



**District or Charter School Name**

MSD Pike Township #5350

## Section One: Delivery of Learning

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

#### Continuous Learning for MSD Pike Township

- The end of the school year remains the same. Students will receive 162 days of instruction.
- The instruction plan was sent to parents in multiple formats. Student access was measured by Canvas login dates. Teachers, social workers, and counselors contacted parents/guardians of students who did not log in to either provide support in using Canvas or provide information regarding offline learning resources.
- Instruction is provided on a M-W-F format via Canvas, additional instruction provided for AP and Dual credit courses.
- Teachers are continuing to facilitate High School and Middle School credited courses with appropriate modifications due to school closures through Canvas. Laptops were provided to high school students in need. Social workers and librarians worked with families in order to get a device.
- A weekly priority standards map has been created for K-8. The same priority standards are the focus of instruction both offline and through Canvas.
- Teachers provide instructional support and feedback through Canvas, phone calls, virtual meetings and lessons. Teachers check in with students working offline on Tuesdays and Thursdays. Teachers provide direct support during office hours from 1-4 on M-W-F.
- Offline learning resources can be picked up at school meal sites every two (2) weeks. These resources match the same priority standards as online support. Those without transportation have resources mailed or delivered through a partnership with FedEx. Parents are provided with answer keys for offline resources.
- Exceptional learners are supported via Canvas, Google Meet virtual lessons, support with general education resources, or through personalized offline resources mailed home.
- Pike ELL Guidance was developed and is supported through our ELL Coordinator in order to provide support. Documents specific for parents are placed on our website for Remote Learning so that they can be translated through the website. Auto-dialer messages are sent in both English and Spanish. Parent information sent through our communication system,

Skylert, are provided in both English and Spanish when necessary. Our district translators continue to work with parents to communicate information or support remote learning.

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

- Communication to families is delivered through our Skylert autodialer sent to the phones, through e-mail and/or as a text message to parents/guardians.
- Social media - Twitter and our District Facebook page, MSD of Pike Township. Student information sent through Twitter, Snapchat and/or Instagram.
- Pike has a dedicated page on our website for remote learning.
- A daily update can be found on our website and district Facebook page.
- Pike has a family hotline, 317-387-2222 manned 7 days a week. In addition our administrative center mainline is answered remotely during office hours, 317-293-0393.
- Principals use Skylert to deliver information via phone, e-mail, and/or texting.
- Counselors and social workers are in contact with families that need additional support.
- A video was made by the superintendent and sent to families.
- The superintendent hosts a Facebook Live opportunity on Tuesdays evenings from 6:30-7:30 PM at MSD of Pike Township Facebook page.
- Staff members received regular information via e-mail with specific information related to the remote learning processes. An updated FAQ is used to allow information to be easily accessible. Virtual all-staff meetings of information are hosted by the superintendent on Mondays at 9:00 AM. Principals host weekly virtual staff meetings or share information via e-mail.
- Virtual meetings are held weekly with principals by Assistant Superintendents. Virtual meetings are hosted by the superintendent as needed to provide updates, receive input, and provide clarity. Updates are provided throughout the week by the superintendent to the Cabinet, principals, and the School Board. District administrators are in regular contact with staff and as needed host remote conferences or discussions.
- Daily Cabinet meetings are hosted by the superintendent.

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

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Teachers are in regular contact with their students via Canvas, e-mail, and/or phone calls. Within the first week, teachers were asked to make contact with the parent/guardian of their students and monitor participation in order to continue supporting instruction.

#### K-8

Each week of instruction has identified priority standards. Those standards are used to focus digital learning opportunities through our student learning system, Canvas. Teachers reached out to their families during the first few days of remote learning to finalize who would need offline resources.

Offline resource booklets are created using the identified priority standards for students without access to the digital resources. Prior to our Spring Break, the offline resources were picked up by a parent/guardian in a drive-through set up at each school. The resources that were not picked up were mailed home. Moving forward, the offline resources are available at school-based food sites. Our social workers and counselors are working with principals and teachers to continuously monitor who may need the offline resources delivered to a home.

#### High School/Middle School Credited Courses

Instruction is delivered through Canvas. Teachers made contact with students during the first week of remote learning to determine who would need additional support. Academic support is provided in order to continue credited courses and credit recovery opportunities remotely. Laptops were distributed to students who did not have a means to access Canvas. Teachers provide additional support for students that may not have adequate access at this time. Those without adequate access due to the lack of wi-fi are using a cellphone to access Canvas. Teachers continue to provide assistance through e-mail and phone calls to students while we continue to find wi-fi opportunities. In Marion County, we are working with Mayor Hogsett to get access to all students through personal hotspots or installing equipment for access in high density areas of poverty.

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

1. District website
2. Canvas
3. Online textbooks
4. Google Meet, Zoom
5. Teacher calls through personal cell phones or Google Meet
6. District-wide priority standards map for remote learning
7. Social Media
8. Classroom DoJo
9. On-line resources (IDOE and Pike remote learning resources)
10. MobyMax, IXL web-based instructional programs
11. SORA library resources
12. Offline Learning Resources are available in 2 week booklets for families without remote access.

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

MSD of Pike expects staff members to contact students or parents/guardians throughout the week via Canvas, Google Meet, e-mail, virtual meetings, phone calls etc. Staff members are expected to check in with families working offline to monitor progress and provide instructional support as needed.

