



District or Charter School Name

Herron High School

Section One: Delivery of Learning

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

Herron High School will begin the 2020-2021 school year 100% virtual before moving to a hybrid model when school officials believe it is safe to return to modified on-campus learning. Faculty have participated in a number of sessions focused on developing and implementing a strong curriculum within a virtual setting, as well as best practices focused on student support, and will continue to receive training and support throughout the school year.

While Herron and Riverside High Schools are operating on a full virtual model, the school week will follow the same schedule as was set forth for our hybrid plan to accommodate an easy transition when we are able to implement our hybrid schedule.

- Monday - A Day
- Tuesday - B Day
- Wednesday - Office Hours / Independent Work Day
- Thursday - A Day
- Friday - B Day

The daily schedule for 100% virtual instruction will be as follow s:

Class Time

Advisory (Homeroom) 9:00 - 9:15

Passing Period / Break 9:15 - 9:30

A1 or B1 9:30 - 10:45

Passing Period / Break 10:45 - 11:00

A2 or B2 11:00 - 12:15

Lunch 12:15 - 1:15

A3 or B3 1:15 - 2:30

Passing Period / Break 2:30 - 2:45

A4 or B4 2:45 - 4:00

Class periods are 75 minutes long. Teachers will provide at least 60 minutes of live instruction, support, discussion and supervision in each class. Students must participate and have their device cameras turned on during the zoom class.

Attendance: In order to best support our students, build classroom relationships, and

effectively deliver instruction, students will be required to log in to a live video meeting at the start of each class period on Mondays, Tuesdays, Thursdays, and Fridays. At the start of each period, teachers will take attendance and will give an overview of the day's tasks for the class which may include:

- Participating in live instruction, discussion, or practice via a video platform (like Zoom or Google Meet)
- Viewing recorded video instruction and completing follow-up activities
- Working independently or in small break-out groups through learning tasks or activities using a range of online platforms like Google Classroom or Edpuzzle

On Wednesdays, students will work independently on assignments for their classes and will have access to teacher Office Hours for additional support.

Virtual Learning Resources

- ICS students who do not have access to a reliable device (laptop or tablet computer) will be issued one. While most virtual learning platforms and tools are accessible via a smartphone, we ask that students complete their work on a computer or tablet for full functionality. A technology request form will be made available, and technology
- ICS has also partnered with families who do not have access to WiFi to provide hotspots.
- Google Classroom will replace Haiku as our virtual classroom platform. Students received orientation to Google Classroom during a mandatory live presentation via Zoom
- Students are required to use their school email account to access Google Classroom and other virtual tools. Information about how to access their email was made available to students
- PowerSchool will continue to be our Student Information Management System and is especially useful for tracking attendance and grades.

Grading Update

- In continuing our policy from the spring when we transitioned to virtual learning, students will continue to have the ability to earn a credit with a semester grade of 60% or higher. Students who are pursuing an academic honors diploma will need a 70% or higher to earn a credit toward that diploma per state guidelines.
- Should we transition to a hybrid learning model after Labor Day, we intend to continue with our plan for benchmarks and final exams. Semester grades will be calculated using this formula:
 - Class work / H1 in PowerSchool = 75% of Semester Grade (note that there will be no "mastery" or "practice" categories during virtual learning or hybrid learning; H1 will be calculated using total points)
 - Benchmark / B1 in PowerSchool = 10% of Semester Grade
 - Final Exam / E1 in PowerSchool = 15 % of Semester Grade

Special Education: For students with disabilities, we offer continuous learning opportunities online. These opportunities are delivered via various virtual platforms (e.g., Google Classroom Google Meets, Google Chat, Email, Zoom, etc.). All students with disabilities are receiving services according to their IEP. A resource classroom is offered for students who need them for at least two days a week for 70 minutes to get the academic and social supports they need. In addition, students can attend virtual office hours with their Teachers of Record or Teachers of Service to receive their service minutes according to their IEPs as well. Move-In conferences, Annual Case Conference Reviews, Initial Case Conferences are all being held virtually as well. Special education faculty members collaborate with general education teachers to ensure that we are providing the necessary support that will allow students the best opportunity to be academically and socially successful in their classes.

