



District or Charter School Name

MSD of Martinsville

Section One: Delivery of Learning

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

Continuous Learning opportunities will be provided to all students through a variety of means. These include Seesaw (Grades Preschool-4), Google Classroom (grades 2-12), Class Dojo (Grades Preschool-6), and Remind (Grades Preschool-6). Teachers provide lessons, activities, and online resources to students at the beginning of each week. For the 2020-2021 school year, the district will operate in one of the following three scenarios:

Green - Students attend Mondays, Tuesdays, Thursdays, and Fridays and will complete eLearning on every Wednesday.

Yellow - Students in Cohort A will attend school on Mondays and Tuesdays and will complete Wednesdays, Thursdays, and Fridays. Students in Cohort B will complete eLearning Mondays, Tuesdays, and Wednesdays and will attend school on Thursdays and Fridays.

Red - Students will complete eLearning all five days of the week.

When completing eLearning, students on assignments. Teachers will then provide feedback to the students on completed work in a timely manner. In addition to these platforms, teachers interact could interact with students through Zoom video conferences, emails, and through phone calls.

eLearning lessons and activities that the teachers provide will not require all interactions to be with a device. We recognize that for students with limited access to devices or internet connection participating in continuous learning is challenging. Teachers are targeting these families by providing additional support and communication. In addition, some “hard copy” materials will be made. Support to students with special needs are included through these means.

In addition, Special Education staff are working with general education teachers to collaborate and provide support for their students with the general education curriculum. When not in the school building, Special Education staff will be using teaching videos through YouTube, scheduling virtual sessions to support speech, OT, and PT services, as well as small group sessions (video conferences) to support the learning of the students on their caseload. Special education staff are documenting their support for each of their students. Overall, staff are using a wide variety of methods to deliver instruction and content to our students.

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

The following provides details on how the district communicates expectations to each of the groups of stakeholders:

Students: Expectations from District Administration are communicated to teachers and principals. Teachers then communicate with students through the district's communication platforms.

Families: Expectations from District Administration are communicated to teachers and administrators. Administrators then communicate with families through the district's communication mediums (Skyward, Skylert). Community Relations Director contacts families directly through emails and telephone (all-calls), website, social media (Facebook, Twitter, Instagram), newsletters and press releases to local media.

Staff: General expectations with the framework for teachers is communicated from the District Administration to the teachers. As well, principals are communicating specifics to their building staff. In addition, Community Relations Director emails to staff all communications originally sent to families. Additionally, a Helpline has been created for students and parents who have questions about assignments, software or Chromebooks.

The district strives to provide all stakeholders will frequent and relevant communication regarding the Continuous Learning our students are currently engaged in.

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

Students will continue to learn in classrooms in both green and yellow status. If eLearning is in place, students have a variety of ways to access academic instruction, resources, and supports during continuous learning.

- Grades K-6: Students in these grades have access to Seesaw (prek-grade 4), Google Classroom (grades 3-6), Class Dojo, Remind, email (all MSD students have a google email account), Zoom and other video conference opportunities, and phone conversations.
- Grades 7-12: Students in these grades have access to Google Classroom, email (all MSD students have a google email account), Zoom and other video conference opportunities, and phone conversations.
- Online Resources: Students have access to textbook resources, Discovery Education, Lexia, Clever, Edulastic, Study Island, Exact Path, Khan Academy, Zearn, Mystery Science, BrainPop, Kahoot, Freckle, Quizlet, Epic, and EdPuzzle. Access to these resources varies from grade to grade as they are appropriate for different age groups.

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

The following are the tools and equipment that are available to staff and students:

- **HP Chromebooks** for all staff and students grades 7-12
- **Laptops** provided to administrative staff for remote work
- **iPads** for staff grades preK-1
- **3CX voice phone system** for communication between staff and parents
- **How-to-YouTube channel** for quick access to tutorials

- **Help Desk** available to students and families that is staffed during teacher office hours
- Teachers have access to **video tools** to meet with their classes and record instruction as needed
- All students and staff have access to **GSuite and extensions**
- K-4 students and staff have access to **Seesaw** for assignments and communication
- **Class Dojo** is utilized in many online classrooms
- **MSD of Martinsville website** has breakdown of tools and sites for each grade level
- Parents are able to communicate and monitor student information through regular updates in our **SIS system (Skyward)**

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

Educators and support staff are encouraged to connect and communicate with students and families frequently. School staff are able to accomplish this through a variety of platforms that include Google Classroom, email, Class Dojo, Seesaw, Remind, and school based social media (Twitter, Facebook, and Instagram). When eLearning is in place, Teachers use video conferencing to communicate and provide instruction to students. This is primarily occurring with our high school students. In addition, staff are connected to their school based phones and voicemail and are able to receive messages and communicate with students and families through these systems. We encourage staff to communicate often with our students and families through a variety of ways. Staff document their interactions. Building administrators work with educators to help contact those students and their families that are not actively participating in the continuous learning opportunities.

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

It is the expectation that academic feedback is occurring frequently when students are in attendance as well as during their time participating in eLearning. Teachers provide feedback to students based on the submitted work. This feedback is provided through a variety of communication formats (conversation, email, Class Dojo, Seesaw, Remind). Teachers are available during class time and other times throughout the day to respond to students questions or need for additional support.

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.

Students are provided the opportunity to earn high school credits. Through completion of their eLearning assignments, students will have the opportunity to complete assignments and assessments and will be awarded credits accordingly. Students will be responsible for work completion meeting expectations and requirements to receive credit in the class.

8. Describe your attendance policy for continuous learning.

When eLearning is in place, students will be required to login/respond/participate in order to be counted in attendance. In addition, attendance is monitored through the students logging in to their accounts as well as the submission of completed work. For students who are not logging in nor submitting completed work, teachers and building administrators will reach out through calls, emails, and texts. The school staff is documenting the attempts to reach students that are not engaged in the eLearning opportunities.

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

For the 2020-2021 school year, teachers will participate in professional learning each Wednesday. As a district, in buildings, and through individual time, teachers will receive professional learning that will not only improve their delivery of instruction online, but will also be applied to the instruction that is taking place within the classrooms. The following steps will be implemented for the 2020-2021 school year:

- Grade level meetings will be held to collaborate on instruction, curriculum, and assessment.
- Based on grade level discussions, pacing calendars will be adjusted to address standards and skills needing additional instruction and time to meet proficiency.
- Professional learning will be provided to teachers at the beginning of the year to provide guidance and expectations for instruction for the beginning weeks of the upcoming school year. This will not only be limited to academic content areas, but the other skills students require to be successful in school (including social and emotional learning).

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

The Professional Development plan will continue as planned, with modifications in place to address the limitations in place due to current circumstances. Staff will be provided online training specific to district and building initiatives (ex. OG, Naviance, TBRI), technology challenges and other professional learning opportunities from district staff will continue to be provided, building and district leaders will provide PL through video conferencing, and finally staff will be encouraged to take time to explore their own professional learning during these weeks. Professional learning will be monitored at both the district and building levels and will continue to be aligned to district goals and initiatives.

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.