



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.

Beginning on our first student day in August, students will be able to choose between at-school, from-home, or a hybrid version of these options.

We will utilize Zoom technology to allow students learning from home access to the classroom so that they can learn alongside their in-class peers.

Special Education teachers will collaborate with general education teachers to support students on their caseloads who are learning from home. 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 K-12 have access to Chromebooks. Those who learn from home have a school-issued Chromebook at home, and those who learn from school will utilize the same technology in the classroom..

Students who work from home will access their teachers during live class sessions through Zoom technology as well as recorded lessons (Zoom). Students will have access to the same learning materials, regardless of whether they are at-school or at-home.

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.

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)
- Swivl Cameras (all teachers- pending device delivery)
- Document cameras (teachers)
- Chromebooks (all 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.

- Students who are learning from home will join their live class sessions via Zoom.
- This technology will also be utilized for small group and one-on-one learning opportunities.
- Special Education teachers are expected to collaborate with families to ensure IEPs are followed, regardless of at-home or at-school.

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

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

High school students can participate in classes utilizing the technology previously mentioned.

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

8. Describe your attendance policy for continuous learning.

Teachers will keep track of student attendance based upon attendance in classes via Zoom, just like they do for in-person learners.

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 last spring may have created 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.](#)

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).

Support will be given to teachers as they learn new technology as we begin the school year.

We also plan to support teachers who need support individually by checking in with them on an ongoing basis through classroom walkthroughs and ongoing conversations.

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.**