



District or Charter School Name

East Chicago Urban Enterprise Academy

Section One: Delivery of Learning

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

East Chicago Urban Enterprise Academy will utilize the following alternative modes of instruction in order to best meet the needs of our students during the time when in-person instruction is not an option:

- Partnering with TradeWinds
- Use of online learning - Google Classroom, Edgenuity, Prodigy, etc.
- Utilizing Remind App & telephone communications to share pertinent instructional information with students and families
- Utilizing email to share pertinent instructional information with students and families
- Utilizing virtual instruction
- Utilizing videos for instruction
- Utilizing slideshows for instruction
- Implementing project-based learning opportunities
- Utilizing instructional packets

Our teachers will be encouraged to utilize the modes of learning that will work best for their students with considerations given to the age of the students and their overall familiarity with the tools needed to actively engage in the learning.

The following steps have been taken to ensure that all students have access to the forms of electronic instruction indicated.

- Information regarding opportunities to obtain free or low cost Internet access was shared with families via the Academy's instagram & facebook pages. This information was also shared via the Remind App, and is posted on the school website.
 - Whenever appropriate, teachers are asked to share instructional packets with students who may not otherwise have access. These materials are emailed by the teacher to the principal who has printed the packets including assignments for the remainder of the school year (20 reading/20 math) and has made arrangements with families for pick-up or delivery.

Although our school is making every effort possible to ensure that all students have access to high quality remote instruction, students will not be penalized if they are unable to complete the course work or participate in remote learning for any reason.

The Academy will in good faith provide students with an IEP/Section 504 Plan with academic instruction that is equitable to that provided to all general education students. The Academy is currently providing academic instruction through many sources (Google Classroom, Education Videos, etc.) and when possible students with an IEP/Section 504 Plan are receiving academic instruction in the same method as their general education peers through the utilization of co-teaching. However, due to the lack of access to technology for some of our students with an IEP/Section 504 Plan, special education teachers are supporting those students through additional options that may not be utilized by the general education students; such as scheduled phone service time to work with students on assignments that students receive via USPS. This ensures that all of the Academy's students have access to academic instruction.

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

Teachers will be expected to make contact with every student at least one time during the week. This will be done through the contacts in the instructional platform or other forms of district approved and secured media such as Remind, Class Dojo, Google Meet, Zoom, etc. In some cases, phone calls may be a better option to connect with students personally. Zoom or Google Meet will be utilized for student interaction as appropriate. The focus will be on two-way communication.

We will encourage relationships between students by having weekly grade level Lunch with the PrincipALS on Google Meet each day from 12-12:30 pm. During this time, students & their families have an opportunity to interact with each other, their teachers, and administrators.

Administrators have Google Meet team meetings scheduled each week for staff to connect & touch base.

- Support Team - Office staff, dean, social worker, security, & nurse (Wednesdays @ 3 pm CST)
- K-2 Team - Teachers (Thursdays @ 3 pm CST)
- 3-5 Team - Teachers (Thursdays @ 3:45 pm CST)
- 6-8 Team - Teachers (Fridays @ 3 pm CST)
- Instructional Support Team - Specials Teachers, RTI, SPED, & EL (Fridays @ 3:45 pm CST)

Videos and resources (community & educational) are shared on the Academy's

social media platforms to provide updates to our families. We also utilize SchoolReach Messenger to send automated phone calls and emails to keep our families informed.

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

The Academy successfully implemented eLearning this year and although we are not a 1:1 school in which each student has been issued a school supplied device, over 85% of students have reliable access to technology at home.

The main mode of delivery will be through Google Classroom eLearning assignments. This will be supplemented with phone conferencing and through virtual meeting spaces for students that have access. Hard copy instructional packets are available to students who have no access to technology or to those who have lost access to the technology that they previously had. These packets will be developed with each grade level in mind, allowing for differentiation of work as necessary for students needing it. Instructional packets will be delivered to students during the meal distribution times (10 am - 1pm) & extended hours (1-5 pm) if necessary. If students aren't able to access the materials during set times, packets will be mailed to students.

For students with technology, content will be delivered through the online platform, email, and other social media sites (Facebook, Remind, etc.), as allowed by the school and approved by parents. Teachers will be accessible for synchronous instruction multiple times per week and asynchronous instruction through pre-made videos multiple times per week. Teachers will have defined office hours on a daily basis where they will be available online for questions or needed supports for students. For students with disabilities, in addition to the support students with an IEP/Section 504 Plans receive from their general education teacher(s), each student will receive support/services to the extent possible as outlined in their IEP/Section 504 Plans to minimize any possible negative impacts that Distance Learning could cause as a result of this change in instructional methods.

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

East Chicago Urban Enterprise Academy is prepared to deliver content in multiple ways in order to ensure that all students are able to access the learning in meaningful ways. In order to make this happen, we commit to:

- Leverage the instructional coaches to provide professional development so that teachers are ready and able to deliver content in multiple ways.
- Teach Content: Setting goals using knowledge of each student and content area standards.
- Deliver Flexible Instruction: Considering how to deliver content depending on tools and resources accessible to each student. Alternative modes of

instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.

- Endeavor to Engage Families: Communicating with families about engagement strategies to support students as they access the learning.
 - Knowing that families are critical partners, we will provide translations as necessary.

