

## **VCSC Continuous Learning Plan - Updated August 2020**

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

#### **In-Person Instruction - A/B Schedule for Grades K-12 (August 18 - September 4)**

The VCSC will adhere to the IDOE guidance regarding remote learning and time guidelines per day to include at least 5 hours of instructional time for grades 1 through 6 and at least 6 hours of instructional time for grades 7 through 12 (IC 20-30-2-2).

Students and families who chose in-person instruction will attend on an A/B split schedule, alternating days in the school building with learning at home. Students with last names A-K will attend on A days; students with last names L-Z will attend on B days. The alternating schedules were developed to address social distancing requirements, necessary class movement, and limited facility space.

#### **Hybrid Instruction - At-Home Learning with VCSC Teachers for Grades K-8**

The hybrid instructional model is a good option for students who will likely return to the traditional classroom post-COVID-19. Students stay enrolled in their normal school, and teachers will engage in remote learning with students and families. Students will have regular contact with a teacher and stay on pace with the VCSC curriculum. Hybrid teachers will continue to emphasize Indiana Academic Standards and district curriculum and differentiate instruction for students as needed. Students and families elect this model for nine weeks after corresponding with the building principal.

#### **Vigo Virtual Success Academy - Grades K-12**

K-12 students and families have the option to officially enroll in the Vigo Virtual Success Academy (VVSA) for full-time online education. Elementary students are enrolled in Calvert, an accredited, project-based curriculum with VCSC teachers. Middle school students are enrolled in Edmentum Courseware with VCSC teachers. High school students are enrolled in EdOptions Academy courses with Indiana-certified virtual teachers. High school students who need credit recovery are enrolled in Edmentum Courseware with VCSC teachers. Parents have the flexibility to return their children to traditional school after consultation with the principal of VVSA.

The VVSA Principal will assess the device needs of each student during the enrollment interview, and when possible, the VCSC will equip that student with a device. The VCSC website contains information about Wi-Fi Hotspots throughout the schools and the larger Vigo County area.

#### **Special Education**

The VCSC and Covered Bridge Special Education District (CBSED) will follow state and federal guidelines and provide remote instruction and accommodations to students with Individual Education Programs (IEP) and Section 504 Plans as per each student's plan. CBSED will continue to share guidance from the IDOE Office of Special Education and Indiana IEP Resource Center about accommodations that can be applied remotely within categories of presentation, responding, setting, and scheduling. VCSC teachers will stay connected with special education students and families to provide accommodations, feedback and support, and CBSED will provide guidance to principals, counselors, teachers, and other support staff with Frequently Asked Questions that are communicated regularly.

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

Teachers, principals, and counselors will use Skyward as the consistent platform to communicate with families. The Director of Communications will continue to message out to the community for families to update their contact information in Skyward.

The VCSC will continue to update the district webpage with new information. The VCSC Facebook page and Twitter account will highlight continuous learning information. School Facebook pages provide additional classroom and grade level communication, such as, encouraging messages from principals and student recognition.

Students in grades 3-12 will use Canvas, the district's official LMS. Canvas accounts enable teachers to communicate directly with students and to conduct engaging classroom activities during the regular school year and during remote learning. In Canvas, teachers organize lesson plans, quizzes, assignments, and projects that students can access anytime. The district has issued students a school email account for communication and collaboration to occur.

K-2 teachers will use email, Google Meet, and other collaboration tools to communicate and collaborate with students and families. All VCSC students have Gmail accounts. The Gmail accounts enable students to easily communicate with teachers and access documents for word processing, cloud storage, shareable calendars, video conferencing, and many other collaborative features.

Principals, counselors, deans, and behavior interventionists will make personalized contact with families as needed.

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

For the 14-day in-person A/B schedule and hybrid options, teachers create weekly lesson plans in alignment with district pacing guides. To address learning gaps from spring/summer, the district plan includes a Start Smart program for reading and a Jumpstart 10-day supplemental program for Everyday Math. Teachers focus on Indiana Academic Standards, specifically the essential skills that students will need to be successful as they progress through the grades.

