



District or Charter School Name

Paramount Englewood/9165

## Section One: Delivery of Learning

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

During eLearning at PSOE, students with special needs receive a multitude of supports that meet the needs of their individual Education plans. Classroom teachers work collaboratively with the child's teacher or record to provide differentiated work packets and a supportive communication plan with each family. Each child receives daily communication from their general education teacher and Special Education Teacher or Record. These calls are documented in separate spreadsheets in order to keep the general education and special education teams in alignment on the services being provided. Examples of eLearning accommodations and supports vary by student per the terms of the child's IEP. Below are examples of PSOE eLearning accommodations provided:

- Extended Time on Assignments
- Daily Support Calls from the General Education Teacher and TOR
- Differentiated work packets
- Access to School Guidance Counselor for designated Counseling Minutes
- Phone access to the school nurse line 12 hours per day

For students who receive speech, occupational, or physical therapy services, PSOE works collaboratively with Easter Seals to provide students with access to at home activities to meet the needs of their IEP. These materials are sent home with each student in their work packet.

Per mandate from the United States Department of Education and Article 7 Federal Law, eLearning days count as official school days and thus keep our special education timelines the same for all case conferences and evaluation timetables. The Special Education teachers in each building as well as the District Director of Special Programming work to keep PSOE in compliance with all appropriate timelines. The PSOE Special Education team and building leaders have developed contingency plans for all necessary steps in the compliance process including holding phone or video meetings and evaluating or providing services on-site or at a neutral site if the school building is not accessible.

During an extended school closure, the PSOE RTI teams in each building will continue to meet via phone or video conference in order to continue to discuss data, track student growth, and identify students for potential special education evaluation. These meetings are recorded at the site level and the necessary interventions are incorporated into the students eLearning plan.

During eLearning at PSOE, English Language Learners receive a multitude of supports that meet the needs of their individual learning plans. Classroom teachers work collaboratively with the child's teacher of record to provide differentiated work packets and a translated communication plan with each family. Each child receives daily communication from their general education teacher and their ELL instructor. These calls are documented in separate spreadsheets in order to keep the general education and special education teams in alignment on the services being provided. Examples of eLearning accommodations and supports vary by student per the terms of the child's ILP. Below are examples of PSOE eLearning accommodations provided:

- Differentiated Work
- Translation Services
- Extended Time
- Vocabulary Worksheets
- Reduced Reading Passages

The PSOE special education and ELL staff will document daily communication and academic supports provide on a district wide special education Spreadsheet. The sheet includes daily call notes, accommodations provided, and Interventions and accommodations. Each special education and ELL teacher logs daily calls for students on their caseload, though all students go on the same spreadsheet.

All IDEA timelines for students with disabilities will remain in effect, and every attempt will be made to complete all evaluations and case conferences as mandated by IDEA and Indiana Article VII. In the event that a timeline cannot be met, an extension will be provided (with mutual consent from all parties).

Until federal and state guidance suggests otherwise, eLearning will not be considered a change of placement requiring an additional case conference. If, at any point, eLearning becomes more than a short-term emergency measure, Paramount Schools will consider adjusting the IEP to accommodate a change of placement.

All PSOE special education, 504, and ELL staff will work weekly with classroom teacher to be sure that lessons are modified or accommodated to meet their student's needs. PSOE administration will oversee this practice in weekly reviews of lesson plans. The special education director will oversee all special education staff with a weekly eWalk-through to check the fidelity of the ongoing operation.

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

Information is distributed to families via the school website, social media, Bright Arrow (robo calls, texts, and emails), and through personal calls and emails from the teacher.

Frequent and intentional parent communication is the key driver in the success of the PSOE eLearning platform. Communication with parents and students can be done utilizing the following strategies:

- Telephone Call
- E-Mail
- Google Classroom chat feature

The welcome call is done on the first morning of eLearning or for any new PSOE Student. The Welcome Call will include the following information and talking points:

- Explanation of eLearning
- Explanation and navigation of google classroom
- “We are a partner with you on this, we want to support you to ensure students are still learning and growing during this school closure”.
- Home WIFI inventory-document if they do not have access to WIFI
- Ask the parent if they have any questions about the daily schedule: ELA 8-11, E-Core 11-12, Math 1-3. Teacher office hours 8:00-10:00 a.m. daily.
- Teachers can discuss optional curriculum if there

Staff communication occurs primarily through emails, Google Hangouts meetings, and phone calls by administration and team leads. Team Meetings are led weekly by the school administration. Teachers must attend 1 weekly meeting and all team leads must meet with their teams once per week virtually to plan instruction and create weekly eLearning newsletters.

