



CHANUTE PUBLIC SCHOOLS

As a result of our Mid Point Parent Survey, each school has reviewed the feedback from parents, students and staff and have developed action plans to address concerns from our learning community.



Continuous Learning Mid-Point Action Plan

Chanute Elementary School

Kindergarten Action Plan

Action Plan 1: Devices

- When we making contact confirmation will be made if the student has a device. If student does not have a device, arrangements will be made to get the student a device to use at home.

Action Plan 2: Communication with parents

- Asking for more details when communicating with parents
 - Check in for feedback on the new way of learning.
 - Choice boards
 - Communication

- Device
- Affirmation of Partnership with Parent

1st Grade Action Plan

What parents are saying	What we will do to address the concern
Wanting paper and pencil or packets sent out	1st grade has added optional, printable worksheets to activities on the choice board. Language was added to the top of the choice boards letting families know they are welcome to print off these pages at home if they choose to.
Families wanting more activities for students	1st grade added extension activities to the bottom of the choice board and some web links that were listed on the resources link so they are available in one place.
Having difficulty logging onto Chromebook and other links provided	When communicating with families, check that they are able to access the links provided and are able to log into the student's Chromebook as well as checking if they have other questions or concerns.

2nd Grade Action Plan

Higher Level of Activities

- 1. Use IXL for personalized learning. Students are able to work on various standards across grade levels and subjects.**
- 2. Make parents aware that there are other options available under the resources tabs on the district website for those students that need them.**

3rd Grade Action Plan

Increase in Available Learning Activities

Third grade has added a Bonus Box at the bottom of our choice board for students that need more work to complete.

Title can help with students that are struggling with assignments. Title Teacher can meet with parents to see what works best with them.

Tutoring or meet weekly to adjust assignments so they are more appropriate for child's needs.

Teachers meet individual student needs with assignments shared to specific students and parents that request more work.

Post activities in Google Classroom or share using emails or messages directly to parents.

4th Grade Action Plan

Increase in Available Learning Activities

Add an additional section to our choice board with challenge and “bonus” choices to address concerns about things being too easy and increase our rigor.

Reach out to parents individually for making adjustments for students who are struggling.

Adjust our choice boards so that each area is more specific and have added in additional options for activities.

Reach out to parents and respond individually to any concerns and questions.

5th Grade Action Plan

Increase in Rigor and Activities

Individualize lessons for students whose parents want more advanced work.

Individualized lessons for students/parents needing more assistance with their work.

Weekly communication check-ins to individualize based on family needs.



Continuous Learning Mid Point **Action Plan** **Royster Middle School**

Low Student Engagement

Action Item 1: The Creation a Low Engagement Database

To address the concern of being able to identify students with low engagement in the Continuous Learning Process RMS created the Low Engagement Database, which tracks active student engagement per teacher that is updated in live time by teachers through a shareable spreadsheet.

- Students who are not actively participating and identified and contacted to offer support in getting reconnected.

Action Item 2: #ChasingGreatness Incentive Plan

- To encourage active student participation in the Continuous Learning Process, our teachers worked through their PLC collaborative teams to develop the #ChasingGreatness Incentive Rewards for students going above and beyond in the CLP process.
 - Each week students are recommended by each PLC Team to be placed in a drawing to win prizes.
 - Each PLC collaborative team determines the qualifications and/or criteria required to be referred for the drawing.
 - The criteria could be based on a challenge, competition or mastery through the weekly learning activities.
 - The incentive plan not only encourages students for their active participation but also encourages students who are motivated by extrinsic rewards to fully engage in the CLP.

Action Item 3: Grid Method Training for the RMS from the TeachBetter Team

Additional support and training for staff to facilitate learning through the CLP Learning Process.

- TeachBetter training on student engagement and providing feedback for distance learning opportunities.
- Guidance and support with the implementation of the Grid Method student pacing models

Action Item 4: Development of Informational Videos to Guide Stakeholders

- Provide basic informational/Instructional video and/or resources to assist our parents and guardians in finding the proper learning opportunities for their child(ren).
 - Information videos include a guide through the distract website in accessing the CLP resources and lessons, Google Classroom, along with tips how to access the child's Google Account / Google Classroom.

Action Item 5: Launch of a Weekly Virtual Parent Camp via Zoom

- To assist our parents and guardians with commonly asked questions in the CLP process our district launched weekly virtual parent camps through Zoom.
 - These weekly camps give our stakeholders opportunities to interact on a more personal level with questions they may have in the CLP process
 - Provides a time to address commonly asked questions from the week, present new resources and information and gives our school an opportunity to reconnect to our families.



Continuous Learning MldPoint Action Plan- Chanute High School

Students-Main Concerns

Lonely—

- Process of contacting each of our advisory students weekly to do check-ins and will continue to do so until the end of the school year.
- Identified and contacted students who advisory teachers identified as hard to contact.
- Contacting those students as well as contacting students who have been “absent” for a week.

Social/Emotional Health—

- Identify and schedule students who have been identified as socially/emotionally fragile.
- Frequent contact with all of our counselors, therapists, and our SRO so that we can quickly identify students who are in need and get them the help needed.

Student Workload—

- Teachers started with less is more and then have transitioned to even less is more.
- Gauging and adjusting learning expectations to match reality of situation.
- Gauging and adjusting for students needing increased rigor the upper end support for students with academic needs.

Internet/Chromebook—

- All of our advisories called their students and checked on internet service, we then cross referenced that list with the survey results and made a list of our own.
- Called all of the students to double check on internet access as well as if students were in need of a zip drive.
- Identified all students that needed a Chromebook or charger and developed a table set up in the foyer to continue a pick up, drop off, and repair station for the district.

Communication—

- We were over communicating at first and then we backed off and are now making strategic contact with the students so that we can support all of them without overwhelming them.

Parents-Main Concerns

Communication—

- More communication between teacher and students as well as between teacher and parents. D
 - Development of the school website
 - Parent question and answer sessions.
 - Each building is now holding weekly parent question and answer sessions to stay in contact and address any concerns and questions.

Assignments—

- Location of where the assignments were and where they could check on those.
 - Individual emails
 - Parent sessions encouraging them to go to the website as well as Powerschool
 - Encouraging parents to email their child's teacher to get access to Google Classroom.

Connectivity—

- Boosted wifi around buildings and locations around the community.
- District created wifi-map

Teachers-Main Concerns

Support—

- Teachers were nervous with this change to online so they wanted to feel supported throughout the process.
 - Check-ins through email
 - Check-in through classroom zooms
 - PLC zooms to ensure that questions are answered and support was given.

Direction—

- Focus and limiting the volume of information delivered.
- Review of survey results through chunked delivery.

Communication—

- Weekly staff meetings and continued support in the PLCs.
- Fewer emails
- Increased phone and zoom interactions.