On the in-person days, teachers help students prepare for the next day's at-home learning. Strategies might include: Asking preview questions, highlighting big picture concepts, having students talk about daily expectations, reviewing vocabulary, giving brief summaries, discussing essential topics, beginning a journal, sharing math problem-solving strategies, and providing simple graphic organizers.

For the 14-day in-person A/B schedule, during at-home learning, students practice skills and abilities to deepen their understanding of the subject matter. To assist teachers and students with at-home learning, the district has developed and purchased supplemental, interactive materials in multiple subject areas that align closely with district pacing guides. The print materials engage students at their grade level abilities with the purpose of enabling students to work independently at home. For these 14 days, students can complete the activities using print materials. Teachers may supplement the weekly lessons with optional digital activities for students with access to devices and connectivity at home.

Elementary students will take home the following materials:

- *Wonders 2020 Practice Book*
- *Everyday Math Skills Links Workbooks*
- *Everyday Math At-Home Games Kits*
- *IDOE Family Math and Literacy Packets*
- *Health and Wellness Calendar Activities*
- *Social Studies Investigation Activity Cards*

Teachers may choose to also send home other class books and materials, including library books for pleasure reading.

In all grade levels, students have opportunities to access digital platforms on school and home devices that accompany their print materials. For instance, the ConnectED digital platform provides K-5 students with access to four content areas: reading, math, social studies, and health. Numerous digital resources to extend standards-based learning are shared on the VCSC website, such as Type to Learn, Safari Montage, Khan Academy, Reading Counts, *Wonders 2020* e-books and leveled readers, Read Live, BrainPop, and Starfall. The district will also provide links to literacy and math resources at the IDOE and National Association for Gifted Children.

In terms of social and emotional support for students and families, school counselors are creating a comprehensive counseling platform that is fully digital and accessible utilizing Canvas. The content will include presentations of state mandated trainings including bullying prevention for staff and students, K-8 Child Abuse and Body safety, and staff suicide prevention training. Additionally, school counselors are creating interactive video content utilizing the Studio feature to prepare videos containing career guidance, Second Step, and additional research based social emotional learning lessons.

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

Students in grades 3-12 will have a Lenovo 300E Chromebook, configured for our VCSC network, to take home during remote learning. The Chromebook purchase includes four-year accidental drop protection insurance, providing a durable case and covering all repairs. The Chromebooks have asset inventory tags for tracking purposes and are equipped with Google Licenses for device management and software deployment.

The district has multiple iPad carts in the middle and high school grades that are being deployed to schools for use in grades K-2. A supplemental CARES Act Grant will help to provide additional take-home devices for students who do not have access to computers at home. The district will continue to evaluate technology needs of students in grades K-2 in the next phase of device rollout.

The VCSC offers all staff, through Horizon View software, a connection to the Active Directory virtual desktop computers. This connection allows staff members to access all necessary data from an offsite connection. Support staff is available by forwarding office phones to cell phones as well as utilizing voicemails.

The VCSC uses the district website as a hub for distributing remote learning information to staff and students. The IT Help Desk staff and Student Services Skyward coach continue to be available to assist staff with the Skyward Message Center and with other messaging tools. School Messenger delivers phone messages as well as text messages to staff and students. The district and schools also use Facebook and Twitter to disseminate information. Teachers use various methods to offer choice and flexibility to communicate with parents and students. Some examples include Canvas LMS, Google Classroom, TextRemind, phone calls, email, assignments posted on school websites, Facebook communities, textbook digital classrooms, and PRISM.

Students have open access Wi-Fi in parking lots near any of the school buildings. To provide students and families with even more access options, Smart Bus Hot Spots will be deployed for greater internet access for students during remote learning. The VCSC is now sharing information about internet access and connectivity on the district website. Information is listed about the many businesses and organizations that offer free Wi-Fi connectivity. Some of these sites include the mall, public libraries, many restaurants, non-for-profit organizations, and VCSC schools. Other local internet options include Spectrum Assist and mobile phone providers with low-cost options for internet connectivity.

