



District or Charter School Name

Timothy L Johnson Academy Middle School / Corp 9195

Section One: Delivery of Learning

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

Our extended learning plan began on 3/16/2020. All scholars left the building with IPADS and continued access to adopted curricula (Pearson) and access to online platforms (Realize, Google classroom, Edgenuity, eDynamic Learning) Instructional materials include: Language Arts/ Reading, Math, Social Studies, Science, Related Arts, Digital Art, Music, Health, and Career Pathways. Instructional support is given through varied modalities and platforms including daily support calls made by homeroom teacher, interventionist, case manager, ENL interventionist, and SPED instructor. Additionally, core teachers provide online content support and small group intervention support based in readiness, and addressing misconceptions. Starting May 4th, TLJAMS teachers will begin using Blackboard virtual classroom instruction in tandem with the other online platforms already being implemented with their scholars. This will continue through the end of the 2019-2020 academic year.

General Education Students will access learning via instruction outlined above, and special populations access to learning is noted below.

- Special Education Students will access learning via instruction outlined above but modified to the scholar's instructional level and the goals noted in his/her IEP.
- English Language Learners will access learning via instruction outlined above but modified as needed per

the scholar's ILP as well as additional English supports.

- For SPED **and** ELLs:
 - SPED teacher and ELL interventionist with PAR's will hold teleconferences to adjust IEP's to the terms outlined above. SPED teacher and ENL interventionist to ensure daily instruction and minutes of support will keep daily logs. (Blackboard platform will support this beginning end of April 2020) Daily logs will be reviewed by administration and a weekly conversation with administration and SPED/ ELL teachers will provide checks for compliance.
 - Compensatory hours for Speech will be logged and made up virtually over the summer or in the fall. Teleconferences with parents and the school will update IEP's.
 - Speech compensatory hours will be completed in the 2020-2021 school year if not met over the summer of 2020 as well as the services to be provided during the typical school year.

 - Daily/Weekly Schedule:

Scholars are asked to meet in homeroom at 9:00am and attend their normally scheduled classes (45 min) in each core content. Additionally, Each scholar is asked to in related arts or a related resource (45 min) Additional resource help is provided in remediation (Edgenuity), ENL class for scholars (WiDA levels 1 and 2), and SPED services. Scholars are again asked to meet in homeroom at 2:30pm to close the day's attendance. (Schedule is posted on homeroom boards in Google classroom)
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2. Describe how your district communicates expectations for continuous learning implementation to 1.) students, 2.) families, and 3.) staff.

- Students and Families will be provided expectations via letters and updates from the TLJAMS superintendent and building principal on each homeroom board in Google classroom and follow up with daily contact calls. School administration will reach out to families as well.
- Staff will be updated via weekly Zoom meetings providing updates and next steps, GroupMe, and e-mail correspondence
- Board/Community Members will be updated via weekly e-mail correspondence
- Authorizer will be updated through weekly Zoom meetings

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

- Upon data collection, 100% of our middle school scholars/families have access to technology of some form. This includes TLJAMS IPADs. Over 90% of our middle school scholars have cell phone or game system access.
- As of 4/13/2020, 94% of middle school scholars have participated in teleconference instruction and/or online learning with teachers per teacher's logs
- As of 4/13/2020, we have evidence of 94% contact with all scholars.

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

- All curricula and online platforms can be accessed via IPADs, cell phones, and Chromebooks. 100% of our middle school scholars have access to at least one type of technological resource.

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

- Everyday that is an E-Learning Day or Extended Learning Day, teachers, interventionist, case manager, SPED teachers, and ELL teachers are required to submit logs to the administration that document their daily instruction call with each scholar. Specific needs are also documented. This is done via Google Docs/Sheets.
- Administration reviews daily and provides needed supports. Additionally, staff is expected to evidence ongoing instruction and support via Google content classroom and homeroom pod.

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

- Feedback is given through assessed performance tasks, class work, meet-ups, interactive message, message boards, and real-time tasks, which are all available through our online platforms. Additionally, homeroom teachers, interventionist, case manager, ENL instructor, and SPED instructor make daily contact calls.

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.

N/A

8. Describe your attendance policy for continuous learning.

- Attendance will be taken during required homeroom meetup sessions in the morning and at close of day in the afternoon. Additionally, through the daily calls teachers make to scholars. The logs completed will serve as documentation.
- We had 142 instructional days that were completed prior to April 2, 2020 and we have 22 E-Learning/Extended Learning Days mapped out until the end of May. Two of those days are Snow Make-Up days in May. Thus, completing over 160 instructional days for the 2019-2020 academic year.

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

- Student groups that we already know have existing skill gaps prior to transitioning to e-learning are receiving additional ongoing support through Edgenuity. (Skill strands based in readiness gaps as evidenced through MAP MOY data) Our MOY benchmark data clearly helped us identify the students in red (most significant need) and yellow (near meeting) who need more intensive resources and support to perform at grade level. Additionally, our Success interventionist, ENL interventionist, and SPED instructor continue to support those scholars who have been identified as needing one-on-one support, and as with all scholars daily calls provide for individual conversations.

- We do realize that gaps will be present upon our return in the fall. The scholars that struggle the most will need even more support. Prior to the fall school year, intensive collaboration and cross-grade level and cross-content conversations will occur to insure that instruction will be purposeful and address the gaps that have occurred due to this e-learning status for the last 3 months of school.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

- Presently, PD will focus on getting the teachers trained and ready for virtual classrooms. This will be the Blackboard platform. Once we are able to successfully get through instruction in the month of May, our focus will be to get teachers together to map out our curriculum so it will align to the specific needs of scholars and the gap in instruction.
- PD will be provided weekly to staff through a Zoom meeting. It will also occur through an online platform that provides training to staff based on our focus of support. Over the summer, we will be pulling staff together to purposefully map out instruction for the next academic year. The key focus is to cross collaborate between grade levels and contents to fill the gaps of missed instruction.
- PD will be differentiated based on the needs of the specific teacher as well as the needs of the population they are serving. Teachers are put into tiers based on the level of support they need, just as the scholars are placed in specific tiers. That leveled support will continue through this process.

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.