



**District or Charter School Name**

Fort Wayne Community Schools

## **Section One:** Delivery of Learning

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

The FWCS Continuous Learning Plan is based on a blended, remote learning model. This model uses technology, when possible, learning packets, and most importantly, direct contact between the student and the teacher through daily office hours.

Technology-based remote learning activities are posted on the FWCS website by grade levels and align to the District's current PreK-12 curriculum. Teachers facilitate learning via PowerSchool Learning Management System (LMS), learning packets and/or through personal phone calls. Learning activities posted weekly on the District website, including using digital platforms, such as AgileMinds and Dreambox, are supplemented by assignments from teachers at least three times per week.

FWCS will provide learning packets to students who do not have online accessibility. This work will also align to the District's PreK-12 curriculum.

Special Education - All special education teachers must maintain daily office hours to support students and parents. Special education teachers will collaborate with general education staff to provide equal access and learning experiences for all students and to provide strategies to assist with alignment of the curriculum work. Additionally, special education teachers will connect with parents and students via phone and/or computer to provide support and accommodations. FWCS will follow any additional guidelines from the state and federal government.

ELL - ELL teachers must maintain office hours for real time student and parent support on Remote Learning Days. ELL teachers will collaborate with general education staff to provide equal access and learning experience for all students. They will provide strategies to assist with alignment of the curriculum work to provide access for students. Additionally, ELL teachers will connect with parents and students via phone and/or computer to provide support.

All of the activities outlined in this section will be implemented, monitored and

evaluated by principals, directors and the Superintendent's Cabinet.

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

**1. Students**

Fort Wayne Community Schools will communicate expectations for continuous learning to students through several platforms, including the FWCS website, Peachjar, SchoolMessenger, social media (Twitter, Instagram, Facebook) and U.S. Mail. Students will also be provided expectations via PowerSchool Learning Management System (LMS). Through the LMS, teachers will provide expectations that are specific to their classroom, in addition to District expectations. School staff members, teachers, administration and support staff will use phone calls, text messaging and emails to communicate the expectations to students who are not accessing or not able to access the LMS.

**2. Parents:**

Fort Wayne Community Schools will communicate expectations for continuous learning to parents through several platforms, including the FWCS website, Peachjar, SchoolMessenger, social media (Twitter, Instagram, Facebook) and U.S. Mail. Parents will also be provided expectations via PowerSchool Learning Management System (LMS). Through the LMS, teachers will provide expectations that are specific to their classroom, in addition to District expectations. School staff members, teachers, administration and support staff, will use phone calls, text messaging and emails to communicate the expectations to parents who are not accessing or not able to access the LMS.

**3. Staff:**

Fort Wayne Community Schools will communicate expectations for continuous learning to staff members on a weekly basis through several platforms, including the PowerSchool Learning Management System, the FWCS Talent Management System, staff email, district- and building-based virtual professional learning and meetings and informational letters from Superintendent Wendy Robinson and Fort Wayne Education Association. Despite the District being closed, certified and classified administrators are still maintaining normal work hours.

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

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In determining access, we prioritized our planning as follows:

1. Seniors who are failing a core content course necessary for graduation are enrolled in Edgenuity and are supported by guidance coordinators and counselors. Students were provided a laptop, when needed.
2. Seniors and juniors who are pursuing various graduation pathways, dual credit or CTE courses are provided course content by teachers via PowerSchool Learning Management System (LMS), YouTube, Zoom, cell phone, text and other means. Students were provided a laptop, when needed. Students submit assignments via LMS and receive support from teachers through the same online portals and resources. Students are also able to talk directly to teachers on the phone, as needed.
3. All other students in grades PreK-12 receive access to academic instruction, resources and supports through the system outlined in question # 1. This plan addresses both the academic and social-emotional needs of students.

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

**Staff**

- District-supplied technology, hardware & software
- PowerSchool Learning Management System (LMS)
  - Access curricular resources
- Talent Management System (TMS)
  - Professional Learning
  - Collaboration
- District website, including COVID Resource Page

**Students**

- District-supplied technology, hardware and software, where appropriate
- PowerSchool Learning Management System (LMS)
  - Access curricular resources
- District website, including COVID Resource Page
- PBS (local and state), LTV 54/24 (FWCS cable access station), FWCS YouTube Channel
- Daily teacher office hours to address questions and provide support

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

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Teachers have office hours five days a week so that they can connect with students and parents. Teachers will call students who are not logging in to PowerSchool Learning Management System (LMS) or connecting during office hours. In addition, general District-wide messages are shared using FWCS communication platforms, including the FWCS website, Peachjar, SchoolMessenger, social media (Facebook, Twitter and Instagram) and U.S. Mail.

While the district is closed, all central office, building administrators and certified teachers are working remotely from home and conducting normal working hours. We are developing logs to track how both administrators and teachers are accomplishing our stated goals.