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

During Summer 2020, school counselors have been connecting with students and families of elementary and middle school students to address and mitigate negative impacts of COVID-19. Counselors have office hours every week to connect virtually with students and families in order to check-in, discuss coping strategies, and coordinate services and additional supports as needed.

During remote learning, educators and support staff are expected to maintain contact and connect with students and families on an ongoing basis. All K-12 students have email accounts that have been created by the VCSC IT Department. The email addresses and passwords are aligned by the district for student accessibility. Educators and support staff also have district email accounts. Gmail and all associated aspects of GSuite are available for use.

Canvas LMS provides a platform for teachers and students to communicate and collaborate. Within the Canvas platform, users have access to an inbox messaging tool and calendar for safe and secure communication with Canvas users on the VCSC account. Instructors can communicate with a single student, small group, or the entire class through text, audio, or video messages. Inbox messaging can provide documentation for student communication and provide an avenue for individualized support. The Canvas calendar is a communication tool for students to view all assignments for all courses in one place. The calendar can be viewed by day, week, month, or agenda list.

Canvas mobile apps for instructors, students, and parents are designed to support learning outside of the full web version. iOS and Android apps are available to accomplish many of the actions available on the full web version. Instructors can email students, view student progress, post announcements, create and participate in discussions, and easily grade assignments. Students can use the app to view their courses and grades, submit assignments and take quizzes, engage in course discussions, send and receive messages, watch videos and other content, and stay on top of their To-Do List and calendars.

For grades K-2, Google Meet creates an opportunity to communicate and collaborate, during times of remote learning. Skyward communication options will also be utilized to maintain consistent contact with families. Professional development has supported educators in the transition to GSuite, including how to utilize Google Meet to enhance instruction and maintain communication.

Counselors have created virtual counseling office templates that can be adapted for elementary, middle and high school levels to connect with students and families. Virtual counseling offices are editable Google Slides designed to be interactive for students. The office features clickable links for distance learning aligned to academic, social-emotional and college and career readiness development. The links are sent to students digitally with all of them containing a Google form to allow the student to check-in with the counselor remotely.

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

For students in grades 3-12, Canvas allows teachers to provide academic feedback for students on an ongoing basis from one location. Teachers can post all their class content in one place, including a calendar for due dates, links to class resources like videos, various homework assignments, and clear rubrics for grading. Students can turn in assignments and see teacher feedback within the classroom platform.

Teachers will make regular check-ins with students/families as to how they are progressing via Canvas, email, phone, newsletter, or digital tools. The regular contact is a time for teachers and students to review their continuous learning work. Also, teachers and students are looking at the progress of this current work and discussing how they can improve as they begin the next set of assignments. As an example, teachers are using Zoom and Google Meet to have class discussions about student work, such as what makes a quality writing assignment and what additional steps are needed in a math problem. Teachers continue to offer academic and social and emotional support in many forms during regular check-ins.

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

Continuous learning will be accomplished through Canvas for all high school teachers and students this school year. With Chromebooks, students will be able to maintain daily communication with their full schedule of teachers to complete assignments. Students will be in contact directly with their teachers through Canvas' email contact list. Email contacts will automatically be populated within the student's account to allow them easy access to ask questions in a flexible and as-needed manner. Teachers will be able to respond to questions directly and securely. Discussion boards will allow teachers to hold class discussions in a secure and flexible environment. Students will be able to respond to class discussions and engage with their peers digitally. In addition, teachers will be able to compose screen recordings for lessons through the Canvas Studio option. For example, teachers of higher-level mathematics can record demonstrations of complex math equations to help students visualize the difficult concepts. By posting detailed schedules, each day's activities, assignments, readings with clear directions, expectations, and submission requirements, teachers will be able to help keep both students and parents on track towards course completion and high school credit.

