schools:

- a) -Zoom, email, and phone calls are being used for regular communication.
- b) -Technology email help line is available for technology assistance.
- c) -Multiple virtual help session opportunities are offered throughout the day.

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

Elementary Schools:

- a) Teachers are dedicated and committed to providing meaningful academic feedback, not only with letter grades, but written and verbal comments, with ideas on how to improve as well as positive remarks.
- b) Students are receiving feedback in a timely manner (usually within a day or two of submission). Students and parents can respond to feedback. This allows for back and forth conversation.
- c) Feedback is being delivered via ClassDojo, email, or Canvas.

Secondary Schools:

- a) Teachers provide real time feedback during virtual classes and help sessions.
- b) Grades are updated within a week of assignments being submitted.
- c) **Tecumseh Jr. High:** A School-wide common virtual help session is provided during the last hour of the E-learning day, to ensure that all students have access to teacher feedback before the end of the day.
- d) **Jefferson High School:** During staff office hours parents and students can communicate with their teachers via email, Canvas, and phone.
- e) **Oakland High School:** Many student assessments are graded in real time, which is consistent with Oakland's competency-based grading practices, students are given feedback on where improvements can be made and then given the opportunity to retake/redo that quiz/test until they reach a minimum 70% mastery level. With assignments provided each day, they are typically graded by the following day.

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.**

Elementary Schools:

- a) -N/A for K-6

Secondary Schools:

- a) Students have the opportunity to earn high school credits for such courses. Students will be awarded credit for those courses in which they have a passing grade. The rigor, scope/sequence, and objectives of E-learning courses will mirror the in-person course experience as closely as possible.
- b) Assignment due date flexibility will be applied for situations where technology becomes an obstacle for submission.
- c) Oakland High School: Students are earning credits in their typical fashion, once they have completed each Unit with at least a 70% credit is assigned. Teachers are weaving these daily E-learning opportunities into students' individual Unit Plans.

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

Elementary Schools:

- a) Students are expected to check in with their teachers daily in the morning and afternoon. The check-in is done via Zoom.
- b) Teachers review expectations for the day and have work loaded into Canvas.
- c) Teachers will also pre-record lessons or teach live via Zoom.
- d) Attendance is taken in the morning and again in the afternoon via PowerSchool.
- e) Students that are marked absent are called by the secretary to see if there is a reason for the absence.
- f) Students with multiple absences are being reported to administration for follow up.

Secondary Schools:

- a) The E-learning schedule follows the same format as the in-person schedule in regards to the number and order of classes a student has each day.
- b) Students must attend each class virtually by logging into each class at the designated time. Teachers record attendance each class period.
- c) Students not in virtual attendance for a specific class period will be marked absent for that period.

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

Elementary Schools:

- a) During grade level data meetings, standards which teachers feel require remediation will be taught again.
- b) Teachers will be provided alternative and additional ideas to help support students by administration, peer teachers, and the title 1 lead teacher.
- c) Administrators will continue to reach out and call families who appear to be struggling with participating in E-learning, and will connect these families to any resources they may need to allow the student to fully participate.
- d) Teachers will provide learning opportunities that are inclusive of all students to succeed. If a parent is having great difficulty with the material, supplemental materials and activities that align with the

standards may be provided by the teacher.

Secondary Schools:

Tecumseh Jr. High:

- a) Rely on already in place Tier II supports to help students address gaps in their learning.
- b) Administration will emphasize the importance of intentional re-teaching in response to formative assessment data.
- c) Purchase a school-wide license to a stand-alone supplemental program, such as IXL to provide instruction beyond the regular school day. Incentives will be linked to the completion of objectives within the IXL program.
- d) Assess whether or not any of the existing programs utilized can be opened up for home usage as well.

Jefferson High School:

- a) Teachers within PLCs will be meeting to discuss skill gaps and needs to review/cover first semester, during first semester.
- b) PLCs will communicate vertical alignment.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Elementary Schools:

- a) Professional development is being provided during monthly staff meetings by experts in Canvas, on how to better utilize the learning management software.
- b) Professional development will be ongoing throughout the year and each building may offer different PD, based on the needs of their teachers and students.
- c) Monthly professional development will be provided covering the social emotional learning curriculum.

Secondary Schools:

Tecumseh Jr. High:

- a) Professional development is provided by the Digital Coach in the area of virtual lesson engagement.
- b) Additional staff PD is continuous on Zoom, Canvas, and Microsoft Teams
- c) Monthly staff meetings are taking place over Zoom.

Jefferson High School:

- a) Continued training with Naviance.
- b) Weekly technology updates, tutorials, and suggestions, are being provided by the instructional/technology coaches related to E-learning.
- c) Committed to providing the best educational experience for students during this time.
- d) Created and added new tutorials on staff Canvas Page for examples.