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

Communication forms will vary from student to student. The Academy will communicate via phone, Google Classroom/Meet, as well as other digital platforms with staff and families about the Academy's plan for academic instruction. Special education and general education teachers will provide a printed packet of instructional materials that will be distributed to families who need them.

Special education and general education teachers will provide academic instruction via the identified digital method (Google Classroom or other digital platform). The Academy staff will utilize multiple methods to ensure that parents/students are able to access the digital platform from phone calls, to Google Meet to address any concerns that may prevent students from accessing the digital platform.

The Academy will also provide all parents of students with a IEP/504 Plan with a Notice that identifies how their child will receive support/services to extent possible as identified in their child's IEP/504 plans to ensure access to the academic curriculum as outlined in the Academy's eLearning plan.

The Academy is providing instruction through multiple methods as some students do not have access to technology. Thereby the school plans to manage and monitor pupil learning through the following methods:

Option 1- Provide general and special education students with academic instruction via Google Classroom or other digital platforms utilizing a co-teaching model. Students will complete some work with the support of their general and special education teachers, through the provided lesson/activity data will be collected by both teachers as the students complete the assignment.

Option 2 - Provide general and special education students with academic instruction through the utilization of instructional packets. The packets would require parents to identify which problems/items were completed by their child independently, with guidance and assistance on the other problems/items. Parents will take pictures of completed assignments and send them to teachers via the

Remind App or email. According to the data collected from the parent/guardian student progress will be collected to document student progress.

These options will allow students to either receive support through a digital method or via packets that will be supported via scheduled phone instructional times that will also be managed and monitored by the special education and general education teachers.

The Academy's special education teacher(s) and 504 Plan Coordinator will document the supports (accommodations, modifications, etc.) provided to the students in accordance with the individual IEP/504 Plans to the extent possible. These individuals will also monitor the individual progress of each student and document that progress in written form (progress reports & service logs saved digitally).

If for any reason services are declined by a parent contact will be made bi-weekly to ascertain how the student is progressing and if any assistance can be provided.

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

During these unprecedented times, the connectedness and care for our students and one another is our first priority as we maintain a continuity of learning. The recommendations on assessment, feedback and grading below are based upon the principle of no educational harm to any child through a humane approach that is in the best interest of each student. This pandemic, and the statewide suspension of in-person instruction, has impacted our entire society. The emphasis for schoolwork is on continuous learning, supported by monitoring and feedback, not grades.

- Feedback and monitoring will focus on the continuation of learning and prioritize the connectedness and care for students and staff.
- All students will have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period. A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority during this unprecedented time.
- Ideally, all of our students will pass their assignments during remote learning as this is a new and unprecedented set of circumstances. This is not a time for failing students or adversely impacting student learning progress. Students are expected to continue with the learning activities assigned during remote learning. We call on educators to be mindful of the impact of time on tasks, time on screens, and time on reflection during this pandemic.
- Decisions regarding the issuance of grades, and the use of pass or

incomplete designations will be made with due recognition of the impact of the COVID-19 pandemic.

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.

- Not applicable, the Academy serves students in Kindergarten through 8th grade.

8. Describe your attendance policy for continuous learning.

Students are counted as present in the following ways:

- Login to Google Classroom
- Submit a message/assignment to the teacher via Remind

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

Although children will not be penalized if they are unable to fully participate in the online learning opportunities, we still believe that monitoring student learning through a variety of assessments is essential. The assessments administered and the data collected will be used to determine next steps including:

- Planning necessary supplemental lessons and/or follow-up instruction.
- Determining the potential need for summer learning opportunities.

Despite the challenges of remote learning, teachers will still monitor student learning and check for understanding throughout the learning process. Additionally, teachers will ensure that comprehensive, actionable feedback is provided to students in a timely manner. In order to meet these expectations, teachers will engage in the following:

- Purposeful planning with department and/or grade level colleagues
- Implementation of effective feedback practices and ongoing formative assessments will guide reflection on effectiveness of instruction and determine next steps for student learning.
 - Grade level and content area teams will be encouraged to participate in weekly planning and debrief sessions where

successes and opportunities for growth are discussed and instructional plans are created and revised to better meet the needs of students.

- Special education and/or EL teachers will work closely with teacher teams in order to modify course work and scaffold instruction in order to better meet the needs of all students.
- Special education and/or EL teachers will actively monitor and assess the learning of children on their caseload in order to provide suitable accommodations based on individual needs.
- Teachers will provide families with weekly updates regarding their child's academic progress. This may include:
 - Weekly summaries of content covered, current level of student understanding, and suggestions for extending the learning using evidence of learning.
 - Communication of any pertinent assessment data along with an explanation of next steps (if necessary).
 - Utilizing online gradebook reports, as provided by PowerSchool, to communicate assignments and/or progress.
- Upon our return next school year, teachers will give a benchmark assessment with the previous grade level standards/content to determine what instructional gaps need to be addressed.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Professional development for teachers & support staff are as follows:

- Leverage the instructional coaches to provide professional development so that teachers are ready and able to deliver content in multiple ways.
- IDOE webinars for Special Education, EL & SEL
- Review of prospective curriculum