Data counselors will continue to check high school credits and completion progress of all students, with a special focus on 21<sup>st</sup> Century Scholars and Scholar Track completion. Counselors will review records of students and make student and family contacts for students who are struggling in classes. School counselors will continue to meet virtually with high school students and families who need additional academic and social and emotional support. Principals and counselors continue to work with classroom teachers and credit recovery programs to assist these students in obtaining the credits that they need.

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

Teachers will document regular contact in the Student Management System (Skyward). A listing of students that have had no interaction or contact will be generated by central office staff and disseminated to building principals. Principals will work with teachers, deans, counselors and behavior interventionists to reach out to those students and families in order to re-engage them as learners.

Besides the Skyward documentation of attendance, the VCSC requires regular check-ins with students to document continuous learning. For example, teachers make visual check-ins as they use Canvas and/or Google Meet to have class meetings to engage all students.

Good attendance for continuous learning is promoted by teachers during the regular check-ins. Counselors follow up with individual students as needed to motivate and encourage them to engage in their learning. Other community agencies that oversee child welfare and mental health are partnering with the VCSC to ensure that students are participating and that they have all the educational materials that they need.

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

### **VCSC staff will modify curriculum in the fall to account for loss of learning time.**

The VCSC will adjust pacing guides and syllabi in the fall to allow for gaps in learning during the spring closure. The 2020-2021 elementary reading pacing guides will begin with Start Smart units embedded in the *Wonders 2020* core reading program. For students in Grades K-1, Start Smart provides 30-40 minutes of instruction daily for three weeks. For students in Grades 2-5, Start Smart provides 30-45 minutes of instruction within the first two weeks of school. Start Smart allows time to build and re-establish routines and procedures that are embedded in the core program. Check for Success boxes are available as a quick formative assessment tool throughout Start Smart to access skills that may need additional focus.

The 2020-2021 elementary math pacing guides will begin with a supplemental pacing guide to address the highest priority standards from the last four months of the prior school year and “Jump Start” students with a review of Everyday Math. After completing the 10-day supplemental pacing guide, teachers will use an End of Year (EOY) assessment from the previous grade level to provide teachers with a formative assessment measure of academic loss in order to adjust instruction. When teachers begin the regular grade-level pacing guide, this guidance will direct them to utilize the weekly “flex day” over the course of the next 10 weeks so that by Week 12, students will be back on pace for the remainder of the school year.

### **VCSC assessments will provide data for modifying instruction and addressing individual student academic needs.**

As part of school improvement plans, schools will continue to use the Clear Sight (Formerly AIRWays) formative assessment to document learning for students in grades 3-8. The Clear Sight Interim Assessment is computer adaptive and assesses students in English/language arts and math for their grade level. The Interim 1 assessment will take place in September. Teachers will be able to utilize longitudinal data to compare student English/language arts and math progression from the previous year and identify key elements and themes to focus on during instruction with their students.

All K-2 students will be given the DIBELS Next assessment in the beginning of the 2020-2021 school year. Students will be assessed in the five components of reading, and teachers will be able to use the results to inform instruction and develop a plan for remediation if needed.

ALEKS is a district-wide online math program that serves as an additional supplement to the core math program and pacing guide and increases the amount of time middle school students

are engaged in quality mathematics instruction both in and out of school. ALEKS, a Web-based, artificially intelligent assessment and learning system, uses adaptive questioning to quickly and accurately determine student understanding and then delivers customized grade appropriate mathematics instruction in areas of need. In the event of an extended closure, students will be able to utilize their Chromebooks to access ALEKS from home and continue math instruction at their own pace through the program's tutorials and knowledge checks. Teachers will be able to track students' time on task and progress remotely through ALEKS' detailed reports and continue to address areas of need.

**VCSC will continue to address social and emotional skill gaps and build peer relationships as students transition into new grades in the fall.**

Social and emotional learning practices are an embedded part of the VCSC curriculum. In both school and at-home learning within the core reading program, K-5 students will continue to engage in SEL lessons, discussions and activities. Middle school students have supplementary mental and emotional health resources to provide support through Glencoe Teen Health. High school health teachers continue to work with local community partners with a focus on health issues and challenges. Hamilton Center, CHANCES and Services for Youth, and Purdue Extension are local agencies that provide support and resources to address SEL needs.

