



District or Charter School Name

Penn-Harris-Madison (7175)

Section One: Delivery of Learning

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

In PHM, we already have an eLearning model in place that we've utilized for the past seven school years. Our teachers have been delivering continuous learning opportunities for all students on a daily basis. This includes instructional services for students with IEPs and ILPs. General education teachers collaborate with both English new language teachers and special education teachers whenever necessary in order to provide learning opportunities for all student populations.

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

We use a variety of ways to communicate expectations with our students, families, and staff. With staff members, we have successfully used email. With our families, we have utilized email, phone calls with a school messenger system, and social media to communicate and provide updates as things change. Finally, with students we use our LMS system (Canvas) in grades 6-12 and Google Classroom in grades K-5. Students and parents receive daily communication from teachers and weekly from principals.

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

In PHM, we have been a 1:1 district for several years, which has helped immensely in order to ensure our students are comfortable in a digital environment.

In order to accomplish this, our teachers utilize two primary LMS scenarios: Canvas (6-12) and Google Classroom (K-5). In addition, we have a wide range of digital tools that our teachers are implementing in order to provide engaging, personalized lessons for our students. That list includes, but is not limited to: Pearson Reading Street digital, Everyday Math digital, Flipgrid, Zoom, the Google Suite, the EdMentum Suite, and CommonLit.

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

We are a 1:1 school district where all employees and students are provided with the necessary device that will be used to support the continuation of the learning process. Students all have access to a school issued Chromebook at home and staff members are using either a Chromebook or laptop.

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

District administrators are using the school messenger system and social media to regularly communicate with all stakeholders. All school principals are communicating weekly with students and families via Smore digital newsletters. Teachers are involved in ongoing, daily communication with students and parents via email, Canvas, and Google Classroom. Additionally, teachers are reaching out individually to students and parents as concerns arise. Teachers are available throughout their regular workday to quickly answer all student or parent questions and concerns.

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

Teachers are providing students with timely, meaningful academic feedback using Canvas and Google Classroom. This feedback helps support student reflection and growth toward the mastery of Indiana Academic Standards and current learning targets. Many teachers are also running regular small group student meetings via Google Hangouts or Zoom to differentiate the delivery of instruction, better meeting the needs of students who require varied levels of support and/or accommodations.

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.

Penn High School will offer two types of eLearning courses for students to complete remotely and earn credits. One option for course delivery will be coursework offered through the high school's learning management system, Canvas. Teachers are providing instruction for students using this platform for the courses students are enrolled in. In addition, students work through course curriculum in an asynchronous online environment through Edmentum's Plato Learning. Students will earn credits using both platforms.

8. Describe your attendance policy for continuous learning.

Students who participate in daily eLearning opportunities are considered present. Whenever teachers notice a student not participating or responding to digital communication, parents are contacted in order to ascertain what additional supports the school can provide to enable the student to be successful. This ongoing, regular communication between teachers and students/families, looping in administration when necessary, helps support a very high level of student participation and continuous learning for all.

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

Teachers are working to find new and creative ways to differentiate the delivery of digital instruction. This is being done by the assigning of varied reading assignments by level (based on student lexiles), small group learning done live via Zoom, and the continuation of IEP, ILP, and RtI interventions whenever possible. Special Education teachers are in regular communication with students, parents, and general education teachers in order to assist in addressing skill gaps. Principals, teachers, and other instructional leaders are looking at recent student achievement data in order to address current skill gaps now in a virtual way, and also planning for the best way to support students' academic needs upon the return to the classroom in the fall semester.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Teachers continue meeting virtually in grade level groups and content specific based professional learning communities (PLCs) on a regular basis. These groups are supported by educational technology integration professionals at both the elementary and secondary levels. Teachers are using a district created Google site to create and share resources that can support digital instruction and continuous professional development.

Approximately 30 directors, principals, and assistant principals are participating in a virtual administrative leadership academy, focused on things like instructional leadership, building successful school culture, distributed leadership, strategic problem solving, and cultural competency. Under the direction of the Assistant Superintendent, leaders will create and participate in two virtual presentations per week followed by professional dialogue and individual reflection journaling.

All non-certified staff are currently participating in daily professional activities related to social emotional learning. Under the direction of the Director of SEL, daily presentations are shared with all employees who participate and then reflect using a Google form/survey.

P-H-M's Year-End Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
<i>April 13</i>	<i>April 14</i>	<i>April 15</i>	<i>April 16</i>	<i>April 17</i>
School Day 144 Teacher Prep Waiver Day 5	School Day 145 Teacher Prep Waiver Day 6	School Day 146 eLearning Day 13	School Day 147 eLearning Day 14	School Day 148 eLearning Day 15
<i>April 20</i>	<i>April 21</i>	<i>April 22</i>	<i>April 23</i>	<i>April 24</i>
School Day 149 Teacher Prep Waiver Day 7	School Day 150 eLearning Day 16	School Day 151 eLearning Day 17	School Day 152 eLearning Day 18	School Day 153 eLearning Day 19
<i>April 27</i>	<i>April 28</i>	<i>April 29</i>	<i>April 30</i>	<i>May 1</i>
School Day 154 Teacher Prep Waiver Day 8	School Day 155 eLearning Day 20	School Day 156 eLearning Day 21	School Day 157 eLearning Day 22	School Day 158 eLearning Day 23
<i>May 4</i>	<i>May 5</i>	<i>May 6</i>	<i>May 7</i>	<i>May 8</i>
School Day 159 Teacher Prep Waiver Day 9	School Day 160 eLearning Day 24	School Day 161 eLearning Day 25	School Day 162 eLearning Day 26	School Day 163 eLearning Day 27
<i>May 11</i>	<i>May 12</i>	<i>May 13</i>	<i>May 14</i>	<i>May 15</i>
School Day 164 Teacher Prep Waiver Day 10	School Day 165 eLearning Day 28	School Day 166 eLearning Day 29	School Day 167 eLearning Day 30	School Day 168 eLearning Day 31
<i>May 18</i>	<i>May 19</i>	<i>May 20</i>	<i>May 21</i>	<i>May 22</i>
School Day 169 Teacher Prep Waiver Day 11	School Day 170 eLearning Day 32	School Day 171 eLearning Day 33	School Day 172 Teacher Finalize eLearning Waiver Day 12	School Day 173 Teacher Finalize eLearning Waiver Day 13
<i>May 25</i>	<i>May 26</i>	<i>May 27</i>	<i>May 28</i>	<i>May 29</i>
Memorial Day No School	School Day 174 Teacher Finalize eLearning Waiver Day 14	School Day 175 Teacher Finalize eLearning Waiver Day 15	School Day 176 Teacher Finalize eLearning Waiver Day 16	School Day 177 Teacher Finalize eLearning Waiver Day 17
<i>June 1</i>	<i>June 2</i>	<i>June 3</i>	<i>June 4</i>	<i>June 5</i>
School Day 178 Teacher Finalize Classroom Waiver Day 18	School Day 179 Teacher Finalize Classroom Waiver Day 19 *If election is held & Buildings are utilized then teachers would work from home.	School Day 180 Teacher Finalize eLearning Waiver Day 20	Last 1/2 Day for Elementary & Middle School Teachers	Last 1/2 Day for High School Teachers

Last Student Day - Wednesday, May 20th
Students will serve 160 days for 2019-20 school year

Teacher contract will stay the same.
Last Teacher Day Thursday, June 4th (½ day) Elementary and Middle School.
Last Teacher Day for High School is Friday, June 5th (½ day)

