



District or Charter School Name

Wawasee Community School
Corporation (4345)

Section One: Delivery of Learning

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

Wawasee is using a combination of eLearning and learning packets to provide continuous learning opportunities for all students. Twenty learning days are being conducted April 13-May 21 to bring total learning days for the 2019-2020 school year to 160 days.

For students with Internet access, assignments are delivered virtually with assignments accessed each learning day by 9 am. Those assignments are accessed through the corporation's eLearning page and have learning targets from essential standards associated with each assignment. Students meet with teachers through Google Meet and Facetime

For students without Internet access, learning packets are prepared by teachers and delivered to students by bus drivers. Packets are for 3 weeks of learning days at a time. Packets have lessons and assignments for the same essential standards being covered via online learning but do not require Internet access. Students turn in work via taking pictures of completed assignments and sending those to classroom teachers, by returning packets to the meal pick up locations, or by being picked up by the person delivering the next learning packet.

Some special education students (mainly functional skills students) have a combination of online learning and paper-based learning. Special education teachers have the same office hours as general education teachers and meet with

students to support them in completion of assignments and support teachers in providing students' accommodations.

ELL students are supported by the ELL staff.

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

Students: via email, Seesaw (K-3), Google Classroom (3-12), corporation website's eLearning page

Parents: via ParentSquare, corporation website's eLearning page, corporation's Facebook page, Seesaw (K-3), Google Classroom (3-12)

Staff: via email, ParentSquare, shared Google docs

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

Assignments are pushed out focusing on essential standards through a Google document for each teacher which then has links for student attendance and Seesaw (K-3), and Google Classroom (3-12). Online resources are also used: iReady for math K-8, Reflex math (3-5), IXL for ELA (6-10), IXL for math (9-10), MobyMax (K-8), and various high school online programs.

Learning packets with assignments based upon the same essential standards for students completing assignments online are delivered for the equivalent number of days in two, three-week packets.

Teachers hold online office hours and hold Google Meets to support students or deliver instruction Monday-Friday for 6 hours each day. Special education teachers and para are reaching out to special education students to provide support to learning. ELL staff are reaching out to ELL students to provide support and additional learning for ELL students.

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

Students: Students in grades K-3 have iPads; students in grades 4-12 have Chromebooks and are Seesaw savvy (K-3) and Google Classroom savvy (3-12). Wawasee is in its 4th year of student devices and in its 3rd year of eLearning. In addition to Seesaw (K-3) and Google Classroom (3-12), students have been using the following programs all year: iReady for math K-8, Reflex math (3-5), IXL for ELA (6-10), IXL for math (9-10), MobyMax (K-8), and various high school online programs. Students have been participating in Google Meet as well.

Teachers: Teachers all have a device, either a Chromebook or Macbook, and are very comfortable with eLearning and resources students use (see above students description) as well as have access to a variety of recording tools for providing lessons along with Google Meet.

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

Teachers hold online office hours and hold Google Meets to support students or deliver instruction Monday-Friday for 6 hours each day. Special education teachers and para are reaching out to special education students to provide support to learning. ELL staff are reaching out to ELL students to provide support and additional learning for ELL students.

Teachers are expected to reach out to students and parents via Google Classroom, Google Meet, email, phone calls (using Google Voice), and texts.

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

Students participate in learning, work on assignments and have access to teachers for support/help six hours each day, Monday–Friday. Assignments are due by 9 am on the next day that assignments are pushed out (unless otherwise noted by the teacher due to the type of assignment). Teachers grade assignments and “return” and give feedback to students. That feedback comes through comments teachers provide on shared documents, Google meets with individual students, notifying students when grades are posted in Skyward, emails to students and parents.

Students with learning packets return assignments either through pictures emailed to teachers, by returning packets to lunch pick up sites, or by returning packets to the person delivering the next packet. Assignments are scanned and emailed to teachers who check assignments and reach out to students with feedback via phone calls and emails to parents.

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.

High school students still have the ability to earn high school credits for the courses in which they are enrolled. They have to be completing and earning passing grades for the assignments that are given. Wawasee is continuing to grade high school courses according to its regular grading policies.

8. Describe your attendance policy for continuous learning.

For students completing their learning online, students in grades 3–12 complete an online form for each learning day to show that they have acknowledged and are working on assignments. Attendance for students in grades K–2 is taken based upon attempting assignments in Seesaw.

For students receiving learning packets, attendance is taken

based upon turning in assignments (completion or attempted completion).

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

Elementary and middle school students will be invited to summer school in late July/beginning of August based upon teacher recommendation to help address gaps in literacy and math skills. We are also looking at providing some after school tutoring during the 2020-2021 school year for students determined to have skills gaps based upon Fall 2020 NWEA results.

High school students will have the opportunity to take credit recovery courses during the summer and through the 2020-2021 school year to address gaps in credits earned to stay on track for graduation.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Wawasee is in its third year of eLearning. Much staff development took place prior to the initial eLearning during late start Wednesdays and that has continued at the start of each year. Wawasee has the [Warrior Warehouse](#) which hosts resources and professional development resources for teachers. Each school also has at least one technology instructional coach that teachers can reach out to for support, if needed.

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.