



**District or Charter School Name**

Irvington Community School, Inc.

**Section One:** Delivery of Learning

---

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

[ICS eLearning Manual Link](#)

Remote learning is being delivered via a variety of digital platforms including (but not limited to): Google Classroom; teacher-created Google Sites; shared Google Docs; learning platforms like Study Island and Freckle; and, most importantly, “face-to-face” meetings between students and teachers via Google Meets.

Special populations are being serviced through digital face-to-face meetings with Title I Instructional Assistants and with Teachers-of-Record and IAs in Special Education. The staff in these areas are working hand-in-hand with general education teachers to determine the needs of individual students during remote learning. ELL services are being provided by our ELL coaches. High Ability students are receiving instruction differentiated within their core classes as traditionally happens, along with a host of supplemental challenge activities, posted in a variety of media.

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

---

Our eLearning expectations have been shared with our families through the use of weekly principal communications, biweekly district newsletters, social media posts, and two specifically designed “help” documents that explain the process to parents: a one-page infographic, and a slide deck with more detailed information.

All staff had training prior to schools being shut down in mid-March. Each teacher has created a handful of lessons in the new eLearning format which were verified by school leadership for functionality and rigor.

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

All parents were surveyed in mid-March to ensure that they would have access to a compatible device (Chromebook, laptop, etc.) for eLearning, and devices were distributed to families in need. ICS has also shared resources with families for obtaining free Internet access at home. Most of our classroom teachers use Google Classroom to deliver instruction, which is accessible on any Internet-ready device, including smartphones. In addition, teachers use a variety of web resources and ensure that students have the proper access through subscriptions when required. Many student resources were already available digitally, including access to our elementary reading curriculum (HMH “Journeys”) through HMH “Think Central.” Teachers are available daily through live video chats to support student learning and ensure mastery of skills.

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

---

All high school students are issued Chromebooks that they are able to take home throughout the school year, and therefore have access to during eLearning. All K-8 families were surveyed to determine their device needs and any student in need was issued a Chromebook to use at home during eLearning. Staff and students have access to a variety of free digital resources, many of which are specifically being offered to teachers across the nation at no cost during this time.

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

All staff are expected to be available to support student learning every weekday through a variety of means including: Google Voice (text/call), Google Meets (video conferencing), email, and Google Classroom. Intervention staff are still hosting small group sessions with students during eLearning via Google Meets.

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

Academic feedback is provided to students in the same timeframe as would be expected during a traditional week of school. Assignments are real time and teachers are able to assess students' understanding and provide feedback before the next eLearning session for that course. Feedback may be provided in a written format through Google Classroom, SeeSaw, or other assignment submission options, or may be provided

one-on-one through video conferencing. When students fail to participate for more than 1 day, teachers and/or administrators are reaching out via Google Voice to speak to students and parents at home to inquire how the school staff can lend even more support in order to encourage participation.

## **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.**

High school teachers and students will continue with their existing curriculum maps to make sure that all learning objectives outlined for the course are met. Teachers will continue grading students on mastery utilizing our existing A-F grading model and course credit will be granted to students who meet grade requirements. Students who are at risk of losing credit will be contacted by our counseling team for academic coaching. When necessary, parents will also be contacted as part of the coaching/problem-solving process.

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

Students have a “bell ringer” or check-in assignment for each class each day which will be used for taking attendance. Teachers input attendance in our student management system (PowerSchool) each day by 3 p.m. and follow up with any student who was absent. The Attendance Officer from each school will contact families when a student misses two consecutive days of eLearning, and the corporation’s School Resource Officer will contact families via home visit whenever a student misses two consecutive days of eLearning without any proactive parent contact.

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

Interventions with at-risk populations will continue during eLearning in order to minimize skill gaps. Teachers will regularly assess students' progress to determine if re-teaching or further interventions are needed. Instructional Assistants and Special Education staff will continue to work with at-risk populations to ensure that existing skills gaps don't widen during eLearning. The leadership team within each building has developed a plan for making one-to-one contact with at-risk students to ensure that they have the tools necessary for learning and are getting the academic supports they need.

## **Section Three: Staff Development**

---

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

Prior to the shutdown, all staff were trained on our eLearning plan and were given the first week of the shutdown to meet with our instructional leadership team and refine their approach. Weekly team meetings and instructional coaching will continue throughout the rest of the school year, leveraging Google Meets primarily as the delivery mechanism for this professional development.

**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.**