Teachers host office hours for immediate support M-W-F and are available during e-mail and will respond within 24 hours.

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

- Teachers and support staff are expected to provide continuous feedback each week for all remote learning students.
- Student learning opportunities and/or assignments are provided each week following the district guidelines for grade level timeframes are due by 11:59PM the following Monday.
- Student feedback is ongoing and is to be finalized beginning Tuesday-Friday of the week following assignments with accommodations for extended time for students that may have a circumstance that prevents remote learning that week. Student work is accepted for feedback at anytime after the week it is delivered to support family circumstances.
- The week of learning opportunities and the following Monday and Tuesday provide opportunities for the staff to support offline learning. In addition, parents/guardians are provided answer keys to the offline resources as well as a documentation sheet with the option of photographing it with a phone and emailing it to the teacher. Teachers check with parents who are unable to send the documentation sheet.

**Section Two: Achievement and Attendance**

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**7. Does your continuous learning plan provide an avenue for students to earn high school credits? If so, describe the approach.**

Yes. All credited classes continue for Pike High School. Pike High School also continues to provide credit recovery options in order to keep students on track for graduation.

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## **8. Describe your attendance policy for continuous learning.**

Attendance will be taken on each Tuesday for the week prior.

Students working online through Canvas

- Attendance should be reviewed every Tuesday.
- Students who participate in any of the previous week's online activities should continue to be marked present for M-W-F
- Attendance is not a day to day match.
- If a student falls behind on online instruction due to family circumstances and were marked absent, once participation is shown for the standards of previous weeks, the teacher should go back into their attendance for that week and mark the student present for M-W-F.

Students working with offline materials

- There will be a slight delay in confirming participation as the booklets are delivered during the time instructional time frame.
- Each packet has a parent accountability sheet for each 2 week cycle that can be returned via a photo to the teacher to be used for participation for that 2 week period.
- Teachers are expected to check in with students working offline each week.
- If the accountability sheet is not returned, an e-mail or verbal confirmation from a parent/guardian or caregiver to a staff member that the student is working on their booklet is acceptable.
- Before marking a student absent, the teacher should work with the school's counselor and/or social worker to make a final determination.

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

In addition to individualized support, students are using MobyMax or IXL. MobyMax and IXL are online resources that adjust to the needs of the student and can be easily accessed from a computer, tablet or cellphone. Cellphone access provides a temporary solution until we are able to provide wi-fi access and devices to our families.

Credit recovery courses continue through Pike High School.

## Section Three: Staff Development

### 10. Describe your professional development plan for continuous learning.

Teachers and support staff work a traditional 5 day a week calendar. Tuesday and Thursday waiver days are used specifically to support remote learning. A variety of tiered staff development opportunities occur during waiver days. The district technology integration specialist provides daily Canvas support updates. She and the digital cadre provide specific sessions to support instruction delivered through Canvas. Drop in support hours are open daily with the technology integration specialist and school librarians.

Academic Specialists provide videos and podcasts to support effective instruction using the online classroom, Canvas. Tips are provided for engaging learning. Below is an example of an afternoon PD schedule:

<b>Canvas Explorations   Host: Kristin MacBain</b> <a href="https://meet.google.com">https://meet.google.com</a> <small>(Unless otherwise noted, sessions held in this same Meet room)</small> <small>PGP and Attendance Form: <a href="http://bit...">http://bit...</a></small>		Open Q&A Rooms (drop in, drop out, any topic welcome)
<b>1:00-1:25</b> <b>PM Session #1</b>	<b>Canvas New Quizzes - Check out the new version of Canvas Quizzes!</b> Facilitated by: Erica Granger (DRES) Notes Link: <a href="#">Google Doc Notes</a> Recording Link: (posted in 24 hours)	<b>Need to ask general questions? Ask us!</b>  Click names to enter a hosted Q&A room for general questions.  <b>Tuesday PM:</b>
<b>1:30-1:55</b> <b>PM Session #2</b>	<b>Canvas Buttons - Adding linked pictures to your Canvas pages</b> Facilitated by: Audrey Cope (CES Media Specialist) Notes Link: <a href="#">Slide Deck</a> Recording Link: (posted in 24 hours)	
<b>2:00- 2:25</b> <b>PM Session #3</b>	<b>Canvas Course Analytics - See when students logged in &amp; what they accessed</b> Facilitated By: Lorie Shiveley (NAPAN EL Teacher) Notes Link: <a href="#">Canvas: Course Analytics</a> Recording Link: (posted in 24 hours)	<b>1:30-2:30</b>  General Secondary Q & A: <a href="#">Nisaa Jones - PHS</a>  General Elementary Q & A: <a href="#">Angela Mitchell - FCPS</a>
<b>2:30 - 3:00</b> <b>PM Session #4</b>	<b>Canvas Grade Book and SpeedGrader - grades, comments, feedback</b> Facilitated By: Liz Wittich (PHS) Notes Link: <a href="#">Canvas Grading</a> Recording Link: (posted in 24 hours)	
<b>3:00 - 4:00</b> <b>BONUS 60 Min</b> <b>PM Session</b>	<b>MobyMax for 6-8</b> Host: Kristin MacBain <b>Meet Link: <a href="https://meet.google.com/jjtf-nqgpc-ghz">https://meet.google.com/jjtf-nqgpc-ghz</a></b> Facilitated By: Sandy Baker, ASC Notes Link: <a href="#">_</a> Recording Link: (posted in 24 hours)	