



District or Charter School Name

Western Wayne Schools

Section One: Delivery of Learning

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

All days **beginning April 13** will be considered “Remote Learning Days.” We will utilize remote learning for all remaining days for this school year.

Our goal will not be necessary to replicate the school day at home (since we know this is impossible), but we will work to cause as much learning while students are at home as possible.

- We were uncertain about the lines of distinction prior to the April 2nd announcement about what was/was not e-learning. However, teachers have been sending learning activities that can be completed from home to students consistently since we have been out of school, and we will continue to do so.
- K-5 classroom teachers and all middle/high school teachers who assign grades will...
 1. Identify prioritized skills that students have yet to demonstrate proficiency of this year as well as those needed for next year. This will mostly include priority standards that they were set to teach during quarter 4.
 2. Communicate skills that need to be learned to families and students.
 3. Provide opportunities for students to learn/acquire prioritized skills from home (as best as we can).
 4. Provide opportunities for students to demonstrate their proficiency in these skills in a variety of ways.
 5. Provide feedback/updates to students/families as learning happens.
 6. Report this information through standards-based grade books (at the elementary level and through a shared spreadsheet at the middle/high school level.
- Learning activities will be communicated electronically when/if possible. When not possible, we will utilize the mail/in-person delivery/pick-up. Materials needing to be mailed/delivered will be communicated with the building principal.

Special Education teachers will collaborate with general education teachers to support students on their caseloads. Students with IEPs (and English Language Learners) will be included in the regular classroom learning activities when possible with appropriate accommodations (as needed). Special Education teachers will provide additional learning opportunities and expectations for students to make progress toward IEP goals. Special Education teachers will establish weekly communication with their students (and/or the parents of students) on their caseloads to ensure they are able to complete at-home learning activities and provide support as needed. ACRs will be held remotely.

At Western Wayne Schools our mission is “Nurturing Powerful Learners.” We believe that we are not just responsible for the things our kids are learning, but also the attributes and characteristics our learners are developing. With this in mind, we worked with our community partners to develop a profile of a graduate as well as performance tasks for each attribute in each grade level.

Students will be given time and ways to meet our expectations for these exemplar activities through projects. All students also keep a Learner Profile” where they record evidence of their exemplar proficiency.

Students in grades 5, 8, and 12 are asked to defend their exemplar proficiency in front of a panel of community members. We are working to figure out how to coordinate this virtually.

[Here is a link to our Profile of a Graduate and Exemplars.](#)

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

Expectations are communicated in a variety of ways and will be ongoing.

- The superintendent sends regular updates through a newsletter/email (Mailchimp)
- Building principals send a regular newsletter to parents. This is shared on social media as well as email.
- An automated system is used to call/text families.
- All students receive email in grades 6-12.
- Students in grades 6-12 will participate in Google Meet with their teachers to review expectations.
- Teachers are expected to contact all families at least once per week by phone, email, etc.
- Teachers are expected to contact all students in their homerooms/advisory groups weekly through a variety of methods.
- They communicate who they are not able to contact (both students and parents) each week to building principals.

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

Students in grades 6-12 have a school-issued Chromebook at home. Those with internet access will be able to access academic instruction, resources, and support through internet-based resources. Live class sessions will be conducted through Google Meet. Teachers are also using resources such as Flipgrid and Google Classroom. Other courses utilize a learning management system (synapse), and we have some students taking courses through Edgenuity. We utilize IREADY for both reading and writing, and students have access to online resources through this platform.

Students in grades K-5 do not have a school-issued device at home. However, some of them have technology access at home through their personal devices. For students with internet/technology access at home, many of the resources mentioned above will be utilized. Teachers have been given much autonomy regarding the resources they can use.

Students without internet and technology access will receive paper/pencil materials that they can utilize to continue learning. We will utilize the mail or delivery by school personnel to disperse materials as needed.

Teachers are expected to establish a means of communication with all students (and families). For some this will be an email. For others, it will be social media. Others will need to be contacted by phone. Teachers will let the administration know if there are students/families that cannot be reached.

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

There seems to be an endless supply of tools resources available. This is not a barrier to us for families with access. Capacity for technology/tools is not our biggest concern. Our biggest concern is the capacity of our families to support at-home learning during this stressful time (with stresses from poverty compounding these issues).

- Laptop computers (teachers)
- Document cameras (teachers)
- Chromebooks (grade 6-12 students)
- Google Education Tools (Classroom, etc.)
- iREADY

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

- Elementary educators are expected to make direct contact with students in their homeroom at least once/week. (Since we do not have devices that went home, this can be done through a variety of means.)
- Elementary educators are expected to establish a line of communication with all parents in their homeroom to seek their feedback on work expectations and learning outcomes.
- Special Education teachers are expected to establish weekly communication with the parents of students on their caseloads.
- Special area teachers are expected to contact 20 students per week to check in on their general wellbeing.
- Middle/high school teachers are expected to make contact with teachers in their advisory (we call this our champion groups) at least once/week.
- Let Mrs. Lakes know if there are students you are not able to reach.
- Live class sessions will be scheduled at least once/week for all courses that meet during the school day. These sessions are not mandatory for students but will provide an opportunity for teachers to provide direct instruction, assistance, and connection.
- All educators have been instructed to keep a record of students they are communicating with and to contact their building principal if here are students they cannot reach.

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

In addition to the communication methods mentioned above, grades/student learning will be updated (as normal) in our student information system (Alma).

For grades K-5 we utilize standards-based grading. In grades 6-12 we use traditional grading.

In both grade spans, we have prioritized standards and created common assessments. At the middle/high school level, grades from these assessments account for the largest part of students' grades to ensure that students' grades reflect priority standard proficiency.

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, the Class of 2020 is expected to participate in expectations for remote learning.

Because we know that at-home learning participation is not a realistic option for some of our seniors, we will ensure that they are not penalized for their extenuating circumstances. Their final semester grades will be no lower than the grade on their quarter 3 report card. Students will be able to raise their grades through remote learning, and students who had an F in Quarter 3 will be expected to provide evidence of learning and complete assignments in order to receive credit.

Students who are credit deficient are continuing with credit-recovery.

8. Describe your attendance policy for continuous learning.

Teachers will keep track of student participation in remote learning and attendance will be given based on participation.

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

We are confident that not being in school will create skill gaps, especially for students who commonly experience skill gaps (poverty). However, we are confident in the process we utilize to address the skills gaps we see under normal circumstances.

- We utilize IREADY as a screener to help us identify students who have low skills.
- These students receive additional support to help close gaps.
- Progress is monitored for these students and adjustments are made as necessary.

We also utilize a system of Professional Learning Communities as a structure for overall school improvement. This system helps us ensure high levels of learning, which is essential for closing achievement gaps. [Here is a link to a document that outlines our PLC framework.](#)

We are not as confident in our ability to eliminate skill gaps if we are not able to return to school. Equity-related issues are abundant when we are not able to influence the learning environment like we are at school.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

A lot of our teacher learning (professional development) comes through the structure of our PLCs, which was shared on the previous page. Weekly teacher meetings will take place each week, and our goal will be to have PLC-type discussions (to the greatest extent possible).

Next week (April 6-10) will be spent preparing for remote learning, and much support will be given to teachers. For most teachers, technology use is not a need in terms of staff development. We also plan to support teachers who need support with remote learning individually by checking in with them on an ongoing basis throughout the rest of the year.

Long-term, we plan to continue our implementation/fidelity of our work with PLC's. We were awarded the career-ladders grant and will utilize teacher-leader positions to help support the work we are doing.

**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.**