



District or Charter School Name

8525-Frontier School Corporation

Section One: Delivery of Learning

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

Frontier is a 1:1 school using Chromebooks and iPads. Teachers will engage students in a combination of “real-time” learning and the posting of directed instructional activities. Teachers will continually communicate and interact with students to ensure understanding and apply modification as needed. Frontier will utilize several platforms to facilitate learning – primarily Google Classroom but will also use Zoom, Screencastify, and similar to push out, interact, and to collect learning from our student population. The special education department, including administrators, teachers, and paraprofessionals are working towards ensuring that all student accommodations are being met. This includes Annual Case Reviews and communication between the parent, student, and general education teachers. Learning is accessible and available to all students.

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

Frontier communicates Distance Learning expectations in a variety of mediums. Live video meetings, social media posts (Facebook & Twitter), Google email, school messenger auto calls, local media press releases, and person to person phone calls constitute the bulk of communication. Expectations for staff are communicated through Google Classroom and the Frontier School Corporation Remote/Distance Learning Resource Hub Google slides.

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

Each teacher communicates academic expectations via a technology platform. Frontier School Corporation is a 1:1 Corporation - most students have Chromebooks while some have iPads. Special emphasis has been placed on upgrading school wifi to extend to parking lots, to assist families in obtaining wifi, and to modify academic instruction based on individual family circumstances. How to documentation for connecting to home wifi and logging in to the student's school Google account was handed out at K-4 device pick up and posted on social media. Students will receive support by communicating needs with their teacher(s) through email, live Zoom meetings, and surveys.

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

Students have access to Chromebooks or iPads. Students in grades 3-12 have access to Chromebooks. Students in K-2 have access to iPads. Students and families were given opportunities to request loaner Chromebooks and iPads. Frontier School Corporation has created Wi-Fi hotspots at Frontier Jr.-Sr. High School and Frontier Elementary. Students and parents can access our wi-fi in the parking lots at both schools. Tools that Frontier staff and students are utilizing for continuous learning are: GSuite, Zoom, Screencastify, Seesaw, Flipgrid, Padlet, EdPuzzle, IXL, HMH Go Math, McGraw Hill Wonders virtual access, Reading Horizons, Pearson Realize, XtraMath, Class Dojo, Remind, Bloomz, Weebly, ClassTag, ABC Mouse, Accelerated Reader, USA Weekly Online, Generation Genius, Kahoot, Formative, Quizlet, Quizalize, Khan Academy, and Classroom Zoom Extension for Google Classroom.

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

Frontier teachers and staff post instruction and direction via Google Classroom or other platforms, such as web pages accessed through the Frontier School Corporation web page on each Distance Learning day by 9:00 am and follow up with informal assessment or real-time live interactions. Teachers make direct contact using phone or email with households to ensure participation is taking place.

The school tracks attendance and issues follow up communications to ensure participation.

Special education, Title One, RTI, Guidance Counselors and Speech staff are all making contact (phone calls, emails, live Zoom meetings) with their students to ensure academic and emotional support is given.

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

Teachers identify standards, activities, deliverables, and assessments prior to each Distance Learning day. Emphasis is placed on providing instruction and engaging in constant communication and feedback. Teachers are using Google Classroom, Zoom, Screencastify, instructional videos, email, reflections, writing assignments, and a variety of other activities to check for student understanding.

Students and parents are directed to check their Powerschool Grade Book for missing or incomplete assignments each week.

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.

Students that successfully complete Distance Learning and earn a passing grade of 60% or higher will receive credit in a course.

Students can lose credit once the student has accumulated seven (7) unexcused absences per class period in a semester. Frontier Jr.-Sr. High School continues to follow their normal attendance procedure of notifying parents and students through phone calls and attendance letters for every unexcused absence.

8. Describe your attendance policy for continuous learning.

Attendance policy will continue to be the same for both Frontier Elementary and Frontier Jr.-Sr. High School. The attendance procedure has changed for both schools since moving to Distance Learning. Frontier Elementary parents or students will log onto the Frontier Corporation website every Distance Learning day to fill out an attendance Google Form. That information will be pushed out to teachers to be recorded into Powerschool. Students at Frontier Jr.-Sr. High School are invited into an attendance Google Classroom where they will also take their attendance every Distance Learning day. This report will be pushed out to teachers and the secretary to record into Powerschool. Attendance letters and phone calls will still occur for students that are not attending on specific days. Frontier School Corporation will send the School Resource Officer to make home visits for chronic absenteeism.

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

Summer remediation classes will be offered for students who did not show adequate progress in Distance Learning. Teachers are identifying priority standards and tracking how students engaged and showed mastery. At the start of the 2020-21 school year, teachers will access the Distance Learning records from spring 2020 to determine where instructional gaps exist and plan accordingly.

Students in grades 3-8 will be administered formative assessments in the first two months of the 2020-2021 school year and will identify knowledge and achievement gaps. Teachers will then develop remediation plans to address those knowledge and achievement gaps. Teachers of students in grades K-2 and 9-12 will use classroom assessments to identify skills and achievement gaps possessed by students. The teachers will then develop a remediation plan for those students.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Past experiences and professional development as a 1:1 School Corporation has prepared the staff, students, and parents for Distance Learning.

Frontier School Corporation has conducted a Technology Audit through our Title IV Grant and other professional development opportunities that provided teachers and staff with experiences to be ready for continuous learning.

All teachers and applicable staff members were sent via email the Frontier School Corporation Remote/Distance Learning Resource Hub Google Slides that contains guidance and tips on lesson planning, video lesson tutorials, student engagement strategies, grading, assessment, Special Education, and SEL. It is kept up to date as expectations are communicated by state leaders and Frontier administrators and as local experiences transpire. All staff will engage in a weekly staff meeting. During the meeting, issues with Distance Learning technology, instructional best practices for Distance Learning and collaboration will take place. As Distance Learning continues and publications are available from valid sources that address students' needs during this time, those resources will be shared with teachers for discussion through Google Classroom. Individual support is available from the Technology Department and the Instructional Coach through email, Zoom, and phone.

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.