PowerSchool will be used to help us keep track of students' service minutes via their attendance or lack thereof in our virtual Resource classes. Student attendance of general education teachers' office hours will be tracked by their general education teachers and followed up on by their Teachers of Record.

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

Communications are accomplished through email alerts, phone calls, text alerts, newsletters, social media and video links to students and families. In addition to the above methods, staff/faculty participate in group video conferencing. Students also have access to video conferencing with their teachers. Families are provided updates on their student's progress via email notifications. All information is also posted to our website. All students attend Advisory class and daily receive announcements including information on extracurriculars (clubs, sports, student life updates, etc.).

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

Students were provided with instructional information on what virtual school days will look like in advance of the first day of school. Students were provided with classroom expectations for Zoom etiquette.

Teachers provide daily academic content on Google Classroom. Teachers update each of their Google Classroom pages daily, and includes a detailed agenda containing instructions for completing the day's assignment.

All document download links are embedded or contained in the E-Learning day agenda. This includes virtual direct instruction of new material and individual practice. Some class activities are conducted on GoogleMeet. Additional online educational resources are used including; Zoom. YouTube, EdPuzzle, Screencastify , and College Board AP resources. All teachers hold virtual Office Hours for students needing additional instruction or aid.

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

- School-provided laptops for those in need.
- School-provided wifi hotspots for those in need.
- Learning Management System: Google Classroom
- Some class activities are conducted on Google Meet and Zoom. Additional online educational resources are used including: YouTube, EdPuzzle, Screencastify, and College Board AP resources

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

- Weekly e-learning grade reports are sent to all students' families.
- Daily attendance calls are made to all students who have not signed in.
- The Heads of School and Assistant Heads of School have designated Office Hours available to all families.

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

- Weekly e-learning grade reports are sent to all students and families.
- Teachers provide grade reports in a timely manner
- Students and families can log in to Power School to review academic progress
- All teachers hold live office hours for students in need of additional support and instruction

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, students continue their course-work through e-learning and continue to earn credit for their classes. All assignments are graded and added to the student's academic records. The graduation requirements for seniors have been modified to align with the State's recommendations.

8. Describe your attendance policy for continuous learning.

Student attendance is taken at the beginning of live instruction in each class. Students must login to the Zoom classroom and have their video turned on. Parents of students who did not attend the Zoom classroom are notified that their student was not in attendance unless the parent has notified the school that the student was ill that day. Attendance is summarized daily in a running spreadsheet and monitored throughout the day.

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

Remediation opportunities have been expanded as needed. Indianapolis Classical Schools completed a robust summer learning program as part of its mandatory remediation program.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Faculty have participated in a week of pro dev focused on developing and implementing a strong curriculum within a virtual setting, as well as best practices focused on student support, and will continue to receive training and support throughout the school year. Examples include:

- Google Classroom 101
- Virtual Learning Overview
- Synchronous Instruction Rationale
- Weekly Calendar
- Grading Update
- Advisories
- Wednesdays/Office Hours

- Virtual Learning Norms
- Google Classroom training - Assessments & Grading
- How to Structure a 75-Minute Virtual Class
- Virtual Classroom Behavior Management
- Culturally Responsive Teaching + Racial Equity, pt. 2
- Guidance Dept - Social-Emotional Learning in a Virtual Setting
- Resource Dept - Accommodations in a Virtual Setting
- Providing IEP accommodations
- Using Sign-up Genius

School and network leadership and department chairs continue to provide support, oversight, and technical assistance to faculty members regarding e-learning best practices, teaching aides and resources through googlemeet and zoom video conferencing.

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.