This fall, district counselors will work with Rose-Hulman's PRISM to curate and catalog evidence-based resources by grade level related to trauma, emotional regulation, safety, and belonging. Resources will be aligned to the district Panorama survey which measures the following two broad categories, student self-reflection and student reflection on their school community. These are further broken down into the following student competencies: self-management, emotion regulation, social awareness, student supports and environment, sense of belonging, school safety, and school climate. In light of the global pandemic, this shift is timely and necessary to support our students' reentry to school this fall and beyond.

To address social and emotional learning, elementary school counselors have mailed transition packets to all rising 6th grade students and their families with ideas and activities to help them get ready for middle school. Additionally, students and families can review frequently asked questions that have been placed on all middle school websites by their incoming middle school counselors with specific details unique to each of our five middle schools in the district.

Moreover, all rising 6<sup>th</sup> graders will be able to participate in WEB. WEB is a middle school orientation and transition program that welcomes 6th graders and makes them feel comfortable throughout the first year of their middle school experience. WEB is built on the belief that students can help students succeed, the program trains mentors from our 8th grade class to be WEB Leaders. Throughout their first year of middle school, 6th graders receive support and guidance from 8th graders who have been through the challenges that middle school poses and understand that the transition to a larger school can sometimes be overwhelming.

Likewise, all rising 9<sup>th</sup> grade students will take part in Link orientation and transition programming. Link Crew is a freshman transition program that welcomes incoming freshmen and makes them feel welcomed and supported throughout the first year of their high school

experience. Link Crew trains incoming juniors and seniors to support and be positive role models for incoming 9th graders. This year's orientation program is being modified to ensure safety and adherence to all COVID-19 considerations. However, the foundational components will still be present in both programs.

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

### **Technology Integration Training - Grades K-12**

In May 2020, all teachers received new Chromebooks and participated in six hours of required professional development focused on technology integration and remote learning. The professional development enabled teachers to learn more about Chromebook navigation, GSuite components, and the Canvas Learning Management System (LMS).

District teacher liaisons are leading professional development training for VCSC staff about effective communication and extended learning tools during school closure. The virtual training sessions focus on Skyward Messenger Center, G Suite programs, and other digital communication tools. This professional development is enabling staff members to conduct virtual meetings to collaborate and share information with one another quickly and effectively. Families and students benefit from the ease in which the teachers are using Skyward to take attendance, communicate with them about concerns or questions, and provide timely feedback.

### **Canvas LMS Training - Grades 3-12**

Two week-long Canvas trainings took place in June and July for teachers of students in grades 3-12. The workshops focused on five important topics in delivering remote learning: navigating a learning management system, adding content and organization, developing quizzes and assessments, promoting collaboration and communication, and conducting grading and feedback. The district has issued students their own school email accounts and purchased Canvas licenses for teachers and students. Teachers will also have 24-hour Canvas support to enable both in school and out of school learning. This summer, curriculum coordinators and Canvas liaisons are facilitating small group sessions where teachers collaborate by subject areas in developing online classrooms.

### **Communication and Collaboration Workshops - Grades K-5**

In July, all elementary teachers had opportunities to attend workshops to enhance digital communication and collaboration during remote learning. The workshops highlighted ways to engage students and families using Google Meet, Gmail, the ConnectEd platform, Canvas, and Skyward.

### **Technology Integration Teacher Leaders - Grades K-12**

Through a Career Ladders Grant, for School Years 2020-2021 and 2021-2022, each school will have a designated teacher to lead professional development for technology integration. Under the leadership of district curriculum coaches, teacher leaders will attend monthly meetings to

learn about technology integration, lead professional learning communities, provide classroom coaching, and mentor new teachers. Through the grant, the VCSC has contracted with a state technology vendor to seek out new knowledge about innovative instructional strategies. The teacher leaders will work closely with technology resource teachers to implement the rollout of mobile devices and to assist teachers in delivering digital curriculum.