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

Online Student Platform

Google Classroom was chosen by a panel of PSOE administrators and teachers as the primary platform for all 5-8 students across the district. This platform is utilized by all PSOE teachers in the traditional classroom environment, so all students and staff are familiar with it. Google Classroom features include:

- Uploading of daily assignments
- Auto-Sync to student learning portals like IXL, Edulastic, and NewsELA
- Real-time assessment of daily work
- Interactive chat feature
- Video uploads
- Google Hangouts feature for whole group and small group instruction

Resources and Supports

The eLearning model at PSOE provides a number of resources and supports for students and families to meet academic and social/emotional needs. Academic supports include:

- Teacher academic support phone calls (at least twice per week)
- Google Classroom chat feature
- Teacher created video lessons
- Google Hangouts large and small group live instruction
- Special education accommodations log and small group instruction via Google Hangouts
- ELL accommodations log and small group instruction via Google Hangouts
- Access to all PSOE approved online portals, including IXL, NewsELA, Reading A-Z, Khan Academy, and Edulastic

The PSOE eLearning model also provides supportive social and emotional assistance for students and families. The PSOE call center is open weekdays from 8:00 a.m. to 8:00 p.m. Parents and students will be able to speak with a live PSOE representative to get questions answered around:

- Academic Supports
- Counseling
- Behavioral Therapy
- Spanish Translation
- Access to school nurse of healthcare questions
- Access to community resources

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

All Paramount staff and students are provided with Google Chromebooks. Paramount works with Verizon to assist families who do not have WIFI in the home with internet access. Tech support is available daily from 8:00 a.m.-8:00 p.m. for all students who are experiencing problems with their device. For students who need additional resources or differentiated supports, PSOE offers standards-based work packets for students in grades 5-8. Packets are picked up and dropped off every two weeks. The PSOE tech team and building administrators are available each day to replace damaged or stolen devices for students.

All Paramount students also receive access to PSOE approved online platforms which provide enriching and curriculum-aligned content. These platforms include:

- NewsELA
- Edulastic
- IXL ELA, Math, Science, and Social Studies
- Reading A-Z
- Airways
- Screen Castify
- CommonLit
- Khan Academy

Additionally, PSOE offers tools to help facilitate better communication and streamlined differentiated supports for our special populations. This includes:

- Google Voice
  - Translation Services
  - Pearson read-aloud
  - Google Hangout
  - Screen Castify
  - The PSOE YouTube site
  - Google Chat
  - School issued cellphones
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**5. Describe how educators and support staff are expected to connect with students and families on an ongoing basis.**

Each PSOE teacher must log daily communication with students and/or families. This is logged in the PSOE daily metrics spreadsheet and shared with school administration for tracking engagement/attendance. Daily communication will include either a phone call or email.

Additionally, teachers can communicate in real-time using the live chat feature of Google Classroom to help support their students and families.

During an extended school closure, teachers will schedule conferences at regular intervals with each student over the phone to track academic progress and provide context into the child's academic data.

Teachers need to make successful contact with the student or parent/guardian once per day. The communication will include an update on student progress, an opportunity for the student or parent/guardian to ask questions, and any relevant updates regarding announcements or upcoming due dates.

In the event of an extended closure, school principals will designate a time for a more in-depth parent conference with the teacher. The conference will discuss data, growth, student academic strengths, and areas to improve.

Paramount's staff will have access to a number of technology enhancements to help streamline the communication process with students and staff.

- *Google Voice*-Allows for calls made from personal devices to be anonymous
- *Google Chat*-Allows for teachers to interact with students in real-time while they work on assignment.
- *Google Hangout*-All staff meetings occur via this video platform
- *School Cell Phones*-Each school receives 3 cell phones to be used for the call center for academic assistance and social supports.

Paramount school principals, admin, and teachers will utilize a daily participation data tracker. The tracker allows school leadership and teachers to log notes, participation rates, and attendance.

#### Call Center Process and Supports

As part of our e-Learning services, Paramount Schools of Excellence will be offering a full menu of academic and social support for students and families. Call centers will be open daily from 8:00 a.m. to 8:00 p.m. to assist with questions and connect families with resources that can help during the duration of the eLearning window. PSOE cares about

our families and will do everything we can to make sure they are supported during this time away from the building.