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

All FWCS teachers are providing timely and meaningful academic feedback to students at least three times a week via the PowerSchool Learning Management (LMS).

Teachers are holding virtual sessions with students and using online resources, such as Flipgrid, Seesaw and other platforms to connect and provide feedback. Teachers are also connecting with students and families through email and phone as appropriate or needed.

High school counselors are monitoring credit-deficient seniors' progress in Edgenuity and communicating with students and families about lack of progress or completion of courses.

Principals and assistant principals are monitoring all LMS pages in their buildings to ensure teachers are connecting with their students and have the support they need to develop alternative plans for students without technology access.

## **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.**

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Yes. We are using the guidance of the IDOE to help us determine how we are going to grant high school credit. The following plan includes all general education students and all special education students on the diploma track.

1. In #3, we outlined how we are supporting credit-deficient seniors and seniors seeking CTE certification. (2020 Cohort)
2. For all other high school students, currently in grades 9-11, the third-quarter grade becomes the fourth-quarter grade.

In order for these students not to be penalized due to the closing of the District, teachers will facilitate students from their third-quarter rosters to complete one of the following:

- a. **Submit** missing assignments
  - b. **Resubmit** assignments to be re-graded
  - c. **Receive an Incomplete** - Failing students who do not submit or resubmit assignments will be given an **Incomplete**. Each school, assisted by the FWCS Family and Community Engagement Center, will develop a plan for ensuring that these students complete the credit by the end of the 2020-21 first semester.
3. High school AP teachers are preparing their students to complete the AP review classes and take the AP exam online.

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

FWCS will use IDOE's option 2 for all students completing 20 days of instruction following the school closure that began March 16, 2020. The school year will end for students, as scheduled on May 28, 2020. The last day for teachers will be May 29, 2020.

### Students With Online Access

- Teachers must connect with all students each week from April 6 to May 28, 2020; for attendance purposes, a student is required to complete online work a minimum of three times a week during that same time period. Each day of work counts as a day of attendance.
- Students will log into the PowerSchool Learning Management System or other approved online system to receive lessons, seek teacher support and return assignments.

### Students Without Online Access

- Teachers must connect with all students each week from April 6 to May 28, 2020. For attendance purposes, a student is required to complete at least three days of continued learning during that same time period. This could include learning packets, "Math Before Bed" book distributed by FWCS or

other continued learning supported by teachers and parents. Additional content is still being developed by FWCS to support students without technology access.

- Teachers must call students to receive an update on continued learning progress. At least one successful phone call each week with confirmation of continued learning will be considered equal to three days of attendance.

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

The District has developed a multi-level approach to addressing students' school gaps.

1. We are using all of the curriculum and social emotional learning outlined in #s 1, 3, 5, 6, 7 above.
2. We are also reviewing what new standards and skills were not taught during the fourth quarter of the 2019-20 school year, as well as identifying what will need to be addressed prior to new learning in the fall. We will determine how we will start the 2020-21 school year with grade-level material while scaffolding for those standards that may not have been mastered this year.
3. We are also transitioning to a new assessment suite using NWEA. We will administer the MAP Growth Assessment to students in grades K-12 ELA and Math within the first month of school. Data from this assessment will be disaggregated to determine the needs of students and next instructional steps.

### **Section Three: Staff Development**

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

FWCS clearly recognizes that professional learning is the key for providing the right environments to change adult practices and student ownership of their learning.

To enhance our efforts to develop professional learning communities throughout the District, FWCS is implementing the Michael Fullen Deep Learning Framework. This consists of the 4 Elements: Pedagogical Practices, Learning Partnerships, Learning Environment and Leveraging Digital; and the 6 Global Competencies: Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking.

Through the remainder of the school year, we will use two technology-based systems, PowerSchool Learning Management System (LMS) and the FWCS Talent Management System (TMS), to deliver professional learning for staff, parents and

students.

The LMS provides administrators, teachers, parents and students access to on-line learning resources that align with the PreK-12 curriculum.

The Technology Department will facilitate additional professional learning for administrators and teachers to deepen their understanding of how to use the LMS content to enhance student learning. This will ensure teachers have the skills necessary to approach learning digitally for the critical standards and key concepts at each grade level.

In addition, the TMS will be used immediately and for long-range planning for the 2020-21 school year to support effective collaboration throughout the District. Adult learners will have the opportunity to collaborate weekly through differentiated learning communities to focus on the precise and personalized learning needed to shift adult practices to improve student learning. The TMS can be used to access Deep Learning resources.

FWCS understands that the COVID19 pandemic and the inability to meet face-to-face can lead to unique emotional stress, therefore administrators and teachers will have access to resources developed by FWCS in alignment with the IDOE to continue professional learning support in academic and social emotional learning (SEL) competencies.