



**District or Charter School Name**

Gary Community School Corporation

**Section One:** Delivery of Learning

---

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

Gary Community School Corporation will be providing continuous education through a combination of eLearning platforms. Students will use Google classroom and other online platforms and paper packets for those with limited access to internet access. Students with special needs will have access via virtual platforms where applicable. Teachers and administrative staff meet weekly via Zoom while some classrooms meet in this way as well.

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

The following are modes of communication that are used with students, families and staff:

- Teachers use ClassDojo and Edmodo
- Social Media outlets: Facebook, Twitter and Instagram
- School and District Websites
- Personal phone calls
- Google classroom messages
- Virtual meetings
- Regular emails and Robo Calls

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

---

Teachers are currently focusing on eLearning T-W-Th, using M and F to plan, grade, and communicate. They are required to have virtual “office hours” on T-W-Th, and are responsible for timely replies to emails/Google Classroom M-F. Many of our texts have electronic resources, which the students can access from any location with the internet. We will be adding wifi points that extend to our parking lots, so students/parents can park and access the wifi without leaving their cars. Related services are being arranged on an individual basis between the therapist and the family. Each student who receives physical therapy and/or occupational therapy was provided an exercise program individualized to align to his/her therapy goal(s). These have been emailed, scanned, or sent via USPS. Some of the options that parents have selected are teletherapy (zoom, google meet, facetime, etc), flipgrid, voice calls, text messages, emails. Some families have requested regular occurring times for their child’s services. Many of these services are taking place in the evenings when parents are home with the students or even on days that are considered to be waiver days. Therapy is being delivered in the form in which the family has requested. Therapists regularly verify and inform families of those who opted against direct services that teletherapy is available. Therapy service providers are required to log their specific services and consultations in the logging wizard within IIEP along with their therapy progress notes.

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

All high schoolers will have access to devices. They can access class assignments via Google classroom. Students have access to Plato and Pearson Realize.

Students have access to Mindplay and Ascend math, Study Island, Study Dog and Exact path. These may be accessed day or night. Teachers meet with students virtually and also call families to offer support, answer questions and keep in touch with students.

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

Educators are expected to connect with families through Class Dojo, Edmodo, Remind 101, or google classroom. Each Tuesday, new assignments are posted and families are able to contact educators by email with questions/concerns. Educators are expected to reach out to students by phone to ensure students are participating in E-Learning assignments and are counted for attendance. Support staff are reaching out to families to ensure that educational needs of students are being met. This includes materials, services, welfare, and support.

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

Educators are able to provide timely and meaningful academic feedback through the numerous learning management systems that are being used. Students are able to turn in assignments, communicate with teachers, communicate with classmates, and work through educational challenges with support from their teacher virtually. Additionally, teachers and students can correspond via the Remind app, Classdojo and Edmodo.

**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.**

Yes! Students have the opportunity to earn enrolled credits through the use of google classroom as a learning platform. Teachers assign meaningful, rigorous, standards-based assignments weekly. Teachers act as facilitators and are available to assist students as needed while navigating through the learning process. Our high school uses Plato as a credit recovery program for students that are “at risk”. These students are identified by guidance counselors and are provided with support to succeed. 5th year students also use Plato with support of teachers and guidance counselors to ultimately reach the goal of graduation.

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

Students are expected to participate in online learning on eLearning days or be able to be contacted via ClassDojo, phone call or email to discuss work with their teachers (via families where appropriate) in order to be counted as in attendance for the three days of eLearning. Students who do not check in for several days receive a call from school administrators. We have the option of making a CPS referral in extreme cases.

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

---

To address gaps in skills, we will be conducting virtual summer school opportunities to a targeted group of students as well as to any student who would like to attend.

During the fall semester, we will utilize formative assessments to identify gaps and offer after school tutoring throughout the school year. We will ensure that teachers participate in collaborative teams to address any deficits and are proactive in their approach to instruction.

## Section Three: Staff Development

---

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

Teachers and administrators are meeting weekly via Zoom to discuss the status of eLearning and improve practices as necessary. Our teachers will participate in virtual professional development on the topics of Google classroom for those in need of more focused learning, PLC's and PBIS. We are continuing with the focused areas of improvement identified in our CNA/SIP plans to ensure that our teachers continue to receive development throughout this time.

**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.**