### Call Center Contact Information

All schools will have a single-point-of-contact call center. This call center will triage incoming calls from parents to make sure all school-community needs are being met. Each school will have a main call center line open from 8 AM to 8 PM on weekdays. In addition to the main line, the school will have direct lines available (during school hours) for the following supports:

- Academic support
- Social services and counseling
- Health support
- Tech support
- Translation services

All call center information will be posted on the school's website, social media pages, and be text messaged to school families.

### Call Center Logistics

**Pre-planning:** All school sites will have their own Call Centers. In order to prepare to open the call centers, all school sites will work with the Navigation Team to determine appropriate phone lines for site-level use. Once the phone lines are running, the principal of each school will designate one person or a team of people to answer the main call center phone and others to answer individual lines. There will be a minimum of one person per call center line to support families. If the eLearning session is an extended period of time, a detailed schedule for maintaining the call center lines will be required.

**During:** Once a call comes in, the call center representative will ask how they can help. The representative will contact the correct staff member to troubleshoot the issue within 1-2 hours. The call will be immediately logged in the call center spreadsheet tracker.

**Follow-Up:** Excluding weekends, the call center representative will follow up with the family in less than 24 hours to ensure their needs are met. Upon a successful follow-up, the inquiry will be closed out on the tracking sheet.

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

The PSOE eLearning model is data driven and provides frequent and meaningful academic feedback for students. Google Classroom allows teachers to assess student work in real time while providing immediate support via the chat or hangout feature. Students are provided with daily academic assessments through approved online portals, Google Classroom, and formative assessments, such as AIRWays and Edulastic.

In order to remain data driven during eLearning, Paramount provides assessments in ELA and Math to be done at the beginning of the eLearning window and the end. Data is collected from the first assessment and teachers and instructional assistants provide the necessary adjustments to the instruction. This could include small group interventions, a focus on standard-strands that showed low data across a grade level, and 1:1 academic support from the teacher or IA.

For formative eLearning assessments, PSOE utilizes Edulastic. Students in grades 5-8 are assessed on an ILEARN aligned ELA and math assessment in early April and again in mid-May to test grade level proficiency and growth. Data is collected and shared with the teachers, administrative team, and families in order to create an aligned support system for the student.



## 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.**

N/A - Paramount Englewood is a 5-8 grade school and does not offer high school credit.

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

Attendance will be taken daily by 12:00 p.m. through the school's student information system, PowerSchool. Attendance decisions for eLearning are based on successful communication with the child or parent. This can occur by the child engaging with the teacher through the learning platform, a phone call, or an email.

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

Paramount teachers and staff continue to utilize our standards-aligned curriculum maps during eLearning to ensure students are interacting with the necessary instructional activities to show end of year grade level proficiency. The goals of PSOE eLearning are as follows:

- Provide a standards-based curriculum that focuses on end of year grade level proficiency.
- Integrate technology into all classrooms in order to expose students to College and Career Readiness skills.
- Maintain a data drive approach to instruction by infusing a "beginning" and "end" assessment into the eLearning scope and sequence. PSOE administrative teams and teachers work to disaggregate data trends and modify instruction to better close academic gaps.
- Provide differentiated resources, accommodations to our special populations including special education students, 504 students, and English Language Learners.

## Section Three: Staff Development

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

The PSOE staff professional development plan includes support for teachers' online instruction, communication, technology support, and planning. The following is a list of PSOE eLearning professional development offerings:

- *Academic Committee PDs* - During eLearning, PSOE created teacher-led academic committees for lower elementary, upper elementary, and middle school teachers. They provide best practice PDs focused on planning, technology support, aligned curricular resources, special education and ELL supports, and best practices in parents/student communication.
- *PSOE Drive Thru Rubric* - Paramount will continue to coach and support teachers with an adapted teacher observation rubric that focuses on eLearning student engagement, planning, and student communication. The school principals and admin teams work with the Director of eLearning (DeL) to provide supportive observation and feedback to teachers weekly. The principals send all observation rubrics to the DeL who breaks down the data across the district to see where additional supports are needed.
- *Weekly Team Meetings* - Principals meet with grade level teams weekly to provide updates, trends, and supportive resources.
- *Data Meetings* - In between assessments, school administrative teams along with the DeL meet with grade level teams to review assessment data in ELA and math and create action steps to address academic gaps.