



District or Charter School Name

United Schools of Indianapolis
Avondale Meadows Middle School

Section One: Delivery of Learning

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

During the week of April 6th, all students were provided work packets while staff completed home learning resource surveys to determine technology needs. Students with IEPs were provided with support on the work packets or received individualized packets if the grade level packets did not align with IEP goals.

We were then able to provide devices to families who did not have the necessary technology to support our online learning programs.

Students who have a device and the necessary wifi receive a weekly syllabus with activities for the core subject areas. Students who do not have a device have the option of requesting a weekly packet mailed to their house or they can pick up at our weekly meal pick-up on campus.

Students who receive special services have their syllabus reviewed to ensure alignment to their IEP goals. If a student receives a packet, the supporting teacher reviews the packet meets the IEP goals and assigns a different grade-level packet if necessary. Students who receive outside services (Speech, etc.) will have services remotely.

All elementary students receive at least 2 individual calls as well as a group zoom from the school team to support home learning progress. All middle school students have a minimum of one zoom call with each teacher weekly.

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

Students: Staff are expected to host at least 1 zoom class call a week for their classroom to promote a sense of community. They are also receiving a weekly syllabus to guide their home learning. As teachers call students they are checking on completion and giving feedback on progress.

Families: Families will continue to receive their weekly calls from their school leader. We have also updated our school websites to reflect the resources they need for home learning. We have also constructed a FAQ resource sheet to help communicate the answers to the most frequently asked questions among our buildings.

Staff: Staff will have a weekly check-in with their school leader. In these standing meetings they will review expectations for home learning support and address any questions that staff have with home learning.

Each staff member also has “Office Hours” to accommodate families who might have questions outside of their scheduled 1:1 call. Staff are recording all communication, student progress/activity, and participation in a form so leaders are able to monitor student engagement during home learning.

School Leaders: School leaders have 1:1 calls with the Executive Director and Director of Academics to troubleshoot any issues with home learning and plan for upcoming communications with families and staff.

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

Each student will access our home learning content **one** of two ways:

1. **Students will access content online.** This option is available for all students who have a device- either their own or on loan from the school- and can connect to the internet. All online remote learning content is shared through a syllabus using platforms that already existed in their daily instruction. Students will complete assignments made by their teachers, or linked to our web-based curriculum (e.g. Zearn, Wit and Wisdom, Eureka, Reading A-Z, Amplify, Discovery)

Or

2. **Students will complete network-created at-home activities offline.** This option applies to all students who are unable to access the internet or an operable device. During 1:1 weekly calls teachers will confirm completion of these activities. The activities are choice based and are aligned to our curriculum.

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

Staff:

- Teacher schedules have been drafted to allow for 1:1 calls, office hours, planning meetings, and Classroom Zoom calls. Teachers have the flexibility to adjust their schedule to meet the needs of their class/home. All schedules were turned into administration for approval.
- Weekly Zoom Planning with an administrator to review the upcoming week of home learning. During these meetings, they will identify which activities they want to specifically address in their 1:1 calls with students and anticipate what

- needs students might have with the assigned activities.
- School leaders will continue to host weekly staff check-ins via Zoom to engage staff and provide a forum for collaboration.
 - Staff are continuing to utilize the traditional resources/tools they used at the beginning of the year. Zoom has been the only new “required” tool for home learning. School leaders have provided online training via Zoom staff meetings to equip teachers to conduct their own Zoom meetings.
 - Student accountability trackers were provided to teachers to record student engagement/participation during home learning. Teachers are recording 1:1 calls, zoom participation, and home learning activity participation in a tracker. This tracker can be accessed by anyone on the school team so that any team member can reach out to a student/family and support their child with home learning.
 - The Instructional Coaches and Assistant Principals across the network have created the home learning packets for students that do not have online access. Teachers have immediate access to these packets and are able to review the work to prepare for their 1:1 calls with their students.

Students with Online Access:

- Schools provided families with a “Sample Schedule” that would help them structure their days for home learning.
- Each week the School Leader sends out the syllabus for home learning. Each grade level follows the same format for K-8 to streamline the way families receive home learning information. Each syllabus has information on what site to visit, the activity, and the approx. amount of time it will take to complete the activity.
- All online activities focus on the essential foundational skills/high priority standards to best prepare for the 2020-2021 school year.
- After completing our home surveys, we identified about $\frac{1}{3}$ of our population who needed devices. We provided those families the opportunity to stop by their campus and pick

- up a school loaned device.
- Students are utilizing the pre-existing platforms that students were accessing regularly before home learning. Zoom is the only new platform that families are accessing. Teachers and Leaders have offered Zoom support to their families.
- Students will receive 1:1 calls from their homeroom teacher and receive academic feedback on the activities they've completed.

Students completing offline network-created packets:

- Network created packets focused on the essential foundational skills/high priority standards to best prepare for the 2020-2021 school year.
- Activities have been created for “choice based” completion where students are able to select the activities that are of high interest.
- Students will receive 1:1 calls from their homeroom teacher and receive academic feedback on the activities they've completed.
- Families are able to pick-up the packets each Monday at their campus Meal Pick Up.
- Families are able to sign up to have the packets mailed directly to their homes.
- Packet completion can be dropped off at the school in a drop box or during Meal Pick Up.

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

All students will receive at least 2 check-ins from their school. Most students will receive calls mainly from their homeroom teacher. However, some students will receive a call from the instructional assistant, SpEd teacher, counselor, or Dean based on the support they were receiving prior to Home Learning. Homeroom teachers are also hosting (at least) 1 Zoom call per week.

Educators are still continuing to connect with families through DoJo or LiveSchool. Families are accustomed to this

communication and it has proven successful before Home Learning.

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

- In Weekly Planning Meetings, teachers are identifying which skills/problems they want to address in their 1:1 calls. They are anticipating what students will struggle with and how they will address those gaps on the calls.
- Students are receiving 1:1 calls to receive feedback on their work.
- Teachers are recording notes from their calls to keep all team members aware of each scholar's progress.
- Amplify, Discovery, and Zearn allow for feedback to be given electronically within the program.
- Teachers host "Office Hours" weekly to allow students and families to request feedback/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.

N/A

8. Describe your attendance policy for continuous learning.

- Indiana compulsory attendance laws remain in effect through Home Learning.
- Participation in Zoom calls, 1:1 calls with teachers and work completion will be tracked to determine attendance.
- If a student has low attendance during a week of Home Learning, Deans will reach out to families immediately to determine support plans for that family/student.

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

We are continuing to use our high quality curriculum to address skill gaps. We are reviewing previous modules that hit on high priority standards and also target Q3 IA data that showed low mastery.

In ELA, students are diving into rich texts with Amplify/Wit and Wisdom. Students are completing activities that align with the shift in ELA standards. The assigned questions and writing activities are grounded in the text they are reading.

In Math, we are continuing with our Eureka curriculum through “Knowledge on the Go” and Zearn. Both allow students to continue to practice the shifts in math standards while focusing

on the rigor of the standards.

Students are utilizing our online programs that target individual skill gaps (ALEKS, Zearn, Edgenuity, RAZ) during their “Independent Practice”. Teachers will continue to monitor student progress on skills and adjust activities accordingly.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Weekly staff calls target areas needed for development. This time has been set aside specifically to address needs as they arise. Remote learning has been a new endeavor for our school and we will adjust to the needs of our staff. Our upcoming training will focus on the following topics : Home Learning Grading Policy, Attendance/Assignment tracking, and running/reading online reports from our home learning platforms.

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.